

FDF03 Food Processing Industry Training Package

Volume 3 of 5

Version Number: 3
Review Date: 30 April 2006

FDF03 Food Processing Industry Training Package

The Food Processing Industry Training Package (FDF03) is comprised of five volumes, three for the food processing sector, and two for the wine sector.

Volume 3 of 5 Food Processing Sector

This Training Package was endorsed by NTQC in March 2003.

This Training Package is to be reviewed by April 2006.

FDF03 - Food Processing Industry Training Package

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Published by:

First published: 9 June 2003

ISBN: 0 642 79960 1

Printed by:

AEShareNet Code: FfE

Print Version No: 3

Release Date: August 2007

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Version Modification History

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

Version	Release Date	Comments
3	August 2007	<p>Addition of imported TAA units to replace former BSZ units in the Wine Sector qualifications.</p> <ul style="list-style-type: none"> • TAADEL301A Provide training through instruction and demonstration of skills • TAAASS401A Plan and organise assessment • TAAASS402A Assess competence • TAAASS404A Participate in assessment validation. <p>Addition of two qualifications in pharmaceutical manufacturing. (Refer Qualifications Framework pages 34 and 35):</p> <ul style="list-style-type: none"> • FDF40207 Certificate IV in Pharmaceutical Manufacturing • FDF50207 Diploma of Pharmaceutical Manufacturing. <p>Addition of two qualifications in food safety auditing (refer Qualifications Framework pages 42 and 43):</p> <ul style="list-style-type: none"> • FDF41007 Certificate IV in Food Processing (Food Safety Auditing) • FDF51007 Diploma of Food Processing (Food Safety Auditing). <p>Assessment Guidelines and Qualifications Framework text updated to conform to new requirements.</p> <p>Historic information (former Table 18 and Table 19) preceding this version of the FDF03 can be found at www.agrifoodskills.net.au</p> <p>Information to assist with implementation of the FDF03 Training Package has been placed in the Appendices of Volume I:</p> <ul style="list-style-type: none"> • Appendix One Listing of all units grouped by AQF level within sector or functional group (This information replaces the former Table 18.) • Appendix Two Competency profiles. <p>Addition of four high risk food safety auditing Specialist units to AQF 4 and 5:</p> <ul style="list-style-type: none"> • FDFFSBM4A Audit bivalve mollusc growing and harvesting processes • FDFFSME4A Audit manufacturing of ready-to-eat meat products • FDFFSHT4A Audit a heat treatment process • FDFFSCC4A Audit a cook chill process <p>New FDF units added to pharmaceutical manufacturing qualifications:</p> <ul style="list-style-type: none"> • FDFPHCCP4A Participate in change control procedures

Version	Release Date	Comments
		<ul style="list-style-type: none"> FDFPHFCC4A Facilitate contamination control FDFPHGMP4A Facilitate and monitor Good Manufacturing Practice FDFPHRNC4A Respond to non-conformance FDFPHRWD4A Prepare and review workplace documentation to support GMP FDFPHVP4A Participate in validation processes <p>Addition of four pharmaceutical specialist units to the Certificate II in Pharmaceutical Manufacturing:</p> <ul style="list-style-type: none"> FDFPHEXT2A Operate an extraction process FDFPHCON2A Operate a concentration process FDFPHFIL2A Operate a filtration process using diatomaceous earth FDFPHSPC2A Operate a separation process using chromatography <p>Revision and recoding of pharmaceutical core units (GMP) at AQF 2 and 3:</p> <ul style="list-style-type: none"> FDFPHMGMP2A Apply Good Manufacturing Practice procedures FDFPHMGMP3A Monitor and maintain Good Manufacturing Practice procedures <p>Revision of food safety auditing units:</p> <ul style="list-style-type: none"> FDFIMMA4A Manage internal audits FDFOPTAP3A Participate in an audit process <p>Addition of imported units at AQF 4 and 5 to replace former BSZ units.</p> <ul style="list-style-type: none"> TAADEL301A Provide training through instruction and demonstration of skills TAAASS301A Contribute to assessment TAAASS401A Plan and organise assessment TAAASS402A Assess competence TAAASS403A Develop assessment tools TAAASS404A participate in assessment validation TAADES402A Design and develop learning programs
2	April 2005	Four new Food Safety Auditing units have been added to the Food Processing Training Package.
1	June 2004	Category 1 maintenance to Wine Sector only, including code and title updates and corrections of typographical errors. Includes amendments required to units imported from FDF03 Food Processing Industry Training Package - Food Processing sector, due to changes made to those units during the period the Wine Sector Training Package was undergoing endorsement.

Version	Release Date	Comments
1.00	June 2003	First release

Forms control: All endorsed training packages will have a version number displayed on the imprint page of every volume constituting that training package. Every training package will display an up-to-date copy of this modification history form, to be placed immediately after the contents page of the first volume of the training package. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Changes to training packages will generally be batched at quarterly intervals. This modification history form will be included within any displayed sample of that training package and will constitute all detail available to identify changes.

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF see the *AQF Implementation Handbook, 3rd Edition 2002*. You can download it from the Australian Qualifications Advisory Board (AQFAB) website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au

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

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

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

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

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Statement of Attainment

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Under the *Standards for Registered Training Organisations*, RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

AQF Guidelines and Learning Outcomes

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

Certificate I

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate II

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate III

Characteristics of Learning Outcomes

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

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

and within known time constraints.

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate IV

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts
- apply solutions to a defined range of unpredictable problems
- identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas
- identify, analyse and evaluate information from a variety of sources
- take responsibility for own outputs in relation to specified quality standards
- take limited responsibility for the quantity and quality of the output of others.

Diploma

Characteristics of Learning Outcomes

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

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

Applications involve participation in development of strategic initiatives as well as personal

responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

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

Distinguishing Features of Learning Outcomes

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

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

Advanced Diploma

Characteristics of Learning Outcomes

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

The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.

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

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

Distinguishing Features of Learning Outcomes

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

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

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

- The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills.

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

Distinguishing features of learning outcomes

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

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

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

Distinguishing features of learning outcomes

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

Qualification pathways - Food Processing

FDF03 Food Processing Training Package is the framework for VET for those engaged in the food processing and pharmaceutical manufacturing industries. The Training Package supports a wide range of learning pathways. These include institution-based programs, workplace and school-based training, as well as other flexible combinations of workplace and off-the-job training and assessment.

Qualifications within FDF03 Food Processing Training Package can be achieved through a variety of pathways including new apprenticeships (traineeships). The training pathways for qualifications contained within FDF03 Food Processing Training Package are illustrated below. For further advice about pathways and qualifications contact the Agri-food Industry Skills Council on telephone 02 6163 7200 or email reception@agrifoodskills.net.au.

Pathways

An employee/person may enter directly into a qualification at AQF levels 1, 2, 3, 4 or 5.

Credit for units completed in a lower level qualification can be counted towards a higher level qualification within the given packaging rules.

Australian apprenticeship arrangements

All qualifications within the Package are open to Australian apprenticeship pathways. Australian apprenticeship arrangements already exist for all qualifications within this Training Package with the exception of the Certificates in Food Processing (Sales). Discussions with the relevant industrial parties will need to occur. However, it is expected that Australian apprenticeship arrangements will be established for this new area.

VET in schools delivery

The Certificates in Food Processing and related qualifications have the potential to be used as a VET in schools program. This is conditional on local parties collaborating to agree on delivery, assessment and infrastructure arrangements. Models for these arrangements are established in the food processing industry. For information contact the Agri-food Industry Skills Council on telephone 02 6163 7200 or email reception@agrifoodskills.net.au.

Structure of the Food Processing Industry Qualifications

The structure of these qualifications is outlined below.

Types of units

Different types of units make up these qualifications. They are Core, Specialist and Optional units. Additional units may be imported for other Training Packages as required.

Core units

Core units are prescribed for all qualifications within this Training Package. These units cover skills and knowledge integral to work in the food processing industry. Employees must have attained competence in the relevant core units before, or concurrent with, achieving competence in any specialist or optional unit/s. Core units are a compulsory component of each food processing qualification. Note that the core units are stand-alone units. This means that the appropriate Core units can be selected to align to the level of work performed.

The pharmaceutical manufacturing qualifications share some common units with the food processing Core but also include Core units in Good Manufacturing Practice. These GMP

units have been specifically designed for use within the pharmaceutical industry.

Specialist units

These are units of competency that are directly associated with the main job-based activities performed in the workplace.

Specialist units are defined for Certificate I-III and are process-based. A guiding principle in the review of this Training Package has been to remove unit duplication. This has resulted in a significant reduction of sector-specific units and a corresponding increase in cross-sector specialist or multi-sector Specialist units.

To support ready identification of units by function, multi-sector Specialist units have been categorised in the following way:

- FDFZCS Cleaning and sanitation units
- FDFZMH Materials handling units
- FDFZPM Preparation and mixing units
- FDFZPR Production/processing units
- FDFZPK Packaging units

Specialist units include those developed specifically for the food processing industry and relevant units that have been imported from other Training Packages. Imported units retain their own codes such as:

<ul style="list-style-type: none">• TDT Warehousing• WRR Retail• PRM Specialist cleaning• THH Tourism/Hospitality• SUG Sugar Milling	<ul style="list-style-type: none">• PMB/PMA Process Manufacturing• RUA Rural• PSP Public Service• PML Laboratory• BSB/BSZ Business Services
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For ease of locating, Certificate IV and Diploma level specialist units have been broken down into two main categories:

- Food processing
- Pharmaceutical.

Food processing Certificate IV and Diploma level Specialist units have been grouped by general activity:

- FDFPL - Planning
- FDFIM - Information management
- FDFPM - People management/Workplace relationships
- FDFPI - Process improvement
- FDFTEC - Technical
- FDFFS - Food Safety Auditing.

No additional Core or Optional units are aligned at Certificate IV and Diploma levels for Food processing. Units at these qualifications levels are simply referred to as Specialist units.

Optional units

These units may be used as appropriate to meet work requirements. They cover areas such as training and assessment, environmental practices/procedures, teamwork, pest prevention, maintenance, and sampling and testing. Some imported units are listed as optional units.

Additional units

The units listed in this Training Package are designed to meet typical food processing industry

work requirements. If these units cannot meet any specific enterprise requirements, then units from any other registered Training Packages may be imported.

Note that imported units from other Training Packages should not duplicate the content of units already included. For the purposes of the qualification packaging arrangements, additional imported units should be treated as optional units.

Typically these units align at the same AQF level as their alignment in the source Training Package

There is a limit to the number of additional units that can be counted towards a qualification at Certificate IV and Diploma levels. Refer to the Packaging rules for qualifications on Page 23.

Duplication between units

FDF qualifications cover diverse industry sectors and units have been developed over time, often in parallel with other related training packages. An underpinning principle of qualification packaging rules is to avoid selecting units which duplicate content. The following guidance is provided to assist RTOs when structuring qualifications.

Selection of GMP units. GMP units are specifically designed for application in pharmaceutical manufacturing environments where food-related qualify and food safety requirements are inappropriate. As some companies have indicated a commitment to GMP, it should be noted that there is a direct duplication between GMP, and quality assurance and food safety units. It is therefore not appropriate to adopt the pharmaceutical sector GMP units in addition to these two food processing core units.

Some units such as FDFZPRPR2A Operate a production process and FDFZPKPP2A Operate a packaging process are generic units that can be used where no process-specific unit exists. These units cannot be used in addition to an existing process-specific unit if this results in double-counting of units to cover the same competency.

The small business units (aligned at Certificate III) cover similar areas as FDF and BSB units aligned at Certificate IV and Diploma levels. The small business units are specifically designed to address this target audience. The guiding principle is that no more than one unit can be used to cover the same area of competence. Where more than one unit could apply, the unit content needs to be considered to determine unit selection.

In some cases generic management units at Certificate IV and Diploma level have been revised to reflect application in a food processing context. When importing units, particularly at Certificate IV and Diploma levels, the imported unit should not duplicate the content of an existing unit.

The table below summarises duplicate units within the Pharmaceutical Manufacturing qualifications at AQF IV and V.

Unit	Duplicating unit
MEM15.1AA Perform basic statistical quality control	FDFOPTSPC2A Apply principles of statistical process control
MCMT261A Use SCADA systems in manufacturing	FDFZPRCI2A Operate a process control interface

The addition of specific units for conducting food safety audits should be noted. FDFIMMIA4A Manage internal audits should only be selected to support audits related to quality, health and safety and environmental management. Where the internal audit relates to food safety, select either FDFFSACA Assess compliance with food safety programs or FDFFSFSA Conduct food safety audits, according to the level of auditing competence required.

Coding of units of competency

Each Training Package is assigned a unique five character code. For this version of the revised Food Processing Training Package, it is FDF03. Each unit of competency is also assigned a code of up to 12 characters, consisting of capital letters and numbers.

The first three letters of the code are taken from the Training Package code FDF. The next 2-3 letters indicate the type of unit and/or industry sector:

- COR indicates that the unit is a core competency standard.
- Z indicates that the unit applies across industry sectors (refer to earlier Z unit code descriptors).
- OPT indicates that the unit is part of the optional set of units.
- PH indicates that the unit applies to the Pharmaceutical sector.

The last 2-3 letters represent the title of the unit. The first number indicates the AQF level where the unit typically aligns. The final letter indicates the unit version.

Units listed at more than one AQF Level

Some units are listed at more than one AQF level. Listing units at more than one AQF level reflects common industry application.

At the Certificate IV and Diploma levels, the industry had great difficulty in assigning units a discrete AQF level. Some units were clearly of such complexity, breadth and depth that they could easily be aligned to AQF 5. However, some units could apply at either level depending on the company size and/or work practices employed and these have been listed at both levels.

A number of units have been included from other Training Packages to address typical competency requirements in the food processing industry. Typically these units align at the same AQF level as their alignment in the source Training Package. In some cases, however, industry application required realignment of these units to reflect industry practice.

Qualification pathways - Wine Industry

An employee/person may enter directly into a Certificate I, II or III in Food Processing (Wine). Credit for units completed in a lower level qualification can be transferred and counted towards a higher level qualification. Refer to the diagram below.

New Apprenticeship Arrangements

All qualifications within the Package are open to New Apprenticeship pathways.

VET in Schools Delivery

The Certificates in Food Processing (Wine) have the potential to be used as a VET in Schools program. This is conditional on local parties collaborating to agree on delivery, assessment and infrastructure arrangements. Models for these arrangements are established in the food processing industry. For information contact the National Food Industry Training Council.

Components of the Wine Industry Qualifications

Different types of Units of Competency make up these qualifications. The Units of Competency have been classified into Core, Specialist and Optional groups. This structure takes into account the acquisition and application of industry-wide, sector and enterprise knowledge and skills.

Core Units

These are units that are compulsory in qualifications for all sectors of the food processing industry. They cover communication, food safety, numeracy, occupational health and safety and quality assurance.

Perform Effectively in the Workplace is a unit that is compulsory for Wine Industry qualifications. It covers a basic employee induction into the wine production workplace.

Specialist Units

Specialist units are competency standards that are directly associated with:

- bottling and packaging
- cellar door sales
- cellar operations
- laboratory operations
- warehouse and distribution
- wine grape growing.

They can be selected in any combination within the packaging requirements for a given qualification.

Where there are relevant competency standards in other industry Training Packages, these have been included in the Wine Sector Training Package. In some cases the Unit of Competency has been inserted in its original (source) format to facilitate future upgrades when other Training Packages are reviewed.

Optional Units

Optional units are competency standards from other industry Training Packages that support the Wine Industry Specialist units. They have been allocated a pool and points for use within this Training Package.

Pools

Units of Competency have been aligned to the AQF and then grouped into Pools 1, 2 or 3. (Pool 1 closely equates to AQF level 1, Pool 2 to AQF level 2 and Pool 3 to AQF level 3.) The allocation of units to Pools reflects the differences in the nature and complexity of skills and knowledge used within the industry. Some units have therefore been listed in more than one pool to reflect workplace practices where particular competencies apply to more than one occupation or classification level.

Points

Each Unit of Competency has been allocated a value of 2, 4, or 6 points. Points have been allocated based on three factors:

- the amount of training required
- the amount of underpinning knowledge and experience required to achieve competency
- the complexity of skill required. For example does it involve simply following procedures or more complex tasks such as prioritising and problem solving.

For a full list of the unit pools and points that have been allocated refer to the Index of Units.

The Core Units of Competency do not have points allocated to individual units because they are a compulsory component of each qualification. Instead, a pre-determined value has been allocated (12 points at each qualification level) on the successful completion of the Core units.

Packaging of Wine Industry Qualifications

Principles for Packaging Units of Competency

The NFITC has established the following principles for packaging Units of Competency into qualifications in the food processing industry:

- packaging supports existing classifications within industrial agreements
- packaging facilitates industrial parties to develop and implement future industrial agreements
- packaging provides maximum flexibility/choice in job design in the workplace
- packaging maintains the integrity of the food processing industry's national certificate and diploma qualifications.

Consistent with these principles, the wine sector Units of Competency have been aligned to the AQF and then grouped into Pools 1, 2 or 3. Some units have been listed in more than one pool to reflect workplace practices. Each unit has also been allocated a point value.

The Units of Competency are packaged to a qualification level according to the needs of the industry and in the context of industrial arrangements and agreements. The main criterion has been to match groups of units to the AQF descriptors, work levels, career paths and typical competency profiles within each work level.

Entry to Qualifications

Each AQF level has a qualification in its own right. A person may enter directly into any level. Each level addresses the occupational requirements within the context of the AQF descriptors described in the section outlining the Australian Qualification Framework system.

Prerequisites

Prerequisites to some Units of Competency are specified where there are essential skills required to perform the tasks in the unit, that are not dealt with within the unit. In these cases, the Unit that covers the required essential skills is identified as a prerequisite.

Where a prerequisite is specified then the requirements must be met prior to assessment in the unit which is being undertaken. Prerequisites can be achieved by recognition of current competency or through a learning program to bridge any gaps in competency.

Prerequisite unit points are credited towards the qualification level and must be undertaken within the packaging requirements of the particular certificate.

Skill Sets

Definition

Skill sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

Wording on Statements of Attainment

Skill sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill sets are not qualifications.

Where skill sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording 'these competencies meet [the relevant skill set title or industry need is included]' on the Statement of Attainment. This wording applies

only to skill sets that are formally identified as such in the endorsed Training Package.

All Statements of Attainment must include the wording 'A Statement of Attainment is issued by a Registered Training Organisation when an individual has completed one or more units of competency from a nationally recognised qualification'. The following may also be used 'these competencies form part of the [the relevant qualification(s) code and title are inserted]'.

This section below provides information on skill sets within this Training Package, with the following important disclaimer: **Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.**

Skill Sets in this Training Package

Skill sets in this Training Package

Where this section is blank, nationally recognised skill sets have yet to be identified in this industry.

Assessment Guidelines

Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations*. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

Assessment System Overview

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

Benchmarks for Assessment

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

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

Australian Quality Training Framework Assessment Requirements

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

The *Standards for Registered Training Organisations* can be downloaded from the DEST website at www.dest.gov.au or can be obtained in hard copy from DEST. The following points summarise the assessment requirements under the AQTF.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the *Standards for Registered Training Organisations*. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisations*.

Quality Training and Assessment

Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.

Assessor Competency Requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.

Assessment Requirements

The RTOs assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

Assessment Strategies

Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.

Mutual Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.

Access and Equity and Client Services

Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

Partnership Arrangements

RTOs must have, and comply with, written agreements with each organisation providing training and/or assessment on its behalf. See Standard 1.6 of *Standards for Registered Training Organisations*.

Recording Assessment Outcomes

Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training*.

Issuing AQF Qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *AQF Implementation Handbook* and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

Licensing/registration requirements

This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each State and Territory, and can regularly change. The developers of this Training Package, and DEST, consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and DEST cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

Contact the relevant state or territory department(s) to check if the licensing/registration

requirements described below still apply, and to check if there are any others with which you must comply. For further information contact www.agrifoodskills.net.au.

Requirements for assessors

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined below, in addition to the AQTF requirements.

Some individual units of competency may be subject to licensing arrangements before training is commenced or before undertaking related work in the industry. Other units may require licences for those responsible for delivery and assessment. Competency standards where licensing arrangements may be relevant include those dealing with:

- turbine and boiler operation
- forklift operation
- application of pesticides
- working in confined spaces.

For further information on licensing requirements, refer to the National Occupational Health and Safety Commission Standard: National Occupational Health and Safety Certification Standard for Users and Operators of Industrial Equipment [NOHSC:1006 (2001)] and [NOHSC:7019 (1992)] and the NOHSC website at www.nohsc.gov.au.

When assessing an area covered by a licence, the assessment must be conducted according to the requirements of the managing authority and according to the Assessment Guidelines contained within this Training Package. In the case of certificated occupations managed by NOHSC, assessment must be carried out by a certificated assessor in accordance with NOHSC guidelines. Interpretation and implementation of these guidelines are the responsibility of the relevant state or territory health and safety authority.

Assessors of food safety auditors may need to meet additional certification requirements depending on the nature of the food safety auditing scheme. Refer to information within the relevant units and also see the Agri-foods Industry Skills website for information on food safety auditing qualifications, www.agrifoodskills.net.au.

Individuals conducting assessments of units that cover statutory licensing and industry registration arrangements must comply with training, experience and registration requirements additional to the minimum requirements identified in this Training Package.

Requirements for RTOs

Selected units of competency and qualifications in this Training Package provide the basis for a range of statutory licensing and industry registration arrangements. To satisfy these licensing and registration arrangements, RTOs must meet those additional requirements.

Requirements for candidates

Individuals being assessed under statutory licensing and industry registration systems must comply with training and experience requirements additional to the minimum requirements identified in this Training Package. This applies specifically to food safety auditor candidates.

Pathways

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

- formal or informal education and training
- experiences in the workplace

- general life experience, and/or
- any combination of the above.

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

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

Assessment, by any pathway, must comply with the assessment requirements set out in the *Standards for Registered Training Organisations*.

Learning and Assessment Pathways

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

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

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

Assessment-Only or Recognition of Prior Learning Pathway

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

In an assessment-only or Recognition of Prior Learning (RPL) pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor, such as in the compilation of portfolios; or directed by the assessor, such as through observation of workplace performance and skills application, and oral and/or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* must be met.

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

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

skills, contingency management skills, and job/role environment skills).

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

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

Combination of Pathways

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

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

Assessor Requirements

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

Assessor Competencies

The *Standards for Registered Training Organisations* specify mandatory competency requirements for assessors. For information, Standard 7.3 from the *Standards for Registered Training Organisations* follows:

7.3	a	The RTO must ensure that assessments are conducted by a person who has:
		<ul style="list-style-type: none"> • the following competencies* from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies: <ul style="list-style-type: none"> • TAAASS401A Plan and organise assessment; • TAAASS402A Assess competence; • TAAASS404A Participate in assessment validation; • relevant vocational competencies, at least to the level being assessed.
	b	However, if a person does not have all of the competencies in Standards 7.3 a (i) and the vocational competencies as defined in 7.3 a (ii), one person with the competencies listed in Standard 7.3 a (i), and one or more persons who have the competencies listed in Standard 7.3 a (ii) may work together to conduct assessments.
		* A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

Designing Assessment Tools

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

Use of Assessment Tools

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

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

Using Prepared Assessment Tools

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

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

- are benchmarked against the relevant unit or units of competency
- are reviewed as part of the validation of assessment strategies as required under 9.2 (i) of the *Standards for Registered Training Organisations*
- meet the assessment requirements expressed in the *Standards for Registered Training Organisations*, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403A *Develop assessment tools*. There is no set format or process for the design, production or development of assessment materials.

Conducting Assessment

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

Mandatory Assessment Requirements

Assessments must meet the criteria set out in Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 from the *Standards for Registered Training Organisations* is reproduced below.

8		RTO Assessments
		The RTOs assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.
8.1		The RTO must ensure that assessments (including RPL):
	i.	comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;

	ii.	lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;
	iii.	are valid, reliable, fair and flexible;
	iv.	provide for applicants to be informed of the context and purpose of the assessment and the assessment process;
	v.	where relevant, focus on the application of knowledge and skill to standard of performance required in the workplace and cover all aspects workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;
	vi.	involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;
	vii.	provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes;
	viii.	are equitable for all persons, taking account of individual needs relevant to the assessment; and
	ix.	provide for reassessment on appeal.
8.2	a	The RTO must ensure that RPL is offered to all applicants on enrolment
	b	The RTO must have an RPL process that:
		i. is structured to minimise the time and cost to applicants; and ii. provides adequate information, support and opportunities for participants to engage in the RPL process.

Access and Equity

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

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered reasonable if they do not impose an unjustifiable hardship on a training provider or employer. When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

Assessment in the Food Processing Industry

Assessing Competency

The assessor and candidate need to mutually implement agreed processes that will result in a valid, reliable, fair, flexible, sufficient, and authentic assessment of workplace competency.

The following points outline key reminders in relation to the assessment of competency. For more comprehensive information, refer to the Assessment Guidelines section.

Principles

Assessments must meet the assessor competency standards Plan assessment, Conduct assessment and Review assessment.

Assessment must include all Elements of the Unit of Competency being assessed. This includes all items in the Performance criteria and Evidence requirements.

If a simulated environment is to be used for assessment, it must be as close to the workplace context as possible, so that the assessment is a valid, reliable and fair indication of competency in the real workplace. The equipment, procedures and documentation should be those typically used in a workplace.

Assessment should not require a higher level of communication competency than that specified in the Core competencies for the particular AQF level.

Assessment should reinforce the integration of the key competencies and the food industry's Core competencies for the particular AQF level.

Process

The assessment process should be negotiated by the assessor and candidate so that both parties have confidence in the process and its outcomes.

Self-assessment by the candidate should be integrated into the assessment process wherever possible.

All employees directly or indirectly involved in the process should be briefed on the factors that will impact on them, eg duration, changes in work routine.

Practice

Assessment should be over time and a range of events to ensure that the candidate can consistently demonstrate authentic performance.

Evidence-gathering methods must be appropriate to the context, the assessor and the candidate. The methods used to collect evidence must meet the principles of validity, equity, authenticity and sufficiency.

The following is a list of common methods for gathering evidence. It is by no means exhaustive. It is generally advisable that at least two methods be used to ensure reliability.

- Workplace performance
- Simulation
- Role-play
- Questioning (oral or written)
- Visual presentation
- Work-based assignment or project
- Skills folio, demonstrating prior experience
- Third party reports

Following the assessment process, assessment outcomes need to be recorded and feedback provided in terms of performance against the competency standards.

Further Sources of Information

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

Contacts

Contacts

Agri-food Industry Skills Council

7 National Circuit

BARTON ACT 2600

PO Box 5450

KINGSTON ACT 2604

Telephone: (02) 6163 7200

Fax: (02) 6163 7278

Web: www.agrifoodskills.net.au

Email: info@agrifoodskills.net.au

Australian Training Products Ltd

Level 25, 150 Lonsdale Street

MELBOURNE VIC 3000

PO Box 12211

A'Beckett Street Post Office

MELBOURNE VIC 8006

Telephone: (03) 9655 0600

Fax: (03) 9639 4684

Web: www.atpl.net.au

Email: sales@atpl.net.au

Innovation and Business Industry Skills Council

Building B, Level 2

192 Burwood Road

Telephone: (03) 9815 7000

Fax: (03) 9815 7001

Email: virtual@ibsa.org.au

General Resources

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

AQF Implementation Handbook, third Edition. Australian Qualifications Framework Advisory Board, 2002, aqf.edu.au

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

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

Australian Quality Training Framework *Standards for Registered Training Organisations*, Australian National Training Authority, Melbourne, 2005. Available in hard copy from State

and Territory Training Authorities or can be downloaded from www.dest.gov.au

TAA04 Training and Assessment Training Package. This is available from the Innovation and Business Skills Australia (IBSA) Industry Skills Council and can be viewed, and components downloaded, from the National Training Information Service (NTIS). National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.ntis.gov.au *Style Guide for Training Package Support Materials*, Australian National Training Authority, Melbourne, 2003. Can be downloaded from the ANTA page at www.dest.gov.au

Assessment Resources

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

Printed and/or CD ROM versions of the Guides can be purchased from Australian Training Products (ATP). The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidates Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment

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

Assessment Tool Design and Conducting Assessment

VETASSESS AND; Western Australian Department of Training and Employment 2000, *Designing Tests - Guidelines for designing knowledge based tests for Training Packages*. Vocational Education and Assessment Centre 1997, *Designing Workplace Assessment Tools, A self-directed learning program*, NSW TAFE.

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

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

Assessor Training

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

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

Australian Training Products Ltd *Assessment and Workplace Training, Training Package - Toolbox*, ATP Melbourne.

Green, M, et al. 1997, *Key competencies professional development Package*, Department for Education and Childrens Services, South Australia.

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

Assessment System Design and Management

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

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

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

BSBCMN205A**Unit Descriptor****Use business technology**

This unit covers the skills and knowledge required to select, use, and maintain business technology. This technology includes the effective use of computer software to organise information and data.

Competency Field

This unit is related to BSBCMN307A Maintain business resources.
Common

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|------------------------------|---|
| 1. Select and use technology | 1.1 Appropriate <i>technology</i> and <i>software</i> applications are selected to achieve the requirements of the task
1.2 Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user
1.3 Technology is used according to <i>organisational requirements</i> and in a way which promotes a safe work environment |
| 2. Process and organise data | 2.1 Files and records are identified, opened, generated or amended according to task and organisational requirements
2.2 <i>Input devices</i> are operated according to organisational requirements
2.3 <i>Data</i> is <i>stored</i> appropriately and applications are exited without damage to or loss of data
2.4 Manuals, training booklets and/or on-line help or help-desks are used to overcome basic difficulties with applications |
| 3. Maintain technology | 3.1 Used <i>technology consumables</i> are identified and replaced in accordance with manufacturer's instructions and organisational requirements
3.2 <i>Routine maintenance</i> is carried out and/or arranged in order to ensure that equipment is maintained in accordance with manufacturer's instructions and organisational requirements
3.3 <i>Equipment faults</i> are accurately identified and action taken in accordance with manufacturer's instructions or by reporting fault to designated person |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with members of the work team	1
Collecting analysing and organising information	to identify application needs	1
Planning and organising activities	for self	1
Working with others and in teams	in communicating equipment faults	1
Using mathematical ideas and techniques	when preparing routine maintenance	1
Solving problems	to identify application problems	1
Using technology	to complete allocated tasks	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Technology may include:

- computer technology, such as laptops and PCs
- digital cameras
- zip drives
- modems
- scanners
- printers

Software applications may include:

- email, internet
- word processing, spreadsheet, database, accounting, or presentation packages

Organisational requirements may relate to procedures including:

- log-on procedures
- correctly identifying and opening files
- locating data
- saving and closing files
- Occupational Health and Safety policies, procedures and programs
- storing data
- manufacturer's guidelines
- legal and organisation policy/guidelines and requirements

Input devices may include:

- keyboard
- numerical key pad
- mouse
- scanner

Storage of data may include:

- storage in directories and sub-directories
- storage on CD-ROMs, hard and floppy disk drives or back up systems
- appropriate storage/filing of hard copies of computer generated documents

Technology consumables may include:

- printer ribbons and cartridges
- CD-ROM
- zip disks
- print heads
- floppy disks
- toner cartridges
- backup tapes

Routine maintenance may include:

- regular checking of equipment
- replacing consumables
- "in-house" cleaning and servicing of equipment according to manufacturer's guidelines
- periodic servicing by qualified or manufacturer approved technician

Equipment faults or problems may be identified or anticipated by:

- routine checking of equipment
- preparation of a maintenance program
- encouraging feedback from work colleagues
- regular back-ups of data
- keeping a log book of detected faults
- regular Occupational Health and Safety inspections
- checking that repairs have been carried out

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Selection and application of functional software applications to produce workplace documents
- Application of Occupational Health and Safety procedures for set up of workstation, operation of computer, changing toner cartridges and other work with plant and substances
- Access, retrieval and storage of required data

Underpinning Knowledge

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The organisation's policies, plans and procedures, especially in regard to file-naming and storage conventions
- The correct log-on and shut-down procedures for computer equipment
- Organisational IT procedures including back-up and virus protection procedures
- Basic technical terminology in relation to reading help-files and manuals
- Methods of detecting faults in and solving problems with business technology

At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

Underpinning Skills

- Literacy skills to identify work requirements and understand and process basic, relevant workplace information; follow written instructions;
- Communication skills to request advice, receive feedback and work with a team
- Problem solving skills to solve routine problems
- Keyboarding skills to produce basic workplace documents
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels

BSBCMN214A**Unit Descriptor****Create and use simple spreadsheets**

This unit covers creating and using simple spreadsheets and charts through the use of spreadsheet software.

This unit is related to BSBCMN107A Operate a personal computer and BSBCMN108A Develop keyboard skills.

Competency Field

Common

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-------------------------------|--|
| 1. Use safe work practices | 1.1 Workspace, furniture and equipment are adjusted to suit the <i>ergonomic requirements</i> of the user
1.2 <i>Work organisation</i> meets organisational and statutory requirements for computer operation
1.3 Energy and resource <i>conservation techniques</i> are used to minimise wastage in accordance with organisational and statutory requirements |
| 2. Create simple spreadsheets | 2.1 Organisational and task requirements in relation to data entry, storage, output and presentation requirements are identified
2.2 Spreadsheet utilises <i>routine software functions</i> and <i>simple formulae</i> to meet identified requirements
2.3 Spreadsheet layout enables efficient data input and presentation
2.4 Spreadsheet is <i>formatted</i> in accordance with organisational style and presentation requirements
2.5 Formulae are tested to confirm output meets task requirements
2.6 Adjustments are made as required
2.7 Supervisor is consulted to confirm final formulae |
| 3. Produce spreadsheets | 3.1 <i>Data</i> is entered, <i>checked</i> and amended in accordance with organisational and task requirements
3.2 Data input meets <i>designated timelines</i> and organisational requirements for speed and accuracy
3.3 Manuals, user documentation and on-line help are used to overcome problems with spreadsheet design and production
3.4 Spreadsheet is previewed, adjusted and <i>printed</i> in accordance with organisational and task requirements
3.5 Spreadsheet is <i>named and stored</i> , in accordance with organisational requirements and the application exited without data loss/damage |
| 4. Produce simple charts | 4.1 Organisational and task requirements are determined in relation to the <i>type of chart</i> and <i>chart features</i> to be included
4.2 Choice and design of chart enables valid representation of numerical data and meets organisational and task requirements
4.3 Chart is previewed, adjusted and printed in accordance with organisational and task requirements |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	through the production of an effective spreadsheet	1
Collecting analysing and organising information	to determine the most appropriate spreadsheet format	1
Planning and organising activities	to determine formulae and input data	1
Working with others and in teams	to determine spreadsheet and printing requirements	1
Using mathematical ideas and techniques	while using formulae in the spreadsheet	2
Solving problems	using manuals and on-line help	2
Using technology	to create and use spreadsheets	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Organisational policy and procedures may include:

- log-on procedures
- password protection
- storage/location of data
- standard formats
- author's instructions
- use of templates

Ergonomic requirements may include:

- workstation height and layout
- chair height, seat and back adjustment
- footrest
- screen position
- keyboard and mouse position
- document holder
- posture
- avoiding radiation from computer screens
- lighting
- noise minimisation

Work organisation may include:

- mix of repetitive and other activities
- rest periods
- exercise breaks

Conservation techniques may include:

- double-sided paper use
- re-used paper for rough drafts (observing confidentiality requirements)
- recycling used and shredded paper
- utilising power-save options for equipment

Routine software functions may include:

- formatting text
- formatting cells
- adding/deleting columns/rows
- sizing columns/rows
- headers/footers

Simple formulae may include:

- maximum
- minimum
- average
- sum
- subtraction
- multiplication
- division
- combinations of above

Formatting may include:

- enhancements to text
- enhancements to format - borders, patterns and colours
- alignment on page
- headers/footers
- use of absolute and relative cell addresses
- efficiency of formulae
- use of cell addresses in formulae

Data may include:

- numbers
- text

- Checking may include:
- proofreading
 - accuracy of data
 - spelling, electronically and manually
 - accuracy of formulae with calculator
 - ensuring instructions with regard to content and format have been followed
- Designated timelines may include:
- timeline agreed with supervisor/person requiring spreadsheet
 - timeline agreed with internal/external client
 - organisation timeline eg financial requirements
- Printing may include:
- with values
 - with formulae
 - to fit specific number of pages
 - to fit on one page
- Storage of data may include:
- storage in electronic folders / sub-folders
 - storage on hard/floppy disk drives, CD ROM, tape backup
 - organisation policy for backing up files
 - organisation policy for filing hard copies of spreadsheets
 - filing locations
 - security
 - authorised access
- Chart types may include:
- column
 - stacked, 3-D column
 - bar
 - stacked / multiple bar
 - line
 - pie and 3-D pie
 - exploded pie
 - scatter / bubble
 - area
- Chart features may include:
- data labels
 - axis title
 - chart title
 - legend
 - gridlines
 - axes
 - data tables
 - colours
 - patterns
 - lines
 - fills
 - borders

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Design appropriate to type and use of spreadsheet
- Use of cell-based formulae

Underpinning Knowledge

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the purpose and ranges of uses of spreadsheet's functions
- Organisational requirements for ergonomic standards, work periods and breaks, and conservations techniques
- Organisational guidelines on spreadsheet manipulation and processing
- Format of workplace documents

At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.

Underpinning Skills

- Computer literacy
- Keyboarding skills
- Literacy skills in relation to spelling correctly
- Numeracy skills in relation to creating and using spreadsheet formulae
- Communication skills to interpret instructions
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace
- These may include:
- workplace reference materials such as style guides
- computer equipment with spreadsheet software
- English dictionary

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations:

Eg dealing with different office requirements, different types of data, different types of spreadsheets and over a period of time to ensure that situational variables are consistently achieved

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels

BSBCMN310A**Unit Descriptor****Deliver and monitor a service to customers**

This unit covers the skills and knowledge required to identify customers' needs and monitor a service provided to customers.

This unit is related to BSBCMN208A Deliver a service to customers and BSBCMN410A Coordinate implementation of customer service strategies.

Competency Field

Common

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Identify customers' needs | 1.1 Customers' <i>needs and expectations</i> are clarified and accurately identified using <i>appropriate interpersonal skills</i>
1.2 Customers' needs are assessed for urgency to determine priorities for service delivery in accordance with <i>organisational requirements</i>
1.3 Customers are provided with information about available choices for meeting their needs and assisted in the selection of preferred options
1.4 Limitations in addressing customers' needs are identified and appropriate assistance is sought from <i>designated individuals</i> |
| 2. Deliver a service to customers | 2.1 Service is provided promptly to customers to meet identified needs in accordance with organisational requirements
2.2 Appropriate rapport is established and maintained with customers to ensure completion of the delivery of a quality service.
2.3 Customers' <i>complaints</i> are handled sensitively and courteously in accordance with organisational requirements
2.4 Customers with <i>special needs</i> or assistance are responded to in accordance with organisational requirements
2.5 Available <i>opportunities</i> are identified and used to promote and enhance services and products to customers |
| 3. Monitor and report on service delivery | 3.1 Customer satisfaction with service delivery is regularly reviewed using <i>verifiable evidence</i> in accordance with organisational requirements
3.2 Opportunities to enhance the quality of service and products are identified and pursued within organisational requirements
3.3 Procedural aspects of service delivery are monitored for effectiveness and suitability to customer requirements
3.4 Customer feedback is regularly sought and used to improve the provision of products and services
3.5 Decisions to modify products or services incorporate evidence of customer satisfaction and are within organisational requirements
3.6 Reports are clear, detailed and contain recommendations focused on critical aspects of service delivery |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with customers on products and services	2
Collecting analysing and organising information	to monitor and report on customer services	2
Planning and organising activities	to meet customer needs	2
Working with others and in teams	in completing scheduled tasks	1
Using mathematical ideas and techniques	to determine service or product costs	1
Solving problems	to respond to customer enquiries or complaints	2
Using technology	to complete allocated tasks	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Customer needs and expectations may relate to:

- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing organisation's products and services
- returning organisation's products and services
- accuracy of information
- fairness/politeness
- prices/value

Appropriate interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing to check understanding of customer's message
- providing an opportunity for the customer to confirm their request
- seeking feedback from the customer to confirm understanding of needs
- questioning to clarify and confirm the customer's needs
- listening actively to what the customer is communicating

Customers can be:

- internal or external
- other agencies
- individual members of the organisation
- corporate customers
- individual members of the public

Organisational requirements may include:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for products or services
- pricing and discount policies
- replacement and refund policy and procedures
- payment and delivery options

Designated individuals may include:

- supervisor
- customers
- colleagues
- line management

Customers' complaints may include:

- damaged goods or goods not delivered
- administrative errors such as incorrect invoices or prices
- warehouse or store room errors such as incorrect product delivered
- service errors
- delivery errors
- product not delivered on time
- customer satisfaction with service quality

Customers with special needs may include:

- disabilities
- language
- beliefs/values
- religious/spiritual observances
- gender, age
- culture
- age

Opportunities for enhancing quality of service or product may include:

- procedures for delivery of goods
- returns policy
- system for recording complaints
- extending timelines
- packaging procedures
- update of customer service charter

Verifiable evidence may include:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- lapsed customers
- service calls
- complaints

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Identifying needs and priorities of customers
- Distinguishing between different levels of customer satisfaction
- Treating customers with courtesy and respect
- Identifying and complying with organisational requirements
- Responding to and reporting on customer feedback

Underpinning Knowledge

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the principles of excellent customer service
- Understanding the organisation's business structure, products and services
- Understanding the organisation's policy and procedures for customer service including handling customer complaints
- Knowledge of product and service standards and best practice models
- Understanding the principles of quality assurance
- Understanding public relations and product promotion
- Consultation methods, techniques and protocols
- Techniques for dealing with customers, including customers with special needs

At this level the learner must demonstrate some relevant theoretical knowledge.

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Report writing skills to identify and elaborate on customer service strategies; assess information for relevance and accuracy; source additional information as required
- Technology skills including the ability to select and use technology appropriate to a task
- Problem solving skills to deal with customer enquiries or complaints
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels

BSBCMN405A**Unit Descriptor****Analyse and present research information**

This unit covers the skills and knowledge required to gather, organise and present workplace information using available systems.

This unit is related to BSBCMN305A Organise workplace information and BSBCMN306A Produce business documents.

Competency Field

Common

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-------------------------------------|--|
| 1. Gather and organise information | 1.1 <i>Information</i> is gathered and organised in a format suitable for analysis, interpretation and dissemination in accordance with <i>organisational requirements</i>
1.2 Information held by the organisation is accessed and assessed for accuracy and relevance in line with established organisational requirements
1.3 <i>Methods of collecting information</i> are reliable and make efficient use of resources in accordance with organisational requirements
1.4 <i>Business technology</i> is used to access, organise and monitor information in accordance with organisational requirements
1.5 Information is updated, modified, maintained and stored in accordance with organisational requirements |
| 2. Research and analyse information | 2.1 <i>Objectives of research</i> are clearly defined and consistent with organisational requirements
2.2 Data used in research is valid and relevant to research purposes
2.3 <i>Research strategies</i> are appropriate to the requirements of the research and make efficient use of available resources
2.4 <i>Methods of data analysis</i> are reliable and suitable to research purposes
2.5 Assumptions used in analyses are clear, justified and consistent with research objectives
2.6 Conclusions are supported by evidence and contribute to the achievement of <i>business objectives</i> |
| 3. Present information | 3.1 Recommendations and issues are presented in an appropriate format, style and structure using suitable business technology
3.2 Structure and format of reports are clear and conform to organisational requirements
3.3 Research findings are reported and distributed in accordance with organisational requirements
3.4 <i>Feedback</i> and comments on suitability and sufficiency of findings is obtained in accordance with organisational requirements |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with members of the work team	2
Collecting analysing and organising information	to prepare and present information	3
Planning and organising activities	for preparing and presenting information	2
Working with others and in teams	in completing scheduled tasks	2
Using mathematical ideas and techniques	to analyse data	2
Solving problems	to present information	2
Using technology	to complete allocated tasks	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Information may include:

- correspondence (faxes, memos, letters, email)
- computer databases (library catalogue, customer records)
- computer files (letters, memos and other documents)
- sales records (monthly forecasts, targets achieved)
- forms (insurance forms, membership forms)
- invoices (from suppliers, to debtors)
- personnel records (personal details, salary rates)
- information on training needs
- marketing reports/plans/budgets
- financial figures
- production targets

Organisational requirements may include:

- quality assurances and/or procedures manuals
- security and confidentiality requirements
- legal and organisational policy/guidelines and requirements
- management and accountability channels
- Code of Conduct/Code of Ethics
- procedures for updating records
- Occupational Health and Safety policies, procedures and programs
- information protocols
- goals, objectives, plans, systems and processes
- business and performance plans
- anti-discrimination and related policy
- ethical standards
- defined resource parameters

Methods used to collect information may include:

- interviews with colleagues/customers
- recruitment applications and other forms
- information from other organisations
- previous file records
- observation and listening
- checking written material including referrals and client files
- questioning (in person or indirect)
- individual research
- checking research provided by others

Business technology may include:

- photocopier
- computer
- email
- internet/extranet/intranet
- answering machine
- fax machine
- telephone

Objectives of research may include:

- hypothesis testing
- situational diagnosis
- identification of trends
- process mapping
- comparative analysis
- industry pricing policies

Research strategies may include:

- interviewing colleagues and clients
- focus groups
- data analysis
- product sampling
- documentation reviews

Methods of data analysis may include:

- feedback on results
- review of previous research
- peer review
- data sampling
- statistical analysis

The organisation's goals and objectives may be:

- stated or implied by the way the organisation conducts its business including:
 - organisational values and behaviours
 - flexibility, responsiveness
 - financial performance
 - work procedures and/or procedures manuals
 - people management
 - interpersonal communication
 - business planning
 - marketing and customer service
- organisational values and behaviours
- work procedures and quality assurance manuals

Feedback on sufficiency of information could be obtained from:

- customer satisfaction questionnaires
- audit documentation and reports
- quality assurance data
- returned goods
- comments from clients and colleagues

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Presenting information and data
- Maintaining and handling data and documents systematically
- Reviewing data for relevance and accuracy
- Analysing and interpreting data to support organisational activities
- Distributing information in an effective manner to gain access to a wider audience
- Clarifying assumptions to assess validity of conclusions

Underpinning Knowledge

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation's business and structure
- Knowledge of organisation's record keeping/filing systems and security procedures and safe recording practices
- Knowledge of organisational policies and procedures relating to distribution of workplace information and legal and ethical obligations
- Understanding methods to identify new sources of information and use them most efficiently and effectively
- Knowledge of procedures to analyse information to identify patterns and trends
- Understanding of qualitative and quantitative processes
- Knowledge of information management systems and methods
- Knowledge of principles of report writing and data presentation
- Understanding of research processes and strategies

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to draft complex correspondence and reports, display logical information; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- Report writing skills to present information according to target audience; assess information for relevance and accuracy; source additional information as required
- Problem solving skills to deal with information which is contradictory, ambiguous, inconsistent or inadequate
- Technology skills including the ability to select and use technology appropriate to a task
- Research skills to identify and access information
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels

BSBCMN412A**Unit Descriptor****Promote innovation and change**

This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change.

This unit is related to BSBCMN312A Support innovation and change.

Competency Field

Common

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Identify and develop opportunities for improved work practices | 1.1 Options for change incorporate identified improvements to work practices and procedures
1.2 <i>Risk factors</i> affecting change are analysed to identify potential constraints
1.3 Change is planned and resourced to promote the introduction and management of new processes
1.4 Benefits of <i>change</i> are clear and consistent with <i>organisational requirements</i>
1.5 Timelines and targets for implementation are realistic and support the achievement of change |
| 2. Lead team to foster innovative work practices | 2.1 Team members are selected to maximise innovative opportunities
2.2 Work assignments are organised to facilitate <i>innovative work skills</i>
2.3 Team members are provided with guidance and coaching on innovation in the workplace
2.4 Models of innovative work practice are provided and discussed |
| 3. Facilitate commitment to workplace change | 3.1 Opinions and suggestions on improving work practices are encouraged to facilitate participation in change processes
3.2 Goals and objectives of change are communicated clearly and promptly to individuals and teams
3.3 <i>Business technology</i> is used to manage and provide access to information on progress towards objectives of change
3.4 <i>Mentoring and coaching</i> is provided to support individuals and groups in introduction of change
3.5 Decisions to overcome problems in the implementation of change are made in consultation with designated individuals and groups
3.6 Effective relations and communications are maintained with clients and stakeholders during the process of change |

4. Monitor and evaluate change
 - 4.1 Organisation's systems and technology are used to *monitor progress* towards objectives
 - 4.2 Team members are actively encouraged to reflect on team activities and opportunities for improvement and innovation
 - 4.3 Team activities are evaluated based on feedback from team members, management, clients and other interested people
 - 4.4 Suggestions for work improvements made by team members are positively received and acted on where appropriate
 - 4.5 *Evidence and information* on the impact of change is accurate, relevant and reported within organisational requirements
 - 4.6 Recommendations for improving methods or techniques to manage change are negotiated with designated individuals and groups using appropriate *negotiation skills*
 - 4.7 Systems, records and reporting procedures are maintained according to organisational requirements
 - 4.8 Feedback on individual and group work practices is prompt and constructive

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with members of the work team	2
Collecting analysing and organising information	to set goals and objectives	2
Planning and organising activities	to promote change	2
Working with others and in teams	in completing scheduled tasks	2
Using mathematical ideas and techniques	as an aid to measure impact of change	2
Solving problems	to diagnose problems of implementation	2
Using technology	to manage scheduling of tasks	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Change may include:

- implementation of new work practices and/or services
- organisational restructures
- introduction of new technology
- change in work location
- new client base
- staffing changes
- job role changes
- work priorities

Innovative work skills are:

- the skills required to come up with and develop new ideas or the new use of an old idea. They include:
- interpretation
- conceptualisation
- representation
- reflection
- evaluation

Organisational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters
- consultation and communication processes

Risk factors may include:

- disturbances to workflow
- confusion/loss of confidence
- cost blow out
- supplier problems
- product/service delivery problems
- time delays

Business technology may include:

- computer
- internet/extranet/intranet
- email
- software
- answering machine
- fax machine
- telephone

Mentoring and coaching may include:

- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement

Monitoring progress may include:

- weekly report
- monthly report
- consultative groups
- Occupational Health and Safety
- union delegates
- financial departments
- public profiles

Evidence and information may include:

- customer surveys
- employee satisfaction
- industrial disputes
- supplier feedback
- productivity measures
- cost savings
- marketshare data

Negotiation skills may include:

- assertiveness
- collaboration
- solution designing
- confidence building
- conflict reduction
- stress management
- empathising

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Analysing and evaluating problems associated with change
- Developing processes to introduce change
- Establishing plans and schedules to achieve the objectives of change
- Presenting information on the causes and introduction of the change
- Communicating priorities, goals and objectives
- Gathering evidence on the effect of change

Underpinning Knowledge

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of common effects of change and innovation in the workplace
- Understanding of industrial and organisational context of change
- Understanding of organisation's policies, plans, procedures and structure
- Knowledge of resources required by the organisation's operations
- Understanding processes to interpret and apply feedback
- Knowledge of principles and techniques of goal setting and recording priorities
- Knowledge of the principles of negotiation

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- Planning skills to schedule work activities for the implementation of change
- Team work skills for working as a member of a team during period of changes
- Consultation skills for including stakeholders in the change process
- Analytical skills for monitoring outcomes of change
- Negotiation skills for dealing with competing objectives
- Estimation skills for identifying resources necessary to support introduction of change
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels

BSBFLM502A**Unit Descriptor****Provide leadership in the workplace**

This unit is equivalent to the original unit BSXFMI502A Provide leadership in the workplace.

Frontline management has an important leadership role in the development of the organisation. This will be evident in the way they work with teams and individuals, their standard of conduct and the initiative they take in influencing others. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Consider co-assessment with BSBFLM501A Manage personal work priorities and professional development, BSBFLM503A Establish effective workplace relationships, BSBFLM504A Facilitate work teams, and BSBFLM506A Manage workplace information system.

Unit Sector

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Model high standards of management performance and behaviour | 1.1 Management performance and behaviour meets the organisation's requirements
1.2 Management performance and behaviour serves as a positive role model for others
1.3 Performance plans are developed and implemented in accordance with the organisation's goals and objectives
1.4 Key performance indicators are established and used to meet the organisation's goals and objectives |
| 2. Enhance the organisation's image | 2.1 The organisation's standards and values are used in conducting business
2.2 Standards and values considered to be damaging to the organisation are questioned through established communication channels
2.3 Personal performance contributes to developing an organisation which has integrity and credibility |
| 3. Influence individuals and teams positively | 3.1 Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work
3.2 Individual's/team's efforts and contributions are encouraged, valued and rewarded
3.3 Ideas and information receive the acceptance and support of colleagues |

4. Make informed decisions
- 4.1 Information relevant to the issue(s) under consideration is gathered and organised
 - 4.2 Individuals/teams participate actively in the decision making processes
 - 4.3 Options are examined and their associated risks assessed to determine preferred course(s) of action
 - 4.4 Decisions are timely and communicated clearly to individuals/teams
 - 4.5 Plans to implement decisions are prepared and agreed by relevant individuals/teams
 - 4.6 Feedback processes are used effectively to monitor the implementation and impact of decisions

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Three levels of performance denote level of competency required to perform a task.

Level 1: Perform

Level 2: Administer

Level 3: Design

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with individuals and members of work team	2
Collecting analysing and organising information	to develop Key Performance Indicators	2
Planning and organising activities	to establish work plans	3
Working with others and in teams	to implement and monitor performance	3
Using mathematical ideas and techniques	as an aid to measure and plan goals	1
Solving problems	as part of the decision making processes	2
Using technology	to aid effective management of information	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

At AQF level 5, frontline management will normally be engaged in a workplace context where they:

- engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department
- take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards
- take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department
- analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation
- evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

Frontline management at this level normally operate in a relatively diverse and complex workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

The organisation's standards and values will be:

- stated or implied by the way the organisation conducts its business

Colleagues may include:

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds. This will usually be from a wider spread of the organisation than at AQF level 4

Feedback processes may be

- formal or informal and may be from internal or external sources

OHS considerations may include:

- establish and maintain framework for OHS system
- demonstrate leadership in OHS practice as an ethical standard
- OHS hazard identification, risk assessment and control approaches are demonstrated in decisions

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Displays high standards of leadership
- Demonstrates a positive influence on others
- Uses effective consultative processes
- Makes soundly researched decisions

Underpinning Knowledge*

Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:
 - leading people
 - preparing performance plans
 - establishing key performance indicators
 - influencing others
 - establishing effective consultative processes
 - making decisions
- The characteristics of a positive role model
- The types of actions which uphold the organisation's image

*At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- Functional literacy skills to use written and oral information about workplace requirements
- Communication skills including receiving and analysing feedback and reporting
- Accessing and interpreting the organisation's standards and values
- Research and analytical skills to interpret data
- Planning and organising skills to meet work priorities
- Monitoring and introducing practices to improve work performance
- Being a positive influence on colleagues
- Using information systems to advantage
- Using feedback to achieve positive outcomes
- Use coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels earlier in this unit

BSBFLM507A**Unit Descriptor****Manage quality customer service**

This unit is equivalent to the original unit BSXFMI507A Manage quality customer service.

Frontline management is involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation and the customer. This will be carried out in the context of the organisation's policies and practices as well as legislation, conventions and codes of practice. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

This unit is imported from a primary training package and is being used in a beauty context.

Consider co-assessment with BSBFLM502A Provide leadership in the workplace, BSBFLM504A Facilitate work teams, BSBFLM506A Manage workplace information system, BSBMGT505A Ensure a safe workplace, and BSBFLM509A Promote continuous improvement.

Unit Sector

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Plan to meet internal and external customer requirements | 1.1 The needs of customers are researched, understood, and assessed, and included in the planning process
1.2 Provision is made in plans to achieve the quality, time and cost specifications agreed with customers |
| 2. Ensure delivery of quality products/services | 2.1 Products/services are delivered to customer specifications within the team's business plan
2.2 Team performance consistently meets quality, safety, resource and delivery standards
2.3 Coaching and mentoring assists colleagues to overcome difficulty in meeting customer service standards |
| 3. Monitor, adjust and report customer service | 3.1 The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards
3.2 Customer feedback is sought and used to improve the provision of products/services
3.3 Resources are used effectively to provide quality products/services to customers
3.4 Decisions to overcome problems and adjust products/services are taken in consultation with designated individuals/groups
3.5 Records, reports and recommendations are managed within the organisation's systems and processes |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with customers	2
Collecting analysing and organising information	to be used in planning to meet customer needs	2
Planning and organising activities	to achieve customer specifications	3
Working with others and in teams	to provide quality service to customers	3
Using mathematical ideas and techniques	to calculate the outcome of adjustments to customer service	2
Solving problems	to identify and resolve deficiencies in customer service	2
Using technology	to assist the management of customer information	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit

Legislation, codes and national standards relevant to the workplace which may include

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

At AQF level 5, frontline management will normally be engaged in a workplace context where they:

- engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department
- take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards
- take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department
- analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/ outputs, analyses the team's performance and develops strategies with the team to rectify the situation
- evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

Frontline management at this level normally operate in a relatively diverse and complex workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

Customers may be:

internal or external, and be drawn from existing or new sources

Technology will be:

that readily available in the workplace and will be appropriate to frontline management's roles and responsibilities

Resources may include:

people, power/energy, information, finance, buildings/facilities, equipment, technology, time

Designated individuals/groups include: those who have authority to adjust plans

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Prepares plans to meet customer needs
- Provides quality service consistently
- Reviews and improves services following feedback
- Reports outcomes of customer service

Underpinning Knowledge

Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The organisation's policies and procedures for dealing with customers
- The principles and techniques of:
 - researching customer needs
 - customer relations
 - customer behaviour
 - problem identification and resolution
 - maintaining product/service quality

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- Functional literacy skills to access and use workplace information
- Communication skills including researching and analysing information, reporting
- Planning and organising skills to meet work priorities
- Work effectively in and with teams/groups
- Problem-solving skills to deal with complex and non-routine difficulties
- Select and use technology skills at the appropriate level
- Use coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

BSBFLM510A**Facilitate and capitalise on change and innovation****Unit Descriptor**

This unit is equivalent to the original unit BSXFMI510A Facilitate and capitalise on change and innovation.

Frontline management has an active role in fostering change and acting as a catalyst in the implementation of change and innovation. They have a creative role in ensuring that individuals, the team and the organisation gain from change; and that the customer benefits through improved products and services. At this level, work will normally be carried out within complex and diverse methods and procedures which require the exercise of considerable discretion and judgement, using a range of problem solving and decision making strategies.

Co assessed units: Opportunities for co-assessment are encouraged as part of the holistic approach promoted in the assessment guidelines. In the case of this unit consideration could be given to co-assessing in part or whole with:

Consider co-assessment with BSBFLM502A Provide leadership in the workplace, BSBFLM504A Facilitate work teams, BSBFLM505A Manage operational plan, and BSBFLM509A Promote continuous improvement.

Unit Sector

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Participate in planning the introduction of change | 1.1 The manager contributes effectively in the organisation's planning processes to introduce change
1.2 Plans to introduce change are made in consultation with designated individuals/groups
1.3 The organisation's objectives and plans to introduce change are explained clearly to individuals/teams |
| 2. Develop creative and flexible approaches and solutions | 2.1 Alternative approaches to managing workplace issues and problems are identified and analysed
2.2 Risks are assessed and action is taken to achieve a recognised benefit or advantage to the organisation
2.3 The workplace is managed in a way which promotes the development of innovative approaches and outcomes
2.4 Creative and responsive approaches to resource management improves productivity and services and/or reduces costs |

- 3. Manage emerging challenges and opportunities
 - 3.1 Individuals/teams respond effectively and efficiently to changes in the organisation's goals, plans and priorities
 - 3.2 Coaching and mentoring assists individuals/teams to develop competencies to handle change efficiently and effectively
 - 3.3 The manager uses opportunities within their responsibility and authority to make adjustments to respond to the changing needs of customers and the organisation
 - 3.4 Individuals/teams are kept informed of progress in the implementation of change
 - 3.5 Recommendations for improving the methods/techniques to manage change are negotiated with designated individuals/groups

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to obtain information about the change processes	2
Collecting analysing and organising information	to individuals and team members about the impending changes	2
Planning and organising activities	to introduce change	3
Working with others and in teams	to engage in the change process	3
Using mathematical ideas and techniques	to make calculations associated with implementing change	2
Solving problems	to address difficulties arising from the changes	2
Using technology	to assist in the management of information	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

At AQF level 5, frontline management will normally be engaged in a workplace context where they:

- engage in tactical and operational planning within the organisation's strategic plans. For example, prepares an annual tactical plan for a department
- take responsibility for own outputs in relation to broad quantity and quality parameters. For example, evaluates own annual performance against personal work plans and the organisation's standards
- take limited responsibility for the achievement of group outcomes. For example, reviews group performance against plans and prepares in consultation with the group a performance improvement strategy
- demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas. For example, understands in depth the principles and techniques of performance management
- transfer and apply theoretical concepts and/or technical or creative skills to a range of situations. For example, researches, negotiates and establishes protocols for customer service for the department
- analyse and plan approaches to technical problems or management requirements. For example, given the work team's inability to achieve planned outcomes/outputs, analyses the team's performance and develops strategies with the team to rectify the situation
- evaluate information using it to forecast for planning or research purposes. For example, the organisation's goals and strategic and tactical plans are analysed in preparation for the preparation of the department's annual operational plan

Frontline management at this level normally operate in a relatively diverse and complex workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements
- commonwealth and state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

Manager refers to:

- a person with frontline management roles and responsibilities, regardless of the title of their position

Designated individuals/groups includes:

- those who have a stake in the change and innovation

OHS considerations may include:

- provision of information about OHS in context of change and the organisation's OHS policies, procedures and programs
- implement and monitor participative arrangements for management of OHS in context of change
- OHS hazard identification, risk assessment and control
- implement procedures for dealing with hazardous events

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Identifies opportunities to improve performance in consultation with appropriate individuals/groups
- Develops flexible and creative approaches and strategies to introduce and manage change and innovation
- Assesses risks associated with the introduction of change
- Provides coaching and mentoring support to facilitate change

Underpinning Knowledge*

Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:
 - managing change and innovation
 - assessing risks
- The management styles which facilitate change
- The organisation's processes and procedures to plan and introduce change
- The sources of change and how they impact on the organisation
- The factors which lead/cause resistance to change

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- Functional literacy skills to access and use workplace information
- Communication skills including researching and analysing information, reporting.
- Influencing the organisation's culture so that it is receptive to change and innovation
- Monitoring trends in the internal and/or external environment
- Responding positively to new situations/challenges
- Evaluating alternative proposals for change
- Drawing on the diversity of the workplace to assist the organisation benefit from change
- Managing resistance to change
- Gaining the trust and confidence of colleagues
- Dealing with people openly and fairly
- Using consultation skills effectively
- Using coaching and mentoring skills to provide support to colleagues
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit

BSBMGT503A**Unit Descriptor****Prepare budgets and financial plans**

This unit covers the preparation of financial plans and budgets by operational/non-financial managers, as required by their particular organisation.

This unit is related to BSBMGT504A Manage budgets and financial plans.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Analyse strategic and operational plans | 1.1 <i>Strategic opportunities</i> are expressed in terms of tactical and operational objectives
1.2 Tactical and operational objectives are converted into special projects or work programs
1.3 Financial trends are analysed and interpreted in the context of the organisational strategic objectives
1.4 Financial planning objectives, process timeframes and resources are clearly identified |
| 2. Develop revenue, expenditure and capital investment proposals | 2.1 Individuals and groups are given responsibility for the development of specific <i>budgets and plans</i>
2.2 Consultation occurs with all <i>relevant groups and individuals</i> throughout the organisation
2.3 Proposals are developed taking account of past experience, present trends and future expectations
2.4 Outcomes of proposals are clearly linked to organisational strategic objectives
2.5 Realistic cost benefit and risk analyses/management plans are incorporated into all proposals
2.6 Organisational <i>investment target rates</i> are met for <i>capital expenditure</i> proposals
2.7 Performance measures and tactics for monitoring and control processes are identified for each proposal/action
2.8 Proposals comply with the organisation's <i>values, policies, Code of Conduct, legal and ethical obligations</i>
2.9 Proposals are developed within the agreed timeframes
2.10 <i>Supporting evidence</i> is valid and sufficient to allow proper evaluation of the proposals |

3. Build agreement for budgets and financial plans
 - 3.1 Negotiation is undertaken with relevant groups and individuals in ways that build commitment to the plans
 - 3.2 Links to the achievement of organisational strategic objectives are identified and agreed
 - 3.3 Outcomes are confirmed in terms of clear, concise objectives and timeframes
 - 3.4 Negotiations lead to a clear agreement of those matters to be incorporated into *budgets and plans*
 - 3.5 *Budgets and plans* incorporate the outcomes of negotiations and meet organisation's approval processes
 - 3.6 *Delegations, accountabilities and responsibilities* are agreed and confirmed in writing
 - 3.7 Final *budget and plans* are clearly documented and a communication plan developed

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to develop a communication plan for the budget	3
Collecting analysing and organising information	to support budget proposals	3
Planning and organising activities	to develop budgets	3
Working with others and in teams	to ensure appropriate groups and individuals participate in the process	3
Using mathematical ideas and techniques	to build the budget and other financial plans	2
Solving problems	to successfully negotiate commitment to the plans	3
Using technology	to assemble the plans and communicate them to users of the plans	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Strategic opportunities may include:

- new product/service development
- new models/revisions of products/services
- expansion/contraction of operational activities
- alliances/joint ventures
- outsourcing/in-sourcing

Budgets and plans may include:

- operation/production budgets
- financial budgets
- sales budgets
- capital expenditure budgets
- cash flow plans

Relevant groups and individuals means:

- all personnel within the organisation affected by the budgets and financial plans being developed

Investment target rates refers to:

- the minimum percentage rate of return required by the organisation for a capital investment project to proceed

Capital expenditure means:

- those components of the budget which, for internal policy reasons, are considered to provide benefits over more than one financial period and are to be evaluated as capital expenditure projects

Legal and ethical obligations means:

- compliance with all relevant statutes, regulations and audit requirements of the organisation, along with the organisation's policies and values

Supporting evidence may include:

- cost/benefit analyses
- risk management plans
- market research results
- net present value
- interest rate of return
- pay pack calculations

Delegations means:

- the decision-making accountabilities relating to the person's position description and/or other written and verbal delegations

Accountabilities and responsibilities means:

- clarification of who is to be accountable for a decision or action prior to its execution, and identification of groups, individuals and activities for which a person is responsible for managing

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Each of the elements needs to be clearly evidenced, both in terms of outcome and process, but this can be achieved through a holistic project approach to assessment
- Evidence needs to determine that people not only have done and can do what is required, but that they understand why these activities need to be undertaken
- Evidence of preparation and negotiation of proposed with clear links to strategic and operational plans

OHS considerations may include:

- sufficient resources for OHS in strategic and operational plans
- proposals include OHS risk assessment and control
- proposals meet OHS legislative requirements and address organisational OHS objectives

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Financial planning within the organisation
- Budgeting
- Organisation's objectives and plans (strategic, tactical and operational)
- Consultative methods and processes
- Capital investment evaluation techniques
- Performance measurement
- Organisation roles in respect to financial delegations, accountabilities and responsibilities
- Standards for organisational record-keeping and audit requirements

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- Analytical skills to analyse and interpret relevant financial information
- Financial planning skills to develop formal estimates of reviews, costs, cash flows and logistic requirements
- Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input
- Cost and benefit analysis skills to produce balanced arguments to support financial proposals
- Risk management skills to assess probability and consequences of any potential negative event
- Investment analysis skills to evaluate capital expenditure proposals (NPV, IROR, etc)
- Negotiation skills to negotiate agreement on budgets and financial plans with the relevant managers
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels

BSBMGT504A**Unit Descriptor****Manage budgets and financial plans**

This unit covers all of the significant aspects of financial management for operational managers who are not financial specialists. It emphasises the preparation of users of budgets/financial plans through communication and training and consistent surveillance over budget performance, with early intervention where required.

Consider co-assessment with BSBMGT503A Prepare budgets and financial plans.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Communicate budget and financial plans | 1.1 Budget/financial plan communication package reviewed by finance specialists
1.2 Package is amended/revised where appropriate
1.3 <i>Training activities</i> are undertaken with users of the budget and plans across the organisation
1.4 All data and terms are defined and understood by the users of the plans
1.5 Communication outcomes are tested to ensure clear understanding of objectives, processes and accountabilities |
| 2. Monitor and control activities against plans | 2.1 <i>Delegations and budget accountabilities</i> are confirmed in writing prior to budget period
2.2 Funds are allocated in accordance with budget objectives and parameters
2.3 Recording systems and documentation meet all <i>audit requirements</i> and legal obligations
2.4 <i>Risk management</i> plans are implemented and contingency plans in place for all financial plans
2.5 Performance is monitored and variances identified on a <i>real time</i> basis
2.6 Variances are analysed in conjunction with relevant experts to determine cause and effect
2.7 Remedial action is taken swiftly to minimise negative impact and maximise benefits
2.8 Budgets and plans are renegotiated/restructured where necessary to optimise organisational performance |
| 3. Report outcomes of financial plans | 3.1 Records of financial performance are properly maintained within organisational systems
3.2 Financial performance is analysed and reported in a form and language appropriate to the audience
3.3 <i>Non financial objectives</i> are reported in the context of overall organisational performance
3.4 Strategies and plans are reviewed and updated to optimise organisational performance |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to ensure the budget and its impact on people is understood	3
Collecting analysing and organising information	to monitor budget performance	3
Planning and organising activities	to train users in the elements of the budget which affect them	3
Working with others and in teams	to review budget performance	3
Using mathematical ideas and techniques	to measure budget performance, calculate variances and present outcomes	2
Solving problems	to maintain operations within budget	3
Using technology	to manage budget performance and develop performance reports	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Training activities may include:

- small group discussions
- informal meetings
- formal, structured competency standards/training
- tele and video conferencing
- e-learning

Delegations and budget accountabilities may include:

- monitoring expenditure
- authorising expenditure within limits
- reporting on variances to budget/plan
- taking remedial action within budget authority

- Audit requirements refer to:
- the internal standards required in the management of budgets and financial plans, approved by external/internal auditors
- Risk management means:
- the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
- Real time refers to:
- on-line, instantaneous monitoring of performance/activities
- Appropriate non financial objectives may include:
- environmental
 - OHS
 - quality
 - market share
 - customer service
 - security or any other key result area

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Evidence must cover all aspects of business operations in which financial management and decision-making occurs. Period activities relating to revenue expenditure and cash flow management, as well as capital expenditure proposals and capital budgeting, must be incorporated into the assessment
- The role of the operational manager as a communicator and trainer in respect to the implementation of the budget needs, also must be integrated into the overall assessment, along with regular and quality reporting of budget performance
- Evidence of analysis of budget performance and follow up action

OHS considerations may include:

- establishment and maintenance of OHS records
- assessment of OHS performance in financial and non-financial terms

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Financial planning within the organisation
- Budgeting
- Organisation's objectives and plans (strategic, tactical and operational)
- Consultative methods and processes
- Capital investment evaluation techniques
- Performance measurement
- Organisation roles in respect to financial delegations, accountabilities and responsibilities
- Standards for organisational record-keeping and audit requirements

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- Financial planning skills to develop formal estimates of reviews, costs, cash flows and logistic requirements
- Communication and training skills to ensure team members and other managers understand the budget/financial planning objectives and processes
- Risk management skills to assess probability and consequences of any potential negative event
- Analysis skills to interpret positive and negative variances from budget/plan, determine the reasons therefore, and identify potential actions to remediate the situation
- Systems management skills to ensure financial performance records are collected, maintained and properly reported
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels

BSBMGT506A**Unit Descriptor****Recruit, select and induct staff**

This unit covers all aspects of selection and recruitment relevant to managers who are not specialists in the area. It ensures that managers engage in appropriate planning and that selection and induction leads to the recruitment and retention of high quality staff. This unit is almost essential for those who now have (or are likely to have) an involvement in or responsibility for recruiting, selecting and/or inducting staff.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|------------------------------------|---|
| 1. Determine future people needs | 1.1 Planning for future people requirements is consistent with strategic and operational plans
1.2 Consultation occurs with all appropriate managers and sections
1.3 <i>Position descriptions, person specifications</i> and criteria for selection are developed and approved
1.4 <i>Position descriptions</i> and <i>person specifications</i> comply with all <i>organisational and legal requirements</i> |
| 2. Select appropriate people | 2.1 Persons involved in assessment/selection process are appropriate for the position
2.2 Candidates are assessed against <i>pre-agreed selection criteria</i>
2.3 Selection decisions are based on <i>performance based selection techniques</i> and direct evidence
2.4 Candidates all receive feedback through the process
2.5 Record-keeping complies with organisational and legal requirements |
| 3. Confirm employment arrangements | 3.1 Inform relevant people of the selection decision and prepare development plan based on selection process
3.2 <i>Conditions of employment</i> as approved for the position are agreed with the successful candidate
3.3 Induction arrangements are agreed with the candidate and other relevant managers
3.4 Induction is undertaken in accordance with the induction plan and a training plan developed |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to ensure the candidates fit the organisation	3
Collecting analysing and organising information	to prepare for the selection interviews/activities	3
Planning and organising activities	to ensure the selection processes go smoothly	3
Working with others and in teams	to take advice from Human Resource specialists where appropriate	3
Using mathematical ideas and techniques	to calculate weightings/score an interview	1
Solving problems	to determine short-listing of suitable candidates	3
Using technology	to help select candidates on a competence/performance based assessment	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Position description refers to:

- a written statement of the duties, tasks and responsibilities for a particular job or position

Person specification refers to:

- a written statement of the skills, knowledge, attitude, aptitudes and experience required for a particular job or position

Organisational and legal requirements means:

- compliance with all relevant statutes, regulations and audit requirements of the organisation, along with the organisation's policies and values

Pre-agreed selection criteria may include:

- educational qualifications
- statutory qualifications/certificates
- competencies required (including interpersonal skills)
- potential for growth
- essential experience
- desirable experience
- ability to work in the particular environment

Performance based selection techniques may include:

- in-basket
- case studies
- scenarios
- simulations
- actual performance
- skills/knowledge testing
- an assessment centre (with some or all of the above)

Conditions of employment may include:

- salary/wages
- penalty rates
- holidays and leave entitlements
- superannuation
- hours of work
- grievance procedures

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- The evidence should clearly demonstrate that the required planning and preparatory processes have been undertaken
- It should also evidence actual interviewing and the use of performance based selection techniques
- Induction should be observed by the assessor to ensure the competence of the individual to follow an induction plan which is clearly established

OHS considerations may include:

- national, state/territory legislative requirements especially in regard to Occupational Health and Safety
- industry codes of practice

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Consultation processes and methods
- Succession planning/HR planning
- Organisation policies and procedures
- Legal requirements
- Performance based selection techniques
- Organisational requirements for record-keeping and documentation
- Award agreements, contracts of employment (including conditions)

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input
- Developing position descriptors/person specifications for positions for which they are responsible
- Developing selection criteria
- Designing an appropriate competency based and performance based selection plan
- Induction/training skills to prepare direct reports for the safe and efficient performance of their job
- Interviewing skills to participate in selection interviews as required
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

BSBMKG403A**Unit Descriptor****Analyse market data**

This unit covers analysis of market data to assist in targeting marketing activities and drawing up a marketing plan.

This unit is related to BSBMKG301A Research the market. Consider co-assessment with BSBMKG401A Profile the market, BSBMKG402A Analyse consumer behaviour for specific markets, and BSBMKG404A Forecast market and business needs.

Competency Field

Business Development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Interpret trends and market developments | 1.1 <i>Statistical analysis</i> of market data is used to interpret market trends and developments
1.2 Trends and developments are analysed for their potential impact on the business
1.3 Measures of central tendency / dispersion and correlations between sets of data are used for quantitative interpretation of comparative market data
1.4 Qualitative analysis of comparative market information is performed as a basis for reviewing business performance |
| 2. Interpret competitor market performance | 2.1 The market performance of existing and potential competitors and their products or services is analysed to identify potential <i>opportunities</i> or threats
2.2 Business performance is compared to that of competitors to identify market position |
| 3. Report on market data | 3.1 Data is prepared, plotted and interpreted for visual presentation
3.2 Visual presentation is assessed for potential problems, and corrective action taken if necessary
3.3 Report meets organisational requirements in terms of content, format and level of detail
3.4 Report is submitted within the required timeframe |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	on the interpretation of data in report format	2
Collecting analysing and organising information	to interpret market information	2
Planning and organising activities	to source comparative data	2
Working with others and in teams	to collect and analyse information	1
Using mathematical ideas and techniques	for statistical and probability calculations	1
Solving problems	to analyse and correct visual presentations	2
Using technology	to record and analyse data if required	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Trends and developments may include:

- economic trends (local, regional, national, international)
- ecological/environmental trends
- Government activities eg interest rates, deregulation
- social and cultural factors
- demographic trends
- changes in technology
- industrial trends

Statistical analysis may include:

- sampling
- measures of central tendency
- measures of dispersion
- nature and degree of relationship between variables
- time series analysis
- normal distribution probability curve

Measures of central tendency and correlations may include:

- mean
- median
- mode
- for grouped or ungrouped data
- cross-tabulations
- Z, T and chi square tests

Comparative market information may include:

- best practice information
- international benchmarking
- inter-firm comparison data

Opportunities may include:

- potential for greater penetration of existing markets with existing products or services
- new products or services for existing markets
- new products or services for new markets
- extending, expanding or otherwise changing an existing business
- joint ventures
- cooperative ventures
- strategic alliances
- franchising
- exports

Legal and ethical constraints may include:

- legislation, eg Trade Practices Act
- regulations
- codes of practice
- ethical principles
- policies and guidelines
- society's expectations
- cultural expectations and influences
- social responsibilities eg protection of children, environmental issues

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Reasons for conclusions drawn from interpretation of data
- Knowledge of statistical techniques and elementary probability concepts

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's business structure, products and services
- Sources of market and comparative data
- Business competitors
- Statistical reporting format/s
- Computing especially spreadsheets, statistical packages and Internet

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to identify sources of information, to write reports and to interpret information
- Communication including questioning, clarifying, reporting
- Numeracy skills for basic statistical techniques and elementary probability
- Research skills
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels

BSBMKG404A**Unit Descriptor****Forecast market and business needs**

This unit covers the gathering of market intelligence to forecast market and business needs.

This unit is related to BSBMKG303A Draft an elementary marketing audit report. Consider co-assessment with BSBMKG401A Profile the market, BSBMKG402A Analyse consumer behaviour for specific markets, and BSBMKG403A Analyse market data.

Corequisite Unit(s)

BSBMKG403A Analyse market data
BSBMKG402A Analyse consumer behaviour for specific markets
BSBMKG401A Profile the market

Competency Field

Business Development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Build and maintain networks | 1.1 Time is allocated to establish and maintain business contacts
1.2 Participation in <i>business associations</i> , and/or <i>professional development activities</i> is used to establish and maintain a <i>network</i> of support for the business and enhance personal knowledge of the market
1.3 Communication channels are established to exchange <i>information and ideas</i>
1.4 Input is provided to the network and feedback sought and verified |
| 2. Review current business performance and capability | 2.1 Core activities, customer base, business values and current business direction are confirmed
2.2 Current marketing <i>performance</i> and the effectiveness of past <i>marketing</i> or positioning is <i>identified</i>
2.3 <i>Performance data</i> from all <i>areas of the business</i> are reviewed to identify strengths, weaknesses and critical success factors
2.4 Current <i>capabilities and resources</i> are identified and assessed to identify areas for improvement or exploitation
2.5 Under-performing products or services are identified for re-development or withdrawal
2.6 The strength and current competitive position of the business is confirmed |
| 3. Evaluate the market | 3.1 <i>Trends and developments</i> are identified and analysed for their potential impact on the business
3.2 <i>Comparative market information</i> is gathered and analysed as a basis for reviewing business performance
3.3 The market performance of existing and potential competitors and their products or services are analysed to identify potential <i>opportunities</i> or threats
3.4 <i>Sources of intelligence</i> are identified and tapped for advance warning of new products/services/technology or new markets for the business
3.5 The <i>legal, ethical and environmental constraints</i> of the market are identified and analysed for their effect on the business |

4. Articulate the needs of the market and the business
- 4.1 Poor or under-servicing of existing market needs by the organisation and/or its competitors is identified and detailed
 - 4.2 Changes in the market that link positively to the organisation's strengths or capabilities are identified
 - 4.3 The advantages and disadvantages of *forecasting techniques* are considered in relation to the required outcome and technique/s selected in accordance with organisational requirements
 - 4.4 Emerging market needs are forecast and justified in terms of available information
 - 4.5 The needs of the business are identified in terms of changes required to improve performance or address a market opportunity

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to contribute to business networks	2
Collecting analysing and organising information	to evaluate the market and the business	3
Planning and organising activities	to conduct reviews	2
Working with others and in teams	to build and maintain networks	2
Using mathematical ideas and techniques	to analyse data and draw conclusions	2
Solving problems	to identify strengths and weaknesses of the business	3
Using technology	to organise and analyse data, if required	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Business associations may include:

- professional associations
- industry bodies

Professional development activities may include:

- industry information seminars
- industry training
- trade shows
- fairs
- demonstrations
- technical information briefings
- pre-launch activities
- Occupational Health and Safety policy and procedures in relation to personnel safety ie people working in locations remote from principal location - OHS requirements cover communications' provision and travel

Networks may be:

- formal
- informal
- personal
- business
- professional
- individuals
- groups
- organisations

Information and ideas may include:

- information on competitors' activities
- changing customer requirements
- changes in the environment
- personal, professional or for business support

Trends and developments may include:

- economic trends (local, regional, national, international)
- ecological/environmental trends
- Government activities eg interest rates, deregulation
- social and cultural factors
- demographic trends
- changes in technology
- industrial trends

Comparative market information may include:

- best practice information
- international benchmarking
- inter-firm comparison data

Opportunities may include:	<ul style="list-style-type: none">• potential for greater penetration of existing markets with existing products or services• new products or services for existing markets• new products or services for new markets• extending, expanding or otherwise changing an existing business• joint ventures• cooperative ventures• strategic alliances• franchising• exports
Sources of intelligence may include:	<ul style="list-style-type: none">• peers• databases• Internet• government agencies• official statistics• business advisory services• professional/trade associations• financial institutions• national and international publications
Occupational Health and Safety considerations may include:	<ul style="list-style-type: none">• employee safety at events and during research• safety issues associated with proposed products or services (duty of supplier, importer and manufacturer)
Legal, ethical and environmental constraints may include	<ul style="list-style-type: none">• legislation, eg Trade Practices Act and Occupational Health and Safety legislation• regulations• codes of practice• policies and guidelines• ethical principles• society's expectations• cultural influences• social responsibilities
Forecasting techniques may include	<ul style="list-style-type: none">• top down forecasting• bottom up forecasting• projection• model building• surveys of intentions• Delphi techniques• scenario planning

Marketing performance evaluation may include	<ul style="list-style-type: none">• product portfolio analysis• comparative analysis• competitive analysis• life cycle models• strengths-weaknesses-opportunities-threats (SWOT) analysis• value chain analysis
Performance data may include:	<ul style="list-style-type: none">• share• penetration• coverage• sales• profitability• production time and cost• faults• warranties• accidents• complaints
Areas of the business may include:	<ul style="list-style-type: none">• marketing• finance• production• personnel
Capabilities and resources may include:	<ul style="list-style-type: none">• situational factors such as:<ul style="list-style-type: none">• location/position• transport distribution channels• 24 hour operation• communications• level of technology• age and life of business equipment• industrial relations climate• competency of staff relative to business needs• capacity of equipment relative to current output• human and financial resources• intangibles such as:<ul style="list-style-type: none">• service• brand• image• style• perceived quality or value• social acceptability• 'feel good' factor

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Documentation of the decision making process and outcomes of the market evaluation and business review with supporting evidence

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's policies, plans and procedures
- Techniques for building relationships of trust, including with people from other cultures
- Techniques for facilitating mutually acceptable outcomes
- Related organisations and agencies and networks
- Principles and operation of networks
- Sources of information
- Marketing performance evaluation tools
- Forecasting methodology
- Concept of marketing mix
- Legal, ethical and environmental issues
- Occupational hazards and risks

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to identify market information, trends and developments, to write in a range of styles for different audiences and to interpret legal requirements
- Communication skills including reporting, clarifying and questioning
- Networking skills to participate with other groups
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Numeracy skills for time management, data analysis
- Evaluation and forecasting skills
- Management of OHS hazards and risks ie identify hazards, assess and control risks to health and safety of workplace personnel

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

BSBMKG501A**Unit Descriptor****Evaluate marketing opportunities**

This unit covers evaluating market data, distinguishing the characteristics of possible markets and assessing the viability of making changes to current operations to take advantage of marketing opportunities.

This unit is related to BSBMKG302A Identify marketing opportunities. It leads to BSBMKG 605A Evaluate international marketing opportunities.

Competency Field

Business Development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Identify marketing opportunities | 1.1 <i>Information</i> on the needs of the <i>market</i> and the <i>business</i> is analysed to identify <i>marketing</i> opportunities
1.2 Potential <i>new markets</i> are researched and opportunities to enter, shape or influence the market are assessed in terms of likely <i>contribution to the business</i>
1.3 Entrepreneurial, innovative approaches and creative ideas are explored for their potential business application, and developed into potential marketing opportunities |
| 2. Investigate marketing opportunities | 2.1 Opportunities are identified and analysed in terms of their likely fit with the organisation's goals and capabilities
2.2 Each opportunity is <i>evaluated</i> to determine its impact on current business and customer base
2.3 An assessment of <i>external factors</i> , costs, benefits, risks and opportunities is used to determine the financial viability of each marketing opportunity
2.4 Probable return on investment and potential competitors are determined
2.5 Marketing opportunities are described and ranked in terms of their viability and likely contribution to the business |
| 3. Evaluate required changes to current operations | 3.1 Changes needed to current operations to take advantage of viable marketing opportunities are identified and documented
3.2 Organisational changes to service an increased/different customer base include provision for continued quality of service to existing customers
3.3 <i>Resource requirements</i> for changed operations are estimated
3.4 The viability of making changes to current operations is determined and communicated to <i>key stakeholders</i> |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to inform stakeholders	2
Collecting analysing and organising information	to identify marketing opportunities	3
Planning and organising activities	to change current business operations	2
Working with others and in teams	to involve stakeholders in the pre-planning stages of business change	1
Using mathematical ideas and techniques	to conduct cost-benefit analysis and for estimating	2
Solving problems	match capability with market or business needs	3
Using technology	for data analysis, if necessary	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Market and business information may include:

- market trends and developments
- comparative market information
- competitors' performance
- customer requirements
- new and emerging markets
- legal and ethical requirements
- sales figures
- market share
- profitability

Marketing may include:	<ul style="list-style-type: none">• marketing of goods• services marketing• ideas marketing• public sector marketing• direct marketing• telemarketing• business-to-business marketing
New markets may include:	<ul style="list-style-type: none">• segment of the market not currently penetrated• export market• e-commerce
Contribution to the business may include:	<ul style="list-style-type: none">• effect on sales volume• market share• profitability• growth
Evaluation decisions may include:	<ul style="list-style-type: none">• knock out factors• scored criteria• weighted criteria• present value analysis• return on investment
External factors may include:	<ul style="list-style-type: none">• legislation, eg Trade Practices Act• regulations• codes of practice• policies and guidelines
Resource requirements may include:	<ul style="list-style-type: none">• research and development• equipment• re-tooling• additional staff• staff training• production costs• promotional costs• distribution costs
Key stakeholders may include:	<ul style="list-style-type: none">• marketing personnel• finance staff• managers• supervisors• production staff• human resource staff• owner/s• board of directors

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Documentation of processes for identifying new markets and finding entrepreneurial, innovative and creative options

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's business structure, products and services
- Organisation's marketing plan
- Sources of market information
- Marketing performance evaluation tools
- Forecasting methodology
- Viability analysis methods
- Concept of marketing mix
- Legal and ethical issues

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- Literacy skills to identify and interpret market information, to write in a range of styles for different audiences and to document outcomes and requirements
- Communication skills including questioning, clarifying, reporting
- Numeracy skills for data analysis, estimation, cost-benefit analysis
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

BSBMKG505A**Unit Descriptor****Review marketing performance**

This unit covers review of marketing performance through analysis of customer requirements, existing features of products/services, and market demand to improve performance.

Consider co-assessment with BSBMKG504A Implement a marketing solution.

Corequisite Unit(s)

BSBMKG504A Implement a marketing solution

Competency Field

Business Development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Review customer requirements | 1.1 Customer requirements and preferences are confirmed through formal or informal <i>marketing research</i>
1.2 The <i>market profile</i> describing the characteristics of the customer base is reviewed and confirmed as up-to-date
1.3 Customer reactions, satisfaction and feedback are analysed and trends identified |
| 2. Confirm market demand | 2.1 The need for <i>products or services</i> is researched and documented in accordance with organisational requirements
2.2 The target market and market segment are evaluated in line with customer characteristics |
| 3. Review product/ service features | 3.1 The nature and volume of products/services to be provided is assessed against customer demand
3.2 The contribution of each product/service to the business is determined
3.3 <i>Pricing variables, channels of distribution and level of customer service</i> are evaluated for their contribution to financial returns |
| 4. Monitor and improve marketing performance | 4.1 Performance is monitored progressively against the objectives of the business plan and <i>improvements</i> identified through consultation with staff and customers
4.2 Revenue and costs are monitored against budget, variations analysed and corrective action taken
4.3 Changing customer requirements are monitored and changes made to business practices to maintain the relevance and viability of the business
4.4 Changes in the market are analysed and their impact on business practice identified and responded to
4.5 Proposed changes and revised targets are communicated to staff to facilitate their implementation |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to facilitate implementation of changes	2
Collecting analysing and organising information	to establish customer requirements	3
Planning and organising activities	to establish market demand	2
Working with others and in teams	to improve business performance	2
Using mathematical ideas and techniques	to analyse market data	2
Solving problems	to determine optimal mix of products and services	3
Using technology	to store and analyse customer profile information	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Marketing research may include:

- self generated
- commissioned
- draw on published material
- Sources of market information include:
 - potential customers
 - suppliers
 - competitors
 - the industry
 - the community

Market profile may include:	<ul style="list-style-type: none">• demographic data such as size• characteristics of the primary customers (age group, education, experience, background, disposable income or lifestyle)• expectations regarding quality, presentation and support services
Products or services may include:	<ul style="list-style-type: none">• goods or services or a combination of both• production of goods• delivery of services• import and/or distribution of goods and services• management of other businesses• a single product/service line• a few similar versions of one product/service• a number of products/services
Competitor analysis may include:	<ul style="list-style-type: none">• number• size• location• range of quality, price and other features on which they compete• recent growth of competition• possible barriers to entry to the market
Pricing variables may include:	<ul style="list-style-type: none">• price point chosen• cost plus margin• relative to competitors• demand orientation• credit terms• discount structure• discount percentages• leasing arrangements• sales (end of season etc)• special offers• financial deals• stage payments• cost of ownership• residual value• psychological elements

Channels of distribution
may include:

- e-business
- self-service
- wholesale
- retail
- distributor
- delivery service
- mail order
- telesales
- dealer
- re-seller
- franchisee

Level of customer service
may include:

- self-help - no customer service
- sales assistance for problems/queries only
- one-on-one personal service
- after sales service
- call centre support
- electronic customer service

Business improvements
may include:

- greater penetration of existing markets with existing products
- development of new products for existing markets
- development of new markets for existing products
- development of new products for new markets
- best practice management approaches
- property plan reviews
- development of mechanisms for reaching new markets or servicing existing markets (eg e-commerce)

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Outcomes of review on product mix, pricing, distribution and service
- Rationale for choice of improvement/s to be pursued

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's business structure, products and services
- Business plans and objectives
- Performance measures
- Communication strategies

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- Literacy skills to research information, to write in a range of styles for different audiences and to interpret market data
- Communication skills including questioning, clarifying, reporting, relating to different audiences
- Numeracy skills for data analysis
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

BSBSBM301A**Unit Descriptor****Research business opportunities**

This unit covers the investigation and research required to ascertain the opportunities available and the feasibility of a business opportunity/ies. It is suitable for those considering setting up a business.

Competency Field

This unit is related to BSBSBM404A Undertake business planning.
Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------------|---|
| 1. Identify business opportunities | 1.1 <i>Business opportunities</i> are investigated and identified
1.2 Feasibility study is undertaken to determine likely <i>business viability</i>
1.3 <i>Specialist services</i> and sources of advice are identified where required
1.4 Impacts of emerging or changing technology including e-commerce, on business operations are evaluated
1.5 Practicability of business opportunity assessed in line with perceived risks, returns sought and resources available |
| 2. Identify personal business skills | 2.1 Financial and business skills available are identified and taken into account when business opportunities are researched
2.2 Technical competencies required in regard to the business opportunity identified and assessed in line with current competencies of available personnel
2.3 <i>Personal skills/attributes</i> are assessed and matched against those perceived as necessary for a particular business opportunity
2.4 Business Risks are identified and assessed according to resources available and personal preferences |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to gain information	1
Collecting analysing and organising information	to research business opportunities	2
Planning and organising activities	to support research and assessment of opportunities	1
Working with others and in teams	to gain information	1
Using mathematical ideas and techniques	to aid financial planning	2
Solving problems	to assess business viability	3
Using technology	to aid research and planning	1

RANGE STATEMENT

The Range statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Business opportunities may be influenced by:

- expected financial viability
- skills of operator
- amount and types of finance available
- returns expected or required by owners
- likely return on investment
- finance required
- lifestyle issues

Business viability may include:

- opportunities available
- market competition
- timing/ cyclical considerations
- skills available
- resources available
- location and/ or premises available
- risk related to a particular business opportunity, especially in regard to Occupational Health and Safety and environmental considerations

Specialist services may include:

- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants

Personal skills/attributes may include:

- technical and/ or specialist skills
- business knowledge and skills
- entrepreneurship
- willingness to take risks

Business risks may be affected by and may include but are not restricted to:

- occupational health and safety and environmental considerations
- relevant legislative requirements
- security of investment
- market competition
- security of premises/ location
- supply and demand
- resources available

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- The ability to evaluate the results of research and assess the likely viability and practicability of a business opportunity, taking into account the current business/ market climate and resources available

Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards relevant to the business opportunity
- Legislation and regulations relevant to the business operation
- Methods for researching business opportunities
- Principles of risk management relevant to the business opportunity
- Methods of identifying relevant specialist services to complement the business opportunity

At this level the learner must demonstrate some relevant theoretical knowledge.

Underpinning Skills

- Literacy skills to enable interpretation of business information,
- Numeracy skills for data analysis to aid research
- Research skills to identify a business opportunity and to conduct a feasibility study
- Analytical skills to assess personal attributes and to identify business risks
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

These may include:

- Computer equipment
- Business references such as relevant legislation and regulation relating to the business operation especially OHS requirements

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

BSBSBM401A**Unit Descriptor****Establish business and legal requirements**

The unit involves identifying and complying with business legal and administrative requirements. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM404A Undertake business planning.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Identify and Implement business legal requirements | 1.1 Possible legal options for the business structure are identified
1.2 <i>Legislation, codes and regulatory requirements</i> affecting the structure and operations of the business are determined and procedures are developed and implemented to ensure full compliance |
| 2. Comply with legislation, codes and regulatory requirements | 2.1 Systems are established to ensure the <i>legal rights and responsibilities</i> of the business are identified, and the business is adequately protected, especially in regard to <i>Occupational Health and Safety</i> , business registration and environmental requirements
2.2 <i>Taxation principles and requirements</i> relative to the business are identified, and procedures are followed to ensure compliance
2.3 <i>Legal documents</i> are identified, carefully maintained and relevant <i>records</i> are kept and updated to ensure their ongoing security and accessibility
2.4 <i>Insurance requirements</i> are identified and adequate cover is acquired
2.5 Compliance with legal and regulatory requirements monitored
2.6 Investigations conducted to identify areas of non-compliance with legal and regulatory requirements and corrective action taken where required |
| 3. Negotiate and arrange contracts | 3.1 Legal advice on contractual rights and obligations is sought, if required, to clarify business liabilities
3.2 Potential products/services are investigated and assessed to determine <i>procurement rights</i> and to ensure protection of business interests where applicable
3.3 Conditions applying to production/provision of relevant products and services are investigated to ensure compliance with legal and contractual requirements as required
3.4 Contractual procurement rights for goods and services including <i>contracts with relevant people</i> , negotiated and secured as required in accordance with the business plan
3.5 Options for leasing/ownership of business premises identified and contractual arrangements completed in accordance with the business plan |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to establish business structure	2
Collecting analysing and organising information	to determine business legal requirements	3
Planning and organising activities	to comply with legal requirements for the business legal structure	3
Working with others and in teams	to obtain compliance with legal requirements	2
Using mathematical ideas and techniques	to support the business operation	2
Solving problems	to reduce risk and establish business legal structure	3
Using technology	to optimise business performance	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Occupational Health and Safety and requirements must include:

- establishing hazard management arrangements to identify workplace specific hazards
- establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures
- establishing OHS record keeping arrangements in accordance with regulatory requirements
- developing and implementing procedures to evaluate and review effectiveness of risk control measures
- the establishment and maintenance of a system for managing OHS
- OHS Duty of Care responsibilities (knowledge of legislation)

And may include:	<ul style="list-style-type: none">• establishing arrangements to induct, train and provide information on workplace hazards and their control, to all workplace personnel• developing workplace arrangements to consult employees
Legal options for the business structure may include:	<ul style="list-style-type: none">• company, trust, partnership or sole trader structure or form of business recognised by law. It may be profit or non-profit based
And may be influenced by:	<ul style="list-style-type: none">• preferences of owners• requirements of financial backers• confidentiality• taxation• superannuation• ownership transfer• partnership considerations
Ownership transfer considerations may include:	<ul style="list-style-type: none">• ownership transfer may occur as a result of forced business closure, death, divorce, sale of business, buying out other partners, succession planning etc
Legislation, codes and regulatory requirements may include:	<ul style="list-style-type: none">• local, state, national and international legislation and regulations affecting business operations such as: business registration, planning and other permissions, license to practice, franchising, agencies, licensing eg (Real Estate Agents, Customs Brokers), fire, occupational health and safety and environmental legislation, industrial, taxation including GST, copyright, patent trademark and design regulations, codes of practice, standards and anti-competition/monopoly, anti-trust and consumer legislation, Law of Torts
Legal rights and responsibilities may include:	<ul style="list-style-type: none">• marketing the business in accordance with consumer legislation• operating the business with a duty of care (Law of Torts)• obligations imposed by choice of business structure
Taxation principles and requirements may include:	<ul style="list-style-type: none">• tax file number, Australian Business number, GST registration, PAYG and withholding arrangements• relevant taxation requirements/obligations for business
Legal documents may include:	<ul style="list-style-type: none">• partnership agreements, constitution documents, statutory books for companies (Register of Members, Register of Directors and Minute Books), Certificate of Incorporation, Franchise Agreements and financial documentation, appropriate software for financial records

Recordkeeping may include but is not restricted to:

- personnel, financial, taxation, OHS and environmental

OHS recordkeeping may include:

- workers compensation and rehabilitation;
- hazardous substances register;
- material safety data sheets;
- manufacturers' and suppliers' information;
- OHS audits and inspections;
- first aid and medical; accident reports and investigations
- plant maintenance and testing;
- instruction & training

Insurance requirements may include:

- third party bodily injury on motor vehicles
- workers compensation
- any other insurance cover declared mandatory by State or Federal legislation

Procurement rights to products and services may include:

- royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies and any form of licensing

Contracts with relevant people may include:

- owners, suppliers, employees, landlords, agents, distributors, customers or any person with whom the business has, or seeks to have, a performance-based relationship

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- The capacity to implement a systematic approach to identifying, managing and meeting legal business requirements and
- Interpreting compliance data and formulating appropriate action

Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Relevant OHS responsibilities and procedures
- Business registration and licensing requirements
- Legal rights and obligations of alternative ownership structures
- Relevant taxation and related legislative requirements and legal rights and responsibilities related to the business
- Bookkeeping and record keeping procedures to meet minimum financial and legal requirements
- Award and enterprise agreements, where required
- Industrial law relevant to recruitment and dismissal of employees
- Creation and termination of relevant legal contracts
- Duty of care imposed by Law of Torts
- Relevant industry codes of practice
- Relevant consumer legislation

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to interpret legal requirements, develop company policies and procedures and analyse compliance information
- Communication, reporting and consultation skills necessary for the business operation
- Time management skills to prioritise tasks and to meet datelines
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

- In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

BSBSBM402A**Unit Descriptor****Undertake financial planning**

This unit involves the development of a financial plan to support business viability. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM404A Undertake business planning.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Analyse the financial requirements of the business | 1.1 Income and outgoing expenditure is identified and assessed to plan for business viability
1.2 Costs associated with the production and delivery of the business' products/services are identified and documented
1.3 Appropriate pricing strategies are identified in relation to market conditions to meet the profit targets of the business
1.4 Contribution margins of products/services are considered to obtain the optimum sales mix
1.5 Profit projections are prepared to supplement the business plan |
| 2. Develop a financial plan | 2.1 <i>Profit targets/goals</i> set to reflect owners desired returns
2.2 Working capital requirements necessary to attain profit projections are identified
2.3 Non-current asset requirements are identified and alternative asset management strategies considered
2.4 <i>Cash flow projections</i> are prepared to enable business operation in accordance with the business plan and legal requirements
2.5 Capital investment requirements are identified accurately for each operational period
2.6 Budget targets are selected to enable ongoing monitoring of financial performance |
| 3. Acquire finance | 3.1 Startup and ongoing financial requirements identified according to financial plan/budget
3.2 Sources of finance, including potential <i>financial backers</i> , to provide required liquidity for the business are identified to complement business goals and objectives
3.3 Cost of securing finance on optimal terms is investigated
3.4 Strategies to obtain finance are identified as required to ensure financial viability of the business |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to obtain and convey financial information	2
Collecting analysing and organising information	to acquire and plan finances	2
Planning and organising activities	to comply with legal requirements and plan finances	2
Working with others and in teams	to obtain finance and financial information	2
Using mathematical ideas and techniques	to plan and maintain finances	2
Solving problems	to maximise business financial viability	2
Using technology	to optimise business performance	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Costs may include:

- direct/indirect costs
- fixed, variable, semi-variable costs

Pricing strategies may include:

- cost/volume/profit analysis
- competitor analysis
- market conditions
- perceived value
- penetration pricing
- skimming
- discounting

Pricing methods may include:

- mark up on cost
- hourly chargeout rates
- unit cost of production

Profit targets/ goals may include:

- desired return on investment
- desired actual/notional salary for owner/manager(s)
- sales turnover/gross fees or income
- cost of goods/services sold
- gross profit/net profit
- breakeven point

Financial plan may include:

- working in conjunction with external consultants e.g. investment analyst, accountant/s, financiers
- the current financial state of the enterprise (or owner/operator)
- financial performance to date (if applicable)
- likely return on investment
- a review of financial inputs required (sources and forms of finance)
- projections of likely financial results (budgeting)
- projected profit targets, pricing strategies, margins
- profit, turnover, capital and equity targets
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- non-recurrent assets calculations
- projections may vary depending on the importance of such information and the stage in the life of the business
- monthly, quarterly or annual returns
- analysis of sales by product/service, identifying where they were sold and to whom
- estimates of profit and loss projections for each forward period
- cash flow estimates for each forward period
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)

Cash flow projections may include:

- customer credit policy/debt recovery
- anticipated receipts
- anticipated payments
- taxation provisions

Financial backers may include:

- financiers/banks/lending institutions
- shareholders/partners/owners

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Development of a financial plan which identifies the financial requirements of the business, including profit targets, cash flow projections and strategies for the acquisition of finance

Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Financial decision making relevant to the business
- Basic costing for the business, including margin/mark-up, hourly chargeout rates and unit costs
- Breakeven analysis
- Working capital cycles
- Methods and relative costs of obtaining finance
- Purpose of financial reports
- Relevant accounting terminology
- Basic accounting principles
- principles of budgeting
- Principles for preparation of profit and loss statements
- Principles for preparation of balance sheets
- Principles for preparation of cash flow forecasts

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Numeracy concepts to analyse financial information regarding the business
- Communication including reporting
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

BSBSBM403A**Unit Descriptor****Promote the business**

This unit covers the development and implementation of marketing strategies and the monitoring and improvement of market performance. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

Competency Field

This unit is related to BSBSBM404A Undertake business planning.
Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Develop marketing strategies | 1.1 The business and its key products or services are analysed to determine the focus of marketing activities in accordance with the objectives of the business plan
1.2 Customer base and target market for the business are evaluated as a basis for marketing strategies
1.3 <i>Marketing objectives</i> and strategies are determined in consultation with <i>relevant people</i> in accordance with the business plan |
| 2. Determine a marketing mix for the business | 2.1 Product mix, volumes and <i>pricing</i> are balanced to optimise sales and profit
2.2 The costs and benefits of using <i>different distribution channels</i> and/or providing different <i>levels of customer service</i> are evaluated and the results considered in determining the marketing mix
2.3 Promotional activities are determined to suit the target market
2.4 Customer needs and preferences are considered in determining the marketing mix
2.5 Marketing mix is determined according to market and business needs |
| 3. Implement marketing strategies | 3.1 Persons involved in the marketing effort are briefed on their roles and responsibilities to ensure the success of marketing strategies
3.2 <i>Promotional activities</i> are planned and implemented in accordance with marketing objectives and budgetary requirements |

- | | |
|--|---|
| 4. Monitor and improve marketing performance | 4.1 Ongoing monitoring of marketing activities and evaluation of business performance is conducted according to the objectives and targets of the business plan
4.2 <i>Performance gaps</i> analysed and corrective action taken or new targets set
4.3 All relevant people are encouraged to propose ways to improve marketing performance
4.4 <i>Customer reaction</i> to all aspects of the marketing mix is sought and analysed to improve targeting and outcomes
4.5 Ongoing research of customer requirements is conducted to identify <i>opportunities for</i> change and improvement
4.6 Changes in market opportunities are monitored and investigated for new business opportunities to aid business development |
|--|---|

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to consult with relevant people	2
Collecting analysing and organising information	to develop marketing strategies	2
Planning and organising activities	to implement to marketing strategy	3
Working with others and in teams	to gain support for the plan	2
Using mathematical ideas and techniques	to research market needs	2
Solving problems	to determine the optimum marketing mix	3
Using technology	to optimise business performance	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Marketing strategies may include:

- product design and packaging
- pricing, presentation and display of products/services
- promotion and advertising
- product range and mix
- distribution
- achieving lower costs of production and distribution than competitors
- pursuing cost leadership and/or product differentiation within a specialist market segment
- creating a very different product line or service so that the business becomes a class leader in the industry

Relevant people may include:

- owner/operator, partners
- financial backers, clients
- accountant or other specialist services
- family members, work team members, sub-contractors
- franchise agency
- trade or industry associations
- regulatory bodies

Marketing mix may include:

- technical features, design
- quality, range
- safety features
- pricing
- promotion, distribution
- level of service

Distribution channels may include:

- self-access, wholesale, retail
- distributor, delivery service, mail order, telesales
- dealer, re-seller, franchisee

Level of customer service may include:

- sales assistance for problems/queries only
- one-on-one personal service
- after sales service

Promotional activities may include:

- advertising in national suburban or local newspapers
- web site
- word of mouth, referral, testimonials
- professional/industry journals
- advertising on radio or television
- mail drops
- display posters
- canvassing and telephone canvassing
- exhibitions, in-store promotions
- sponsorship
- the development of networks and strategic alliances
- staff development programs to enhance customer service orientation

Performance gaps may include:

- under or over achievement of performance targets

Customer reaction may be determined through:

- survey/other feedback mechanisms
- informal discussion
- customer meetings, focus groups
- sales to contact ratio
- trend analysis
- identification of new business opportunities

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Ability to develop a marketing strategy and choice of marketing mix to complement the business plan
- Ability to implement and monitor the marketing strategy/plan to optimise the chances of business success

Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant marketing concepts and methods
- relevant market analysis and research
- methods of developing marketing objectives and marketing mix
- methods of analysing costs and benefits of marketing strategies
- methods of monitoring customer satisfaction
- industry market trends

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- literacy and numeracy skills to research information and to interpret market data
- communication including questioning, clarifying, reporting
- numeracy skills for data analysis
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment Add in additional industry requirements if appropriate
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

BSBSBM404A**Unit Descriptor****Undertake business planning**

This unit covers the research and development of an integrated business plan for achieving business goals and objectives. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

This unit is related to BSBSBM301 Research business opportunities. Consider co-assessment with BSBSBM401 Establish business and legal requirements, BSBSBM402 Undertake financial planning and BSBSBM403 Promote the business.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Identify elements of a business plan | 1.1 Components of a business plan relevant to a <i>business opportunity</i> identified and reviewed
1.2 Purpose of the <i>business plan</i> is identified
1.3 <i>Business goals and objectives</i> are identified and documented, as a basis for measuring business performance |
| 2. Develop a business plan | 2.1 The <i>business plan</i> demonstrates research into customer needs, resources and legal requirements especially occupational health and safety, in accordance with business goals and objectives
2.2 The <i>financial plan</i> identifies sources and costs of finance to provide required liquidity and profitability for the business
2.3 <i>Marketing/ promotion strategies</i> identify methods to promote the market exposure of the business
2.4 <i>Production/operations plan</i> identifies methods/means of production/operation to conform with business goals and objectives
2.5 <i>Staffing</i> requirements, are identified as required to effectively produce/deliver products/services
2.6 <i>Specialist services</i> and sources of advice are identified where required, and costed in accordance with resources available |
| 3. Develop strategies for minimising risks | 3.1 Specific interests and objectives of <i>relevant people</i> are identified and their support of the planned business direction is sought and confirmed
3.2 <i>Risk management strategies</i> are identified and developed according to business goals and objectives and relevant legal requirements
3.3 <i>Contingency plan</i> is developed to address possible areas of non conformance to plan |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to gain support for the business plan	2
Collecting analysing and organising information	to develop a business plan	3
Planning and organising activities	to support the business operation	3
Working with others and in teams	to plan staffing and supply of goods and services	2
Using mathematical ideas and techniques	to aid financial planning	3
Solving problems	to support business planning	3
Using technology	to aid business planning	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Occupational Health and Safety issues must include:

- management of the organisation and operation of OHS as part of the business plan
- procedures for managing hazards in the workplace (identify, assess & control)
- identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances.
- Provisions for ensuring safety of members of the public and contractors visiting the premises/worksite.

Business plan may include:

- proposed size and scale of the business
- market focus of the business
- marketing requirements
- sources of funding
- need to raise finance and requirements of lenders
- level of risk involved, risk assessment and management
- stages in the business development
- business opportunities
- resources required and available
- details of ownership/management
- staffing
- organisation/operational arrangements
- specialist services and sources of advice which may be required
- finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
- recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the enterprise

Business opportunities may be influenced by:

- expected financial viability,
- skills of operator
- amount and types of finance available

Business goals and objectives may include:

- goals, objectives, plans, systems and processes
- short, medium or long term goals
- financial projections
- customer needs/marketing projections
- proposed size and scale of the business
- market focus of the business
- lifestyle issues

Financial plan may include:

- the current financial state of the enterprise (or owner/operator)
- financial performance to date (if applicable)
- likely return on investment
- a review of financial inputs required (sources and forms of finance)
- projections of likely financial results (budgeting)
- projected profit targets, pricing strategies, margins
- profit, turnover, capital and equity targets
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- non-recurrent assets calculations
- projections may vary depending on the importance of such information and the stage in the life of the business
- monthly, quarterly or annual returns
- analysis of sales by product/service, identifying where they were sold and to whom
- estimates of profit and loss projections for each forward period
- cash flow estimates for each forward period
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)

Financial resources may include:

- personal, financial institutions, trade/industry sources
- government sources eg. Federal and State governments which provide various forms of technical and financial assistance including direct cash grants, subsidies, tax concessions and professional and technical advice

Financial backers may include:

- owner, family and friends
- providers of venture capital
- banks or finance companies
- leasing and hire purchase financiers

Production/operations plan may include:

- options for production, delivery, technical and customer service and support
- means of supply and distribution
- operational targets and action plan may include short, medium or long term goals
- customer requirements, market expectations, budgetary constraints
- industrial relations climate and quality assurance considerations

Staffing requirements may include:

- owner/operator
- full-time, part-time staff, permanent, temporary or casual staff
- sub-contractors or external advisers/consultants

Specialist services may include:

- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants

Relevant people may include:

- owner/operator, partners, financial backers
- family members
- clients
- suppliers
- franchise agency
- trade or industry associations
- regulatory bodies

Risk management strategies may include:

- security systems to provide physical security of premises, plant, equipment, goods and services
- security of intellectual property
- knowledge management
- breach of contract, product liability
- measures to manage risk including securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft, professional indemnity

And must include:

- Occupational Health and Safety requirements

Contingency plan may include:

- disturbances to cash flow, supply and/or distribution
- sickness or personal considerations

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- The development of a business plan which provides for finance, marketing and provision of products/ services to facilitate the business goals and objectives
- Ability to identify and plan for Occupational Health and Safety, Duty of Care responsibilities (knowledge of relative legislation)

Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for identifying hazards relevant to business
- reasons for and benefits of business planning
- planning processes
- preparation of a business plan
- setting goals and objectives
- methods of evaluation
- types of business planning:- feasibility studies, strategic, operational, financial planning
- relevant industry codes of practice
- principles of risk management relevant to business planning

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to enable interpretation of business information,
- Communication skills relevant to business performance
- Numeracy skills for data analysis
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

These may include:

- Computer equipment
- Business references such as relevant legislation and regulation relating to the business operation especially OHS requirements

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

BSBSBM405A**Unit Descriptor****Monitor and manage business operations**

This unit is concerned with the operation of the business and with implementing the business plan. The strategies involve monitoring, managing and reviewing operational procedures. It is suitable for existing micro and small businesses or a department in a larger organisation.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

1. Develop operational strategies

- 1.1 Action plan is developed to provide a clear and coherent direction in accordance with the *business goals and objectives*
- 1.2 Occupational Health and Safety and environmental issues are identified and strategies implemented to minimise risk factors
- 1.3 Strategies for using existing, new or emerging technologies are developed and implemented where practicable to optimise business performance
- 1.4 Performance measures, operational targets and quality assurance issues are developed to conform with the business plan
- 1.5 Structured approach to innovation, including the utilisation of existing, new or emerging technologies, is developed to respond to changing customer requirements

2. Implement operational strategies

- 2.1 Systems and key performance indicators/targets are implemented to monitor business performance and customer satisfaction
- 2.2 Systems to control stock, expenditure/cost, wastage/shrinkage and risks to health & safety are implemented in accordance with the business plan
- 2.3 Staffing requirements, where applicable, are maintained within budget to maximise productivity
- 2.4 The provision of goods/services is carried out in accordance with established *technical*, legal and ethical *standards*
- 2.5 The provision of goods/services meets time, cost and quality specifications in accordance with customer requirements
- 2.6 Quality procedures are applied to address product/service and customer requirements

- | | |
|---------------------------------|---|
| 3. Monitor business performance | 3.1 The achievement of operational targets is regularly monitored/reviewed to ensure optimum business performance in accordance with the goals and objectives of the business plan
3.2 Systems and structures are reviewed, with a view to more effectively supporting business performance
3.3 Operating problems are investigated and analysed to establish causes, and changes implemented as required
3.4 Operational policies and procedures are changed to incorporate corrective action taken |
| 4. Maintain networks | 4.1 Relevant personal and professional networks identified and maintained to support business operation
4.2 Strategies developed for use of networks to assist in promoting the business and for monitoring changing business requirements |
| 5. Review business operations | 5.1 Business plan is reviewed and adjusted as required to maintain business viability in accordance with business goals and objectives
5.2 Proposed changes are clearly recorded to aid future planning and evaluation
5.3 Ongoing research into new business opportunities is undertaken and business goals and objectives adjusted as new business opportunities arise |

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to deal with customers, suppliers and staff	3
Collecting analysing and organising information	to assist in business operation	3
Planning and organising activities	to support and enhance the business operation	3
Working with others and in teams	to build the business	3
Using mathematical ideas and techniques	to support the business operation	2
Solving problems	to reduce risk and enhance business opportunities	3
Using technology	to optimise business performance	1

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Operational strategies/procedures may be determined by:

- business premises (eg size, location, layout)
- purchase (sole or shared ownership) or leasing.
- premises, plant and equipment may be new or previously owned.
- requirements may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business
- use of existing, new and emerging technologies including e-commerce
- plant and equipment , including OHS requirements
- physical and natural resources
- methods/techniques/technology
- management and administrative systems and procedures
- technology
- raw materials

Occupational Health and Safety and environmental issues must include:

- establishment and maintenance of procedures for identifying risks to health and safety
- establishment and maintenance of procedures for assessing and controlling risks
- controls may include instructions to workplace personnel concerning: site hazards and controls, material safety data sheets, use of personal protective equipment, vehicle access, signs and barricades, traffic control, outside contractors
- waste and by-products

Business goals and objectives may include:

- goals, objectives, plans, systems and processes
- short, medium or long term goals
- financial projections
- customer needs/marketing projections
- proposed size and scale of the business, market focus of the business
- lifestyle issues

Business outputs may include:

- products
- services

Operational targets may include:

- internal targets which may relate to size, quality, quantity and diversity, wages to sales, sales to area/stock levels/stock turnover/average debtor payment periods and levels
- external targets which may relate to market share and positioning and may involve exploring new markets, building national or international trade links
- targets which may be short, medium or long term
- staffing level and skills mix

Technical standards may include:

- any current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively

Networks may include:

- personal contacts
- professional associations
- business/ industry association contacts
- formal/ informal/ individual/ group/ organisational contacts

And may assist in the provisions of information on:

- business trends
- changes in business environment
- client requirements
- technical support
- financial advice

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- ability to develop strategies to successfully manage the operation of the business by interpreting information and
- making appropriate adjustments to the business operations as required

Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- technical or specialist skills relevant to the business operation
- relevant industry codes of practice
- identification of relevant performance measures
- quality assurance principles and methods
- role of innovation
- principles of risk management relevant to the business, including risk assessment
- relevant marketing, sales and financial concepts
- methods for implementing operation and revenue control systems
- systems to manage staff, control stock, expenditure, services and customer service
- methods for monitoring performance and implementing improvements
- methods for developing and maintaining networks

At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

Underpinning Skills

- literacy skills to interpret legal requirements, company policies and procedures
- communication skills including questioning, clarifying, reporting
- numeracy skills for performance information and financial control
- technical skills as relevant to the business
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

BSBSBM406A**Unit Descriptor****Manage finances**

This unit involves the implementation, monitoring and review of strategies for the ongoing management of finance. It also includes day-to-day financial management of the business. It is suitable for existing micro and small businesses or a department in a larger organisation.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-------------------------------|---|
| 1. Maintain financial records | <p>1.1 <i>Financial information</i> requirements are identified and <i>specialist services</i> obtained, as required, to profitably operate and extend the business in accordance with the business plan</p> <p>1.2 Financial information records are identified to meet the needs of the business in accordance with legal requirements</p> <p>1.3 <i>Relevant accounting</i> procedures maintained according to legal requirements and/or specialist services sought as required</p> <p>1.4 Administration and financial record keeping procedures are developed and documented in accordance with legal requirements</p> |
| 2. Implement financial plan | <p>2.1 Financial budgets/projections, including cash flow estimates, are produced as required for each forward period, and distributed to <i>relevant people</i> in accordance with legal requirements</p> <p>2.2 Business capital is negotiated/ secured/ managed to best enable implementation of the business plan and meet the requirements of <i>financing bodies</i></p> <p>2.3 Taxation records are maintained and reporting requirements complied with</p> <p>2.4 Strategies to enable adequate financial provision for taxation developed and maintained in accordance with legal requirements</p> <p>2.5 Client <i>credit policies</i> including contingencies for debtors in default are developed, monitored and maintained to maximise cash flow</p> <p>2.6 Key performance indicators are selected to enable ongoing monitoring of financial performance</p> <p>2.7 Financial procedures are recorded and communicated to relevant people to facilitate implementation of the business plan</p> |

- | | |
|----------------------------------|--|
| 3. Monitor financial performance | 3.1 Financial performance targets are regularly monitored and reported and data is gathered to establish the extent to which the financial plan has been met
3.2 Marketing and operational strategies are monitored for their effects on the financial plan
3.3 Financial ratios are calculated and evaluated according to own/industry benchmarks
3.4 Financial plan is assessed to determine whether variations or alternative plans are indicated and changed as required
3.5 Appropriate action is taken to ensure the achievement of profit and return to enable business operation in accordance with the business plan and legal requirements |
|----------------------------------|--|

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to obtain and convey financial information	2
Collecting analysing and organising information	to acquire and manage finances	3
Planning and organising activities	to comply with legal requirements and manage finances	2
Working with others and in teams	to obtain financial information	2
Using mathematical ideas and techniques	to plan and maintain finances	2
Solving problems	to maximise business financial viability	3
Using technology	to optimise business performance	3

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Financial information may include:

- financial budgets
- business capital
- cash flow forecasts
- statements/forecasts
- bookkeeping/accounting/stock/job costing records
- asset registers
- profit and loss statements
- balance sheets
- payroll records, superannuation entitlements
- accrual of staff leave/entitlements
- taxation returns including GST
- business activity statements
- ratios for profitability, liquidity/efficiency/financial structure
- risk management
- financial indicators may be short, medium and/or long term
- asset management strategies which may include:
 - owning, leasing, sharing, syndicating
 - maintaining and deploying assets

Relevant accounting procedures may include:

- accrual/cash
- single entry/double entry
- manual/computerised

Specialist services may include:

- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants

Relevant people may include:

- owner/operator
- partners
- financial backers
- family members
- franchise agency
- trade or industry associations
- regulatory bodies

Legal requirements may include:

- contractual arrangements (eg partnership agreements, trust deeds)
- corporations law
- industrial law (for payroll records)
- taxation law

Financial bodies may include:

- financiers/banks/lending institutions
- shareholders/partners/owners

Credit policies may include:

- debt collection
- trading terms
- credit limits
- payment options
- credit references

Financial ratios may include:

- Gross profit percentage
- Net profit percentage
- Expense percentages
- Stockturn rates
- Staff productivity measures
- Return on investment/Return on total assets
- Current ratio
- Liquid ratio
- Days stock on hand
- Days debtors outstanding
- Proprietary/debt ratio

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- Ability to develop, implement and review strategies for the ongoing management of finance and
- To maintain day-to-day financial management of the business as well as implementation of broad financial strategies.

Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- Financial decision making relevant to the business
- Basic knowledge of specific tax requirements relevant to the individual industry
- Legal obligations for record keeping
- Processing financial transactions
- Basic accounting principles (single entry/double entry)
- Purpose of financial reports
- Financial ratios
- Interpretation of comparative profit and loss statements
- Interpretation of comparative balance sheets
- Preparation and interpretation of budget/actual reports
- Stock records/stock control relevant to the business
- Benchmarking
- Methods and relative costs of obtaining finance

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to interpret legal requirements, company policies and procedures
- Communication including reporting
- Numeracy skills to undertake financial calculations
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

BSBSBM407A**Unit Descriptor****Manage a small team**

This unit covers planning and managing staff. It involves industrial relations, staff selection, staff records, induction, training and team development to enhance business operations. It is suitable for existing micro and small businesses or a department in a larger organisation.

Competency Field

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Develop staffing plan | 1.1 <i>Staffing requirements</i> to allow the business to run effectively are determined in accordance with business requirements as outlined in the business plan
1.2 Existing skills/competencies of self and staff are identified and compared with business requirements to identify any gaps
1.3 <i>Policies</i> and procedures are developed to address recruitment, performance measures, induction, training and professional development needs of owner/s and staff in accordance with the business plan |
| 2. Recruit, induct and train the team | 2.1 Job description and competencies required, clearly identified in accordance with business requirements, and employment vacancies advertised
2.2 Information obtained from each candidate judged against specified selection criteria and selection decided in accordance with business and legal requirements
2.3 New staff members inducted
2.4 Team members made aware of their responsibilities and performance requirements as soon as practicable and opportunities taken to coach team members who are unfamiliar with business procedures
2.5 Systematic approach to training is taken, including demonstration and explanation, as appropriate to the skill or job being taught |
| 3. Address industrial relations issues | 3.1 Workplace rights and obligations of employers and employees are clarified in accordance with legal requirements
3.2 Staff counselled if required, in a positive and constructive manner, and outcomes recorded accurately |
| 4. Maintain staff records | 4.1 <i>Staff records system</i> developed to provide timely and accurate information in accordance with confidentiality and legal requirements
4.2 System for recording and retrieving personnel and payroll information monitored, accurately maintained and specialist advice sought where required |

5. Manage staffing issues
- 5.1 Contribution and skills of self and other team members are regularly reviewed to ensure performance is in line with agreed performance measures
 - 5.2 Staffing requirements are noted, monitored and adjusted especially in regard to the balance between operational and support personnel according to changing business requirements
 - 5.3 Allocation of staff to particular tasks/functions is continually monitored and reviewed in the light of business requirements and corrective action taken promptly as required
 - 5.4 Opportunities for staff to discuss work related issues regularly provided
 - 5.5 *Contingency plan* developed to cope with unexpected or extreme situations and appropriate corrective action taken as required
6. Review team performance
- 6.1 Positive and constructive relationships developed with and between *team members*
 - 6.2 Team objectives in support of business goals are reviewed and updated on a regular basis in consultation with team members
 - 6.3 Strengths and weaknesses of team identified against current and expected work requirements
 - 6.4 Time is scheduled on regular basis, for team members to review work operations to maintain and improve operational efficiency
 - 6.5 Team members are encouraged to monitor their own performance, suggest improvements and to identify professional development needs in accordance with personal and business requirements

KEY COMPETENCIES

NB: These levels do not relate to the Australian Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to aid team development	3
Collecting analysing and organising information	to plan for and manage a small team	2
Planning and organising activities	to manage staffing issues	2
Working with others and in teams	to develop and train a team	3
Using mathematical ideas and techniques	to plan, record and report on staffing issues	2
Solving problems	to reduce conflict and maximise productivity	3
Using technology	to optimise business performance	2

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- national, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- relevant industry codes of practice

Staffing requirements may include:

- self only, family and/or friends
- number of staff
- time commitment, performance expectations
- responsibilities, competencies required
- full-time, part-time, permanent, temporary or casual
- sub-contractors or external advisors/consultants

Staff policies must include:

- recruitment and selection
- training, induction
- occupational health and safety
- employment conditions, equal opportunity, anti-discrimination, cultural diversity

Industrial relations matters may include:

- awards and/or industrial agreements and relevant industrial instruments
- counselling, dismissal procedures

Staff Records system must include:

- job/position descriptions
- employee records (including tax file number, remuneration, leave and training records etc)
- disciplinary and grievance procedures
- records of taxation and superannuation payments made
- occupational health and safety record

Performance measures may include:

- performance of key people
- overall productivity of the staff
- staff morale, work ethic, work satisfaction
- ratio of direct workers to those who support, supervise or manage them
- ratio of sales dollars per employee
- percentage of chargeable hours/days per week

Contingency plan may include:

- occupational health and safety
- environmental issues
- unpredicted staff shortages
- unpredicted customer demand/busy periods
- fluctuating workloads
- accidents or emergencies

Team members may include:

- owner/s, partners, family members, staff
- people with varying competencies and training
- people with varying culture and language

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

- ability to manage a small team including staff selection, staff records, induction, training and
- develop and maintain team performance to enhance business operations

Underpinning Knowledge

- National, State/Territory and Local Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, EEO, industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- Relevant industry awards/enterprise agreements
- Equal opportunity, anti-discrimination legislation
- Staff counselling, grievance and disciplinary procedures
- Unfair dismissal legislation and procedures

At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

Underpinning Skills

- Literacy skills to interpret legal requirements and compile reports
- Conflict resolution
- Communication skills including ability to relate to staff
- Team building and motivation skills
- Training/coaching skills
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment Add in additional industry requirements if appropriate
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit

PMPER200A**Unit Descriptor****Work in accordance with an issued permit**

This competency unit aims to ensure that people working under a permit to work understand the system, know the limitations of the permit under which they are working and comply with all the requirements of the permit.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Identify the scope of the permit. | 1.1 Identify the need for a work permit(s)
1.2 Identify the type of work permit required
1.3 Check that work to be done complies with the permit type
1.4 Check that the scope and location of work complies with the permit issued. |
| 2. Work in accordance with the permit. | 2.1 Use required hazard reduction/control measures (including personal protective equipment)
2.2 Comply with requirements of the permit including stand-by personnel
2.3 Keep within the scope, location and timeframe specified in the permit. |
| 3. Complete permit to work. | 3.1 Formally seek and receive extensions to the permit when required
3.2 Have permit closed when work ceases for an extended period
3.3 Obtain new permits before work is recommenced
3.4 Permit is completed when job is completed. |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	1

RANGE STATEMENT

Context:	<p>This unit typically applies to all work done by maintenance staff and contractors and also to any other non-process work performed on the plant.</p> <p>To be competent, the person should be able to distinguish between situations requiring the major types of permit and to list the major requirements of each type of permit. The types of permit are to include:</p> <ul style="list-style-type: none">• permit to work/cold work• hot work• confined space• other special permits. <p>All operations are performed in accordance with standard procedures.</p>
OH&S:	<p>All operations are subject to stringent OH&S requirements and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and OH&S requirements, the OH&S requirements take precedence.</p>
Knowledge and enterprise requirements:	<p>Knowledge of the relevant OH&S and environmental requirements is required along with an ability to implement them in a manner which is relevant to the job.</p> <p>Thorough knowledge of enterprise standard procedures is required.</p>
Assessment focus:	<p>Assessment should establish the ability to follow procedures, recognise situations requiring action, and then take appropriate action such as immediately ceasing work and reporting the situation.</p>
Updating information:	<p>This competency is not expected to need rapid updating, however, learning resources supporting this competency will need to be updated with changes in technology, procedures and government regulations.</p>

EVIDENCE GUIDE

Critical aspects:

The competent person should be aware of the types of tests which might be required for that type of permit, and explain changes to conditions may lead to the permit being revoked before the job is completed. Types of tests/conditions to include:

- atmospheric/oxygen/breathability
- flammability/explosability
- toxicity/TWA
- temperature
- humidity.

Concurrent assessment and prerequisites:

This unit has **no** prerequisite competencies.

Essential knowledge:

The competent person should also be aware of the regulatory framework (both internal and external) under which the permit system operates. They should be able to describe the impact of this framework on the particular job(s) they will be doing, and on themselves individually. The regulatory framework to include:

- OH&S
- EPA
- Worksafe
- licence requirements
- company policy and permit control systems.

Assessment method, context and resource implications:

Answers given to a theory test (written or oral) will be regarded as sufficient evidence in the first instance for a person to be regarded as competent. Any practical evidence from on the job observation which indicates a lack of competence will be sufficient to withdraw the assessment of competency. Evidence from a skills passport may be taken as prima facie evidence of generic competence and company/plant specific issues only need to be further trained in and/or assessed.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the required language and literacy levels of the person.

Consistent on-the-job performance at the required standard should be demonstrated. In particular look to see that:

- standard procedures are followed
- deviations from permit conditions are recognised
- action specified in the permit/standard procedures is carried out

PMPER300A**Unit Descriptor****Issue work permits**

This competency unit aims to ensure that personnel who issue work permits understand the permit system, know the limitations of each permit and can make decisions regarding the need for and correct use of each permit.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-----------------------------------|--|
| 1. Identify need for work permit. | 1.1 Understand work permit system
1.2 Identify and confirm with appropriate personnel the need for work permit
1.3 Identify the correct permit for each situation. |
| 2. Prepare work site. | 2.1 Undertake an inspection of the work site
2.2 Identify OH&S and environmental requirements
2.3 Prepare work site in accordance with SOPs/specified work permit conditions
2.4 Check permit status conditions and report to appropriate personnel
2.5 Identify need for and carry out testing in accordance with SOPs
2.6 Complete appropriate documentation to standard. |
| 3. Raise and issue work permits. | 3.1 Specify testing and safety requirements
3.2 Check that work procedures are accessed and followed
3.3 Complete and sign off all relevant documentation. |
| 4. Monitor work for compliance. | 4.1 Undertake site inspections
4.2 Monitor conditions and respond to changing conditions/circumstances
4.3 Identify and act on incidences of non-compliance. |
| 5. Sign off work permit. | 5.1 Inspect job status
5.2 Check that work undertaken satisfies permit conditions
5.3 Ensure that work site is ready for normal working conditions
5.4 Sign off documentation in accordance with SOPs
5.5 Communicate work site status to relevant personnel. |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

Context:

This unit is typically performed by experienced operators.

To be competent, the person should be able to distinguish between situations requiring the major types of permit and to list the major requirements of each type of permit. The types of permit are to include:

- permit to work/cold work
- hot work
- confined space/confined space entry
- other special permits
- evacuation
- vehicle entry.

Indicative functions include:

- supervision/monitoring of contractors
- different types of testing, including:
 - atmospheric
 - temperature
 - humidity
 - toxicity
 - combustibles
 - oxygen
- compliance with legislation/codes, including:
 - OH&S
 - EPA
 - Worksafe
 - licence requirements
 - internal permit control system.

OH&S:

All operations are subject to stringent OH&S requirements and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and OH&S requirements, the OH&S requirements take precedence.

Knowledge and enterprise requirements:	<p>Knowledge of the relevant OH&S and environmental requirements is required along with an ability to implement them, in a manner which is relevant to the job.</p> <p>Thorough knowledge of enterprise standard procedures and legislative requirements is assumed.</p>
Assessment focus:	<p>Assessment should establish the ability to follow procedures, recognise situations requiring action, and then take appropriate action.</p>
Updating information:	<p>This competency is not expected to need rapid updating, however, learning resources supporting this competency will need to be updated with changes in technology, procedures and government regulations.</p>
Essential knowledge:	<p>The competent person should be aware of the regulatory framework (both internal and external) under which permit systems operate.</p> <p>The regulatory framework to include:</p> <ul style="list-style-type: none">• OH&S• EPA• Worksafe• licence requirements• company policy and permit control systems.
Assessment method, context and resource implications:	<p>A practical assessment is required under several different circumstances. In all cases it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the required language and literacy levels of the person.</p> <p>Consistent on-the-job performance at the required standard should be demonstrated. In particular look to see that:</p> <ul style="list-style-type: none">• standard procedures are followed• deviations from permit conditions are recognised• action specified in the permit/standard procedures is carried out.

PMPER301A**Unit Descriptor****Monitor and control work permits**

This competency unit aims to ensure that personnel who monitor and control work permits understand the permit system and know the limitations of each permit.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Maintain knowledge of current permit status. | 1.1 Check permit status
1.2 Inform supervisors of permit status when appropriate
1.3 Check permit conditions for all active permits
1.4 Undertake site inspections
1.5 Comply with permit audits. |
| 2. Identify non-compliance. | 2.1 Understand conditions of active permits
2.2 Report and record incidents of non-compliance
2.3 Take corrective action. |
| 3. Perform permit audits. | 3.1 Understand permit system
3.2 Complete checklists in accordance with standard procedures
3.3 Communicate audit findings to appropriate personnel
3.4 Complete documentation in accordance with standard procedures. |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

Context:	<p>This unit is typically performed by experienced operators.</p> <p>To be competent, the person should be able to distinguish between situations requiring the major types of permit and to list the major requirements of each type of permit. The types of permit are to include:</p> <ul style="list-style-type: none">• permit to work/cold work• hot work• confined space• other special permits. <p>Indicative functions include:</p> <ul style="list-style-type: none">• supervision/monitoring of contractors• verification of:• permits• licences• tests• document control• compliance with legislation/codes.
OH&S:	<p>All operations are subject to stringent OH&S requirements and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and OH&S requirements, the OH&S requirements take precedence.</p>
Knowledge and enterprise requirements:	<p>Knowledge of the relevant OH&S and environmental requirements is required along with an ability to implement them, in a manner which is relevant to the job.</p> <p>Thorough knowledge of enterprise standard procedures and legislative requirements is required.</p>
Assessment focus:	<p>Assessment should establish the ability to follow procedures, recognise situations requiring action, and then take appropriate action.</p>
Updating information:	<p>This competency is not expected to need rapid updating, however, learning resources supporting this competency will need to be updated with changes in technology, procedures and government regulations.</p>

EVIDENCE GUIDE

This unit is typically performed by experienced operators.

Critical aspects:

Consistent performance at the required standard should be demonstrated. In particular look to see that:

- conditions requiring permits are understood
- differences between permits are understood
- deviations from desired conditions are recognised
- action specified in the standard procedures is carried out.

Concurrent assessment and prerequisites:

This unit has **no** prerequisite competencies.

Individual enterprises may choose to add prerequisites and co-requisites relevant to their process.

Essential knowledge:

The competent person should be aware of the regulatory framework (both internal and external) under which permit systems operate.

The regulatory framework to include:

- OH&S
- EPA
- Worksafe
- permit requirements
- company policy and permit control systems.

Assessment method, context and resource implications:

Answers given to a theory test (written or oral) will be regarded as sufficient evidence in the first instance for a person to be regarded as competent. Any practical evidence from on the job observation which indicates a lack of competence will be sufficient to withdraw the assessment of competency. Evidence from a skills passport may be taken as prima facie evidence of generic competence and company/plant specific issues only need to be further trained in and/or assessed.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge. Questioning will be undertaken in such a manner as is appropriate to the required language and literacy levels of the person.

PMBMAINT405A Identify problems in fluid power system

Unit Descriptor

This competency covers the recognition and diagnosis of control system problems in hydraulic/pneumatic control systems on polymer processing equipment. It includes the implementation of appropriate corrective action. It applies to all sectors of the industry.

This competency is typically performed by technicians working either independently or as part of a work team.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Identify pneumatic/hydraulic control system problems. | 1.1 Categorise the types of machine malfunctions due to fluid power faults
1.2 Describe the effects on product quality of fluid power problems
1.3 Isolate possible faulty components from a circuit diagram and a knowledge of the function of each component. |
| 2. Implement appropriate corrective action. | 2.1 Examine other possible faults
2.2 Shortlist possible fault causes
2.3 Conduct investigations of machine, products or data to determine most likely fault cause(s)
2.4 Take appropriate action to ensure fault is rectified
2.5 Follow up on action to ensure completion in an appropriate time frame
2.6 Recheck after corrective action to ensure fault has been rectified. |
| 3. Identify maintenance requirements. | 3.1 Check manufacturer's instructions to determine recommended maintenance schedule
3.2 Check fault and maintenance history to determine adequacy of current regime and special requirements
3.3 Determine criticality of machine to production/business
3.4 Develop maintenance schedule/requirements for machine
3.5 Liaise with all relevant stakeholders to ensure schedule is appropriate
3.6 Report outcome to appropriate personnel. |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	3

RANGE STATEMENT

This competency unit includes all common equipment used in the plastics, rubber and cabling industry and should be able to be applied to all equipment using fluid power control systems.

This competency applies to all work environments and sectors within the plastics, rubber and cabling industry. It assumes an understanding of the operation of all relevant equipment and processes but does not necessarily require them to be used personally.

Standard procedures means all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

The components covered by this unit include, but are not limited to:

- pumps,
- pressure controls
- DCVs
- flow control actuators
- accumulators
- filters
- heat exchangers
- proportional, servo and cartridge valves.

Maintenance requirements covered by this unit include, but are not limited to:

- oil levels
- temperatures
- cavitation/aeration/noise
- cleanliness
- poor performance
- safety aspects.

Typical problems include types:

- loss of flow, power
- power failure
- cause-
 - oil leaks (internal and external)
 - component malfunction
 - poor maintenance procedures
- remedies-
 - regular maintenance
 - shutdown
 - using accumulator as emergency source.

Fault identification includes:

- motor failure effect on cycle time
- pressure loss
- short shots
- loss of clamp pressure
 - oil temperature.

This unit does not require the actual repair of the equipment personally.

All operations are performed in accordance with standard procedures and work instructions.

EVIDENCE GUIDE

Essential knowledge and enterprise requirements:

Knowledge and understanding of the process and the interaction of process conditions on product quality sufficient to recognise and analyse control system faults.

Knowledge of the enterprise's procedures and policies along with the ability to implement them within appropriate time constraints and in a manner relevant to the job.

Competence includes the ability for the practical completion of the job to:

- apply and/or explain:
 - principles of hydraulics/pneumatics
 - circuit diagrams
 - principles of circuit components
- distinguish between causes of faults such as:
 - control system failure
 - process condition
 - materials
 - component types.

Critical aspects:

It is essential that the equipment function and operation be understood and the importance of critical process parameters and component functions is known. Competence must be demonstrated in the ability to recognise potential situations requiring action and then in implementing appropriate action.

Consistent performance should be demonstrated. In particular look to see that machine reliability is high.

Language, literacy and numeracy requirements:

This unit requires the ability to read and interpret technical specifications and manufacturer's manuals.

Writing is required to the level of writing procedures and schedules.

Basic numeracy is also required to allow the interpretation of machine and product data and the comparison of actual with desired readings.

Assessment method and context:

Competence in this unit may be assessed:

- on an operating plant allowing for operation under all normal and a range of abnormal conditions
- by use of a suitable simulation and/or a range of case studies/scenarios
- by a combination of these techniques.

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

Resource implications:

This section should be read in conjunction with the range of variables for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method.

Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom.

Additional resources might include the provision of equipment with known faults/problems to allow for assessment of the ability to identify problems.

Pre-Requisites

This competency has **no** prerequisites.

PMBMAINT406A Identify problems in electronic control systems

Unit Descriptor

This competency covers the recognition and diagnosis of control system problems in electrical/electronic control systems on polymer processing equipment. It includes the implementation of appropriate corrective action. It applies to all sectors of the industry.

This competency is typically performed by technicians working either independently or as part of a work team.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|--|
| 1. Identify electrical/electronic control system problems. | 1.1 Categorise the types of machine malfunctions due to electrical/electronic faults
1.2 Describe the effects on product quality of electrical/electronic problems
1.3 Isolate possible faulty components from a circuit diagram and a knowledge of the function of each component. |
| 2. Implement appropriate corrective action. | 2.1 Examine other possible faults
2.2 Short list possible fault causes
2.3 Conduct investigations of machine, products or data to determine most likely fault cause(s)
2.4 Take appropriate action to ensure fault is rectified
2.5 Follow up on action to ensure completion in an appropriate time frame
2.6 Recheck after corrective action to ensure fault has been rectified. |
| 3. Identify maintenance requirements. | 3.1 Check manufacturer's instructions to determine recommended maintenance schedule
3.2 Check fault and maintenance history to determine adequacy of current regime and special requirements
3.3 Determine criticality of machine to production/business
3.4 Develop maintenance schedule/requirements for machine
3.5 Liaise with all relevant stakeholders to ensure schedule is appropriate
3.6 Report outcome to appropriate personnel. |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	3

RANGE STATEMENT

This competency unit includes all common equipment used in the plastics, rubber and cabling industry and should be able to be applied to all equipment using electrical/ electronic control systems.

This competency applies to all work environments and sectors within the plastics, rubber and cabling industry. It assumes an understanding of the operation of all relevant equipment and processes but does not necessarily require them to be used personally.

Standard procedures means all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

The components covered by this unit include, but are not limited to:

- switches, relays and solenoids
- position and pressure transducers
- temperature controllers.

Maintenance requirements covered by this unit include, but are not limited to:

- temperatures
- cleanliness
- poor performance
- safety aspects.

Typical problems include types:

- loss of flow, power
- power failure
- cause-
 - component malfunction
 - poor maintenance procedures
- remedies-
 - regular maintenance
 - shutdown.

Fault identification includes:

- motor failure effect on cycle time
- short shots
- loss of clamp pressure
- no power
- electronic/electrical faults
- analysis with PLC.

This unit does not require the actual repair of the equipment personally.

All operations are performed in accordance with standard procedures and work instructions.

EVIDENCE GUIDE

Essential knowledge and enterprise requirements:

Knowledge and understanding of the process and the interaction of process conditions on product quality sufficient to recognise and analyse control system faults.

Knowledge of the enterprise's procedures and policies along with the ability to implement them within appropriate time constraints and in a manner relevant to the job.

Competence includes the ability for the practical completion of the job to:

- apply and/or explain:
 - fundamentals of electricity and electronics
 - circuit diagrams
 - principles of circuit components
- distinguish between causes of faults such as:
 - control system failure
 - process condition
 - materials
 - component types.

Critical aspects:

It is essential that the equipment function and operation be understood and the importance of critical process parameters and component functions is known. Competence must be demonstrated in the ability to recognise potential situations requiring action and then in implementing appropriate action.

Consistent performance should be demonstrated. In particular look to see that machine reliability is high.

Language, literacy and numeracy requirements:

This unit requires the ability to read and interpret technical specifications and manufacturer's manuals.

Writing is required to the level of writing procedures and schedules.

Basic numeracy is also required to allow the interpretation of machine and product data and the comparison of actual with desired readings.

Assessment method and context:

Competence in this unit may be assessed:

- on an operating plant allowing for operation under all normal and a range of abnormal conditions
- by use of a suitable simulation and/or a range of case studies/scenarios
- by a combination of these techniques.

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

Resource implications:

This section should be read in conjunction with the range of variables for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom.

Additional resources might include the provision of equipment with known faults/problems to allow for assessment of the ability to identify problems.

Pre-Requisites

This competency has **no** prerequisites.

PMBOHS204B**Unit Descriptor****Apply emergency/incident procedures**

This unit covers the response of employees to incidents which result in accidents, near miss or emergencies in the workplace. It applies to all sectors of the industry.

This competency is typically performed by all operators working either independently or as part of a work team.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Respond to the incident. | 1.1 Identify and report type of incident or emergency
1.2 Follow workplace procedures for the emergency
1.3 Identify and report details of the cause(s) and effects of the incident
1.4 Clarify and report assistance requirements for accidents and emergencies immediately to the appropriate parties
1.5 Request assistance from relevant personnel and emergency services. |
| 2. Control and assist at accident or emergency site. | 2.1 Control and protect site until the arrival of authorised personnel
2.2 Provide assistance to injured persons, within the limitations of duty of care and workplace procedures
2.3 Manage risks within hierarchy of control procedures
2.4 Cooperate with and assist relevant authorities at the site within enterprise policies. |
| 3. Finalise emergency/accident process and complete records. | 3.1 Exchange relevant information in accordance with State/Territory law and enterprise procedures
3.2 Provide information to assist in completion of documentation and reports
3.3 Complete workplace documentation and process in accordance with workplace or regulatory requirements. |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	1
Working with others and in teams	1
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	1

RANGE STATEMENT

This competency unit applies to all incidents within the plastics, rubber and cabling sectors.

Standard procedures means all relevant workplace procedures, work instructions, temporary instructions and relevant industry and government codes and standards.

Action is taken within organisational policies and procedures to minimise risks to self, colleagues, customers, the workplace and the environment.

Sources of information/documents may include:

- Australian Standard AS1885.1
- first aid requirements in relevant legislation.

All operations are performed in accordance with standard procedures and work instructions.

EVIDENCE GUIDE

Essential knowledge and enterprise requirements:

Display of the following knowledge and skills in terms of job role or function:

- application of relevant agreements, codes of practice and other legislative requirements in relation to incidents and accidents
- identification and correct use of equipment, processes and procedures
- planning own work within the scope of responsibilities and competencies including predicting consequences and identifying improvements.

Contributes effectively to workplace consultative relationships.

Modifies activities to cater for variations in workplace contexts and environment.

Shows evidence of application of relevant workplace procedures including:

- procedures to access to first aid and emergency response employees
- reporting requirements for incidents and emergency situations.

Action taken promptly to report accidents and incidents within regulatory requirements and following workplace procedures.

Work completed systematically in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products in production.

Critical aspects:	<p>Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none">• identify appropriate action to access the situation and provide assistance• provide customer/client service and work effectively with others• convey information in written and oral form• use appropriate workplace language and communication technologies• locate, interpret and apply relevant information• maintain workplace records• identify and safely handle products and materials• apply safety precautions appropriate to the task.
Language, literacy and numeracy requirements:	<p>Writing is required to the level of completing workplace forms.</p>
Assessment method and context:	<p>Competence in this unit may be assessed:</p> <ul style="list-style-type: none">• in the work situation allowing for operation under all normal and a range of abnormal conditions• by use of a suitable simulation and/or a range of case studies/scenarios• by a combination of these techniques. <p>In all cases it is expected that practical assessment will be combined with targeted questioning to assess the underpinning knowledge and theoretical assessment will be combined with appropriate practical/simulation or similar assessment.</p>
Resource implications:	<p>This section should be read in conjunction with the range of variables for this unit of competency. Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of case studies/scenarios and questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.</p>
Pre-Requisites	<p>This competency has no prerequisites.</p>

PMBPROD211A**Unit Descriptor****Operate blow moulding equipment**

This competency covers the operation of blow moulding equipment and the resolving of routine problems to procedure.

This competency is typically performed by operators working either independently or as part of a work team.

Application of the Unit

This competency applies to operators who are required to undertake the routine operation of blow moulding equipment. The key factors are the making of products to meet quality standards and workplace requirements. It includes:

- checking job sheets for work requirements
- following approved hazard minimisation procedures for any hazards connected with materials and process, using work instructions, labels and materials safety data sheets, and in accordance with occupational health and safety legislative responsibilities
- monitoring blow moulding equipment operation and reporting process variations
- checking product for quality and conformity to specifications
- discarding non-conforming products ensuring discarded materials are reused where possible and waste and scrap is disposed of in accordance with workplace instructions
- identifying and taking action on routine process problems
- completing logs and reports.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

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|--|--|
| 1. Check work requirements. | 1.1 Identify work requirements from procedures
1.2 Identify product, materials and equipment requirements for job(s)
1.3 Recognise hazards and adopt steps required to ensure safety
1.4 Check with supervisor/appropriate person if requirements are not in accordance with usual practice. |
| 2. Conduct pre-start checks as required. | 2.1 Check safety gates and guards are in position and working
2.2 Check raw materials are correct
2.3 Undertake other pre-start checks in accordance with procedures
2.4 Start up equipment safely and 'dry run' to warm hydraulics and components to operating temperature before production, as required. |

3. Operate equipment.
 - 3.1 Check condition of equipment and introduce raw materials as required by procedures
 - 3.2 Check product/process is within required limits
 - 3.3 Collect products and store as required
 - 3.4 Check product is in specification/to required quality standard
 - 3.5 Maintain supply of material(s) as required
 - 3.6 Complete logs and records when required
 - 3.7 Collect and reprocess/discard scrap/trim and other materials in accordance with procedures
 - 3.8 Clean up equipment and work area in accordance with procedures.
 - 3.9 Pause equipment, or stop equipment in an emergency, following workplace and emergency procedures.
4. Resolve routine problems.
 - 4.1 Identify likely faults that occur during the operation
 - 4.2 Identify and take action on causes of routine faults in accordance with procedures
 - 4.3 Make sure appropriate records and log books of equipment operations are maintained to meet procedures
 - 4.4 Identify non-routine problems and report to designated person.

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	1
Collecting analysing and organising information	2
Planning and organising activities	1
Working with others and in teams	2
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	1

RANGE STATEMENT

This competency applies to all blow moulding operations within the plastics and rubber sectors. It includes the operation of all relevant additional equipment where that equipment is integral to the blow moulding process.

This Unit of Competency relates to primary equipment only and if the role includes the operation of major stand alone ancillary equipment then PMBPROD206A Operate ancillary equipment should also be chosen. If the role includes finishing, then PMBFIN201B Finish products and components should be chosen.

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

This competency includes equipment and tools such as:

- bottom blow, top blow, needle blow, tail to tail blow, parison pre-blow and pre-squeeze, parison stretching and parison orientation type machines.
- additional equipment including chillers/cooling towers, die heating equipment, hopper driers, mixing hoppers, dehumidifying driers, air compressors, dosing machines, colour blending equipment and conveyors
- hand tools used in the blow moulding process
- material loading equipment used for loading of raw materials
- relevant personal protective equipment.

Typical hazards include:

- spills
- dusts/vapours
- slip and fall, particularly due to spilt granules
- temperature
- hazardous substances
- moving equipment
- manual handling hazards.

'Rectify routine problems' means 'apply known solutions to a limited range of predictable problems'.

Typical process problems include:

- equipment malfunction
- variations in temperature, pressure, speed, inflation
- variations in materials or contamination of materials
- die damage.

Typical product problems include:

- routine blow moulding faults - wall thinning, holes, poor surface finish, warping, poor colour dispersion, ejection damage, colour contamination, black spots and other defects
- machine malfunction
- die/tooling problems
- variations in materials and/or contamination of materials.

All operations are performed in accordance with procedures.

EVIDENCE GUIDE

Essential knowledge and enterprise requirements:

Application of knowledge of the materials, equipment and process sufficient to recognise out of specification products, process problems and materials faults.

Knowledge of the enterprise's procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards.

Competence includes the ability for the practical completion of the job to:

- apply and/or explain:
 - operation of blow moulding equipment and components
 - production workflow sequences and materials demand
 - reasons for checking process control panels and reporting readings which do not conform to the work instructions
 - purpose and requirements of 'dry running' before starting production
 - approved hazard control and safety procedures and the use of PPE in relation to handling materials, equipment operation and cleanup
 - potential effects of variations in raw materials and equipment operation in relation to quality of product
 - waste management and importance of reusing non-conforming products wherever possible
 - correct selection and use of equipment, materials, processes and procedures
- plan own work including predicting consequences and identifying improvements
- monitor equipment operation and product quality
- identify when the operator is able to rectify faults, when assistance is required and who is the appropriate source for assistance
- identify and describe own role and role of others involved directly in the blow moulding process
- identify factors which may affect product quality or production output and appropriate remedies
- use PPE, safely handle products and materials, read relevant safety information and apply safety precautions appropriate to the task
- pause equipment, or shut down equipment in abnormal circumstances
- explain the effect of unauthorised or emergency shutdown in relation to safety and production requirements
- distinguish between possible causes of routine blow moulding faults such as:
 - contaminated materials/additives
 - equipment faults

- mould damage
- wrong raw materials/additives
- incorrect quantity of materials/additives
- machine failure.

Critical aspects:

It is essential that competence is demonstrated in the ability to:

- recognise the importance of material properties and qualities
- apply approved procedures
- take appropriate action to resolve faults or report faults to appropriate personnel
- explain and implement emergency shutdown procedures.

Consistent performance should be demonstrated. In particular look to see that :

- blow moulding production standards are met consistently
- upstream and downstream communication is timely and effective
- operating procedures and work instructions are read and interpreted correctly
- problems are identified and appropriate action is taken (ie, the problem is fixed or reported)
- all safety procedures are followed.

Language, literacy and numeracy requirements:

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

Writing is required to the level of completing workplace forms.

Basic numeracy is required, eg, to determine that two 25 kg bags are needed for a requirement for 50 kg.

Assessment method and context:

Competence in this unit may be assessed:

- on an operating plant allowing for operation under all normal and a range of abnormal conditions
- by use of a suitable simulation and/or a range of case studies/scenarios
- by a combination of these techniques.

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

Resource implications:

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

Pre-Requisites

This competency has **no** prerequisites.

PMBPROD270A**Unit Descriptor****Operate injection blow moulding equipment**

This competency covers the operation of injection blow moulding equipment and the resolving of routine problems to procedure.

This competency is typically performed by operators working either independently or as part of a work team.

Application of the Unit

This competency applies to operators who are required to undertake the routine operation of injection blow moulding equipment. The key factors are the making of products to meet quality standards and workplace requirements. It includes:

- checking job sheets for work requirements
- following approved hazard minimisation procedures for any hazards connected with materials and process, using work instructions, labels and materials safety data sheets, and in accordance with occupational health and safety legislative responsibilities
- monitoring injection blow moulding equipment operation and reporting process variations
- checking product for quality and conformity to specifications
- discarding non-conforming products ensuring discarded materials are reused where possible and waste and scrap is disposed of in accordance with workplace instructions
- identifying and taking action on routine process problems
- completing logs and reports.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Check work requirements. | 1.1 Identify work requirements from procedures
1.2 Identify product, materials and equipment requirements for job(s)
1.3 Recognise hazards and adopt steps required to ensure safety
1.4 Check with supervisor/appropriate person if requirements are not in accordance with usual practice. |
| 2. Conduct pre-start checks as required. | 2.1 Check safety gates and guards are in position and working
2.2 Check raw materials are correct
2.3 Undertake other pre-start checks in accordance with procedures
2.4 Start up equipment safely and 'dry run' to warm hydraulics and components to operating temperature before production, as required. |

3. Operate equipment.
 - 3.1 Check condition of equipment and introduce raw materials as required by procedures
 - 3.2 Check product/process is within required limits
 - 3.3 Collect products and store as required
 - 3.4 Check product is in specification/to required quality standard
 - 3.5 Maintain supply of material(s) as required
 - 3.6 Complete logs and records when required
 - 3.7 Collect and reprocess/discard scrap/trim and other materials in accordance with procedures
 - 3.8 Clean up equipment and work area in accordance with procedures
 - 3.9 Pause equipment, or stop equipment in an emergency, following workplace and emergency procedures.
4. Resolve routine problems.
 - 4.1 Identify likely faults that occur during the operation
 - 4.2 Identify and take action on causes of routine faults in accordance with procedures
 - 4.3 Make sure appropriate records and log books of equipment operations are maintained to meet procedures
 - 4.4 Identify non-routine problems and report to designated person.

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	1
Collecting analysing and organising information	2
Planning and organising activities	1
Working with others and in teams	2
Using mathematical ideas and techniques	1
Solving problems	1
Using technology	1

RANGE STATEMENT

This competency applies to all injection blow moulding operations within the plastics and rubber sectors. It includes the operation of all relevant additional equipment where that equipment is integral to the injection blow moulding process.

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

This competency includes equipment and tools such as:

- electrical, pneumatic, mechanical, electromechanical and hydraulic injection blow moulding machines and components such as base, frame, feed hoppers and material supply mechanisms, barrel and screw plastification unit, injection blow units, die/ mould tool
- additional equipment including chillers/cooling towers, die heating equipment, hopper driers, mixing hoppers, dehumidifying driers, air compressors, dosing machines, colour blending equipment and conveyors
- hand tools used in the injection blow moulding process
- material loading equipment used for loading of raw materials
- relevant personal protective equipment.

Typical hazards include:

- spills
- dusts/vapours
- slip and fall, particularly due to spilt granules
- temperature
- hazardous substances
- moving equipment
- manual handling hazards.

'Rectify routine problems' means 'apply known solutions to a limited range of predictable problems'.

Typical process problems include:

- equipment malfunction
- variations in temperature, pressure, speed, inflation
- variations in materials or contamination of materials
- mould damage.

Typical product problems include:

- routine injection blow moulding faults - wall thinning, holes, poor surface finish, warping, poor colour dispersion, ejection damage, colour contamination, black spots and other defects
- machine malfunction
- mould/tooling problems
- variations in materials and/or contamination of materials.

All operations are performed in accordance with procedures.

EVIDENCE GUIDE

Essential knowledge and enterprise requirements:

Application of knowledge of the materials, equipment and process sufficient to recognise out of specification products, process problems and materials faults.

Knowledge of the enterprise's procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards.

Competence includes the ability for the practical completion of the job to:

- apply and/or explain:
 - operation of injection blow moulding equipment and components
 - production workflow sequences and materials demand
 - reasons for checking process control panels and reporting readings which do not conform to the work instructions
 - purpose and requirements of 'dry running' before starting production
 - approved hazard control and safety procedures and the use of PPE in relation to handling materials, equipment operation and cleanup
 - potential effects of variations in raw materials and equipment operation in relation to quality of product
 - waste management and importance of reusing non-conforming products wherever possible
 - correct selection and use of equipment, materials, processes and procedures
- plan own work including predicting consequences and identifying improvements
- monitor equipment operation and product quality
- identify when the operator is able to rectify faults, when assistance is required and who is the appropriate source for assistance
- identify and describe own role and role of others involved directly in the injection blow moulding process
- identify factors which may affect product quality or production output and appropriate remedies
- use PPE, safely handle products and materials, read relevant safety information and apply safety precautions appropriate to the task
- pause equipment, or shut down equipment in abnormal circumstances
- explain the effect of unauthorised or emergency shutdown in relation to safety and production requirements
- distinguish between possible causes of routine injection blow moulding faults such as:
 - contaminated materials/additives
 - equipment faults

- mould damage
- wrong raw materials/additives
- incorrect quantity of materials/additives
- machine failure.

Critical aspects:

It is essential that competence is demonstrated in the ability to:

- recognise the importance of material properties and qualities
- apply approved procedures
- take appropriate action to resolve faults or report faults to appropriate personnel
- explain and implement emergency shutdown procedures.

Consistent performance should be demonstrated. In particular look to see that :

- injection blow moulding production standards are met consistently
- upstream and downstream communication is timely and effective
- operating procedures and work instructions are read and interpreted correctly
- problems are identified and appropriate action is taken (ie, the problem is fixed or reported)
- all safety procedures are followed.

Language, literacy and numeracy requirements:

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

Writing is required to the level of completing workplace forms.

Basic numeracy is required, eg, to determine that two 25 kg bags are needed for a requirement for 50 kg.

Assessment method and context:

Competence in this unit may be assessed:

- on an operating plant allowing for operation under all normal and a range of abnormal conditions
- by use of a suitable simulation and/or a range of case studies/scenarios
- by a combination of these techniques.

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

Resource implications:

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

Pre-Requisites

This competency has **no** prerequisites.

PMBQUAL390A**Unit Descriptor****Solve problems using 'quality tools'**

This competency covers the solving of process and other problems, beyond those associated directly with the process unit, using a structured approach such as problem solving tools and techniques to achieve the organisation's quality objectives.

The competency is typically performed by an experienced operator, leading hand or supervisor.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

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|---|--|
| 1. Identify the problem. | 1.1 Identify variances from normal operating parameters and product/process quality
1.2 Define the extent, cause and nature of the problem by observation and investigation
1.3 State and specify the problem clearly. |
| 2. Propose possible causes of the problem. | 2.1 Identify possible causes based on experience and the use of problem solving tools/analytical techniques.
2.2 Develop possible cause statements
2.3 Identify fundamental cause. |
| 3. Propose corrective action. | 3.1 Consider possible options for resolution of the problem through consultation
3.2 Assess feasibility of options using available information and/or in discussion with workplace personnel
3.3 Propose corrective action to remove the problem and possible future causes and obtain appropriate clearance to proceed
3.4 Develop action plans identifying measurable objectives, resource needs, timelines and implement in accordance with safety, environment and standard procedures
3.5 Develop recommendations for ongoing monitoring and testing. |
| 4. Communicate recommendations. | 4.1 Prepare report on recommendations
4.2 Present recommendations to appropriate personnel
4.3 Follow up recommendations. |
| 5. Monitor implementation of corrective action. | 5.1 Determine measures/data which will indicate success or otherwise of recommendation
5.2 Monitor measures/data and determine progress towards improvement goal
5.3 Take appropriate action where improvement goals are not being met
5.4 Take appropriate action to ensure improvements remain in place when improvement goals are being met. |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	3
Using technology	2

RANGE STATEMENT

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

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

This competency unit may include the use of analytical techniques in problem solving such as:

- brainstorming
- fishbone diagrams/cause and effect diagrams
- logic tree
- process logic/process requirements
- similarity/difference analysis
- Pareto analysis
- force field/SWOT analysis

Preparation of action plans to solve problems including:

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

Typical problems include:

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

All operations are performed in accordance with standard procedures and work instructions.

EVIDENCE GUIDE

Essential knowledge and enterprise requirements:

Knowledge and understanding of the process, normal operating parameters and product quality to recognise non-standard situations.

Knowledge of the relevant OH&S and environmental requirements is required along with an ability to implement them in a manner which is relevant to determining the corrective action and provision of recommendations.

Thorough knowledge of enterprise standard operating procedures/work instructions is assumed. Some appreciation of the plant's business goals is required as a basis for prioritising, decision making and action.

Competence includes the ability as is relevant to operate and problem solve at that level:

- apply and explain
 - principles of operation
 - analytical problem solving techniques
- distinguish among causes of problems such as:
 - process
 - maintenance
 - materials/products
- possible and fundamental.

Critical Aspects:

Evidence of satisfactory performance in this unit can be obtained by observation of performance and questioning to indicate understanding and knowledge of the elements of the competency and performance criteria.

Consistent performance should be demonstrated. In addition, look to see that:

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

Language, literacy and numeracy requirements:

This unit requires the ability to read and interpret quality procedures and work instructions, quality manuals, equipment manuals as is applicable to problem solving quality issues.

Writing is required to the level of writing reports/presentations on quality issues.

Numeracy is also required, eg, to analyse quality data or charts.

Assessment method and context:

Competence in this unit may be assessed:

- on an operating plant allowing for operation under all normal and a range of abnormal conditions
- by use of a suitable simulation and/or a range of case studies/scenarios
- by a combination of these techniques.

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

Resource implications:

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

Pre-Requisites

This unit has **no** prerequisites.

PRMCL18A**Clean a unit or location to achieve a low bacteria condition****Unit Descriptor**

This unit applies to the utilisation of methods and procedures to achieve low bacteria conditions. The unit may need to be associated with other units dealing with soil removal etc. when packaged in the work environment; for example- Unit PRM CL01, Maintain hard floor surfaces, Unit PRM CL17, Maintain wet area in an odour free, soil and hazard free condition.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

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| 1. Ascertain the special requirements for cleaning the low bacteria location | 1.1 The availability of the area to be cleaned using the required method is confirmed
1.2 Risks and hazards are identified and dangerous areas are reported immediately for further action
1.3 The priorities and special requirements for cleaning the area are identified through communication with the client, including special clothing requirements
1.4 Client protocols for cleaning of the area are identified and planned for
1.5 Written notices, warning symbols and room conditions are observed and acted upon in accordance with client requirements
1.6 The responsibilities for cleaning are confirmed based on agreed client requirements
1.7 Any pre-existing damage to work site is reported immediately |
| 2. Select appropriate methods and procedures | 2.1 The methods and procedures selected to produce the low bacteria outcome can be fully completed in the access time available
2.2 The application of relevant health regulation, code of practice and client requirements are met by the selected methods and procedures
2.3 Up to date documentation for the selected methods is obtained |
| 3. Select and assemble tools and equipment | 3.1 Tools and equipment selected are relevant to the type of low bacteria area and provide protection from identified risks
3.2 Equipment is selected in accordance with relevant signage systems, coding and manufacturers requirements
3.3 Equipment is assembled in accordance with manufacturers specifications and checked to be in good working order
3.4 Chemicals are diluted in accordance with manufacturers instructions and client protocols
3.5 Safety conditions are reviewed against relevant safety data sheets to ensure safe cleaning operations
3.6 New filters are installed where required to protect against any possible cross infection |

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|--|---|
| 4. Organise work to follow scheduled procedures | 4.1 Waste types are recognised and removed in accordance with relevant company, client and legislative requirements to reduce risk of contamination or infection
4.2 Equipment and furniture are moved to provide clear access to cleaning site
4.3 Specialised equipment is isolated/removed from cleaning site in terms of client requirements to avoid any possibility of damage |
| 5. Wear protective clothing where required | 5.1 Protective clothing is fitted and secured properly to ensure safe and comfortable use
5.2 All external jewelry is removed or covered where it is a potential safety hazard |
| 6. Apply selected procedures to low bacteria area | 6.1 Machinery is used in accordance with manufacturers specifications
6.2 Relevant OH&S legislation and practice, industry codes of practice, infection control, waste management and organisational requirements are observed
6.3 Ongoing client activity and work in process is not interrupted
6.4 Suitable measures and organisational procedures are taken to ensure cross contamination does not occur
6.5 Filters, pads and brushes are regularly checked for cleanliness and replaced as required to maintain the effectiveness of the cleaning procedures
6.6 Correctly diluted cleaning agent is applied to surfaces to enable reduction of bacteria in accordance with manufacturers instructions |
| 7. Adjust methods and procedures are adjusted to meet demands of the situation | 7.1 The need to adjust procedures is assessed to protect the needs and safety of the client and operator
7.2 Delayed cleaning procedures are planned for follow up to ensure required tasks are completed within required time limits
7.3 Equipment is relocated for cleaning where necessary to ensure completion of all procedures
7.4 The need for adjustments is reported or recorded to enable suitable follow up to occur |
| 8. Determine that the requirements of the applied procedures have been met | |
| 9. Clean and store equipment | 9.1 Equipment is dried and cleaned as per manufacturers' specifications, and infection control procedures.
9.2 Cleaning agents, polishes and cloths are stored in accordance with manufacturers specifications and relevant health and safety requirements
9.3 Cleaned equipment is stored in a manner that will maintain its function and is readily accessible for re-use |

10. Correct waste disposal methods are applied

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	-
Collecting analysing and organising information	-
Planning and organising activities	-
Working with others and in teams	-
Using mathematical ideas and techniques	-
Solving problems	-
Using technology	-

RANGE STATEMENT

Cleaning types can be maintenance or additional/terminal for disinfection.

All equipment and materials are either disposable or suitable for chemical disinfection or sterilisation.

Chemicals in use are usually brand name neutral pH detergents.

Documentation can be pre-printed schedules, protocols, checklists etc.

Coding systems can be universal colour-coded or symbol systems eg colour- based (yellow) or sign (biohazard).

Waste disposal and separation is safely undertaken in accordance with organisational waste management and infection control policy, Federal, State or local government regulation.

Maintenance of the standard set for cleaning should not be altered, and problems in achieving cleaning standards should reported immediately to supervisors.

Manufacturers' specifications and safety data are pre-printed on chemical containers, on safety data sheets, on laminated cards at the work site or wall posters.

Environments may be:

- Hospital wards or operating theatre suite, clean and dirty utility rooms in hospitals,
- food processing areas (including industrial)
- Laboratories and diagnostic rooms
- Catheter laboratories

Equipment may include:

- Vacuum (wet and dry)
- Polishers
- Scrubbers
- Lint free cloths
- Mops
- Buckets

Rapid flushing materials include:

- Sink or drain, slop hopper or sluice

Risks and hazards may include:

- Infection and contaminated waste
- Spillages
- Needle stick injuries
- Faulty equipment
- Waste mucous ,membrane and human tissue exposure
- Radio activity
- Cytotoxic materials
- Chemical allergic reactions

Waste types include:

- Contaminated
- Biohazards and body fluids
- Human tissue
- Toxic or potentially dangerous
- Cytotoxic
- Radioactive
- Chemical
- Metal recovery
- Sharps

Procedure adjustments may follow from:

- Workload levels
- Emergencies
- Lack of access
- Unsafe conditions
- Lack of personnel
- Interruptions (noise, physical etc)

Personal protective equipment may include:

- Gloves
- Safety glasses
- Safety shoes
- Face masks and gowns
- Ear muffs/plugs
- Overalls or as prescribed in regulations or by manufacturers of chemicals or equipment
- Operating theatre clothing, including shoe covers and hair covers/caps used especially in operating room environments

EVIDENCE GUIDE

Assessment should be by way of a practical demonstration under workplace conditions. The demonstration should be designed to require the candidate to demonstrate competence across the full range of performance criteria.

It is recommended that learners have the opportunity to practice and that they undertake self-assessment or assessment by a person competent in low bacteria cleaning before being formally assessed by an independent assessor.

Basic literacy requirements include the ability to recognise and decipher hazard signs and symbols associated with chemical, biological, waste and radioactive agents and the ability to read and use relevant warning signs, labels and special cleaning instructions.

Underpinning knowledge:

- Infection risks associated with common bacteria and viruses found in the workplace
- The main differences between bacteria and viruses
- Relevant OHS/Public Health/ Infection Control Codes of Practice for application in the work site
- Universal and additional infection control precautions
- Job specification and special needs
- Waste identification, sorting and isolation techniques
- Employers OHS, Infection Control and Waste Management policy and procedures

Underpinning skill:

- Application of OHS hierarchies of control
- Apply cleaning protocols
- Explain and use warning symbols
- Apply disinfection procedures
- Communication and problem solving
- Safe and correct procedures for use of cleaning chemicals and equipment

This unit may be assessed in conjunction with:

- Unit PRMCL17 Maintain wet area in a deodorized, soil and hazard free condition
- Unit PRMCL22 Maintain industrial machinery in a soil free condition

Evidence of underpinning skill may be derived from observation of performance involving:

- The identification of potential and actual sources of contamination in the workplace
- The selection and application of an appropriate control measure to the source of contamination
- The application of universal and additional infection control precautions
- The selection and use of an appropriate cleaning protocol, including methods of breaking down bulk chemicals to apply to the contaminated site and surrounding areas
- The identification and reporting of safety risks associated with the cleaning requirements of the work site
- Cleaning or disinfecting cleaning equipment between jobs
- Evidence of understanding (underpinning knowledge) may be derived from *oral questioning* of
- The clients reasons and requirements for cleaning the location
- The purpose and use of written notices, warning symbols, color-coding systems, personal protective equipment and Codes of Practice relative to the room condition
- The ability to seek and obtain additional information on potential and actual biological hazards in the work site
- Ways of preventing cross-contamination of work sites, work surfaces and materials

Resources required for assessment:

- Safety equipment, such as caution signs, protective equipment, masks, gloves, etc
- Syringe sharp container(s) and disposal unit
- Syringes
- Codes of practice and organisational policy/procedures on infection control, universal and additional precautions, and contaminated waste disposal
- Enterprise and client OH&S and cleaning policies and procedures, if relevant
- Job specifications and procedure manuals (if relevant)
- Cleaning equipment and materials, including detergents, anti-bacterial and anti-viral agents and relevant filters
- Assessment instruments, record books, personal planners
- Access to a suitable venue
- Access to a registered provider of assessment services
- Material safety data sheets
- Manufacturers equipment use and maintenance specifications
- Policy and Procedure Manuals
- Infection Control Policy and Procedures

PSPPM502A

Unit Descriptor

Manage projects

This unit covers management of projects which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project.

This competency is typically performed by senior technicians/technologists/team leaders or engineers working either independently or as part of a work team.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Apply knowledge of project management tools. | 1.1 A planning and monitoring system is applied and progress is reported to stakeholders
1.2 Financial management systems are implemented to address accountability standards
1.3 Project management tools are selected and applied effectively to achieve project outcomes. |
| 2. Manage acquisition. | 2.1 A contract is developed which is auditable in terms of scope of work, performance, deliverables, probity, fairness and value for money
2.2 Project change proposals are negotiated, agreed and documented in accordance with policy and procedures
2.3 Project plans and contracts are monitored, reviewed and amended as appropriate, and outcomes reported to stakeholders
2.4 Project progress is reported in relation to agreed milestones to provide a measure of performance throughout the life of the contract
2.5 Disagreements and disputes are resolved to the satisfaction of stakeholders. |
| 3. Co-ordinate project integration activities. | 3.1 All aspects of the project and related projects are integrated and links are established to ensure objectives are met
3.2 Consultation mechanisms are identified and staff and contractors are regularly consulted to discuss progress and ensure effective outcomes
3.3 Programmed review of objectives and achievement is planned and implemented. |

4. Arrange building/trialling/testing of project.
- 4.1 Significant judgment is applied in the analysis of project outcomes against specifications, performance standards and project objectives, and reported to stakeholders
 - 4.2 Support package arrangements are identified and offered to stakeholders who will be required to adopt the project outcomes
 - 4.3 Environmental and cultural analysis is undertaken and outcome reported to stakeholders
 - 4.4 Operational and support authorities are consulted to investigate the requirement for testing and evaluation, and funds are included in project plans.

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	3
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	3

RANGE STATEMENT

The range of variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The range of variables also provides a focus for assessment and relates to the unit as a whole.

Policy and procedures may include:

- legislation and regulations
- organisational guidelines and procedures including project management, recruitment, security, risk management, procurement guidelines and strategic plans.

Project management tools may include:

- critical path method (CPM)
- bar and Gantt charts
- work breakdown structures
- program evaluation and review technique (PERT)
- database project management packages
- spreadsheets
- cost schedule control systems
- logistics support analysis
- life cycle cost analysis
- recording systems - electronic and manual.

Contracts may include:	<ul style="list-style-type: none">• verbal orders• written orders• partly verbal and partly written orders• deeds of agreement• agreements and understandings of a non-legal nature.
Project plans may include:	<ul style="list-style-type: none">• financial management plans• acquisition strategies• fraud control plans• risk management plans• project implementation plans• transition plans• integrated logistics support• HRD/HRM plans• specifications• test and evaluation process• training• intellectual property• industry impact• quality assurance• life cycle costs.
Stakeholders may include:	<ul style="list-style-type: none">• customers• production personnel• other company personnel• regulatory agencies• senior management.
Contract change proposals may include:	<ul style="list-style-type: none">• engineering• technical• administration• scope• specifications.
Integration of project activities may include:	<ul style="list-style-type: none">• scope• time• cost• quality• human resources• communications• risk• procurement.
Documented information may include:	<ul style="list-style-type: none">• a contract• spreadsheet• progress reports• performance reports against milestones.

EVIDENCE GUIDE

Critical aspects of evidence	<ul style="list-style-type: none">• documented information and/or examples of personal work which confirms that the performance criteria have been applied on the job prior within relevant contexts outlined in the range statements.
Interdependent assessment of units	This competency has no prerequisite
Underpinning knowledge	<ul style="list-style-type: none">• contract law• scope of project• project management systems• procurement guidelines• the organisation's culture• political climate• budgetary framework• critical analysis• business and commercial issues.
Underpinning skills	<ul style="list-style-type: none">• negotiation techniques• project management techniques• problem solving techniques.
Resource implications	<ul style="list-style-type: none">• no special requirements.
Consistency of performance	<ul style="list-style-type: none">• knowledge and performance to be assessed over time to confirm consistency.
Context/s of assessment	<ul style="list-style-type: none">• this competency may be assessed on or off the job.

RUAAG2350GRA Prepare grain storages

Unit Sector

No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Prepare storage area	<ul style="list-style-type: none">1.1 Storage site is cleaned of weeds, dust and grain spillage to enterprise requirements.1.2 Refuse is disposed of according to regulatory requirements.1.3 Site is maintained in a clean and tidy condition according to enterprise requirements.1.4 Storage site is prepared according to occupational health and safety standards
2. Prepare storages	<ul style="list-style-type: none">2.1 Storages are prepared according to occupational health and safety standards.2.2 Grain storages are cleaned of all grain residue according to enterprise requirements.2.3 Grain storages are checked for structural safety, damage or deterioration and repaired or reported as required according to enterprise requirements.2.4 Temporary storages are prepared and erected to meet the needs of the enterprise according to occupational health and safety standards.
3. Prepare grain handling machinery	<ul style="list-style-type: none">3.1 Grain handling machinery is cleaned free of contamination and grain residues according to enterprise requirements.3.2 Grain handling equipment is adjusted and set according to enterprise requirements .3.3 Grain handling equipment is prepared ready for use according to manufacturers instructions and occupational health and safety standards.

KEY COMPETENCIES

Utilisation of key competencies in the performance of this unit

Level of utilisation of Key Competencies (1 perform; 2 administer; 3 design)

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with employer/manager and other co-workers	1
Collecting analysing and organising information	on grain storage requirements and resources	1
Planning and organising activities	of field teams and grain consignment personnel	1
Working with others and in teams	to complete specified activities and operations	1
Using mathematical ideas and techniques	to calculate weights, volumes and capacities	1
Solving problems	accessing information from supervisors	1
Using technology	to communicate	1

RANGE STATEMENT

Types of storage and surrounds which may be included are	permanent and/or temporary storage and surrounding area, fixed and/or portable commodity handling equipment, entry, exit and site roads
Site housekeeping	may include aspects of site tidiness and cleanliness, weed control, cleaning of spilled grain and rubbish
Site cleaning and mobile equipment use includes	re-operational checks, start-up, shutdown and minor servicing to enterprise requirements
Mobile equipment may include	cleaning equipment for hand use, air compressors, vacuum cleaners, mobile load handling plant, mowers/slashers, loading and unloading equipment, tractors, portable grain augers
Cleaning	is done on handling equipment, storage facilities, buildings and surrounding grounds.
Problems identified in facilities may include	presence of water or water damage, presence and activity of pests including insects, moulds, birds and rodents, dead vertebrate pest in storage, breakdown of storage security and integrity, eg. holes, cracks, poor sealing, general physical deterioration, storm damage, level of hygiene

Breakdown of seal in grain storages	used for fumigation
Enterprise and statutory instructions include	those for health and safety, quality control, administrative reporting, and commodity storage and movement control, residual fumigants and confined space entry
Inspection may include	ground and floors, walkways and access points in buildings and facilities, external and internal inspection of silos and storages

EVIDENCE GUIDE

Key Outcomes

Competency is to be demonstrated in the critical aspects of:

- workplace health and safety requirements applying to site, self and others, including the public
- systematic application of hygiene activities to maintain grain commodity quality
- inspection of commodities and facilities
- complete, accurate and readable record of activities
- planning for erection/dismantling of temporary storage
- safe and appropriate methods of construction for temporary storages of the type used by enterprise
- coordination with others on site
- grain hygiene and sealing requirements
- safe and correct use of mobile and other equipment
- construction and dismantling of temporary storage of the type used by enterprise

OHS issues that impact upon the performance of this unit

Relevant OHS hazards identification, risk assessment and risk control measures. These include:

- use of personal protective equipment
- use of pesticides
- special procedures for working on top of stored grain
- fumigant and pesticide residues & cholinesterase levels
- machinery operation including belts, augers, pulleys
- grain mass movement and stability
- confined space working
- vehicle movement
- working at height
- dust hazard

Holistic Outcome

Grain storages, surrounding areas and equipment are prepared in readiness for grain receipt at an acceptable level of hygiene

Underpinning knowledge and skills

- A basic working knowledge of:
 - legislative requirements in regard to hygiene standards in grain storages and worksafe requirements
 - enterprise hygiene requirements
 - enterprise and commodity general quality requirements
 - environmentally appropriate actions in disposal of waste and chemicals
 - typical signs of damage to be documented and reported
 - range of construction methods, potential hazards, safety and structural requirements for storage erection/dismantling for types of temporary storage used by enterprise
 - equipment available, uses, limitations, and OHS requirements
 - hazards of mobile equipment
 - fumigation hazards and pesticide residues
 - safe and appropriate methods of construction for temporary storages of the type used by enterprise
- The ability to:
 - identify range of pests and commodity damage by source
 - identify damage to storages
 - erect simple temporary grain storages
 - level small areas
 - erect weldmesh enclosures
 - position protective sheeting
 - clean and remove undesirable material from site

Assessment Guide

Assessment of this unit is to be conducted in accordance with this Assessment Guide and the endorsed 'Assessment Guidelines' for the Qualifications in Agriculture.

Authority managing and conducting assessment, and issuing qualifications

Authorised Registered Training Organisation (RTO)

Special outcomes of assessment for purposes of licensing by a government or other authority

There are no licensing requirements for this unit.

Interdependent assessment of units

This unit can be assessed independently.

Qualifications of Assessor

Assessors are to be qualified as competent against the Competency Standards for Assessment. As a minimum, this is to be in the two units: "Conduct Assessment in Accordance with an Established Assessment Procedure" and "Plan and Review Assessment".

Only qualified assessors engaged by a Registered Training Organisation are able to assess a person against this unit of competency. The assessment is to be conducted by an assessor in cooperation with a person who has workplace knowledge, skills and competence relevant to this unit. This workplace assessment can be conducted by an individual or a group of people complying with the above criteria'.

Measures to ensure consistency in assessment

These measures are described in the Assessment Guidelines of the industry-endorsed Trainer's Guide for the unit.

Where this unit is assessed

Competency is to be demonstrated in an agricultural workplace or in a situation which reproduces agricultural workplace conditions.

Resources required beyond those normally found in a functional agricultural workplace

Resources required would include a range of grain storage types, areas and handling equipment and machinery and equipment used for treating and cleaning grain storages and the surrounding area.

RUAAG3356GRA Handle grain in storage area**Unit Descriptor** .**Unit Sector** No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Sample grain for testing	1.1 Representative samples of grain are taken for testing according to regulatory requirements. 1.2 Samples are prepared for dispatch including labelling and packaging according to enterprise requirements.
2. Move grain into and out of storage	2.1 Grain for handling and storage is correctly identified. 2.2 Grain is segregated according to type, variety and quality characteristics according to enterprise requirements and appropriate records kept. 2.3 Measures are taken to minimise insect infestation. 2.4 Grain is regularly checked during movement for contamination according to enterprise requirements. 2.5 Storage and handling equipment are thoroughly cleaned after emptying and temporary storage are dismantled according to enterprise requirements and storage characteristics . 2.6 Grain is moved into and out of storage according to occupational health and safety requirements. 2.7 Appropriate silo types and handling equipment are selected for various grains in relation to their storage characteristics and flow properties. 2.8 Suitable measures are implemented to minimise the affect of desiccant dusts on the flow properties of grain .

KEY COMPETENCIES

Utilisation of key competencies in the performance of this unit

Level of utilisation of Key Competencies (1 perform; 2 administer; 3 design)

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with employers managers and others in the grain production industry	1
Collecting analysing and organising information	in regard to the storage and handling of grain on the farm	1
Planning and organising activities	for grain handling, loading and unloading	1
Working with others and in teams	to complete specified activities and operations	1
Using mathematical ideas and techniques	in calculating results of test samples and storage weights and volume	1
Solving problems	accessing information from supervisors and on site	1
Using technology	to test samples, communicate, calculate and record	1

RANGE STATEMENT

Commodities received and classified are those stored by the enterprise, and may include

- cereals, legumes , pulse crops, oilseeds and pasture seeds from farm or other sites

Grain movements may be for the purposes of

- receipt, dispatch, aeration, treatment and/or blending of grain grades.

Storage facility

- covers all types of temporary and permanent storage.

Sampling and analysis equipment includes

- all testing apparatus; sampling, measuring and sieving equipment; operational charts; calibration and identification samples; and enterprise/client instructions

Analysis may cover:

- moisture, insects (live and dead), weed and other commodity seeds, other foreign matter, cracked grain, weather affected grain, grain size

Seed testing may include:

- purity, germination, vigour, seed weight, disease identification

Vehicles may be	<ul style="list-style-type: none"> trucks, articulated road vehicles, trailers and appropriate unloading methods applied to each type of vehicle.
Handling equipment used includes	<ul style="list-style-type: none"> silo conveyors, elevators, chutes, augers
Other equipment used may include:	<ul style="list-style-type: none"> computing equipment used by enterprise, two way radio/telephone, tractors, front end loaders, wall charts and other visual recording methods, warning devices, ventilation/aeration equipment
Equipment checks may include	<ul style="list-style-type: none"> mechanical units integral to grain handling equipment, eg. gear boxes, bearings and oil levels.
Other personnel involved may include:	<ul style="list-style-type: none"> other operators at storage site, truck drivers, silo operators, weighbridge operators and associated office personnel
Documentation may cover:	<ul style="list-style-type: none"> quantities and grade(s) stored, grain movements and cartage documentation, weigh tally sheets, equipment and operations log sheets, stock checks
Potential emergency situations may include	<ul style="list-style-type: none"> inclement weather during operations, machinery breakdowns, storm damage to equipment and site

EVIDENCE GUIDE

Key Outcomes

Competency is to be demonstrated in the critical aspects of:

- pre-operational checks, start-up, safe and effective operation and shut-down of equipment
- (including emergency shut-down procedures)
- planning for the movement and erection of equipment
- correct storage and handling of grain
- grain segregation
- coordination with others on site
- position initial load for even grain distribution
- grain hygiene and sealing requirements
- safe and correct use of mobile and other equipment
- dismantling of temporary storage of the type used by enterprise
- direction of vehicle movements
- recording of grain receivals, movements and storage

OHS issues that impact upon the performance of this unit

Relevant OHS hazards identification, risk assessment and risk control measures. These include :

- systems and procedures for the safe operation and maintenance of machinery and equipment, including hydraulics and guarding of exposed moving parts
- protection from hazardous noise
- protection from organic and other dusts
- safe systems and procedures for handling and storage of grain
- safe systems and procedures to protect against electrical hazards, especially over head-power lines
- safe systems and procedures for storage, handling and transportation of hazardous substances (pesticides)
- all silos and storage sheds are fitted with appropriate access ladders, hand-railing and ladder cages
- selection, use and maintenance of relevant personal protective clothing and equipment
- special procedures for working on top of stored grain
- fumigant and pesticide residues & cholinesterase levels
- grain mass movement and stability
- confined space working
- vehicle movement
- working at height
- stability of silos

Holistic Outcome

Grain is handled to industry standards in relation to segregation and storage conditions ensuring minimum loss or damage and optimum returns

Underpinning knowledge and skills

- A basic working knowledge of:
 - client's sampling and classification requirements
 - commodity types, varieties and grades
 - common grain pests
 - appropriate legislative requirements, manufacturers' instructions and enterprise procedures/ instructions
 - appropriate action in contingency situations
 - silo operations
 - silo configuration, machinery and operating practices
 - OHS legislation and enterprise requirements
 - commodity grading
 - market quality requirements.
 - grower's marketing options
 - enterprise and industry guidelines for segregation of grain
 - quality assurance principles
- The ability to :-
 - record grain stocks and movements
 - identify grain pests and grain damage
 - use communication systems
 - sample and analyse sample
 - check equipment and identify current or impending faults
 - handle and manoeuvre equipment
 - control fire risks
 - identify and report problems in storage area
 - test grain for moisture, contamination and quality

Assessment Guide

Assessment of this unit is to be conducted in accordance with this Assessment Guide and the endorsed 'Assessment Guidelines' for the Qualifications in Agriculture.

Authority managing and conducting assessment, and issuing qualifications

Authorised Registered Training Organisation (RTO)

Special outcomes of assessment for purposes of licensing by a government or other authority

There are no licensing requirements for this unit.

Interdependent assessment of units

Prerequisite:

RUA AG2350GR A *Prepare grain storage*

Qualifications of Assessor

Assessors are to be qualified as competent against the Competency Standards for Assessment. As a minimum, this is to be in the two units: "Conduct Assessment in Accordance with an Established Assessment Procedure" and "Plan and Review Assessment".

Only qualified assessors engaged by a Registered Training Organisation are able to assess a person against this unit of competency. The assessment is to be conducted by an assessor in cooperation with a person who has workplace knowledge, skills and competence relevant to this unit. This workplace assessment can be conducted by an individual or a group of people complying with the above criteria'.

Measures to ensure consistency in assessment

These measures are described in the Assessment Guidelines of the industry-endorsed Trainer's Guide for the unit.

Where this unit is assessed

Competency is to be demonstrated in an agricultural workplace or in a situation which reproduces agricultural workplace conditions.

Resources required beyond those normally found in a functional agricultural workplace

A range of equipment used to store grain including silos, augers, bins, grain handling equipment, test equipment, pesticide and fungicide application equipment, scales, moisture testing equipment and a range of grain.

TAAASS301A

Unit Descriptor

Application of the Unit

Contribute to assessment

This unit specifies the competence required to contribute to the assessment process.

This unit addresses the competence of assisting in the assessment process by collecting evidence to support a candidate's demonstration of competence. It involves the collection, examination, documentation and presentation of quality evidence which contributes to the assessment decision against the relevant competency standard.

- This competency is performed under the following conditions:
- the necessary assessment tools and assessment resources to guide the evidence collection process have been provided
- any adjustments to tools are determined by the qualified assessor, as defined by the Australian Quality Training Framework (AQTF) and the assessor requirements of the relevant Training Package.
- the qualified assessor provides guidance and supervision.
- Achievement of this unit requires competency in observation skills, effective communication and interpersonal skills and applied knowledge of the principles of assessment and the rules of evidence.
- The competency specified in this unit is typically required by an individual who may have technical/vocational expertise and/or may have a supervisory or mentoring/coaching work role, and for whom collecting evidence for assessment is an adjunct to principal work responsibilities.
- It may have application in a range of circumstances including:
 - where the organisation uses a team assessment approach
 - in rural/remote areas where access to qualified assessors may be limited (and where assessor guidance can be provided by technology)
 - as part of the assessment arrangements for collecting evidence over a period of time and in a range of contexts.

Unit Sector

No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Clarify role and responsibilities in the assessment process	<p>1.1 <i>Purpose of assessment</i> is discussed and confirmed with <i>relevant people</i> using appropriate <i>communications and interpersonal skills</i></p> <p>1.2 <i>Benchmark/s for assessment</i> are discussed and confirmed with qualified assessor</p> <p>1.3 The <i>assessment plan</i> is accessed, read and clarified with qualified assessor</p> <p>1.4 Specific responsibilities in gathering <i>evidence and types of evidence</i> to be gathered are discussed and agreed with qualified assessor</p>
2. Confirm organisational arrangements for evidence gathering	<p>2.1 Nominated <i>assessment methods and assessment tools</i> to be used in collecting evidence are clarified with the qualified assessor to ensure the instruments to collect evidence and the procedures to be followed are clear</p> <p>2.2 The <i>assessment context</i> including <i>candidate's characteristics</i> and any need for reasonable adjustments are discussed and confirmed with relevant people</p> <p>2.3 <i>Resource requirements</i> are confirmed and arranged in consultation with relevant people</p> <p>2.4 Documentation setting out relevant <i>assessment system policies and procedures, legal/organisational/ethical requirements</i> and any other <i>relevant advice</i> on assessment is accessed and confirmed with relevant people</p>
3. Collect evidence in accordance with the assessment plan	<p>3.1 The assessment process is explained to the candidate, including the different responsibilities of the parties involved, and any candidate issues/concerns are referred to the qualified assessor prior to undertaking assessment activities</p> <p>3.2 Assessment tools are used to gather quality evidence using appropriate communication and interpersonal skills with the candidate and other relevant people</p> <p>3.3 Evidence is collected within available time and resources, in accordance with organisational/ legal/ethical requirements</p> <p>3.4 Evidence gathering assessment activities are reviewed against the <i>principles of assessment</i> and collected evidence is examined to determine whether it meets the <i>rules of evidence</i></p> <p>3.5 <i>Limitations and issues</i> in collecting quality evidence are identified and assistance is sought from qualified assessor/s, where required</p>

4. Record and report findings
- 4.1 Evidence is documented and recorded in accordance with assessment system policies and procedures
 - 4.2 Evidence is organised in a format suitable for analysis and provided to the qualified assessor in accordance with assessment system policies and procedures
 - 4.3 Feedback is actively sought from the qualified assessor on whether the evidence gathering activities meet the principles of assessment and the collected evidence meets the rules of evidence
 - 4.4 Areas for improvement in collecting evidence are documented for future assessment activities

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	confirming assessment processes and evidence requirements with assessors providing and receiving feedback listening and translating feedback into evidence gathering practices	2
Collecting analysing and organising information	locating relevant assessment plan and other information to assist interpreting evidence requirements using established processes to source and collate evidence recording evidence collected	2
Planning and organising activities	developing a plan and timetable for collecting evidence	1
Working with others and in teams	collaborating with assessors, supervisors and other relevant personnel to obtain advice and receive feedback on the assessment support role	2
Using mathematical ideas and techniques	identifying and confirming resource requirements	1
Solving problems	adapting evidence gathering activities to suit the assessment context and available resources maintaining effective relationships with candidates and assessors identifying issues/limitations and seeking advice from relevant people	2
Using technology	collating and formatting evidence gathered in a suitable format following reporting procedures	1

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Assessment process is:	<ul style="list-style-type: none"> the series of steps in the assessment cycle
Purpose of assessment may be:	<ul style="list-style-type: none"> recognise current existing competency of candidate/s determine if competency has been achieved following learning establish candidate/s progress towards achievement of competence determine language, literacy, numeracy needs of candidates/s certify competence through a Statement of Attainment establish progress towards a qualification determine training gaps of candidate/s measure work performance classify employees/support career progression meet organisational requirements for work - operate equipment/develop new skills licensing or regulatory requirements
Relevant people must include:	<ul style="list-style-type: none"> qualified assessor/s candidate/s
Relevant people may include:	<ul style="list-style-type: none"> managers supervisors technical/subject experts training coordinators industry regulators employee and employer representatives
Appropriate communication and interpersonal skills may include:	<ul style="list-style-type: none"> engaging in two-way interaction providing constructive feedback using active listening using appropriate questioning to clarify and confirm instructions for evidence gathering accurately interpreting non-verbal and verbal messages providing clear advice using language that the candidate uses and which is appropriate to the assessment context and work encompassed by the competency standards using language and concepts appropriate to cultural and background of the candidate

Benchmark/s for assessment refers to:

- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

An assessment plan is the overall planning document for the assessment process, may include:

- the purpose and aims of the assessment
- the context of assessment
- relevant benchmark/s for assessment to be used as the benchmarks for assessment
- other assessment information/documentation identified as relevant
- identified personnel
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material and/or physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, policies and procedures

Evidence is:

- information/materials/products which support a candidate's claim of demonstrated competency

Types of evidence may be:

- direct e.g. observation of work activities under real/simulated work conditions, examples of work products
- indirect, e.g. third party reports from a range of sources
- supplementary e.g. question and answer, work records, training records, portfolios
- candidate gathered evidence
- assessor gathered evidence
- current/recent/historical
- combination of above

Assessment methods are the particular techniques used to gather different types of evidence and may include:

- conducting real work/real time activities (for example, direct observation and third party reports)
- carrying out structured activities (for example, simulation exercises, demonstration and activity sheets)
- questioning (for example, computer, oral and written questions)
- collecting portfolios/evidence compiled by the candidate
- obtaining historical evidence regarding prior learning

Assessment tools contain:

- the instruments to be used for gathering evidence such as:
 - a profile of acceptable performance measures
 - templates/proformas
 - specific questions or activities
 - evidence/observation checklists
 - checklists for the evaluation of work samples
 - candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment condition

Assessment context may include:

- the environment in which the assessment will be carried out
- opportunities for collecting evidence in a number of situations
- the purpose of the assessment
- who carries out the assessment
- relationship between units of competency and candidate's workplace
- auspicing and partnership arrangements
- period of time that assessment takes place
- apportionment of costs/fees
- quality assurance mechanisms
- privacy and confidentiality approaches

Candidate's characteristics may include:

- level of work experience
- level and experiences of previous learning and assessment
- motivation for assessment - personal and/or organisational
- English language, literacy and/or numeracy levels/needs
- physical impairment or disability involving hearing, vision, voice, mobility
- intellectual impairment or disability
- medical condition such as arthritis, epilepsy, diabetes, asthma that is not obvious but may impact on assessment
- differences in learning progress
- religious and spiritual observances
- cultural background images/perceptions
- age
- gender

Reasonable adjustments may include:

- taking into account candidate's language, literacy, numeracy requirements
- providing of personal support services (for example: reader, interpreter, attendant carer, scribe)
- using of adaptive technology or special equipment
- flexible assessment sessions to allow for fatigue or administering of medication
- format of assessment materials (for example, in braille, first language, use of audiotape/videotape)
- making adjustments to the physical environment
- revising of proposed assessment methods/tools
- considering age and gender
- considering cultural beliefs, traditional practices and religious observances
- arranging for a member of the community to accompany the candidate

Resource requirements may include:

- resources specific to evidence gathering activities
- access to assessors
- access to policy and procedures
- access to subject/technical experts
- OHS requirements
- plant, equipment, technology

Assessment system policies and procedures may include:

- candidate selection
- rational and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognition of prior learning/credit arrangements
- assessors - needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances/complaints
- validation
- evaluation/internal audit
- costs/resourcing
- access and equity/reasonable adjustment
- partnership arrangements
- links with human resource or industrial relations systems
- links with overall quality management system

Legal/organisational/ethical requirements may include:

- assessment system policies and procedures
- assessment strategy requirements
- quality assurance systems
- reporting, recording and retrieval systems for assessment
- business and performance plans
- access and equity policies and procedures
- collaborative/partnership arrangements
- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes, awards/enterprise agreements
- Australian Quality Training Framework (AQTF) standards on assessment
- registration scope
- human resources policies/procedures
- legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements
- OHS considerations, including:
 - ensuring OHS requirements are adhered to during the assessment process
 - identifying and reporting OHS hazards and concerns to relevant personnel

Relevant advice on assessment may include:

- guidance on the principles of assessment and how they are applied
- information on the rules of evidence and how these are applied
- assessment materials (for example, guidelines and evidence gathering workbooks)
- information from Training Package Assessment Guidelines
- AQTF standards relating to assessment
- OHS standards/guidelines
- advice/information from other assessors
- course guidelines and parameters
- candidate self-assessments
- individual unit or integrated approaches to competency assessment

Principles of assessment are:

- validity
- reliability
- flexibility
- fairness

To meet the rules of evidence, evidence must be:

- valid, for example:
 - address the elements and Performance Criteria
 - reflect the skills and knowledge described in the relevant units of competency
 - show application in the context described in the Range Statement
 - demonstrate that performance, skills and knowledge are applied in real/simulated workplace situations
- current, for example:
 - demonstrate the candidate's current skills and knowledge
 - comply with current standards
- sufficient, for example:
 - demonstrate competence over a period of time
 - demonstrate repeatable competence
 - not inflate the language, literacy and numeracy requirements beyond those required in performing the work task/function
- authentic, for example:
 - be the work of the candidate
 - be corroborated/verified

Limitations and issues may relate to:

- relationship between main job and responsibilities in evidence gathering activities
- ability to meet the candidate's needs
- access to candidate and/or relevant people
- levels of understanding of organisation's quality processes
- own level of vocational competence
- own understanding of competency-based assessment
- need to meet legal responsibilities
- risk management and OHS issues which impact on the capacity to collect evidence
- confirmation of relevant unpaid or volunteer experience
- examples of work products
- simulation activities
- projects/assignments

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competence against this unit, candidates must be able to provide evidence that they have gathered appropriate and relevant assessment evidence using a variety of assessment methods and employing existing assessment tools in accordance with an assessment plan.

This evidence must show the methods used to collect evidence; completed evidence gathering tools; how evidence was collated in a suitable format for assessment; how the selected tools were used to collect evidence; and how organisational procedures regarding evidence collection, recording and reporting were followed.

Required knowledge includes:

- what is competency-based assessment, including criterion referenced, competency standards as the benchmarks for assessment, competency-based reporting
- the principles of assessment, being validity, reliability, fairness and flexibility
- the rules of quality evidence, in that evidence must be valid, authentic, sufficient and current
- the different purposes of assessment
- the diversity of assessment contexts
- what is evidence and different types of evidence
- how evidence is gathered - what are assessment methods and different types of methods
- what is an assessment tool
- what is an assessment plan
- practical knowledge of the potential barriers and processes relating to evidence gathering procedures and assessment processes
- the organisational assessment system policies and procedures relevant to this unit of competency
- technical/subject area being assessed
- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - licensing requirements
 - recording information and confidentiality requirements
 - equal employment opportunity, disability, discrimination
- OHS relating to the work role, and OHS considerations to be included in collecting evidence, including:
 - hazard identification and risk control measures
 - requirements for reporting hazards and incidents
 - emergency procedures
 - procedures for use of relevant personal protective equipment
 - safe use of relevant equipment

- sources of OHS information
- role of key workplace personnel
- responsibilities of learners and employees

Required skills and attributes include:

- observation skills to observe candidate performance
- cognitive and interpretation skills to:
 - ensure collection of valid and reliable evidence
 - identify gaps/issues in evidence collection
 - confirm appropriate assessment tools and methods to be used
- organisation skills to:
 - use required resources
 - carry out the evidence collection
- time management skills
 - to schedule assessment events/activities
 - work with candidate on suitable times
- using assessment methods and tools
- literacy skills to:
 - read and interpret relevant information
 - prepare required documentation and collate evidence in required format
- communication skills to:
 - discuss evidence gathering processes with practitioners
 - discuss evidence gathering processes with candidate/s
 - establish a working relationship with assessor and candidate/s
 - provide constructive and supportive feedback
 - ask appropriate questions to clarify and confirm instructions for evidence gathering
 - provide clear and concrete options and/or advice
- attributes including:
 - willingness to contribute positively to the assessment process
 - capacity to encourage, accept and use feedback
 - capacity to work sensitively and ethically when gathering information

Products that could be used as evidence include:

- completed assessment tools/templates/checklists
- documentation/records of the evidence gathered
- feedback from the candidate, qualified assessor, supervisor

Processes that could be used as evidence include:

- how benchmarks and other documents were interpreted, and why
- how evidence gathering activities were scheduled
- how the rules of evidence were used to collect and review evidence, and why

Resource implications for assessment include:

- access to qualified assessor
- access to candidates for assessment purposes
- access to supervisor or other relevant people
- access to benchmarks and other assessment documentation
- assessment materials and tools
- workplace documentation
- support for candidate's specific requirements
- time considerations

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- a minimum of three evidence gathering activities, carried out with different candidate/s in each activity
- the examination of gathered evidence in complying with the rules of evidence
- a summary of evidence findings using business technology
- feedback sought from others involved in the assessment process

Integrated assessment means that:

- this unit can be assessed alone or with TAADEL301A Provide training through instruction and demonstration of work skills.

TAAASS401A

Unit Descriptor

Application of the Unit

Plan and organise assessment

This unit specifies the competence required to plan and organise the assessment process in a competency-based assessment system

This unit addresses the competence of planning the assessment process and making the organisational arrangements which enable assessment to occur. It is applicable in both a learning and assessment pathway and an assessment only pathway.

- The critical focus of this unit is on developing an assessment plan that will be used to guide assessor/s in conducting competency-based assessments. The unit also covers contextualisation of the assessment benchmarks and assessment tools to address the environment in which assessment will take place and organising the human, material and physical resources needed to conduct the assessment.
- This competence applies to planning and organising an assessment process which may involve single or multiple candidates being assessed against individual or multiple unit/s of competency in a process that includes a number of assessment events or activities over time.
- The planning function in assessment is distinguished as a discrete activity and may be undertaken by the assessor responsible for assessing the candidates reflected in the assessment plan or by another person in the organisation.
- This competence may be applied in the context of an existing assessment strategy which documents the overall framework for assessment at a qualification level. In this context, the assessment plan adds further detail relating to the specific organisational arrangements for assessment/s against individual unit/s of competency.
- The competence of developing an assessment strategy is separately addressed in two other units of the TAA04 Training and Assessment Training Package: *TAADES501A Design and develop learning strategies* (in a learning and assessment pathway) and *TAAASS501A Lead and co-ordinate assessment systems and services* (in an assessment only pathway).
- The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). *TAADES401A Use Training Packages to meet client needs* addresses this skill in depth.
- The competence specified in this unit is typically required by assessors, workplace supervisors with assessment planning responsibilities, trainers or other assessors responsible for planning assessment.

Unit Sector

No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Determine focus of assessment	<p>1.1 Candidate/s are identified/confirmed and the <i>purpose/s</i> and <i>context of assessment</i> are established/ confirmed with <i>relevant people</i> in accordance with <i>legal/organisational/ethical requirements</i></p> <p>1.2 The <i>assessment strategy</i> is accessed and used to guide the development of the assessment plan, where applicable</p> <p>1.3 The <i>benchmarks for assessment</i> are identified/confirmed and accessed</p>
2. Prepare the assessment plan	<p>2.1 The assessment benchmarks are interpreted to determine the <i>evidence</i> and <i>types of evidence</i> needed to demonstrate competency in accordance with the <i>rules of evidence</i></p> <p>2.2 Where competency standards are used as benchmarks, <i>all component parts of the competency standards</i>, are addressed in defining and documenting the evidence to be collected</p> <p>2.3 Any <i>related documentation</i> to support planning the assessment process is accessed and interpreted</p> <p>2.4 <i>Assessment methods</i> and <i>assessment tools</i> are <i>selected/confirmed</i> which address the evidence to be collected in accordance with <i>the principles of assessment</i></p> <p>2.5 Specific <i>material and physical resources</i> required to collect evidence are identified and documented</p> <p>2.6 Roles and responsibilities of all people involved in the assessment process are clarified, agreed and documented</p> <p>2.7 Timelines and time periods for evidence collection are determined and all information to be included in the assessment plan is documented</p> <p>2.8 The assessment plan is confirmed with <i>relevant personnel</i></p>

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|---|--|
| 3. Contextualise and review assessment plan | <ul style="list-style-type: none">3.1 <i>Characteristics of the candidate/s</i> and any allowances for <i>reasonable adjustments and/or specific needs</i> are identified/clarified with relevant people and documented3.2 Where required, competency standards are <i>contextualised</i>, to reflect the operating environment in which assessment will occur, in accordance with <i>contextualisation guidelines</i>3.3 Selected assessment methods and assessment tools are examined and adjusted, where required, to ensure continuing applicability taking into account:<ul style="list-style-type: none">3.4 any contextualisation of competency standards3.5 reasonable adjustment/s, where identified3.6 integration of assessment activities, where appropriate and practical3.7 capacity to support application for <i>recognition of current competence</i>3.8 Adjusted assessment tools are reviewed to ensure the specifications of the competency standards are still addressed3.9 The assessment plan is updated, as needed, to reflect ongoing contextualisation needs, any changes in organisational resource requirements or changes in response to the conduct of assessment3.10 Assessment plan/s are stored and retrieved in accordance with <i>assessment system policies and procedures</i> and legal/organisational/ethical requirements |
| 4. Organise assessment arrangements | <ul style="list-style-type: none">4.1 Identified material and physical resource requirements are arranged in accordance with assessment system policies and procedures and legal/organisational/ethical requirements4.2 Any <i>specialist support</i> required for assessment is organised and arranged in accordance with organisational/ethical/legal requirements, where required4.3 Roles and responsibilities of all people involved in the assessment process are organised4.4 Effective <i>communication strategies</i> are established to encourage regular communication flow and feedback with relevant people involved in the assessment process4.5 Assessment record keeping and reporting arrangements are confirmed |

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	confirming assessment arrangements with key stakeholders providing and receiving feedback reporting as per regulatory and organisational requirements	2
Collecting analysing and organising information	sourcing and locating information analysing documents and relevant information in developing the assessment plan	2
Planning and organising activities	developing a plan and timetable for assessment activities	2
Working with others and in teams	collaborating with peers, colleagues, supervisors and other relevant personnel to generate ideas, obtain advice and receive feedback about planning the assessment process	2
Using mathematical ideas and techniques	analysing the cost of resources and determining methods to improve cost/time efficiency	2
Solving problems	responding to the immediate assessment environment by contextualising, amending, reviewing assessment plan documentation maintaining effective relationships with key stakeholders	2
Using technology	making adjustments to assessment tools preparing/storing the assessment plan	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Purpose/s of assessment may include:

- recognise current existing competence of candidate/s
- determine if competence has been achieved following learning
- establish candidate/s progress towards achievement of competence
- determine language, literacy, numeracy needs of candidates/s
- certify competence through a Statement of Attainment
- establish progress towards a qualification
- determine training gaps of candidate/s
- measure work performance
- classify employees/support career progression
- meet organisational requirements for work - operate equipment/develop new skills
- licensing or regulatory requirements

Context of assessment may include:

- the environment in which the assessment will be carried out, including real work/simulation
- opportunities for collecting evidence in a number of situations
- who carries out the assessment
- relationships between competency standards and work activities in the candidate's workplace
- relationships between competency standards and learning activities
- auspicing and partnership arrangements
- the period of time during which the assessment takes place
- apportionment of costs/fees, if applicable
- quality assurance mechanisms
- individual unit or integrated approaches to competency assessment

Relevant people must include:

- the candidate/s
- the assessor/s responsible for conducting the assessment/s, which may be self or other assessors

Relevant people may include:

- the client, company or organisation
- team leaders, managers, supervisors
- delivery personnel
- technical/subject experts
- training and assessment coordinators
- industry regulators
- employee and employer representatives
- members of professional associations
- Commonwealth department official/Centrelink personnel/caseworker
- New Apprenticeship Centre (NAC) personnel

Legal/organisational/ethical requirements may include:

- assessment system policies and procedures
- assessment strategy requirement
- reporting, recording and retrieval systems for assessment
- quality assurance systems
- business and performance plans
- access and equity policies and procedures
- collaborative/partnership arrangements
- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes, awards/enterprise agreements
- Australian Quality Training Framework (AQTF) standards on assessment
- registration scope
- human resources policies/procedures
- legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements
- OHS considerations, including:
 - ensuring OHS requirements are adhered to during the assessment process
- identifying and reporting OHS hazards and concerns to relevant personnel

The assessment strategy may encompass:

- the identification of the competency standards forming the qualification and
- interpretation of the packaging rules of the qualification, where part of a Training Package
- interpretation of the competency standards as the benchmarks for assessment
- application of Training Package Assessment Guidelines, where part of a Training Package
- arrangements for recognition of existing competence (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating evidence
- determination of assessment methods for identified competency standards
- selection of assessment tools for identified competency standards
- organisational arrangements for assessment, including physical and human resources, roles and responsibilities and partnership arrangements (where relevant)
- nominated quality assurance mechanisms
- identified risk management strategies

Benchmark/s for assessment refers to:

- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

Evidence is:

- material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement

Types of evidence may include:

- direct, e.g. observation of work activities under real/simulated work conditions, examples of work products
- indirect, e.g. third party reports from a range of sources
- supplementary, e.g. question and answer, work records, training records, portfolios
- candidate gathered evidence
- assessor gathered evidence
- current/recent/historical
- combination of above

The rules of evidence guide the evidence collection process to ensure evidence is:

- valid, for example:
 - address the elements and Performance Criteria
 - reflect the skills and knowledge described in the relevant unit/s of competency
 - show application in the context described in the Range Statement
 - demonstrate performance skills and knowledge are applied in real/simulated workplace situations
- current, for example:
- demonstrate the candidate's current skills and knowledge
- comply with current standards
- sufficient, for example:
 - demonstrate competence over a period of time
 - demonstrate repeatable competence
- not inflate the language, literacy and numeracy requirements beyond those required in performing the work task
- authentic, for example:
 - be the work of the candidate
 - be corroborated/verified

All component parts of the competency standards refers to:

- Elements
- Performance Criteria
- Range Statement including advice on :
 - range of contexts/conditions to be met in assessment
 - aspects of the Performance Criteria that can be contextualised
 - information which adds definition to support assessment
 - links to knowledge and skills
 - underpinning language, literacy and numeracy requirements
- Evidence Guide requirements, including:
 - underpinning/required knowledge
 - underpinning/required skills and attributes
 - underpinning language, literacy and numeracy requirements
 - Key Competencies/generic skills
 - critical aspects of evidence to be considered/quality evidence requirements
 - concurrent assessment and interdependence of units
 - assessment methods/resources/context
- dimensions of competency, which include:
 - task skills
 - task management skills
 - contingency management skills
 - job role/environment skills

Related documentation may include:

- requirements set out in the Assessment Guidelines of the relevant Training Package/s
- information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods
- assessment activities identified in accredited modules derived from the relevant competency standards
- assessment activities in Support Materials related to the relevant competency standards
- any requirements of OHS, legislation, codes of practice, standards and guidelines
- indicators and levels of competence of the National Reporting System
- organisational requirements for demonstration of work performance
- product specifications

Assessment methods are the particular techniques used to gather different types of evidence and may include:

- direct observation, for example:
 - real work/real time activities at the workplace
 - work activities in a simulated workplace environment
- structured assessment activities, for example:
 - simulation exercises/role-plays
 - projects
 - assignments
 - presentations
 - activity sheets
- questioning, for example:
 - written questions, e.g. on a computer
 - interviews
 - self-assessment
 - verbal questioning questionnaires
 - oral/written examinations (for higher AQF levels)
- portfolios, for example:
 - collections of work samples by the candidate
 - product with supporting documentation
 - historical evidence
 - journal/log book
 - information about life experience
- review of products, for example:
 - products as a result of a project
 - work samples/products
- third party feedback, for example:
 - testimonials/reports from employers/supervisors
 - evidence of training
 - authenticated prior achievements
 - interview with employer, supervisor, peers

Assessment tools contain:	<ul style="list-style-type: none">• the instruments developed from the selected assessment methods to be used for gathering evidence such as:<ul style="list-style-type: none">• a profile of acceptable performance measures• templates/proformas• specific questions or activities• evidence/observation checklists• checklists for the evaluation of work samples• candidate self-assessment materials• the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and assessment conditions
Selected/confirmed means:	<ul style="list-style-type: none">• selected on the basis that they are suitable and effective in collecting the evidence in light of the purpose and context• confirmed in accordance with the assessment strategy, where appropriate
Principles of assessment are:	<ul style="list-style-type: none">• validity• reliability• flexibility• fairness
Material and physical resources may include:	<ul style="list-style-type: none">• documents required for the assessors and candidates, including competency standards and assessment tools• plant and equipment• technology• personal protective equipment• venues for assessment• adaptive technologies• physical adjustments to assessment environment

Assessment plan is the overall planning document for the assessment process and may include:

- the purpose and aims of the assessment
- the context of assessment
- relevant competency standards to be used as the benchmarks for assessment
- other assessment information/documentation identified as relevant
- identified personnel
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material and/or physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, policies and procedures

Relevant personnel may include:

- self in such contexts as one-person/small training and/or assessment organisation
- lead assessor
- training and/or assessment supervisor/coordinator
- training and/or assessment manager

Characteristics of the candidate/s may include:

- level of work experience
- level and experiences of previous learning and assessment
- motivation for assessment - personal/organisational
- English language, literacy and/or numeracy levels/needs
- physical impairment or disability involving hearing, vision, voice, mobility
- intellectual impairment or disability
- medical condition such as arthritis, epilepsy, diabetes, asthma that is not obvious but may impact on assessment
- differences in learning progress
- psychiatric or psychological disability
- religious and spiritual observances
- cultural background images/perceptions
- age
- gender

Reasonable adjustments and/or specific needs must not compromise the integrity of the competency standards and may include:

- adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements
- provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance
- use of adaptive technology or special equipment
- flexible assessment sessions to allow for fatigue or administering of medication
- format of assessment materials, for example, in braille, first language, use of audiotape/videotape
- adjustments to the physical environment or venue
- revising proposed assessment methods/tools
- considerations relating to age and/or gender,
- considerations relating to cultural beliefs, traditional practices, religious observances

Contextualised means:

- to change the wording of some component parts of the competency standard to reflect the immediate operating environment

Contextualisation guidelines relate to:

- ANTA Guidelines on Training Package Contextualisation
- relevant Training Package contextualisation guidelines

Recognition of current competence is defined as:

- the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences

Assessment system policies and procedures may include:

- candidate selection
- rational and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognition of prior learning/credit arrangements
- assessors - needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances/complaints
- validation
- evaluation/internal audit
- costs/resourcing
- access and equity/reasonable adjustment
- partnership arrangements
- links with human resource or industrial relations systems
- links with overall quality management system

Specialist support may include:

- assistance by third party - carer, interpreter
- development of online assessment activities
- support for remote or isolated candidates and/or assessors
- support from subject matter or safety experts
- advice from regulatory authorities
- assessment teams/panels
- support from lead assessors
- advice from policy development experts

Communication strategies may include:

- interviews (face-to-face or telephone)
- email, memos and correspondence
- meetings
- video conferencing/e-based learning
- focus groups

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competence against this unit candidates must be able to provide evidence that they have developed an assessment plan and organised the material resources and personnel to support the assessment process.

The evidence provided must describe how the purpose of assessment was identified; contain structured plans that detail the selection/confirmation of assessment methods and tools, and assessment environments; include appropriate communication strategies with relevant people regarding the assessment process; outline resource requirements and special assistance required throughout the assessment process; and include recording and reporting requirements.

Required knowledge includes:

- competency-based assessment: work focused, criterion referenced, standards-based, evidence-based
- the different purposes of assessment and different assessment contexts
- how to read and interpret the identified competency standards as the benchmarks for assessment
- how to contextualise competency standards within relevant guidelines
- the four principles of assessment and how they guide the assessment process
- what is evidence and different types of evidence
- the four rules of evidence and how they guide evidence collection
- different types of assessment methods, including suitability for collecting various types of evidence
- assessment tools and their purpose; different types of tools; relevance of different tools for specific evidence gathering opportunities
- different resource requirements for assessment and associated costs
- where to source other relevant assessment information and how to incorporate this into the plan
- the principles of inclusivity, and strategies for reasonable adjustment, without compromise to the competency standards
- sources and types of specialist support to candidates
- methodologies suitable for reviewing assessment tools
- the assessment system policies and procedures established by the industry and/or organisation
- risks and requirements associated with different assessment applications in various contexts, including:
 - capacities of assessors at higher AQF levels
 - when linked to licensing
 - legal implications of assessing competence
 - the relevant organisational/legal/ethical requirements

impacting on the planning and organisation of assessment, as set out in the Range Statement of the relevant competency standards

- other relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
 - licensing requirements
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards/enterprise agreements
- OHS responsibilities associated with planning and organising assessment, such as:
 - hazards commonly found, and preferred risk controls for the specific assessment environment
 - OHS procedures to be observed in the assessment process
 - safe use and maintenance of relevant equipment
 - sources of OHS information

Required skills and attributes include:

- cognitive interpretation skills to:
 - accurately interpret competency standards and other assessment documentation
 - identify opportunities for integrated competency assessment
 - contextualise competency standards to the operating assessment environment
 - sort information
- observation skills to:
 - assess the effectiveness of the organisation's assessment operations
 - identify where improvement to the assessment process can be made
- technology skills to:
- use appropriate equipment and software to communicate effectively with others
- research and evaluation skills to:
 - obtain competency standards and other assessment information, assessment tools and other relevant assessment resources
 - research candidate characteristics and any reasonable adjustment needs
 - identify and confirm required material and physical resources
 - evaluate feedback, and determine and implement improvements to processes
 - make recommendations
- planning skills relating to formulation of the assessment plan
- organisational skills relating to organising resources required
- literacy skills to:
 - read and interpret relevant information to design and facilitate assessment and recognition processes
 - prepare required documentation and information for those involved in assessment processes
- communication skills to:
- discuss assessment processes with clients and assessors
- establish professional relationships and networks
- sensitivity to access and equity considerations and candidate diversity
- capacity to promote and implement equity, fairness, validity, reliability and flexibility in planning an assessment process

Products that could be used as evidence include:

- assessment plans
- modified/adjusted assessment tools to allow for specific needs
- contextualised competency standards
- documentation of consultations with clients and other stakeholders regarding the assessment purpose and context

Processes that could be used as evidence include:

- how competency standards and other documents were interpreted
- how assessment activities were scheduled
- how resources were identified and obtained
- how communication systems were used to include relevant stakeholders in the planning process
- how assistance was sought from individuals providing specialist support

Resource implications for assessment include:

- access to relevant Training Package/s
- access to assessment materials and tools
- access to other relevant assessment information
- access to suitable assessment venue/equipment
- workplace documentation
- cost/time considerations
- personnel requirements

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- evidence of planning and organising the assessment process on a minimum of two occasions. The evidence collected must:
- address the provision of documented assessment plans
- cover a range of assessment events
- cater for a number of candidates
- relate to different competency standards or accredited curricula
- address recognition assessment
- involve the contextualisation of competency standards and the selected assessment tools, where required
- incorporate consideration of reasonable adjustment strategies
- include organisational arrangements

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
- *TAAASS402A Assess competence*
- *TAAASS403A Develop assessment tools*
- *TAAASS404A Participate in assessment validation*
- *TAADES401A Use Training Packages to meet client needs.*

TAAASS402A

Unit Descriptor

Application of the Unit

Assess competence

This unit specifies the competence required to assess the competence of a candidate.

This unit addresses the competence of conducting competency assessment in accordance with a developed assessment plan. It includes assessment carried out in an assessment and learning pathway as well as assessment conducted in an assessment only pathway.

- The critical focus of this unit is on interpreting the collected evidence and making a judgement of competence against the specified competency standards by applying the principles of assessment and rules of evidence. This unit also covers demonstration of the professional relationship between assessor and candidate/s and the skills needed to support this relationship.
- The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). *TAADES401A Use Training Packages to meet client needs* addresses this skill in depth.
- This unit does not address the development of an assessment plan or organisation of required resources for assessment, which is addressed in *TAAASS401A Plan and organise assessment*.
- The competence specified in this unit is typically required by assessors.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

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| 1. Establish and maintain the assessment environment | 1.1 The <i>assessment plan</i> is interpreted and <i>assessment system policies and procedures</i> and <i>organisational/legal/ethical requirements</i> for conducting assessment are confirmed with <i>relevant people</i>
1.2 The relevant <i>benchmarks for assessment</i> and nominated <i>assessment tools</i> are accessed and interpreted to confirm the evidence to be collected and how it is to be collected
1.3 Details of the assessment plan and the assessment process are explained, discussed and clarified with the candidate including opportunities for assessment, <i>reasonable adjustment</i> , re-assessment and appeals
1.4 Proposed changes to the assessment process are negotiated and agreed with the candidate, where relevant |
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| 2. Gather quality evidence | <p>2.1 The assessment plan is followed to guide the conduct of assessment and <i>assessment methods</i> and assessment tools are used to gather, organise and document evidence in a format suitable for determining competence</p> <p>2.2 The <i>principles of assessment</i> and <i>rules of evidence</i> are applied in gathering <i>quality evidence</i></p> <p>2.3 Opportunities for evidence gathering in work activities/simulated work activities are determined with the candidate and relevant personnel</p> <p>2.4 Opportunities for integrated assessment activities are identified and assessment tools are modified, where required</p> <p>2.5 Identified assessment system policies and procedures and organisational / legal / ethical and requirements for assessment are addressed</p> |
| 3. Support the candidate | <p>3.1 Candidates are <i>guided</i> in gathering their own evidence to support <i>recognition of current competence</i></p> <p>3.2 Appropriate <i>communication and interpersonal skills</i> are used to develop a professional relationship with the candidate which reflects sensitivity to <i>individual differences</i> and enables two-way <i>feedback</i></p> <p>3.3 Decisions on reasonable adjustment/s, where applicable, are made with the candidate, based on candidate's needs and characteristics</p> <p>3.4 Reasonable adjustments must maintain the integrity of the relevant competency standards and provide balanced application of the principles of assessment and rules of evidence</p> <p>3.5 <i>Specialist support</i> is accessed, where required, in accordance with the assessment plan</p> <p>3.6 Any occupational health and safety (OHS) risk to person or equipment is <i>addressed</i> immediately</p> |
| 4. Make the assessment decision | <p>4.1 <i>Limitations</i> in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people</p> <p>4.2 Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency and which:</p> <p>4.3 encompasses all component parts of the competency standards and the dimensions of competency (where competency standards are the benchmarks for assessment)</p> <p>4.4 addresses other related documentation</p> <p>4.5 complies with the rules of evidence</p> <p>4.6 <i>Judgement</i> is used to infer whether competence has been demonstrated, based on the available evidence</p> <p>4.7 Relevant assessment system policies and procedures and organisational/legal/ethical considerations are addressed in making the assessment decision</p> <p>4.8 Clear and constructive feedback is provided to the candidate regarding the assessment decision and a follow-up <i>action plan</i> is developed, where required</p> |

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| 5. Record and report the assessment decision | 5.1 Assessment outcomes are recorded promptly and accurately in accordance with assessment system policies and procedures and organisational/legal/ethical requirements |
| | 5.2 An assessment report is completed and processed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements |
| | 5.3 Recommendations for follow up action are submitted to relevant people, where required |
| | 5.4 Other relevant parties are informed of the assessment decision where required, and in accordance with confidentiality conventions |
| 6. Review the assessment process | 6.1 The assessment process is reviewed against criteria in consultation with relevant people to improve and modify future assessment practice |
| | 6.2 The review is documented and recorded in accordance with relevant assessment system policies and procedures and organisational/legal /ethical requirements |
| | 6.3 Reflection skills are used to review and self-evaluate assessment practice |

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	confirming assessment arrangements with relevant people clarifying context and purpose of assessment process providing and receiving feedback listening to and translating feedback into assessment practice	2
Collecting analysing and organising information	locating information to interpret evidence requirements using assessment tools to source and collate evidence analysing documents and relevant information in developing assessment activities	2
Planning and organising activities	following assessment plan and timetable for assessment activities	1
Working with others and in teams	collaborating with peers, colleagues, supervisors and other relevant people to generate ideas, obtain advice and receive feedback through the assessment process	2
Using mathematical ideas and techniques	identifying and confirming resource requirements	1
Solving problems	applying reasonable adjustment to assessment activities to suit candidates with specific needs maintaining effective relationships with candidates and other relevant personnel	2
Using technology	recording the assessment decision and following reporting procedures	1

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

An assessment plan is the overall planning document for the assessment process and may include:

- the purpose and aims of the assessment
- the context of assessment
- identified personnel
- relevant competency standards and other assessment documentation
- evidence plan
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material/physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, policies and procedures

Assessment system policies and procedures may include:

- candidate selection
- rationale and purpose of competency-based assessment
- assessment records / data management / information management
- recognition of current competency / recognition of prior learning / credit arrangements
- assessors - needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances / complaints
- validation
- evaluation / internal audit
- costs / resourcing
- access and equity / reasonable adjustment
- partnership arrangements
- links with human resource or industrial relations systems
- links with overall quality management system

Organisational/legal/ethical requirements may include:

- assessment system policies and procedures
- reporting, recording and retrieval systems for assessment
- licensing / legal ramifications of assessing competence
- requirements of training and / or assessment organisations relating to assessment and validation
- quality assurance systems
- business and performance plans
- collaborative / partnership arrangements
- policies, procedures and programs
- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes, awards/enterprise agreements
- Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs), in particular Standard 8, RTO assessments
- registration scope
- human resources policies / procedures
- legal requirements including anti-discrimination, equal employment, job role / responsibilities / conditions
- relevant industry codes of practice
- confidentiality and privacy requirements of information relating to completed assessments
- OHS considerations, including:
- ensuring OHS requirements are adhered to during the assessment process
- identifying and reporting OHS hazards and concerns to relevant personnel

Relevant people may include:

- the candidate/s
- other assessors
- the client, company or organisation
- team leaders, managers, supervisors
- trainers / facilitators
- technical / subject experts
- training and assessment coordinators
- industry regulators
- employee and employer representatives
- members of professional associations
- Commonwealth department official / Centrelink staff / caseworker
- New Apprenticeship Centre (NAC) personnel

Benchmark/s for assessment refers to:

- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

Assessment tools contain both the instrument and the procedures for gathering and interpreting evidence in accordance with designated assessment methods and may include:

- the instruments to be used for gathering evidence such as:
- a profile of acceptable performance measures
- templates / proformas
- specific questions or activities
- evidence / observation checklists
- checklists for the evaluation of work samples
- candidate self-assessment materials
- the procedures, information and instructions for the assessor / candidate relating to the use of assessment instruments and assessment conditions

Reasonable adjustment must not compromise the integrity of the competency standard and may include:

- adjustments to the assessment process taking into account candidate's language, literacy, numeracy requirements
- provision of personal support services, for example, reader, interpreter, attendant carer, scribe, member of community in attendance
- use of adaptive technology or special equipment
- flexible assessment sessions to allow for fatigue or administering of medication
- format of assessment materials, for example, in Braille, first language, use of audiotape / videotape
- adjustments to the physical environment or venue
- revising proposed assessment methods / tools
- considerations relating to age and/or gender,
- considerations relating to cultural beliefs, traditional practices, religious observances

Assessment methods are the particular techniques used to gather different types of evidence and may include:

- direct observation, for example:
- real work / real time activities at the workplace
- work activities in a simulated workplace environment
- structured activities, for example:
- simulation exercises / role-plays
- projects
- presentations
- activity sheets
- questioning, for example:
- written questions, e.g. on a computer
- interviews
- self-assessment
- verbal questioning
- questionnaires
- oral/written examinations (for higher AQF levels)
- portfolios, for example:
- collections of work samples by the candidate
- product with supporting documentation
- historical evidence
- journal/log book
- information about life experience
- review of products, for example:
- products as a result of a project
- work samples / products
- third party feedback, for example:
- testimonials / reports from employers / supervisors
- evidence of training
- authenticated prior achievements
- interview with employer, supervisor, peer

Principles of assessment guide the assessment process and must address:

- validity
- reliability
- flexibility
- fairness

Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:

- valid
- sufficient
- authentic
- current

Quality evidence addresses the rules of evidence and must:

- encompass the Performance Criteria to demonstrate achievement of the outcomes (Elements)
- reflect the skills, knowledge and attributes defined in the relevant units of competency
- show application of the skills in the context described in the Range Statement
- demonstrate competence over a period of time
- demonstrate repeatable competence
- be the work of the candidate
- be able to be verified
- demonstrate current skills / knowledge of the candidate
- not inflate the language, literacy and numeracy requirements beyond those required in the performance of the competency

Guided means to explain to the candidate:

- what is recognition-based assessment
- what are assessment tools
- how to use these tools
- the rules of evidence that must be met by the evidence they provide

Recognition of current competence is defined as:

- the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences

Communication skills may include:

- providing constructive and supportive feedback
- using active listening
- using appropriate questioning to clarify and confirm instructions for evidence gathering
- accurately interpreting verbal messages
- assisting candidates to paraphrase advice/instructions to the assessor
- making clear and concrete presentations of options / advice

Interpersonal skills may include:

- accurately interpreting non-verbal messages
- engaging in two-way interaction
- using language appropriate to candidate, assessment context and work performance addressed by competency standards
- using language and concepts appropriate to cultural differences
- using culturally inclusive and sensitive techniques

Individual differences may include:

- English language, literacy and numeracy barriers
- physical impairment or disability involving hearing, vision, voice, mobility
- intellectual impairment or disability
- medical conditions such as arthritis, epilepsy, diabetes and asthma that are not obvious but may impact on assessment
- learning difficulties
- psychiatric or psychological disability
- religious and spiritual observances
- cultural images / perceptions
- age
- gender

Feedback may include:

- ensuring assessment process is understood
- ensuring candidate concerns are addressed
- enabling question and answer
- confirming outcomes
- identifying further evidence to be provided
- discussing action plans
- confirming gap training needed
- information regarding available appeal processes
- suggesting improvements in evidence gathering and presentation

Specialist support may include:

- assistance by third party - carer, interpreter
- support from specialist educator
- development of online assessment activities
- support for remote or isolated candidates and/or assessors
- support from subject matter or safety experts
- advice from regulatory authorities
- assessment teams / panels
- support from lead assessors
- advice from policy development experts

Addressed may include:

- stopping the assessment until the OHS risk is rectified
- stopping the assessment until the equipment is fixed or replaced

Limitations may relate to:

- job role and responsibilities
- meeting candidate needs
- assessment panels
- training and/or assessment organisation's quality processes
- personal competency level
- organisational, industry and national training requirements
- personal level of knowledge of competency-based assessment
- legal responsibilities

All component parts of the competency standards refers to:

- Elements
- Performance Criteria
- Range Statement / range of variables, including:
- contextualisation
- link to knowledge and enterprise requirements
- focus of assessment
- underpinning language, literacy and numeracy requirements
- evidence guide requirements, including:
- underpinning / required knowledge
- underpinning / required skills and attributes
- underpinning language, literacy and numeracy requirements
- Key Competencies / generic skills
- critical aspects of evidence to be considered/quality evidence requirements
- concurrent assessment and interdependence of units
- assessment methods / resources / context
- dimensions of competency, which include:
- task skills
- task management skills
- contingency management skills
- job role / environment skills

Related documentation may include:

- Assessment Guidelines of the relevant Training Package/s
- the assessment criteria of accredited modules
- evidence to be collected as set out in assessment plans
- definition and interpretation of evidence in developed assessment tools
- any requirements of OHS, legislation, codes of practice, standards, guidelines
- indicators and levels of competence of the National Reporting System
- organisational requirements for work performance
- product specifications
- integrated competency assessment tool

Judgement is a two-step process and means:

- the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence
- the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent

An action plan is required when the decision of not yet competent is recorded and may include:

- gap training, further learning
- additional practice opportunities
- additional assessment opportunities/evidence gathering opportunities
- individual facilitation, where relevant
- referral to specialist support

An assessment report may include:

- personal details of candidate
- details of assessment/s, date, time, venue
- details of assessor's summary of evidence considered and copies of assessment papers
- feedback to and from the candidate
- justification of decision
- summary of candidate's action plan
- other critical information including appeals and outcomes
- sign-off by assessor and candidate
- electronic/paper reports to funding bodies

Recommendations may include:

- recommendation to support training and/or assessment in new areas of competency
- recommendations in the action plan
- reassessment
- appeal implications

Other relevant parties may include:

- Centrelink personnel
- Department of Immigration and Multicultural Indigenous Affairs (DIMIA)
- parties nominated by the candidate
- parties to be informed because of contractual obligations

Criteria may include:

- following the assessment plan
- confirming and addressing organisational, ethical and legal requirements where appropriate, including OHS
- providing appropriate information regarding the assessment process to the candidate and explaining all steps, using effective communication and interpersonal skills
- demonstrated application of the rules of evidence and principles of assessment in gathering quality evidence
- demonstrated support and guidance to the candidate throughout the assessment process
- using assessment methods and tools appropriately to gather, organise and document evidence
- applying reasonable adjustments where required / appropriate, in consultation with relevant people
- providing clear and constructive feedback to the candidate regarding the assessment decision
- reviewing range of own decisions for consistency

Consultation may involve:

- moderation with other assessors, training and assessment coordinators
- discussions with the client, team leaders, managers, supervisors, coaches, mentors
- technical/subject experts
- English language, literacy and numeracy experts

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competence against this unit candidates must be able to provide evidence that they can assess the competence of another individual through a process of collecting and reviewing evidence and making an informed judgement.

The evidence provided must show: how the assessment environment was established and how the candidate's needs were met; how the units of competency were interpreted to determine the evidence requirements; how the assessment plan was followed; how the assessment tools were used in collecting evidence; the basis for the assessment decision using the rules of evidence; communication skills used to guide, support and provide feedback to the candidate during the assessment process; records and reports; and how the assessment process was reviewed.

Required knowledge includes:

- competency-based assessment covering:
- vocational education and training as a competency-based system
- assessment is criterion referenced / distinction to norm referenced assessment
- criterion used in national VET is endorsed or accredited competency standards defining specifications for performance of work / work functions and skills / knowledge
- reporting of competency-based assessment
- competency standards as the basis of qualifications
- the principles of competency-based assessment
- the structure and application of competency standards
- what are the principles of assessment and how are they applied (validity, reliability, fairness, flexibility)
- what are the rules of evidence and how are they applied (valid, authentic, sufficient, current)
- the range of assessment purposes and assessment contexts
- different types of assessment methods, including suitability for gathering various types of evidence; suitability for content of units; resource requirements and associated costs
- what are reasonable adjustments / when are they applicable / not applicable
- basic evaluation methodologies suitable for reviewing personal assessment practice
- types and forms of evidence, including assessment tools that are relevant to gathering different types of evidence
- practical knowledge of the potential barriers and processes relating to assessment tools and methods
- the assessment system and assessment policies and procedures established by the industry, organisation or training authority

- cultural sensitivity and equity considerations
- relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
- copyright and privacy laws in terms of electronic technology
- security of information
- plagiarism
- Training Packages / competency standards
- licensing requirements
- industry / workplace requirements
- duty of care under common law
- recording information and confidentiality requirements
- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- workplace relations
- industrial awards / enterprise agreements
- OHS responsibilities associated with assessing competence such as:
- requirements for reporting hazards and incidents
- emergency procedures and procedures for use of relevant personal protective equipment
- safe use and maintenance of relevant equipment
- sources of OHS information

Required skills and attributes include:

- analysis and interpretation skills to:
- unpack competency standards
- interpret assessment tools and other assessment information
- identify candidate needs
- make judgements based on assessing available evidence
- observation skills to:
- determine candidate readiness for assessment
- observe candidate performance
- identify when candidate may need assistance throughout the assessment processes
- research and evaluation skills to:
- access required human and material resources for assessment
- access assessment system policies and procedures
- evaluate evidence
- evaluate the assessment process
- cognitive skills to:
- weigh up the evidence and make a judgement
- consider and recommend reasonable adjustments
- decision making skills to:
- make a decision on a candidate's competence
- literacy skills to:
- read and interpret relevant information to conduct assessment
- prepare required documentation and records / reports of assessment outcomes in required format
- communications / interpersonal skills to:
- explain the assessment process to the candidate
- give clear and precise instructions
- ask effective questions
- provide clarification
- discuss process with other relevant people
- give appropriate feedback to the candidate
- discuss assessment outcome with the candidate
- using language appropriate to the candidate and assessment environment
- establish a working relationship with the candidate
- attributes including:
- a willingness to guide and support candidates
- capacity to encourage, accept and utilise feedback
- sensitivity to individual difference and need
- ethical conduct in assessment

Products that could be used as evidence include:

- completed assessment tools / templates / checklists
- documentation of evidence collected and assessment decisions
- feedback from candidate / assessor / supervisor
- feedback to candidate with recommendations for future options
- completed assessment records / reports
- reviews of assessment practices and recommended changes to future practices

Processes that could be used as evidence include:

- how competency standards and other documents were interpreted
- how assessment activities were scheduled
- how the assessment plan was modified to meet candidate needs
- how evidence was collated and evaluated against the rules of evidence

Resource implications for assessment include:

- access to candidates to be assessed
- access to competency standards
- access to assessment materials and tools
- access to suitable assessment venue / equipment
- workplace documentation
- access to documentation / records of candidate to determine specific requirements
- cost/time considerations
- personnel requirements

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit, i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods / evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- carrying out assessment of a number of candidates, assessed against different units of competency or accredited curricula, following the relevant assessment plan
- at least one candidate must be assessed through an assessment only pathway
- at least one assessment must include consideration of reasonable adjustment and the reasons for decisions and approach
- all must show:
- the application of different assessment methods and tools involving a range of assessment activities and events
- demonstration of two-way communication and feedback
- how judgement was exercised in making the assessment decision how and when assessment outcomes were recorded and reported
- completion of assessment records / reports in accordance with assessment system - legal/organisational ethical requirements
- how the assessment process was reviewed and the review outcomes documented

Integrated assessment means that:

this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:

- *TAAASS401A Plan and organise assessment*
- *TAAASS403A Develop assessment tools*
- *TAAASS404A Participate in assessment validation*
- *TAADES401A Use Training Packages to meet client needs.*

TAAASS403A

Unit Descriptor

Application of the Unit

Develop assessment tools

This unit specifies the competence required to develop assessment tools.

An assessment tool is used to guide the collection of quality evidence in the assessment process. It includes the instruments for collecting evidence, based on the selected assessment methods and the procedures to be followed in conducting the assessment.

- The development of effective and relevant assessment tools requires interpreting the benchmarks for assessment to determine the evidence needed to demonstrate competency. It also involves analysing the assessment context to ensure the tools will be appropriate and relevant, identifying or confirming assessment methods which most effectively address the evidence requirements, then designing and developing the assessment tool documentation.
- The availability of well-designed assessment tools is essential for assessment. Both this unit and *TAAASS404A Participate in assessment validation* address reviewing assessment tools as an outcome. This review can occur as part of assessment tool development. It can also occur as part of a validation exercise which may be carried out before and after use of the assessment tool.
- The achievement of this unit includes interpretation of competency standards, (where competency standards are used as the benchmarks for assessment). *TAADES401A Use Training Packages to meet client needs* addresses this skill in depth.
- The competence specified in this unit is typically required by assessors, learning resource/product developers, and training and/or assessment consultants.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

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|---|--|
| 1. Determine the focus of the assessment tool | 1.1 The target group of candidates and the purpose/s and context/s of assessment are identified/clarified
1.2 The relevant benchmarks for assessment are accessed and interpreted to establish the evidence required to demonstrate competency
1.3 Where competency standards form the assessment benchmark/s, all component parts of the competency standards are interpreted and, where relevant, these standards are contextualised to meet organisational/legal/ethical requirements, in accordance with contextualisation guidelines
1.4 Other related documentation is identified to inform assessment tool development |
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| 2. Determine assessment tool needs | 2.1 Assessment methods are selected which will support the collection of defined evidence, taking into account the context in which the assessment will take place and meeting the principles of assessment
2.2 Nominated assessment methods enable candidates to show or support their claim for recognition of current competency
2.3 Different instruments for the selected assessment methods are considered and options for assessment activities are generated using critical thinking skills |
| 3. Design and develop assessment tools | 3.1 Specific instruments are developed to address the evidence to be collected based on devising assessment activities which: <ul style="list-style-type: none"> 3.1.1 meet the competency standards 3.1.2 reflect the principles of assessment 3.1.3 incorporate principles of access and equity 3.1.4 meet the <i>rules of evidence</i> 3.1.5 provide choice, where appropriate 3.1.6 are sequenced to reflect competency development in a learning and assessment pathway 3.1.7 are user-friendly 3.1.8 reflect the assessment environment 3.1.9 are practicable 3.2 Assessment instruments are developed using appropriate:
3.3 style and format
3.4 language, literacy and numeracy
3.5 sensitivity to audience diversity
3.6 visual and aural representation
3.7 media
3.8 Clear and specific procedures instructing the assessor and/or candidate on the administration and use of the instruments are defined and documented
3.9 Relevant assessment system policy and procedures requirements are considered and addressed including storage and retrieval needs, review and evaluation, version control procedures |
| 4. Review and trial assessment tools | 4.1 Draft assessment tools are checked against evaluation criteria and amended, where necessary
4.2 Draft assessment tools are trialled to validate content and applicability
4.3 Feedback from relevant people involved in trialling is collected and documented
4.4 Amendments to the final tools are made based on analysis of feedback, where required
4.5 Revised assessment tools are appropriately formatted and filed in accordance with assessment system policies and procedures and organisational/legal/ethical requirements |

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	<p>confirming assessment processes with stakeholders and establishing evidence requirements</p> <p>listening to and translating feedback into the design of assessment tools</p> <p>obtaining ideas and information from trialling the assessment tool, and improving the assessment tool as appropriate</p>	2
Collecting analysing and organising information	<p>locating information used to assist in interpreting evidence requirements</p> <p>analysing documents for relevant information in developing the assessment activities</p> <p>analysing feedback as part of the review process</p> <p>collecting information to determine what the candidate's needs are and the context in which the assessment will take place</p>	2
Planning and organising activities	<p>constructing a plan and timetable for developing assessment tools</p> <p>using a variety of strategies for planning and reviewing own work by self and others</p> <p>planning and implementing a trial of assessment tools</p>	2
Working with others and in teams	<p>collaborating with peers, colleagues, supervisors and other relevant personnel to generate ideas, obtain advice and receive feedback on the assessment tool</p>	2
Using mathematical ideas and techniques	<p>estimating cost of evidence gathering strategies</p> <p>evaluating cost/time effectiveness of tools</p> <p>applying statistical evaluative procedures to assessment items after trialling</p>	1
Solving problems	<p>identifying any influences that may affect or bias assessment decisions</p> <p>identifying and overcoming any barriers to evidence gathering processes in regard to assessment principles, and candidate's and organisation's context</p>	2
Using technology	<p>designing and formatting the assessment tool</p>	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Assessment tools contain:

- the instruments to be used for gathering evidence such as:
- a profile of acceptable performance measures
- templates/proformas
- specific questions or activities
- evidence/observation checklists
- checklists for the evaluation of work samples
- candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and the conditions for assessment

Target group of candidates may be:

- broadly based or specifically targeted
- drawn from range of backgrounds
- defined industry or organisation
- trade- or profession-based
- defined by training arrangement, e.g. apprenticeship
- defined by specific needs
- defined by funding body requirements such as apprentice/trainee, unemployed, English language learner

Purpose/s of assessment may be to:

- recognise current existing competence of candidate/s
- determine if competence has been achieved following learning
- establish candidate/s progress towards achievement of competence
- determine language, literacy, numeracy needs of candidates/s
- certify competence through a Statement of Attainment
- establish progress towards a qualification
- determine training gaps of candidate/s
- measure work performance
- classify employees/support career progression

Context/s of assessment may include:

- the environment in which the assessment will be carried out, including real work/simulation
- opportunities for collecting evidence in a number of situations
- who carries out the assessment
- relationships between competency standards and work activities in the candidate's workplace
- relationships between competency standards and learning activities
- assessment under partnership arrangements
- the period of time during which the assessment takes place
- apportionment of costs/fees, if applicable
- quality assurance mechanisms
- individual unit or integrated approaches to competency assessment

Benchmark/s for assessment refers to:

- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

Evidence:

- is material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement

All component parts of the competency standards include:

- Elements
- Performance Criteria
- Range Statement including:
 - contextualisation
 - link to knowledge and enterprise requirements
 - focus of assessment
 - underpinning language, literacy and numeracy requirements
- areas of contextualisation
- any links to knowledge and enterprise requirements
- range of contexts/conditions to be met in assessment
- Evidence Guide requirements, including:
 - underpinning/required knowledge
 - underpinning/required skills and attributes
 - underpinning language, literacy and numeracy requirements
- Key Competencies/generic skills
- critical aspects of evidence to be considered/quality evidence requirements
- concurrent assessment and interdependence of units
- assessment methods/resources/context
- dimensions of competency, for example:
 - task skills
 - task management skills
 - contingency management skills
 - job role/environment skills

Contextualised means:

- to change the wording of some component parts of the competency standard to reflect the immediate operating environment

Organisational/legal/ethical requirements may include:

- assessment system policies and procedures
- industrial relations systems and processes, awards/enterprise agreements
- licensing/legal ramifications of assessing competence
- reporting, recording and retrieval systems for assessment
- requirements of training and/or assessment organisations relating to assessment and validation
- quality assurance systems
- business and performance plans
- access and equity policies and procedures
- collaborative/partnership arrangements
- defined resource parameters
- mutual recognition arrangements
- Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations*, in particular Standard 8, RTO Assessment
- registration scope
- human resource policies/procedures and legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements of information relating to completed assessments
- OHS considerations, including:
- ensuring assessment methods and tools incorporate appropriate measures to maintain the health, safety and welfare of candidates
- ensuring OHS requirements and specified benchmarks are accounted for within evidence requirements and assessment materials
- identifying hazards and relevant risk control procedures associated with the assessment environment

Contextualisation guidelines relate to:

- ANTA Guidelines on Training Package contextualisation
- relevant Training Package contextualisation guidelines

Related documentation may include:

requirements set out in the Assessment Guidelines of the relevant Training Package/s

- information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods
- assessment activities identified in accredited modules derived from the relevant competency standards
- assessment activities in Support Materials related to the relevant competency standards
- any requirements of OHS, legislation, codes of practice, standards and guidelines
- indicators and levels of competence of the National Reporting System
- organisational requirements for demonstration of work performance
- product specifications

Assessment methods are the particular techniques used to gather evidence and may include:

- direct observation, for example:
- real work/real time activities at the workplace
- work activities in a simulated workplace environment
- structured activities, for example:
- simulation exercises/role-plays
- projects
- presentations
- activity sheets
- questioning, for example:
- written questions, e.g. on a computer
- interviews
- self-assessment
- verbal questioning
- questionnaires
- oral or written examinations (applicable at higher AQF levels)
- portfolios, for example:
- collections of work samples compiled by the candidate
- product with supporting documentation
- historical evidence
- journal/log book
- information about life experience
- review of products, for example:
- products as a result of a project
- work samples/products
- third party feedback, for example:
- testimonials/reports from employers/supervisors
- evidence of training
- authenticated prior achievements
- interview with employer, supervisor, peer

Principles of assessment guide the assessment process and must address:

- validity
- reliability
- flexibility
- fairness

Recognition of current competency means:

- the process of assessment and formal recognition by an assessor of competence currently held by a candidate which has been gained through any combination of formal, informal training and education, work experience or real life experiences

Instruments are the documented questions/assessment activities developed to support the selected assessment method/s used to collect the evidence of candidate competence and may include:

- oral and written questions
- observation/demonstration checklists
- projects, case studies, scenarios
- candidate self-assessment guides
- recognition portfolios
- workplace portfolios
- simulation activities
- definition of relevant workplace documents
- a profile of acceptable performance measures
- templates/proformas
- evidence/observation checklists
- checklists for the evaluation of work samples

Rules of evidence are closely related to the assessment principles and provide guidance on the collection of evidence to ensure that it is:

- valid
- sufficient
- authentic
- current

Procedures guide the application of the assessment instruments and may include:

- instructions for the candidates
- instructions for administering the assessment tool, including resources needed to conduct assessment and the context for the use of the tools
- guidance for the development or review of decision making process
- guidance on reasonable adjustments
- specified variations or restrictions on the tools
- rules for verifying assessment decisions
- OHS requirements, for example, identified hazards in the assessment environment and appropriate controls and reporting mechanisms
- information on access and equity considerations

Assessment system policies and procedures may include:

- candidate selection
- rational and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognition of prior learning/credit arrangements
- assessors - needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances/complaints
- validation
- evaluation/internal audit
- costs/resourcing
- access and equity/reasonable adjustment
- partnership arrangements
- links with human resource or industrial relations systems
- links with overall quality management system

Evaluation criteria may include:

- effectiveness and relevance to the competency standards
- whether the assessment tool meets the principles of assessment
- whether the assessment tool meets the rules of evidence
- whether the assessment tool is appropriate to selected assessment methods
- whether the assessment tool is appropriate to the target group/assessment context
- whether the assessment tool provides guidance on reasonable adjustments
- whether the assessment tool addresses organisational/legal/ethical requirements including OHS requirements
- whether the assessment tool enables the candidate to demonstrate current competency
- level of engagement and direct participation of candidates
- appropriateness of language and literacy used for intended audience
- clarity
- simplicity/ease of use/practicability
- inclusivity/avoidance of bias
- guidance on reasonable adjustments
- cost effectiveness

Trialled may involve:

- expert review by individuals with expertise in assessment and the relevant Training Package/ accredited course or relevant benchmark
- field or pilot testing with groups of assessors and candidates
- review of OHS considerations
- peer review by assessors in the relevant industry
- workshopping with assessors and other key stakeholders in the relevant industry sector

Feedback may relate to:

- reliability, flexibility, validity and fairness
- relevance to workplace context
- content accuracy
- ease of use
- cost/time effectiveness for candidates and assessors
- language, literacy and numeracy requirements in terms of the relevant competencies

Relevant people may include:

- managers
- supervisors
- technical and subject experts, including OHS, English language, literacy and numeracy specialists
- training and assessment coordinators
- industry regulators
- union and employer representatives
- members of professional associations
- state/territory registering body

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competence against this unit candidates must be able to provide evidence that they have developed assessment tools that support different assessment methods and which address at least three units of competency packaged at different Australian Qualifications Framework (AQF) levels.

These tools must include the instruments for collecting evidence reflecting the principles of assessment and the rules of evidence and the related instructions to assessor/s and candidates. They must also show how the contextual needs of different environments were addressed. Evidence must also include a report on the trial and review of the assessment tools, including any proposed changes.

Required knowledge includes:

- competency-based assessment including:
- vocational education and training as a competency-based system
- assessment is criterion referenced/distinction to norm referenced assessment
- criteria used in national VET is endorsed or accredited competency standards defining specifications for performance of work/work functions and skills/knowledge
- reporting of competency-based assessment
- competency standards as the basis of qualifications
- the principles of competency-based assessment
- the structure and application of competency standards
- what is an assessment only pathway and a learning and assessment pathway
- the principles of assessment and how these principles are applied in developing assessment tools
- what is evidence, different types of evidence and rules of evidence
- what are the different purposes of assessment
- different assessment contexts and relationship with developing assessment tools
- how to interpret competency standards, including components of competency and dimensions of competency
- what is the meaning of contextualisation of competency standards and what are contextualisation guidelines
- what are Assessment Guidelines of Training Package/s and what information in Guidelines is relevant to developing assessment tools
- different assessment methods, their purposes and uses
- what are assessment tools including:
- what do they comprise
- different types of assessment instruments and procedures
- relationship to assessment methods

- how tools support the assessment process
- different assessment tool design for different purposes including:
 - styles
 - format
 - media
 - presentation
- what is recognition of current competency - designing an assessment tool for recognition of current competency
- evaluation methodologies appropriate to the trial and review of assessment system tools
- principles of reasonable adjustment
- relevant workplace information including:
 - organisational policies and procedures
 - workplace tasks and activities
 - standard operating procedures
 - procedures for use of relevant personal protective equipment
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation for example:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
- Training Packages/competency standards/other relevant assessment documentation
- licensing requirements
- considerations of access and equity
- industry/workplace requirements
- duty of care under common law
- recording information and confidentiality requirements
- anti-discrimination including equal opportunity, racial vilification and disability discrimination
- workplace relations
- industrial awards/enterprise agreements
- relevant OHS legislation, codes of practice, standards and guidelines that need to be reflected in the assessment tool design and content

Required skills and attributes include:

- analysis and interpretation skills to:
- unpack and interpret competency standards
- analyse work functions
- review/evaluate the assessment tools
- critical thinking skills to translate the interpreted competency standards and other relevant assessment information into meaningful assessment instruments
- design skills to order to develop different assessment tool designs
- research and evaluation skills to:
- evaluate units of competency to determine appropriate evidence requirements
- evaluate different environments, target group needs and special circumstances for assessment
- evaluate assessment tools on the basis of trials and feedback
- literacy and communication skills to:
- read and interpret relevant information to determine evidence requirements
- give clear and precise information/instructions
- receive and interpret feedback on assessment tools
- prepare required documentation using clear and comprehensible language; using a layout appropriate to the audience and competency standard as it is applied in the workplace
- editing and proofreading skills to:
- modify and validate assessment tools
- balancing different needs and demands
- attributes, including:
- capacity to think logically and clearly in order to develop tools
- willingness to encourage, accept and utilise feedback

Products that could be used as evidence include:

- a plan for developing the assessment tools
- draft assessment tools including instruments and related procedures
- documents demonstrating version control
- reports on the trialling of the assessment tools, including any proposed changes
- identified amendments addressing trial/review outcomes
- final assessment tools

Processes that could be used as evidence include:

- how competency standards and other documents were interpreted
- how the target group was identified
- why certain instruments were developed
- how the assessment tools meet the components of competency for the target group and why
- how the assessment tools were reviewed

Resource implications for assessment include:

- access to competency standards and other relevant assessment documentation
- access to workplace documentation
- access to environment and resource needs
- cost/time considerations
- access to assessors, candidates and appropriate assessment contexts for trial/review

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- evidence of the development and trialling of new assessment tools that support a range of different assessment methods
- the tools must address at least three units of competency or accredited curricula, packaged in qualifications at different AQF levels
- the processes used to trial and review the tools, including feedback obtained from relevant personnel
- documentation setting out the specific instruments and procedures that have been developed

Integrated assessment means that:

- This unit can be assessed alone or as part of an integrated assessment activity involving relevant units. The following units are suggested:
- *TAAASS401A Plan and organise assessment*
- *TAAASS402A Assess competence*
- *TAAASS404A Participate in assessment validation.*

TAAASS404A

Unit Descriptor

Application of the Unit

Participate in assessment validation

This unit specifies the competence required to participate in an assessment validation process.

Validation is a process involving assessors working in collaboration to review, compare and evaluate their assessment process and their assessment outcomes in relation to the same unit/s of competency. This includes validating assessment methods/tools, the evidence that was collected using these assessment methods/tools and the interpretation of that evidence to make a judgement of competence.

- Validation forms part of the quality systems of the *training/and/or assessment organisation* (refer to definition in the Range Statement) and is undertaken to improve the quality of the assessment process.
- Validation may be undertaken prior to and post the assessment of candidates and includes validation of formative and summative assessment activities (the latter includes assessment for recognition purposes).
- Validation may be an internal process involving assessors from the same training and/or assessment organisation, or it may occur as an external exercise involving assessors from different organisations.
- This unit focuses on the skills and knowledge needed to participate in assessment validation. It does not address the competence of leading the validation process - that function is addressed in *TAAASS501A Lead and coordinate assessment systems and services*.
- The achievement of this unit includes interpretation of competency standards (where competency standards are used as the benchmarks for assessment). *TAADES401A Use Training Packages to meet client needs* addresses this skill in depth.
- Achievement of this unit requires competence in conducting assessment. Therefore *TAAASS402A Assess competence* is a prerequisite/co-requisite unit.
- Interpretation of the effectiveness of the assessment plan and selected/modified assessment tools also forms part of this unit of competency. Therefore, competence in the following units is also highly recommended.
 - *TAAASS401A Plan and organise assessment*
 - *TAAASS403A Develop assessment tools*
- The competence specified in this unit is typically required by assessors, lead assessors, training and/or assessment consultants.

Unit Sector

No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for validation	<p>1.1 The purpose, focus and context of validation is confirmed and discussed with relevant people</p> <p>1.2 The approach to validation is discussed and confirmed in accordance with the defined purpose/s, context, relevant assessment system policies and procedures and organisational/ legal/ethical requirements</p> <p>1.3 Relevant benchmarks for assessment are analysed and the evidence needed to demonstrate that competency is collectively agreed</p> <p>1.4 Any related documentation relevant to validation proceedings is identified and collectively agreed</p> <p>1.5 Material/s to be used in validation sessions are obtained, read and interpreted and validation activities collectively agreed</p>
2. Contribute to validation process	<p>2.1 Active participation in validation sessions and activities is demonstrated using appropriate communications skills</p> <p>2.2 Participation in validation sessions and activities, includes the review, comparison and evaluation of:</p> <p>2.2.1 the overall <i>assessment process</i></p> <p>2.2.2 assessment plans</p> <p>2.2.3 interpretation of competency standards or other benchmarks for assessment</p> <p>2.2.4 selection and application of <i>assessment methods</i></p> <p>2.2.5 selection and use of <i>assessment tools</i></p> <p>2.2.6 the collected evidence</p> <p>2.2.7 assessment decisions including the exercise of judgement</p> <p>2.3 The review, comparison and evaluation is undertaken in accordance with the principles of assessment and rules of evidence</p> <p>2.4 All documents used in the validation process are checked for accuracy and version control</p>
3. Contribute to validation outcomes	<p>3.1 Validation findings are collectively discussed, analysed and agreed to support improvements in the quality of assessment</p> <p>3.2 Recommendations to improve assessment practice are discussed, agreed and recorded</p> <p>3.3 Changes to own assessment practice, arising from validation and appropriate to assessment role and responsibilities, are implemented</p>

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	actively contributing to validation sessions with assessors and other relevant people recommending improvements to future processes	2
Collecting analysing and organising information	using established processes to source and collate samples of evidence and assessment outcomes locating quality assurance procedures analysing competency standards to evaluate evidence requirements	3
Planning and organising activities	making time to participate in validation activities collecting and collating samples of evidence and tools	3
Working with others and in teams	listening to others and translating feedback into recommendations for assessment responsibilities participating in validation meetings/sessions to discuss and review assessment instruments and processes	2
Using mathematical ideas and techniques	preparing and presenting validation findings within agreed timeframe	2
Solving problems	systematically analysing relevant assessment documents to identify strengths and/or weaknesses monitoring own assessment activities to promptly address any concerns suggesting recommendations and improvements to assessment tools	2
Using technology	communicating, sourcing, reviewing and documenting information formatting reports	2

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Training and/or assessment organisation refers to:

- a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
- an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
- an organisation that provides non-recognised training and assessment services

Purpose and focus of validation may include:

- as part of organisational quality assurance processes
- to address an identified area of risk in assessment practice and quality
- to demonstrate compliance with the Australian Quality Training Framework (AQTF) Standards for Registered Training Organisations (RTOs)
- to ensure assessments meet the evidence requirements of the competency standards or other assessment benchmarks
- to provide evidence for external audit
- to provide evidence for internal audit
- to improve assessment practices
- to evaluate the quality of assessment tools
- to provide professional development
- to increase assessor confidence
- to determine whether different assessors using the same tools collect the same types and levels of evidence
- to determine whether different assessors interpret the same evidence similarly
- to determine whether assessment decisions reflect the principles of assessment and rules of evidence

Context of validation may include:

- internal to the organisation, e.g. same site or across sites
- external to the organisation, e.g. in a industry, region, city, state, assessor network
- through licensing or similar body
- with co-assessors
- with peers/colleagues from other training and/or assessment organisations

Relevant people must include:

- other assessor/s involved in the validation exercise

Relevant people may include:

- lead assessors
- managers, supervisors
- technical and subject experts, including occupational health and safety (OHS) experts and language, literacy and numeracy specialists
- personnel or partners with responsibilities for input into the quality assurance system
- training and/or assessment coordinators
- industry clients
- industry regulators
- employee and employer representatives
- members of professional associations
- personnel from a state or territory registering body
- independent validators

Approach to validation may include:

- assessment panels
- moderation meetings
- collectively developing/reviewing banks of assessment tools and exemplars
- benchmarking
- field testing, trialling and piloting assessment tools
- peer review
- team assessment
- internal audit process
- client feedback mechanisms
- mentoring of less experienced by more experienced assessors
- use of independent assessment validator to review validation processes

Assessment system policies and procedures may include:

- candidate selection
- rationale and purpose of competency-based assessment
- assessment records/data management/information management
- recognition of current competency/recognition of prior learning/credit arrangements
- assessors - needs, qualifications, maintaining currency
- assessment reporting procedures
- assessment appeals
- candidate grievances/complaints
- validation
- evaluation/internal audit
- costs/resourcing
- access and equity/reasonable adjustment
- partnership arrangements
- links with human resource or industrial relations systems
- links with overall quality management system

Organisational/legal/ethical requirements may include:

- legal and ethical responsibilities of assessors
- assessment system policies and procedures
- reporting, recording and retrieval systems for assessment, including documenting the agreed approach to validation
- licensing/legal ramifications of assessing competence
- requirements of training and/or assessment organisations relating to assessment and validation
- quality assurance systems
- business and performance plans
- access and equity policies and procedures
- collaborative/partnership arrangements
- policies, procedures and programs
- defined resource parameters
- mutual recognition arrangements
- industrial relations systems and processes, awards/enterprise agreements
- AQTF Standards for Registered Training Organisations (RTOs), in particular Standard 8, RTO assessment
- registration scope
- human resource policies/procedures and legal requirements including anti-discrimination, equal employment, job role/responsibilities/conditions
- relevant industry codes of practice
- confidentiality and privacy requirements of information relating to completed assessments
- OHS considerations, including:
 - ensuring OHS requirements are adhered to during the assessment process
 - identifying and reporting OHS hazards and concerns to relevant personnel

Benchmark/s for assessment refers to:

- the criterion against which the candidate is assessed which, may be a competency standard/unit of competency, assessment criteria of course curricula, performance specifications, product specifications

Evidence:

- is material collected which, when matched against the specifications in the competency standards, provides proof of competency achievement

Related documentation may include:

- the Assessment Guidelines of the relevant Training Package/s
- information from the competency standards about the resources required for assessment, the assessment context, appropriate assessment methods
- assessment activities identified in accredited modules derived from the relevant competency standards
- assessment activities in Support Materials related to the relevant competency standards
- any requirements of OHS, legislation, codes of practice, standards and guidelines
- indicators and levels of competence of the National Reporting System
- organisational requirements for demonstration of work performance
- product specifications

Material/s may include:

- assessment tools
- samples of collected evidence
- documentation outlining the basis of assessment decisions
- reports/records of assessment decisions
- validation templates
- validation checklists
- assessment exemplars and competency standards
- sampling techniques
- banks of assessment tools
- survey proformas

Validation activities may include:

- analysing and reviewing assessment tools
- analysing and reviewing collected evidence
- analysing and reviewing assessment decisions/records of assessment outcomes
- examining assessment records
- examining assessment systems
- discussing the assessment process, issues, difficulties in interpretation
- holding interviews with each other or with management, trainers/facilitators, candidates
- analysing client feedback
- observing assessment conduct
- using validation tools
- reviewing and interpreting Assessment Guidelines
- examining assessor qualifications
- analysing appeals processes
- recording evidence of validation processes and outcomes

Assessment process is defined as:

- key steps involved in the assessment cycle

Assessment plan is the overall planning document for the assessment process and may include:

- the purpose and aims of the assessment
- the context of assessment
- relevant competency standards to be used as the benchmarks for assessment
- other assessment information/documentation identified as relevant
- identified personnel
- identified assessment methods and assessment tools
- possibilities for clustering units of competency for assessment purposes
- identified OHS hazards, including assessed risks and control strategies
- material and/or physical resources required
- organisational arrangements for conducting assessment
- OHS reporting requirements
- any special assessment needs, e.g. personal protective equipment requirements
- outline of assessment milestones, time lines and target dates
- candidate self-assessment procedures
- connections to relevant organisational plans, policies and procedures

Assessment methods are the particular techniques used to gather evidence and may include:

- direct observation, for example:
- real work/real time activities at the workplace
- work activities in a simulated workplace environment
- structured activities, for example:
- simulation exercises/role-plays
- projects
- presentations
- activity sheets
- questioning, for example:
- written questions, for example, on a computer
- interviews
- self-assessment
- verbal questioning
- questionnaires
- oral or written examinations (applicable at higher AQF levels)
- portfolios, for example:
- collections of work samples compiled by the candidate
- product with supporting documentation
- historical evidence
- journal/log book
- information about life experience
- review of products, for example:
- products as a result of a project
- work samples/products
- third party feedback, for example:
- testimonials/reports from employers/supervisors
- evidence of training
- authenticated prior achievements
- interview with employer, supervisor, peer

Assessment tools contain:

- the instruments to be used for gathering evidence such as:
- a profile of acceptable performance measures
- templates/proformas
- specific questions or activities
- evidence/observation checklists
- checklists for the evaluation of work samples
- candidate self-assessment materials
- the procedures, information and instructions for the assessor/candidate relating to the use of assessment instruments and the conditions for assessment

Judgement is a two-step process and means:

- the decision made by the assessor on whether the evidence provided meets the principles of assessment and rules of evidence
- the decision made by the assessor, based on the evidence provided and evaluated, on whether the candidate is competent/not yet competent

Principles of assessment are:

- validity
- reliability
- flexibility
- fairness

Rule of evidence are:

- validity
- sufficiency
- currency
- authenticity

Recommendations for improvement may include:

- ongoing professional development strategies for assessors
- changes to assessment system policies and procedures
- changes to assessment strategies
- changes to assessment plans
- changes to selected assessment methods
- changes/development of new assessment tools
- improved records management
- changes to assessment resources
- instigation of/changes to partnership arrangements
- improvements to evidence collection
- provision of additional information for assessors/candidates
- greater advice/support/supervision of assessors
- exemplars
- liaison with technical experts/specialist support

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competence. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competence against this unit candidates must be able to provide evidence that they have actively participated in and have contributed to a minimum of two validation sessions, using different validation approaches and validation activities.

The evidence provided must: explain the validation purpose and context and the legal and ethical responsibilities of assessors; include the collation of documentation to be submitted to the validation process; demonstrate access and interpretation of the competency standard and evidence requirements; demonstrate communication and liaison with relevant people and participation in providing feedback and interpreting documentation in validation sessions; demonstrate how the critical aspects of validation were addressed; show involvement in reviewing findings/outcomes, including, where relevant, contributing to the finalised validation documentation.

Required knowledge includes:

- what is competency-based assessment including
- vocational education and training as a competency-based system
- assessment is criterion referenced/distinction to norm referenced assessment
- criterion used in national VET is endorsed or accredited competency standards defining specifications for performance of work/work functions and skills/knowledge
- reporting of competency-based assessment
- competency standards as the basis of qualifications
- the principles of competency-based assessment
- the structure and application of competency standards
- how to interpret competency standards and other related assessment information to determine the evidence needed to demonstrate competency including:
 - the components of competency
 - assessment of Key Competencies, dimensions of competency and OHS requirements
- Training Package Assessment Guidelines
- the qualification level of units
- Australian Qualifications Framework Guidelines including characteristics of AQF levels
- different assessment methods and which methods may be appropriate and relevant to different units/ different parts of individual units
- different types of assessment tools, what tools work for what types of evidence, what are well constructed assessment tools and why
- what are the principles of assessment and how they guide assessment and validation processes
- what are the rules of evidence, why are they important, particularly in a validation context
- the various reasons for carrying out validation and the

different approaches to validation that may be appropriate:

- before assessment
- during assessment
- after assessment
- the critical aspects of validation, including validation of:
 - assessment processes
 - methods and tools
 - the collected evidence leading to assessment decisions
 - assessment decisions
- different aspects of quality systems such as:
 - local/relevant strategies to meet the AQTF
 - continuous improvement systems
 - quality assurance policies and processes
 - Assessment system policies and procedures
 - records management systems
- relevant policy, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:
 - Training Packages/competency standards/other assessment benchmarks
 - licensing requirements
 - providing accurate information
 - meeting environmental standards
 - industry/workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination
 - workplace relations
 - industrial awards/enterprise agreements
- relevant OHS legislation, codes of practice, standards and guidelines, impacting on assessment

Required skills and attributes include:

- research skills to:
- access and analyse relevant documents for validation
- use a range of source documents to access information for validation
- evaluation/revision skills to:
- determine evidence requirements from competency standards
- review assessment process
- review assessment methods and tools
- review collected evidence
- literacy skills to:
- read and understand the documents relevant to validation
- observation skills to:
- evaluate and compare assessment planning, organisation, methods, tools, and evidence documentation leading to assessment judgements
- identify where improvements to the assessment process can be made
- communications and interpersonal skills to:
- effectively participate and contribute to validation activities and sessions
- collaborate with colleagues
- seek and receive feedback on assessment practice
- share sensitive information
- maintain confidentiality of sensitive information
- gain and maintain trust of colleagues
- provide advice and support to colleagues
- planning skills to:
- participate within agreed timeframes
- problem solving skills to:
- identify information that is inconsistent, ambiguous or contradictory
- suggest/confirm recommendations for improvements in assessment

Products that could be used as evidence include:

- recommendations as a result of reviewing assessments, and why
- evaluations of the quality of assessment tools against the identified competency standards
- evaluations of the evidence collected against identified competency standards, and whether it meets the rules of evidence
- suggested recommendations discussed for modification

Processes that could be used as evidence include:

- how competency standards and other documents were interpreted and evidence requirements identified
- how assessment decisions were evaluated
- how assessment feedback was collated and evaluated
- what contribution was made to validation activities

Resource implications for assessment include:

- access to competency standards and other related assessment documentation
- access to completed assessment tools
- access to assessment reports/records
- access to suitable assessment validation venue/equipment
- access to a validation group
- access to relevant workplace documentation
- cost/time considerations
- meeting personnel requirements retime management

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competence should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- active participation in a minimum of two validation sessions/meetings which, in combination, address the critical aspects of validation using different validation approaches and activities
- clear explanations of the purposes of validation and the legal and ethical responsibilities of assessors
- collation of all documentation relating to the validation process in a logical manner
- demonstration of communications and liaison with relevant people
- provision of feedback and interpretation of documentation in validation sessions
- record of contribution to validation findings

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package.

TAADEL301A

Provide training through instruction and demonstration of work skills

Unit Descriptor

This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills.

Application of the Unit

Demonstration of work skills is typically provided by experienced workers or supervisors in the workplace. The focus of this instruction is usually on specific learner and organisation requirements, including workplace induction, learning how to operate new equipment and processes, developing new skills at work, improving efficiency and effectiveness, and meeting safety procedures.

- This unit covers the skills required to provide instruction and demonstration of work skills using existing learning resources, in a safe and comfortable learning environment, and to determine the success of both the training provided and personal training performance.
- The unit addresses the skills and knowledge required to organise and conduct the instruction and demonstration through a planned approach. It emphasises the training as being driven by the work process and context.
- This competency is performed in the context that all documents needed to carry out this function have been provided, including delivery plans, learning materials, learning programs and learning resources.
- The training may be delivered to achieve competency standards/ units of competency prescribed by a Training Package, or may be delivered to meet organisational requirements.
- Skills and knowledge relating to assessment are not covered in this unit. This is addressed in relevant units from the Assessment field of the TAA04 Training and Assessment Training Package.
- This unit is not equivalent to *TAADEL401A Plan and organise group-based delivery* and/or *TAADEL402A Facilitate group-based learning* and cannot be assessed in place of either of these units.
- This unit has been developed to support a wide range of applications across any workplace setting and therefore can be used by any organisation.

Unit Sector

No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Organise instruction and demonstration	<p>1.1 <i>Information about learner characteristics</i> and their learning needs is gathered</p> <p>1.2 <i>A safe learning environment</i> is confirmed</p> <p>1.3 Learners are notified of the training <i>details</i></p> <p>1.4 <i>Instruction and demonstration</i> objectives are gathered and checked and assistance is sought if required</p> <p>1.5 Relevant <i>learning resources and learning materials</i> are obtained and checked for relevance and assistance is sought if required in interpreting the contextual application</p> <p>1.6 Any equipment or physical resources required for the demonstration are organised</p>
2. Conduct instruction and demonstration	<p>2.1 <i>Interpersonal skills</i> are used to establish a safe and comfortable learning environment</p> <p>2.2 The <i>learning program</i> and/or <i>delivery plan</i> is followed to ensure all learning objectives are covered</p> <p>2.3 Learners are briefed on any <i>occupational health and safety (OHS) procedures</i> and requirements prior to and during training</p> <p>2.4 <i>Techniques</i> are used to structure, pace and enhance learning</p> <p>2.5 <i>Communication skills</i> are used to provide information, instruct learners and demonstrate relevant work skills</p> <p>2.6 Opportunities for practice are provided during instruction and through work activities</p> <p>2.7 Feedback on learner performance is provided and discussed to support learning</p>
3. Check training performance	<p>3.1 <i>Measures</i> are used to ensure learners are acquiring and can use new technical/generic skills and knowledge</p> <p>3.2 Personal delivery style and performance in providing instruction and demonstration is <i>reviewed</i> and strategies for improvement are <i>reflected</i> upon</p> <p>3.3 Learner records are maintained, stored and secured in accordance with legal/organisational requirements</p>

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	questioning listening discussing information providing clear directions	2
Collecting analysing and organising information	gathering resources and information for training organising learning sequence and pace	2
Planning and organising activities	organising opportunities for practice planning learning activities	2
Working with others and in teams	working with others involved in the training working with learners to achieve outcomes	1
Using mathematical ideas and techniques	ensuring correct numbers of resources and materials are available	1
Solving problems	dealing with group conflict working with unreliable resources	1
Using technology	using computers to source information or store records using equipment for demonstration	1

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Information about learner characteristics may include:

- learning styles
- specific needs
- language, literacy and numeracy levels
- past learning and work experiences
- workplace culture

Safe learning environment may include:

- safe access
- exit requirements
- use of equipment
- personal protective equipment, if needed

Details may include:

- time of instruction/demonstration
- location
- who will be attending
- reason for instruction/demonstration
- outcomes of instruction/demonstration

Instruction and demonstration objectives may relate to:

- competencies to be achieved
- learning outcomes
- individual/group objectives
- generic and/or technical skills
- and may be:
- provided by the organisation
- developed by a colleague

Learning resources may be:

- Training Packages noted support materials, such as:
 - learner/user guides
 - trainer/facilitator guides
 - how to organise training guides
 - example training programs
 - specific case studies
 - professional development materials
 - assessment materials
- commercially available support materials for Training Packages/courses
- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes
- references and texts
- manuals
- record/log books
- learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
- learning resources produced in languages other than English as appropriate to learner group and workplace

Learning materials may include:

- handouts for learners
- worksheets
- workbooks
- prepared case studies
- prepared task sheets
- prepared activity sheets
- prepared topic/unit/subject information sheets
- prepared role-plays
- prepared presentations and overheads
- prepared scenarios, projects, assignments
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
- prepared research tasks

Interpersonal skills may include:

- engaging and motivating learners
- responding to learners appropriately and individually
- maintaining appropriate body language
- communicating clearly and effectively
- actively listening
- adjusting personal language to suit others' requirements

The learning program includes:

- competencies or other criteria to be achieved
- specific learning outcomes derived from the criteria for each chunk or segment of the learning program
- an overview of the content to be covered in each chunk/segment of the learning program
- learning resources, learning materials and activities for each chunk/segment of the learning program
- number and duration of training sessions/classes required and overall timelines
- delivery methods for each segment of the learning program
- OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment methods and tools to be used to collect evidence of competency, where assessment is required

The delivery plan is used by the trainer/facilitator to guide and manage delivery to a group and may include:

- individual/group learning objectives or outcomes for the segment of the learning program to be addressed
- number of learners and their specific support requirements
- content of sessions as specified in the session plans
- timelines/duration of activities within sessions
- learning resources, learning materials and learning activities to be used in sessions
- other resource requirements
- OHS considerations, including:
 - incident or hazard reporting
 - emergency procedures

Occupational health and safety (OHS) procedures may include:

- hazards and their means of control
- safety briefing
- incident reporting
- use of personal protective equipment
- safe working practices
- emergency procedures
- site-specific safety rules

Techniques to structure, pace and enhance learning may include:

- demonstrations
- explanations
- question and answer
- group/pair work
- case studies
- discovery activities
- problem solving
- providing opportunities to practise skills

Communication skills may include:

- providing explanations
- asking clear and probing questions
- using legible writing
- providing constructive feedback
- providing information coherently and clearly
- communicating with learners in the learning environment and training context

Measures to ensure learners are acquiring new skills and knowledge may include:

- questioning
- informal review or discussion
- learner surveys
- on-the-job observation
- peer coaching systems

Reviewing and reflecting on personal performance may include:

- peer assessment or feedback
- learner evaluations
- video recording of session
- critical questioning of personal performance
- discussions with other trainers/facilitators

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they can provide instruction and demonstration of work skills using resources and materials provided for training purposes.

The instruction/demonstration should be conducted using appropriate communication and interpersonal skills to enhance learning and build rapport and trust. The learning must be logically sequenced and paced in such a way as to ensure new skills/knowledge/competencies are achieved. The instruction/demonstration should engage the learner/s and a range of delivery techniques should be used.

Required knowledge includes:

- learner characteristics and needs
- content and requirements of the relevant learning program and/or delivery plan
- sources and availability of relevant learning resources and learning materials
- content of learning resources/learning materials
- training techniques which enhance learning and when to use them, e.g. using:
 - instruction and explanation
 - questioning
 - practice
 - written information
 - group/pair/team activities
 - individual activities
 - demonstration
- learning principles (introductory), for example:
 - learning and experience are connected for meaning
 - adults need to know why they are learning
 - adults can self-evaluate
 - adults learn in different ways
- different learning styles, (introductory), for example:
 - visual
 - audio
 - theoretical
 - activist
 - reflective
- OHS, for example:
 - roles and responsibilities of key personnel in learning environment
 - responsibilities of learners learning environment
 - relevant policies and procedures including hazard identification, risk assessment, reporting requirements, safe use of equipment and emergency procedures
 - hazard identification and risk controls for the specific learning environment

- organisational policies, systems of operation relevant to specific area of training, e.g. job roles, industrial relations requirements

Required skills and attributes include:

- verbal and non-verbal communication techniques, for example:
 - ask relevant and appropriate questions
 - provide explanations
 - organise and give demonstrations
 - use listening skills
 - provide information clearly
 - engage, motivate and connect with learners
 - provide constructive feedback
- implement OHS requirements, by acting and responding safely in order to:
 - identify hazards
 - conduct pre-start up checks if required
 - observe and interpret learner behaviour which may put people at risk
- time management, for example:
 - ensure all learning objectives are covered
 - pace learning
- reflection skills in order to:
 - identify areas for improvement
 - maintain personal skill development
- literacy skills to:
 - complete and maintain documentation
 - read and follow learning program/plan
 - read and analyse learner information
- skills to operate audio-visual and technical equipment
- interpersonal skills to:
 - maintain appropriate relationships
 - establish trust
 - use appropriate body language
 - maintain humour
 - demonstrate tolerance
 - manage a group
- observation skills to:
 - monitor learner acquisition of new skills/knowledge/competency requirements
 - assess learner communication and interaction skills with others
 - identify learner concerns
 - recognise learner readiness to take on new skills/tasks
- recognising and being sensitive to individual difference and diversity, for example:
 - being sensitive to and valuing culture
 - acting without bias/discrimination
 - responding to individuals with particular needs
 - recognising the importance of religion

Products that could be used as evidence include:

- video/observation of a demonstration/instruction
- learner evaluations
- peer evaluations

Processes that could be used as evidence include:

- what learning techniques were used and why
- how learning achievement was checked
- how practice opportunities were provided
- what resources were organised and why

Resource implications for assessment include:

- materials required for instruction/demonstration
- technology required for instruction/demonstration
- learning activities

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace whenever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- a minimum of three training sessions involving demonstrating and instructing of particular work skills for different groups. Each session must address different learning objectives, a range of techniques and effective communication skills appropriate to the audience

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package or any other Training Package. Suggested units include but are not limited to:
 - TAADEL403A Facilitate individual learning.

TAADES402A

Unit Descriptor

Design and develop learning programs

This unit specifies the competency required to conceptualise, design, develop and evaluate learning programs to meet an identified need for a group of learners, using appropriate criteria.

Criteria may include endorsed competency standards and other specifications such as organisational performance standards, product equipment specifications and workplace procedures.

Application of the Unit

Learning programs document a cohesive and integrated learning process for the learner. They include the learning outcomes or the learning objectives (derived from the competency standards or other criteria) and outline the content, sequence and structure of learning and the delivery and assessment method/s to be used.

- This unit addresses the skills and knowledge needed to identify the parameters of a learning program, determine the design, outline the content and review its effectiveness.
- The trainer/facilitator uses learning programs to develop more specific and detailed delivery plans which contextualise and individualise the learning for particular groups.
- A learning program can be discrete, providing a planned learning approach, relating to specific learning/training needs, or it may form part of the learning design for a qualification. In the latter context, the learning program represents a subset of a learning strategy, adding detail to specified content areas outlined within the learning strategy. For each learning strategy a number of learning programs would need to be developed to guide implementation.
- The competency requirements to develop a learning strategy are separately identified in *TAADES501A Design and develop learning strategies*.
- Competency standards must be used as the basis for determining the learning program content in a learning and assessment pathway which leads to a recognised vocational qualification or Statement/s of Attainment under the Australian Qualifications Framework (AQF).
- The competency of 'unpacking' and interpreting Training Packages is addressed separately in *TAADES401A Use Training Packages to meet client needs*.
- Where the learning program is designed to meet a general education need within vocational education and training or to meet specific organisational or business needs that do not lead to AQF certification, other criteria may form the basis for the learning outcomes.
- Throughout this unit the 'learner' refers to the individual in the group being trained in any vocational area, not the person undertaking this unit.
- The competency specified in this unit is typically required by trainers/facilitators, training coordinators, training consultants.

Unit Sector

No sector assigned

ELEMENT	PERFORMANCE CRITERIA
1. Define the parameters of the learning program in consultation with the client/s	<p>1.1 The purpose and focus of the learning program is clarified</p> <p>1.2 Competency standards or other relevant specifications on which to base the learning program are identified, accessed and confirmed</p> <p>1.3 Competency standards / other relevant specifications are read, analysed and interpreted to determine specific learning objectives / outcomes / goals, and language, literacy and numeracy requirements</p> <p>1.4 The scope and breadth of the learning program is discussed and interpreted</p> <p>1.5 The target group learners and their characteristics are identified and considered</p> <p>1.6 Other sources of information to support the learning program are identified and accessed</p> <p>1.7 The learning environment, operational resource requirements and safety implications are identified</p>
2. Generate options for designing the learning program	<p>2.1 Relevant learning strategy documentation is accessed and used to guide the learning program development, where appropriate</p> <p>2.2 The competency / educational profile and learning styles of the target group learners are investigated to inform the learning program design</p> <p>2.3 Research is conducted to identify existing learning programs and/or learning resources and learning materials which could be used and/or customised</p> <p>2.4 A range of options for the learning program content is generated in collaboration with other persons and based on research findings and application of learning principles</p> <p>2.5 Broad time frames, possible costs and logistics of the learning program are considered</p> <p>2.6 The information and ideas are evaluated and the most appropriate option/s selected</p>
3. Develop the learning program content	<p>3.1 The specific subject matter content is researched, developed and documented in accordance with agreed design option/s and based on application of learning principles</p> <p>3.2 Existing learning resources, learning materials are accessed and evaluated for content relevance and quality</p> <p>3.3 Selected learning resources, learning materials are customised, where appropriate, to suit the learning purposes and audience</p> <p>3.4 New, relevant and engaging learning activities and related learning materials are developed and documented, based on application of learning principles</p> <p>3.5 In a learning and assessment pathway, assessment requirements for the learning program are specified</p>

- | | |
|---|---|
| 4. Design the structure of the learning program | <p>4.1 The learning content is broken into manageable chunks / segments of learning and sequenced appropriately to enhance and support effective learning and to enable achievement of identified criteria</p> <p>4.2 The time frame for each segment is determined and the overall time frame is finalised</p> <p>4.3 The delivery strategies and assessment methods and tools are determined / confirmed</p> <p>4.4 Organisational requirements to implement the learning program are identified and documented</p> <p>4.5 The learning program is finalised and documented, outlining each part of the program</p> |
| 5. Review the learning program | <p>5.1 The learning program draft is reviewed in collaboration with key stakeholders using an appropriate evaluation tool</p> <p>5.2 The evaluation feedback is gathered, summarised and analysed to enhance the quality of the content</p> <p>5.3 The draft learning program is adjusted to reflect the review outcomes, where appropriate</p> <p>5.4 Final approval is obtained from appropriate personnel</p> <p>5.5 The learning program documentation is held in an accessible form and updated on a regular basis following implementation and feedback</p> |

KEY COMPETENCIES

Key Competency	Example of Application	Performance Level
Communicating ideas and information	writing clearly collaborating with stakeholders effectively	3
Collecting analysing and organising information	gathering information about the plan and participants organising learning in a useful and practical way	3
Planning and organising activities	organising learning resources and learning materials planning sessions in appropriate format and time limits	3
Working with others and in teams	communicating with stakeholders to get clear information and feedback collaborating to generate a range of ideas	3
Using mathematical ideas and techniques	calculating budgets and costs maintaining reasonable expenditures	2
Solving problems	altering the learning program as needed	2
Using technology	incorporating technology into the learning when appropriate using technology to communicate or to develop a program	3

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions. The specific aspects which require elaboration are identified by the use of italics in the Performance Criteria.

Purpose of the learning program may include:

- developing vocational competency / vocational skills
- developing generic skills
- developing language, literacy, numeracy
- developing general education
- fleshing out and adding content to part of a learning strategy
- achieving organisational change
- supporting organisational skill development
- for professional development purposes
- developing teams
- meeting new legislation, licensing or registration requirements
- meeting regulatory and occupational health and safety (OHS) requirements
- meeting funding body requirements

Focus of the learning program may be:

- a subset of a learning strategy
- a short course / vocational program
- a professional development program
- a community education program
- a workplace learning program
- part of a VET in Schools
- part of an apprenticeship / traineeship
- a short-term development plan developed by a coach
- a short-term induction

Other relevant specifications may include:

- curriculum specifications
- product specifications
- organisational work requirements/training needs
- induction needs
- language, literacy and numeracy development needs
- regulatory/licensing requirements

Scope and breadth may include:

- the number of competencies to be achieved
- the vocational or generic skills to be developed
- the subject or technical knowledge and/or theory to be learned
- the work activities to be encompassed
- the specific organisational learning needs to be addressed

Target group learners may include:

- existing industry/enterprise employees
- school leavers
- new entrants to the workforce
- Apprentices/trainees
- Individuals learning new skills/knowledge
- Individuals seeking to upgrade skills/knowledge
- individuals changing careers
- Unemployed
- learners who have a disability
- members of target groups such as Aboriginal and Torres Strait Islander communities
- overseas learners
- recent migrants
- individuals/groups meeting licensing or other regulatory requirements

Characteristics may include:

- level and breadth of work experience
- level and previous experiences of formal education
- skill/competency profile
- socio-economic background, age, gender, range of abilities (disabilities)
- cultural background and needs
- specific needs - physical or psychological
- motivation for learning
- language, literacy and numeracy needs of learners
- learning style and preferences

Sources of information may include:

- job descriptions
- employee records
- performance appraisals
- registration or enrolment information
- surveys
- publications from government agencies including OHS and regulatory authorities' supervisor reports
- industry bodies
- employment records
- company brochures and promotional materials

Learning environment may include:

- operational workplace
- simulated workplace
- meeting room/tutorial room
- college/school classroom
- online
- community setting
- home

Operational resource requirements may include:

- staffing needs
- guest speakers
- technical and support staff
- learning materials and learning resources
- equipment and technology

Learning strategy documentation includes:

- learning strategies developed for qualifications in Training Packages
- Training Package endorsed components

Competency/educational profile may include:

- previous qualifications
- highest level of qualification
- existing certified/uncertified competency
- human resource (HR) information
- job/work descriptions

Learning styles may include:

- Auditory
- visual
- kinaesthetic
- left/right brain
- global/analytical
- theoretical
- activist
- pragmatist
- reflective

Learning resources may include:

- Training Package noted support materials such as:
 - learner/user guides
 - trainer/facilitator guides
 - how to organise training guides
 - example training programs
 - specific case studies
 - professional development materials
 - assessment materials
- other published, commercially available support materials for Training Packages/courses
- organisational learning resources
- competency standards as a learning resource
- videos
- CDs and audio tapes
- references and texts
- manuals
- record/log books
- learning resources and learning materials developed under the Workplace English Language and Literacy (WELL) program
- learning resources produced in languages other than English as appropriate to target group learners and workplace

Learning materials may include:

- handouts for learners
- Worksheets
- Workbooks
- prepared case studies
- prepared task sheets
- prepared activity sheets
- prepared topic/unit/subject information sheets
- prepared role-plays
- prepared presentations and overheads
- prepared scenarios, projects, assignments
- materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
- prepared research tasks

Design options for the learning program content may include:

- following the design approach of the learning strategy
- organising the learning program around discrete unit/criteria requirements
- integrating units/criteria within the learning program
- focusing the content on knowledge and/or skill acquisition
- focusing the content on activities/experiences as the focus of learning
- listing existing learning activities, learning materials, learning resources that could be used in developing content
- considering the most appropriate delivery and/or assessment methods

Other persons may include:

- Colleagues
- trainers/facilitators
- Industry contacts
- Vendors
- HR personnel
- marketing personnel
- end users
- subject or technical specialists, including OHS
- language, literacy and numeracy specialists

Learning principles include:

- adults have a need to be self-directing
- adults have a range of life experience, so connecting learning to experience is meaningful
- adults have a need to know why they are learning something
- training needs to be learner-centred to engage learners
- the learning process needs to support increasing learner independence
- emphasis on experimental and participative learning
- use of modelling
- the learning process should reflect individual circumstances

Costs may include:

- venue hire
- technology and equipment
- purchase of Training Packages
- purchase of learning resources/learning materials and related costs
- photocopying of materials/documents
- use of training and/or assessment personnel
- use of consultants and other support personnel
- cost benefit analysis of learning program to the client

Logistics may include:

- when learning program is required / when to implement
- where learning program will be undertaken
- accessibility / availability of appropriate learning resources, learning materials and equipment needs to support the learning program
- communication / marketing needs
- availability of appropriate staff

Learning activities may include:

- discussions
- role-plays
- written activities
- case studies
- simulation
- audio or visual activities
- demonstrations
- practice, e.g. practicum or supervised teaching / facilitation
- individual activities / projects / assignments
- group activities / projects / assignments
- workplace practice
- research
- problem-based tasks
- 'thinking skills' exercises
- question and answer
- self-paced learning materials
- games

A learning and assessment pathway involves:

- a combination of planned and sequenced learning experiences and assessment opportunities which enable an individual to develop and achieve the defined criteria/learning outcomes

Assessment requirements may include:

- meeting the rules of evidence
- physical resource requirements
- specialist support (if required)
- reasonable adjustments to the assessment process
- assessment tools and methods
- formative assessment processes
- legislative requirements

Time frame for each segment may refer to:

- the number and duration of training sessions / classes / periods
- suggested learning time
- time for practice / work experience

Delivery strategies may include:

- the focus of delivery, for example:
 - groups of varying sizes
 - groups from single context / from multiple contexts
 - groups of similar educational / competency levels / groups with divergent educational / competency backgrounds
 - on individuals
- the context of delivery, for example:
 - in the workplace - work in situ
 - in a simulated work environments
 - in the training room / classroom
 - in specialist environments - e.g. laboratory / computer room
 - through the world wide web
 - at home
 - in a community setting
- the mode of delivery, for example:
 - face-to-face
 - technology-based electronic / computer-based / online / audiovisual
 - experiential
 - distance resource-based
 - blended
- delivery methods, for example:
 - lock step / learner-paced / mixed
 - interactive / participative / collaborative
 - trainer / facilitator-centred / learner-centred
 - time and place dependent/independent
 - demonstration
 - instruction
 - presentations
 - guided facilitation
 - guided activities / applications / experiences
 - tutoring
 - project-based
 - individual facilitation techniques - coaching / mentoring
 - blended delivery methods

Assessment methods may include:

- direct observation of real work/real time activities or work activities in a simulated work environment
- structured activities (e.g. simulation exercises, projects, demonstration, activity sheets)
- questioning (e.g. computer, oral, written questions)
- portfolios (collections of evidence compiled by the candidate)
- product review
- third party feedback

Assessment tools may include:

- templates / proformas
- a profile of acceptable performance and the decision making rules for the assessor
- oral or written questioning, including confirming, probing, reflective - interview, test, exam
- information and instructions to the candidate and/or assessor
- evidence / observation checklists
- checklists for the evaluation of work samples
- candidate self-assessment materials
- project-based activities
- workplace documents
- integrated competency assessment tool

Organisational requirements may include:

- specific location/s for delivery
- ensuring learning program reflects industry / workplace / organisational culture
- coordinating locations
- special equipment or technology needs
- scheduling requirements
- providing for specific needs of the learners
- investigating the learning environment to identify, assess and control OHS risks allowable time for training
- management expectations
- people to be involved
- reporting requirements
- access issues, e.g. to the work practice environment

The learning program includes:

- the competencies or other criteria to be achieved
- the specific learning outcomes derived from the criteria for each chunk or segment of the learning program
- an overview of the content to be covered in each chunk / segment of the learning program
- learning resources, learning materials and activities for each segment of the learning program
- number and duration of training sessions/classes required and overall timelines
- delivery methods for each chunk/segment of the learning program
- OHS issues to be addressed in delivery
- identification of assessment points to measure learner progress
- assessment modes and methods and tools to be used to collect evidence of competency, where assessment is required

Learning program draft is reviewed to ensure that:

- the focus and purpose of the learning program is clear and appropriate
- content and structure address all aspects of required competencies / other relevant criteria
- learning sequence provides effective and manageable blocks of learning
- activities are interesting, relevant and appropriate to outcomes and learner characteristics
- assessment points, methods and tools are appropriate and effective, where assessment is required
- equity needs are effectively addressed
- risk areas and contingencies are identified

Stakeholders may include:

- team leaders / supervisors / managers / employers
- participant / employee / learner
- technical and subject experts including language, literacy, numeracy and OHS specialists
- government regulatory bodies
- industry, union, employee representatives
- employer bodies
- training providers, human resource departments
- assessment and/or training partners
- trainers / facilitators / assessors

An evaluation tool may include:

- an open- or closed-ended questionnaire
- a mapping tool
- a checklist
- a focus group
- a structured interview

Appropriate personnel may include:

- program manager
- head of department
- senior teacher
- apprenticeship/traineeship supervisor
- training coordinator/manager
- HR manager

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment followed by identification of specific aspects of evidence that will need to be addressed in determining competency. The Evidence Guide is an integral part of the unit and should be read and interpreted in conjunction with the other components of competency.

Assessment must reflect the endorsed Assessment Guidelines of the TAA04 Training and Assessment Training Package.

To demonstrate competency against this unit candidates must be able to provide evidence that they can design a range of learning programs to meet different learner needs/learning contexts.

The learning programs provided as evidence must establish the learning context; identify learner and client needs; identify the competency standards or other relevant criteria which best reflect these needs; and be structured and sequenced to maximise learning.

The program must also be logical and innovative enough to engage the learner group; identify the delivery methods which enhance flexibility; and identify the resources needed for delivery.

The ability to map the learning program to the competency standards or other relevant criteria used must also be demonstrated to ensure all content and specifications of the standards or criteria are addressed in the learning program.

Required knowledge includes:

- Training Package/s and/or relevant competency standards to be used as the basis of the learning program
- other performance standards / criteria to be used as the basis of the learning program, where relevant
- the distinction and relationship between a Training Package / accredited courses, learning strategy and learning program, where linked
- different purposes and focus of learning programs
- a sound knowledge of learning principles, including:
 - training needs to be learner-centred
 - adults have a need to be self-directing and decide for themselves what they want to learn
 - adults have a range of life experience, so connecting learning to experience is meaningful
 - adults have a need to know why they are learning something
- an introductory knowledge of adult learning theory, including:
 - behavioural learning theory
 - cognitive learning theory
 - information processing theory
 - andragogy
- industry content / subject matter knowledge specific to the area/s of the learning program
- learners profile, learner target group characteristics
- learning styles that best suit the learner profile/target group, for example:
 - theorist
 - pragmatist
 - activist
 - reflector
 - kinaesthetic

- auditory
- visual
- instructional design principles relating to different design options for learning program design / structure
- availability and types of different relevant learning resources, learning materials and pre-developed learning activities
- how to develop and document new learning activities and related learning materials
- different delivery modes and delivery methods for example:
 - face-to-face
 - work-based
 - online
 - distance-resource-based
 - individual facilitation techniques
 - blended delivery
- different assessment methods
- how to prepare costings related to the development of the learning program
- relevant policies, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
 - copyright and privacy laws in terms of electronic technology
 - record keeping and security of information
 - plagiarism
 - competency standards
 - licensing requirements
 - OHS
 - industry / workplace requirements
 - duty of care under common law
 - anti-discrimination including equal opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards / enterprise agreements
- relevant OHS knowledge relating to the work role, and OHS considerations which need to be included in the learning program, including:
 - internal policies and procedures to meet OHS requirements
 - hazards commonly found in the work environment to which learning is related
- evaluation and feedback methods

Required skills and attributes include:

- communication skills, for example:
 - negotiation skills
 - ability to elicit information
 - questioning skills
 - listening skills
 - collaboration skills
- design skills to:
 - define the learning program structure and content
 - develop learning activities
 - design learning materials
- analysis skills to:
 - interpret information about learners' needs from enrolment forms and other documentation
 - interpret requirements of competency standards and workplaces, including language, literacy and numeracy
 - develop the learning program content
- organisational skills to:
 - ensure resources are available
 - manage other work
- time management skills to:
 - pace learning
 - structure learning
 - determine the time required for each learning segment and the overall timelines of the learning program
 - design and develop the learning program in an appropriate timeframe
- problem solving skills, to:
 - organise information and content so that it is meaningful, accurate and logical
 - negotiate with others for resources or budget
- cognitive skills to:
 - develop the learning program content
 - design the structure of the learning program
 - review the learning program
- literacy and language skills to:
 - use widely understood language and vocational education and training terminology
 - write clearly and in plain English
 - read and interpret a range of documentation including:
 - Training Packages
 - accredited courses
 - legislation
 - codes of practice
 - guidelines and regulations
 - organisational documentation
 - technical and subject matter documents
 - references and texts

Products that could be used as evidence include:

- documented learning program/s
- evaluations of learning program/s
- materials and processes used to develop learning program/s

Processes that could be used as evidence include:

- how competency standards and other documents were analysed
- why learning content was included
- how learning content was developed
- how learning was sequenced
- how activities were developed and what was their purpose
- how learning resources / learning materials were identified and gathered and why they were selected

Resource implications for assessment may include:

- access to relevant learning strategy/ies
- access to relevant Training Packages / competency standards
- access to content information / documentation and learning resources / learning materials needed to develop the learning program
- time to achieve the unit and meet the evidence requirements
- access to relevant persons

The collection of quality evidence requires that:

- assessment must address the scope of this unit and reflect all components of the unit i.e. the Elements, Performance Criteria, Range Statement, Evidence Requirements and Key Competencies
- a range of appropriate assessment methods/evidence gathering techniques is used to determine competency
- evidence must be gathered in the workplace wherever possible. Where no workplace is available, a simulated workplace must be provided
- the evidence collected must relate to a number of performances assessed at different points in time and in a learning and assessment pathway these must be separated by further learning and practice
- assessment meets the rules of evidence
- a judgement of competency should only be made when the assessor is confident that the required outcomes of the unit have been achieved and that consistent performance has been demonstrated

Specific evidence requirements must include:

- the preparation and development of a minimum of two learning programs. These must contain:
 - differentiated learning program designs to reflect particular needs, contexts and timelines
 - at least one learning program must be based on competency standards or accredited courses

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving relevant units in the TAA04 Training and Assessment Training Package. Suggested units include:
 - TAADES401A Use Training Packages to meet client needs
 - TAADEL401A Plan and organise group-based delivery
 - TAAASS403A Develop assessment tools.

TDTA3801A

Unit Descriptor

Control and order stock

This unit involves the skills and knowledge required to control and order stock for a workplace store in an enterprise/organisation in a transport, distribution, production, hospitality, retail or other relevant industry sector. It specifically covers maintaining stock levels and records, organising and administering stocktakes, identifying stock losses, processing stock orders, and following up orders.

This cross-industry unit is generically equivalent to the current unit THHGGA07A Control and order stock in the Hospitality Industry Training Package.

Unit Sector

Handling Cargo/Stock

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---------------------------------------|---|
| 1. Maintain stock levels and records | 1.1 Stock levels are monitored and maintained at levels prescribed by workplace specifications
1.2 Stock security systems are monitored and adjusted as required
1.3 Stock re-order cycles are maintained, monitored and adjusted as required
1.4 Colleagues are informed of their individual responsibilities in regard to recording of stock
1.5 Stock storage and movement records are maintained in accordance with workplace procedures
1.6 Stock performance is monitored and fast/slow moving items are identified and reported in accordance with workplace procedures |
| 2. Organise and administer stocktakes | 2.1 Stocktakes are organised at the appropriate time and responsibilities allocated to staff
2.2 Accurate reports on stocktake data are produced within designated timelines |
| 3. Identify stock losses | 3.1 Losses are accurately identified, recorded and assessed against potential loss as forecast on a regular basis
3.2 Identified losses are reported in accordance with workplace procedures
3.3 Avoidable losses are identified and reasons are established and appropriate solutions are recommended and implemented to prevent future avoidable losses |
| 4. Process stock orders | 4.1 Orders for stock are accurately processed in accordance with workplace procedures
4.2 Stock ordering and recording systems are accurately maintained
4.3 Purchase and supply agreements are correctly used and appropriate details recorded
4.4 Negotiated purchase and supply agreements are recorded accurately and filed for retrieval |

- | | |
|---------------------------|---|
| 5. Follow up orders | 5.1 Delivery process is monitored to meet agreed deadlines
5.2 Appropriate liaison is undertaken with colleagues and suppliers to ensure continuity of supply
5.3 Routine supply problems are followed up or referred to the appropriate person in accordance with workplace policy
5.4 Stock is distributed in accordance with agreed allocations |
| 6. Complete documentation | 6.1 All required records and documentation are completed in accordance with workplace procedures |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

General context

- Work must be must be carried out in compliance with the relevant codes of practice, regulations and workplace procedures for the control and ordering of stock in a workplace store
- Work is performed under general supervision, with some accountability and responsibility for self and others in achieving the prescribed outcomes
- Work involves the application of routine principles and procedures to efficiently control and order stock in a workplace store

Worksite environment

- This unit may apply to any workplace store in an enterprise/organisation in a transport, distribution, production, hospitality, retail or other relevant industry sector (excluding work areas and organisations involving major and/or dedicated warehousing operations)
- Suppliers may be internal or external
- Requirements for work may include:
 - workplace protocols and procedures
 - communications equipment
 - workplace operations manuals
 - relevant regulations, authorities and permits
 - hours of operation
 - relevant record keeping requirements
 - workplace quality and customer service standards
- Stock control and record systems may be:
 - manual
 - computerised
- Stock may include but is not limited to:
 - production materials
 - packaging materials
 - equipment and tools
 - office and stationery supplies
 - forms, brochures and documents
 - vouchers and tickets
 - merchandise for sale
 - linen
 - food and beverage supplies
- Consultative processes may involve:
 - suppliers, representatives and drivers
 - relevant authorities
 - other employees and supervisors
 - management
 - other professional or technical staff
- Communications systems may involve:
 - telephone
 - fax
 - email
 - electronic data transfer of information
 - mail
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
 - company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Personal protection equipment may include but is not limited to:
 - gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - high visibility clothing

Sources of information/
documents

- Documentation/records may include:
 - workplace protocols and procedures
 - workplace specifications for the stock concerned
 - relevant regulations
 - supplier instructions
 - operations manuals
 - documentation including order forms, standard letters, etc.
 - induction documentation
 - delivery options
 - relevant Australian and international standards, criteria and certification requirements
 - communications technology equipment, oral, aural or signed communications
 - quality assurance procedures
 - emergency procedures
 - relevant competency standards and training materials

Applicable regulations and
legislation

- Applicable procedures and codes may include:
 - relevant regulations and codes of practice for receipt and storage of stock concerned
 - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian and International Explosives Codes
 - Australian and international standards and certification requirements
 - relevant State/Territory OHS legislation
 - relevant State/Territory environmental protection legislation

EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
 - maintain continuous stock levels
 - organise and administer stocktakes
 - identify stock losses
 - process stock orders
 - follow up orders
 - liaise effectively with colleagues and supervisors
 - address safety and security issues
 - apply relevant OHS and environmental regulations and procedures
 - use appropriate personal protective equipment
 - locate, interpret and apply relevant information
 - maintain required workplace records and documentation

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a worker's job role or function

Required knowledge and skills

- Relevant codes of practice and legislative requirements (for example dangerous goods regulations, health and hygiene regulations, etc.)
- Relevant OHS and environmental procedures and regulations
- Principles and procedures related to the control and ordering of stock, including:
 - principles of stock control
 - procedures for the ordering of stock
 - common examples of stock control documentation and systems used in workplace stores
 - interpretation of workplace specifications and orders for supplies
 - stock security systems
 - basic knowledge of relevant stock.
 - protocols and procedures for liaising with supplier representatives, drivers and colleagues using appropriate technology
 - systems for the completion of relevant records/documentation
- Contacts and sources of information/documentation needed when controlling and ordering stock
- Site layout
- The purpose and procedures for the use of relevant personal protection equipment
- Customer service policies and procedures
- Ability to read and interpret instructions, procedures and labels relevant to the controlling and ordering of stock
- Ability to select and use relevant communications/computing equipment when controlling and ordering stock
- Ability to select and use relevant personal protection equipment

Resource implications

- Access is required to opportunities to:
 - participate in a range of exercises, case studies and other real or simulated practical and knowledge assessments that demonstrate the skills and knowledge to control and order stock in a workplace store, and/or
 - control and order stock in a workplace store in an appropriate range of operational contexts involving relevant equipment, stock requirements, documentation, work instructions and deadlines

Consistency in performance

- Applies underpinning knowledge and skills when:
 - maintaining stock levels and records
 - organising and administering stocktakes
 - identifying stock losses
 - processing and following up stock orders
 - liaising effectively with supplier representatives, drivers and colleagues
 - addressing safety and security issues
 - applying relevant OHS and environmental regulations and procedures
 - using appropriate personal protective equipment
 - locating, interpreting and applying relevant information
- Shows evidence of application of relevant workplace procedures including:
 - relevant codes of practice and legislative requirements
 - workplace procedures and instructions (including security and housekeeping procedures)
 - issue resolution procedures
 - standards and guidelines relating to materials and equipment
 - OHS policies and procedures
 - environmental protection procedures
- Action is taken promptly to report and/or rectify any identified operational problems in accordance with relevant regulations and workplace procedures
- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Work is completed systematically with required attention to detail

Context for assessment

- Assessment of this unit must be undertaken by a Registered Training Organisation:
 - As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
 - Appropriate practical assessment must occur:
 - at the Registered Training Organisation, and/or
 - in an appropriate work situation

TDTA3901A

Unit Descriptor

Receive and store stock

This unit involves the skills and knowledge required to receive and store stock for a workplace store in an enterprise/organisation in a transport, distribution, production, hospitality, retail or other relevant industry sector. It specifically covers taking delivery of stock, storing the received stock, and rotating and maintaining stock in accordance with relevant regulatory and workplace procedures.

This cross-industry unit is generically equivalent to the current unit THHGGA06A Receive and store stock in the Hospitality Industry Training Package.

Unit Sector

Handling Cargo/Stock

ELEMENT	PERFORMANCE CRITERIA
1. Take delivery of stock	1.1 Incoming stock is accurately checked against orders and delivery documentation in accordance with workplace procedures 1.2 Variations are accurately identified, recorded and communicated to the appropriate person 1.3 Items are inspected for damage, quality, use-by dates, breakages or discrepancies, and records are made in accordance with workplace policy
2. Store stock	2.1 All stock is promptly and safely transported to appropriate storage area without damage 2.2 Stock is stored in the appropriate location within the area and in accordance with workplace security procedures 2.3 Appropriate personal protection equipment is correctly used during receipt and storage operations 2.4 Stock levels are accurately recorded in accordance with workplace procedures 2.5 Stock is labelled in accordance with workplace procedures
3. Rotate and maintain stock	3.1 Stock is rotated, where required, in accordance with workplace policy 3.2 Stock is moved using appropriate equipment, if necessary, in accordance with OHS requirements, relevant regulations and workplace procedures 3.3 Quality of stock is checked and reported 3.4 Appropriate action is taken where the quality of the stock is found to be outside specified standards 3.5 Stock is placed in storage or disposed of in accordance with workplace policy
4. Complete documentation	4.1 All required records and documentation are completed in accordance with workplace procedures

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

General context

- Work must be must be carried out in compliance with the relevant codes of practice, regulations and workplace procedures for the receipt and storage of stock in a workplace store
- Work is performed under general supervision, with some accountability and responsibility for self and others in achieving the prescribed outcomes
- Work involves the application of routine principles and procedures to safely and efficiently receive and store stock in a workplace store

Worksite environment

- This unit may apply to any workplace store in an enterprise/organisation in a transport, distribution, production, hospitality, retail or other relevant industry sector (excluding work areas and organisations involving major and/or dedicated warehousing operations)
- Suppliers may be internal or external
- Requirements for work may include:
 - workplace protocols and procedures
 - communications equipment
 - workplace operations manuals
 - relevant regulations, authorities and permits
 - hours of operation
 - relevant record keeping requirements
 - workplace quality and customer service standards
- Stock control and record systems may be:
 - manual
 - computerised
- Stock may include but is not limited to:
 - production materials
 - packaging materials
 - equipment and tools
 - office and stationery supplies
 - forms, brochures and documents
 - vouchers and tickets
 - merchandise for sale
 - linen
 - food and beverage supplies
- Consultative processes may involve:
 - suppliers, representatives and drivers
 - relevant authorities
 - other employees and supervisors
 - management
 - other professional or technical staff
- Communications systems may involve:
 - telephone
 - fax
 - email
 - electronic data transfer of information
 - mail
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
 - company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Personal protection equipment may include but is not limited to:
 - gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - high visibility clothing

Sources of information/
documents

- Documentation/records may include:
 - workplace protocols and procedures
 - workplace specifications for the stock concerned
 - relevant regulations
 - supplier instructions
 - operations manuals
 - documentation including order forms, standard letters, etc.
 - induction documentation
 - delivery options
 - relevant Australian and international standards, criteria and certification requirements
 - communications technology equipment, oral, aural or signed communications
 - quality assurance procedures
 - emergency procedures
 - relevant competency standards and training materials

Applicable regulations and
legislation

- Applicable procedures and codes may include:
 - relevant regulations and codes of practice for receipt and storage of stock concerned
 - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian and International Explosives Codes
 - Australian and international standards and certification requirements
 - relevant State/Territory OHS legislation
 - relevant State/Territory environmental protection legislation

EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
 - efficiently and safely receive and store stock in the appropriate industry context, including:
 - taking delivery of stock
 - storing stock
 - rotating and maintaining stock
 - liaise effectively with supplier representatives, drivers and colleagues
 - appropriately address safety and security issues when receiving and storing stock
 - apply relevant OHS and environmental regulations and procedures
 - correctly use appropriate personal protective equipment
 - communicate effectively both orally and in writing when receiving and storing stock
 - locate, interpret and apply relevant information
 - maintain workplace records and documentation

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a worker's job role or function

Required knowledge and skills

- Relevant codes of practice and legislative requirements (for example dangerous goods regulations, health and hygiene regulations, etc.)
- Relevant OHS and environmental procedures and regulations
- Principles and procedures related to the receiving and storage of stock, including:
 - principles of stock control
 - common examples of stock control documentation and systems used in workplace stores
 - interpretation of workplace specifications and orders for supplies
 - stock security systems
 - safe lifting and handling procedures
 - basic knowledge of relevant stock
 - protocols and procedures for liaising with supplier representatives, drivers and colleagues using appropriate technology
 - completion of relevant records/documentation
- Contacts and sources of information/documentation needed when receiving and storing stock
- Site layout
- The purpose and procedures for the use of relevant personal protection equipment
- Customer service policies and procedures
- Ability to read and interpret instructions, procedures and labels relevant to receiving and storing stock
- Ability to select and use relevant communications/computing equipment when receiving and storing stock
- Ability to select and use relevant personal protection equipment

Resource implications

- Access is required to opportunities to:
 - participate in a range of exercises, case studies and other real or simulated practical and knowledge assessments that demonstrate the skills and knowledge to organise the international transport of freight, and/or
 - organise the international transport of freight in an appropriate range of operational transport and distribution contexts involving relevant equipment, job orders, work instructions and deadlines

Consistency in performance

- Applies underpinning knowledge and skills when:
 - receiving and storing stock
 - liaising effectively with supplier representatives, drivers and colleagues
 - addressing safety and security issues
 - applying relevant OHS and environmental regulations and procedures
 - using appropriate personal protective equipment
 - locating, interpreting and applying relevant information
 - maintaining workplace records and documentation
- Shows evidence of application of relevant workplace procedures including:
 - relevant codes of practice and legislative requirements
 - workplace procedures and instructions (including security and housekeeping procedures)
 - issue resolution procedures
 - standards and guidelines related to vehicles and equipment
 - OHS policies and procedures
 - environmental protection procedures
- Action is taken promptly to report and/or rectify any identified operational problems in accordance with relevant regulations and workplace procedures
- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Work is completed systematically with required attention to detail

Context for assessment

- Assessment of this unit must be undertaken by a Registered Training Organisation:
 - As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
 - Appropriate practical assessment must occur:
 - by the Registered Training Organisation in a workplace-simulated facility with relevant equipment, simulated job orders, work instructions and deadlines, and/or
 - in an appropriate work situation

TDTD497B**Unit Descriptor****Load and unload goods/cargo**

This unit involves the skills and knowledge required to load and unload goods and cargo, including loading and unloading goods, securing and protecting the load and completing all required documentation.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory regulations and codes concerning the loading and unloading of cargo, including mass and loading regulations and regulations dealing with oversize and overmass permits.

Unit Sector

Load Handling

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------|--|
| 1. Load and unload goods/cargo | 1.1 Load characteristics are identified and taken into account when determining appropriate loading and unloading procedures
1.2 Dangerous or hazardous goods are identified and handled in accordance with the Australian Dangerous Goods (ADG) Code and other relevant regulations/permit requirements
1.3 Load is packed/unpacked to make safe and effective use of available spaces
1.4 Goods/cargo are loaded in accordance with relevant mass and loading regulations and workplace procedures
1.5 Lifting aids and appliances are selected and used to aid loading procedures in compliance with workplace procedures and safety legislation
1.6 Unloading activities are conducted in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and the balance of the remaining load
1.7 Goods requiring special handling and/or documentation are identified and appropriate procedures followed
1.8 Relocated material is restacked appropriate for the transport method, safe height, weight loading, size and crushability of the goods |
| 2. Secure and protect load | 2.1 The distribution of the load is checked to ensure that it is even, legal and within safe working capacity
2.2 Load is checked to ensure that dangerous goods and hazardous substances are appropriately segregated in accordance with the ADG Code
2.3 Load is secured using the correct load restraint and protection equipment for different loads, carrying and storage conditions
2.4 The load is protected in accordance with legal and workplace safety requirements |

3. Complete documentation
- 3.1 The load is inspected and checked for security to travel in accordance with relevant regulations/permit requirements and the ADG Code where applicable
 - 3.2 All required documentation for the goods is completed in accordance with workplace requirements including the ADG Code where applicable

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	1
Collecting analysing and organising information	1
Planning and organising activities	2
Working with others and in teams	1
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

General context

- Work must be carried out in compliance with the relevant regulations/permit requirements including those of the relevant State/Territory roads and traffic authority concerning the loading of goods/cargo
- Work is performed under some supervision generally within a team environment
- Work involves the application of the basic principles, routine procedures and regulatory/permit requirements to the loading and unloading of goods/cargo

Worksite environment

- Operations may be conducted in a range of work environments by day or night
- Customers may be internal or external
- Workplaces may comprise large, medium or small worksites
- Work may be conducted in:
 - restricted spaces
 - exposed conditions
 - controlled or open environments
- Goods/cargo to be loaded or unloaded may require special precautions
- Loads to be shifted may be:
 - irregularly shaped
 - packaged or unpackaged
 - labelled or unlabelled
 - palletted or unpalletted
- Hazards in the work area may include exposure to:
 - chemicals
 - dangerous or hazardous substances
 - movements of equipment, goods and materials
- Personnel in the work area may include:
 - workplace personnel
 - site visitors
 - contractors
 - official representatives
- Communication in the work area may include:
 - phone
 - electronic data interchange
 - fax
 - e-mail
 - Internet
 - radio
 - oral, aural or signed communications
- Loading operations may be carried out both manually and with the aid of lifting equipment and/or appliances
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
 - company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Personal protection equipment may include:
 - gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - high visibility clothing

Sources of information/ documents

- Information/documents may include:
 - goods identification numbers and codes, including ADG and IMDG markings and HAZCHEM signs
 - manifests, bar codes, goods and container identification
 - manufacturer's specifications for equipment/tools
 - workplace procedures and policies for the loading and unloading of goods/cargo
 - ADG Code and associated regulations
 - supplier and/or client instructions
 - material safety data sheets
 - EPGs and Initial Response Guide (HB76:1998 or equivalent)
 - codes of practice including the National Standards for Manual Handling and the Industry Safety Code
 - award, enterprise bargaining agreement, other industrial arrangements
 - relevant Australian standards and certification requirements
 - quality assurance procedures
 - emergency procedures
 - Load Restraint Guide

Applicable regulations and legislation

- Applicable regulations and legislation may include
 - relevant Australian standards and regulations including State/Territory mass and loading regulations
 - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA's 'Dangerous Goods by Air' regulations
 - Australian and International Explosives Codes
 - relevant State/Territory environmental protection legislation
 - relevant State/Territory OHS legislation

EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
 - identify load characteristics, dangerous or hazardous goods, loading equipment and related practices and take appropriate action
 - identify class and subsidiary risk labels for dangerous goods and take appropriate action
 - follow ADG Code where applicable
 - safely load and unload goods following workplace procedures
 - distribute and secure load for safe transport in accordance with regulations
 - locate, interpret and apply relevant information
 - provide customer/client service and work effectively with others
 - convey information in written and oral form when loading/unloading
 - maintain workplace loading/unloading records
 - select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a worker's job function

Required knowledge and skills

- Relevant Australian standards and regulations including State/Territory mass and loading regulations
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
- OHS and procedures and guidelines concerning the lifting and movement of loads
- Risks when loading and unloading goods/cargo and related precautions to control the risk
- Workplace procedures and policies for the loading and unloading of goods/cargo
- Housekeeping standards procedures required in the workplace
- Methods of securing a load
- Site layout and obstacles
- Ability to identify and correctly use equipment required to load and unload goods/cargo
- Ability to modify activities depending on differing workplace contexts, risk situations and environments
- Ability to read and comprehend simple statements in English
- Ability to identify containers and goods coding, ADG and IMDG markings and, where applicable, emergency information panels and take appropriate action
- Ability to estimate the size shape and special requirements of loads and take appropriate action
- Ability to safely use manual handling techniques and to operate manually-operated load shifting equipment

Resource implications

- Access is required to opportunities to:
 - participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to load and unload goods/cargo, and/or
 - load and unload goods/cargo in an appropriate range of operational situations

Consistency in performance

- Applies underpinning knowledge and skills when:
 - identifying load characteristics, dangerous or hazardous goods, loading equipment and related practices and taking appropriate action
 - identifying class and subsidiary risk labels for dangerous goods and taking appropriate action
 - following ADG Code where applicable
 - safely loading and unloading goods following workplace procedures
 - distributing and securing load for safe transport in accordance with regulations
 - locating, interpreting and applying relevant information
 - providing customer/client service and work effectively with others
 - conveying information in written and oral form when loading/unloading
 - maintaining workplace loading/unloading records
 - selecting and using appropriate workplace colloquial and technical language and communication technologies in the workplace context
- Shows evidence of application of relevant workplace procedures including:
 - mass and loading regulations and procedures
 - Dangerous Goods Code and associated regulations
 - OHS regulations and hazard prevention policies and procedures
 - workplace procedures and work instructions concerning the loading and unloading of goods/cargo
 - relevant guidelines related to the use of loading/unloading equipment
 - housekeeping procedures
 - environmental protection procedures when shifting materials
- Action is taken promptly to report any accidents, incidents or potential difficulties/hazards in loading and unloading goods/cargo in accordance with regulations and workplace procedures
- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Work is completed systematically with required attention to detail without damage to goods, equipment or personnel

Context for assessment

- Assessment of this unit must be undertaken by a Registered Training Organisation:
 - As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
 - Appropriate practical assessment must occur:
 - at the Registered Training Organisation, and/or
 - in an appropriate work situation

TDTJ398B

Unit Descriptor

Apply grain protection measures

This unit involves the skills and knowledge required to apply grain protection procedures within grain storage facilities in accordance with workplace procedures including identifying required pest control measures, preparing for application of pest control measures, monitoring application of pest control measures, ventilating fumigated storages, and maintaining records in accordance with workplace requirements.

Grain protection measures must be carried out in accordance with the relevant Commonwealth, State or Territory legislation and regulations pertaining to the use of fumigants and pest control chemicals and agents.

Unit Sector

Quality

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Prepare for application of pest control measures | 1.1 Legal and workplace requirements for fumigation are followed in accordance with work order
1.2 Fumigation/spray application requirements are followed using silo and grain storage information in accordance with manufacturer's instructions
1.3 Written records are confirmed by site measurements and observations
1.4 Access and site specific safety requirements to meet legislation and workplace instructions are determined
1.5 Equipment is checked for conformance to workplace requirements and manufacturer's specifications
1.6 Where applicable, storage is checked for gas-proofing in accordance with manufacturer's and workplace instructions prior to fumigation |
| 2. Apply pest control measures | 2.1 Personal protective equipment and engineering controls are used as instructed
2.2 Fumigant and spray applications are applied in accordance with manufacturer's and workplace instructions
2.3 Warning signs are placed in accordance with legislative and workplace requirements
2.4 Application is monitored to ensure effectiveness of operation
2.5 Empty fumigant containers are returned to the manufacturer, retailer or disposed of in accordance with legislative and workplace requirements
2.6 Baits are prepared in accordance with legislation and manufacturer's instructions
2.7 Baits are placed in accordance with site requirements and manufacturer's instructions |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

General context

- Work must be carried out in accordance with regulations and workplace requirements relevant to grain storage operations
- Work is performed under some supervision, generally within a team/group environment
- Work involves the application of regulatory requirements and workplace procedures when applying grain protection measures as part of grain storage operations in the transport, warehousing, distribution and/or storage industries

Worksite environment

- Work may be conducted in a range of work environments by day or night
- Customers may be internal or external
- Workplaces may comprise large, medium or small worksites
- Workplace environment may include movement of equipment, goods, products, materials and vehicular traffic
- Work is carried out in accordance with required OHS procedures and hazard control strategies, including the use of personal protection equipment and manufacturers' instructions and labels for the use of fumigants and pest control chemicals
- Pest control activities may include:
 - spraying
 - baiting
 - use of controlled fumigants
- Fumigation inert gas may be for the purposes of treating identified pests or for meeting grain quality standards
- Pest control agents must be used in accordance with relevant Commonwealth, State or Territory legislation
- Hazards in the work area may include exposure to:
 - chemicals and pesticides
 - dangerous or hazardous substances
 - stationary and moving equipment, parts and materials
 - noise, light, energy sources
 - electrical equipment
 - humidity, air temperature, radiant heat
 - debris on floor
 - faulty equipment
- Personal protection equipment may include:
 - gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - protective clothing
 - respirators and fume/dust masks
 - high visibility clothing
- Requirements for work may include:
 - site restrictions and procedures
 - licensing requirements
 - use of safety and personal protection equipment
 - communications/recording equipment
 - authorities and permits
 - emergency procedures
- Communication in the work area may include:
 - phone
 - fax
 - e-mail/Internet
 - electronic data interchange (EDI)
 - RF systems
 - oral, aural or signed communications
- Consultative processes may involve:

- workplace personnel
- supervisors and managers
- existing and potential customers/clients
- manufacturers of pesticides
- suppliers and contractors
- union representatives
- industrial relations and OHS specialists
- maintenance, professional or technical staff
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
 - company procedures
 - workplace procedures
 - organisational procedures
 - established or standard procedures

Sources of information/ documents

- Information/documents may include:
 - operations manuals, job specifications and procedures
 - induction documentation
 - competency standards and training materials
 - manufacturer's specifications, labels and instructions for fumigants, chemicals and equipment
 - material safety data sheets
 - workplace operating procedures and policies
 - supplier and/or client instructions
 - Australian and international standards, criteria and certification requirements
 - codes of practice including the National Standards for Manual Handling and the Industry Safety Code
 - relevant regulations including the ADG Code
 - award, workplace bargaining agreement, other industrial arrangements
 - OHS procedures
 - quality assurance procedures
 - emergency procedures

Applicable regulations and legislation

- Applicable regulations and legislation may include:
 - relevant codes and regulations pertaining to grain storage
 - legislation regarding the use of fumigants/poisons
 - ADG Code and regulations pertaining to the storage and handling of dangerous and hazardous goods
 - relevant State/Territory OHS legislation
 - relevant State/Territory environmental protection legislation
 - relevant Australian and international standards and certification requirements
 - workplace relations regulations including Equal Opportunity, Equal Employment Opportunity and Affirmative Action Legislation
 - workers compensation regulations

EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
 - follow pest control application procedures and measures
 - receive, store, transport and use chemicals
 - operate pest control and chemical detection equipment
 - follow legislative requirements for using chemical pest control agents
 - select appropriate equipment
 - use correct handling techniques
 - use appropriate communication strategies and equipment
 - locate, interpret and apply relevant information
 - maintain workplace records and documentation

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a worker's job function

Required knowledge and skills

- Regulations relevant to the application of grain protection measures in grain storage facilities
- Relevant OHS and environmental protection procedures and guidelines
- Workplace procedures and policies for the application of grain protection measures
- Problems that may occur when applying grain protection measures and appropriate action that can be taken to resolve the problems
- Equipment applications, capacities, configurations, safety hazards and control mechanisms
- Identifying characteristics of commodity types, varieties and grades
- Emergency response procedures
- Storage and safe handling procedures for fumigants, chemicals and other grain protection materials
- Procedures for environmental control and disposal activities
- Site layout and obstacles
- Ability to set up and maintain grain protection equipment
- Ability to identify, select and efficiently and effectively use equipment needed when applying grain protection measures
- Ability to plan own work including predicting consequences and identifying improvements
- Ability to read and interpret instructions, procedures and labels relevant to the application of grain protection measures
- Ability to use required personal protective clothing and equipment conforming to industry and OHS standards
- Ability to identify pests that infest grain in grain storage facilities

Resource implications

- Access is required to opportunities to:
 - participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to apply grain protection measures in a grain storage facility, and/or
 - apply grain protection measures in an appropriate grain storage facility

Consistency in performance

- Applies underpinning knowledge and skills when:
 - following pest control application procedures and measures
 - receiving, storing, transporting and using chemicals
 - operating pest control and chemical detection equipment
 - following legislative requirements for using chemical pest control agents
 - selecting appropriate equipment
 - using correct handling techniques
 - using appropriate communication strategies and equipment
 - locating, interpreting and applying relevant information
 - maintaining workplace records and documentation
- Shows evidence of application of relevant workplace procedures including:
 - relevant codes of practice and regulations, including ADG Code
 - OHS regulations and hazard prevention policies and procedures
 - workplace procedures and instructions for applying grain protection measures (including housekeeping, security and emergency procedures)
 - manufacturer's instructions for the use of pesticides and equipment
 - procedures for the use of personal protection equipment
 - issue resolution procedures
 - customer service and quality assurance procedures and policies
 - waste minimisation and environmental protection procedures
- Action is taken promptly to report any accidents, incidents or difficulties in application of grain protection measures in accordance with OHS and regulatory requirements and workplace procedures
- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- Work is completed systematically with required attention to detail without damage to goods, equipment or personnel

Context for assessment

- Assessment of this unit must be undertaken by a Registered Training Organisation:
 - As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
 - Appropriate practical assessment must occur:
 - at the Registered Training Organisation, and/or
 - in an appropriate work situation

TDTJ498B**Unit Descriptor****Implement grain monitoring measures**

This unit involves the skills and knowledge required to implement grain monitoring measures within grain storage facilities in accordance with workplace procedures, including installing and checking grain quality control equipment, and monitoring the quality of stored commodities in accordance with workplace requirements.

Unit Sector

Quality

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Install grain quality control equipment | 1.1 Procedures for maintaining the quality of stored grain are identified from work plans and considering climatic conditions, types of storage and general environment
1.2 Aeration equipment (where required) is installed to workplace and site requirements to maintain appropriate grain temperature and moisture content
1.3 Inspection/sampling equipment and procedures are confirmed and implemented in accordance with workplace procedures
1.4 Equipment is checked to ensure correct set-up and operation
1.5 Equipment is maintained in accordance with workplace requirements and manufacturer's instructions
1.6 Rectification of faults in equipment is undertaken in accordance with workplace procedures |
| 2. Monitor the quality of stored commodities | 2.1 Stored commodities and associated facilities are inspected for signs of damage or potential for damage
2.2 Required repairs to facilities are reported to appropriate personnel for action
2.3 Monitoring for pest infestations and climatic contamination/damage to grain is regularly completed in accordance with workplace sampling/inspection procedures
2.4 Results of sampling/inspections are recorded and reported in accordance with workplace procedures
2.5 Follow-up action to protect grain quality is undertaken in accordance with workplace procedures |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	1
Collecting analysing and organising information	2
Planning and organising activities	2
Working with others and in teams	1
Using mathematical ideas and techniques	1
Solving problems	2
Using technology	2

RANGE STATEMENT

General context

- Work must be carried out in accordance with regulations and workplace requirements relevant to grain storage operations
- Work is performed under some supervision, generally within a team/group environment
- Work involves the application of regulatory requirements and workplace procedures when implementing grain monitoring measures as part of grain storage operations in the transport, warehousing, distribution and/or storage industries

Worksite environment

- Work may be conducted in a range of work environments by day or night
- Customers may be internal or external
- Workplaces may comprise large, medium or small worksites
- Workplace environment may include movement of equipment, goods, products, materials and vehicular traffic
- Inspection/sampling processes may include:
 - turning
 - visual inspection
 - hand sampling
 - grain sieves
 - robes and spears
 - trapping
- Problems identified in commodities and facilities may include:
 - presence of water or water damage
 - presence and activity of pests
 - dead vertebrate pests in stored grain
 - damage or deterioration of storage facility
 - storm damage
 - inappropriate grain temperature and moisture levels
- Types of storage and environment may include:
 - permanent and/or temporary storage
 - fixed and/or portable commodity handling equipment
 - site buildings
 - haulage vehicles
 - rail loops
 - walkways and access points in buildings and facilities
 - site surroundings
- Grain aeration involves the set-up, maintenance, operational control and dismantling of equipment
- Hazards in the work area may include exposure to:
 - chemicals and pesticides
 - dangerous or hazardous substances
 - stationary and moving equipment, parts and materials
 - noise, light, energy sources
 - electrical equipment
 - humidity, air temperature, radiant heat
 - debris on floor
 - faulty equipment
- Personal protection equipment may include:
 - gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - protective clothing
 - respirators and fume/dust masks
 - high visibility clothing
- Requirements for work may include:
 - site restrictions and procedures
 - licensing requirements

- use of safety and personal protection equipment
- communications/recording equipment
- authorities and permits
- emergency procedures
- Communication in the work area may include:
 - phone
 - fax
 - e-mail/Internet
 - electronic data interchange (EDI)
 - RF systems
 - oral, aural or signed communications
- Consultative processes may involve:
 - workplace personnel
 - supervisors and managers
 - existing and potential customers/clients
 - manufacturers of pesticides
 - suppliers and contractors
 - union representatives
 - industrial relations and OHS specialists
 - maintenance, professional or technical staff
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
 - company procedures
 - workplace procedures
 - organisational procedures
 - established or standard procedures

Sources of information/
documents

- Information/documents may include:
 - operations manuals, job specifications and procedures
 - induction documentation
 - competency standards and training materials
 - manufacturer's specifications and instructions
 - material safety data sheets
 - workplace operating procedures and policies
 - supplier and/or client instructions
 - Australian and international standards, criteria and certification requirements
 - codes of practice including the National Standards for Manual Handling and the Industry Safety Code
 - relevant regulations including the ADG Code
 - award, workplace bargaining agreement, other industrial arrangements
 - OHS procedures
 - quality assurance procedures
 - emergency procedures

Applicable regulations and legislation

- Applicable regulations and legislation may include:
 - relevant codes and regulations pertaining to grain storage
 - legislation regarding the use of fumigants/poisons
 - ADG Code and regulations pertaining to the storage and handling of dangerous and hazardous goods
 - relevant State/Territory OHS legislation
 - relevant State/Territory environmental protection legislation
 - relevant Australian and international standards and certification requirements
 - workplace relations regulations including Equal Opportunity, Equal Employment Opportunity and Affirmative Action Legislation
 - workers compensation regulations

EVIDENCE GUIDE**Critical aspects of evidence to be considered**

- Assessment must confirm appropriate knowledge and skills to:
 - install grain quality control equipment
 - monitor the quality of stored commodities
 - sample grains/commodities
 - inspect commodities and facilities
 - select appropriate equipment and work systems
 - control grain/commodity quality
 - set up, test, operate, shut down and dismantle equipment
 - use appropriate communication strategies and equipment
 - locate, interpret and apply relevant information
 - maintain workplace records and documentation

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a worker's job function

Required knowledge and skills

- Regulations relevant to the implementation of grain monitoring measures in grain storage facilities
- Relevant OHS and environmental protection procedures and guidelines
- Workplace procedures and policies for the implementation of grain monitoring measures
- Problems that may occur when implementing grain monitoring measures and appropriate action that can be taken to resolve the problems
- Equipment applications, capacities, configurations, safety hazards and control mechanisms
- Classification procedures
- Emergency response procedures
- Storage and safe handling procedures
- Procedures for environmental control and disposal activities
- Site layout and obstacles
- Ability to set up and maintain grain protection equipment
- Ability to identify, select and efficiently and effectively use equipment needed when implementing grain monitoring measures
- Ability to plan own work including predicting consequences and identifying improvements
- Ability to read and interpret instructions, procedures and labels relevant to the implementation of grain monitoring measures
- Ability to use required personal protective clothing and equipment conforming to industry and OHS standards

Resource implications

- Access is required to opportunities to:
 - participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to implement grain monitoring measures in a grain storage facility, and/or
 - implement grain monitoring measures in an appropriate grain storage facility

Consistency in performance

- Applies underpinning knowledge and skills when:
 - installing grain quality control equipment
 - monitoring the quality of stored commodities
 - sampling grains/commodities
 - inspecting commodities and facilities
 - selecting appropriate equipment and work systems
 - controlling grain/commodity quality
 - setting up, testing, operating, shutting down and dismantling equipment
 - maintaining workplace records and documentation
- Shows evidence of application of relevant workplace procedures including:
 - relevant codes of practice and regulations, including ADG Code
 - OHS regulations and hazard prevention policies and procedures
 - workplace procedures and instructions for implementing grain monitoring measures (including housekeeping and security procedures)
 - manufacturer's instructions for the use of pesticides and equipment
 - procedures for the use of personal protection equipment
 - issue resolution procedures
 - customer service and quality assurance procedures and policies
 - waste minimisation and environmental protection procedures
- Action is taken promptly to report any accidents, incidents or difficulties in implementation of grain monitoring measures in accordance with OHS and regulatory requirements and workplace procedures
- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- Work is completed systematically with required attention to detail without damage to goods, equipment or personnel

Context for assessment

- Assessment of this unit must be undertaken by a Registered Training Organisation:
 - As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
 - Appropriate practical assessment must occur:
 - at the Registered Training Organisation, and/or
 - in an appropriate work situation

THHADCC06B**Prepare chocolate and chocolate confectionery****Unit Descriptor**

This unit deals with the specialised skills and knowledge required to handle chocolate, prepare individual chocolates and make chocolate-based confectionery.

Prerequisite Unit(s)

THHGHS01B Follow workplace hygiene procedures

Unit Sector

Commercial Cookery

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------|--|
| 1. Temper couverture | 1.1 Melt and temper couverture using the correct method and the correct temperatures.
1.2 Manipulate couverture to the correct viscosity and desired flow properties and to possess appropriate colour, gloss and snap characteristics on solidification.
1.3 Control the temperature to retain workable consistency. |
| 2. Prepare centres and fillings | 2.1 Choose and manipulate ingredients correctly demonstrating high standards of hygiene.
2.2 Prepare a range of centres and fillings according to standard recipes or enterprise specifications.
2.3 Select and make fillings that are full-flavoured, interesting and natural.
2.4 Bring fillings to the correct temperature, viscosity and consistency before being used.
2.5 Ensure that shapes and sizes of centres are precise and uniform. |
| 3. Handle moulds | 3.1 Ensure that moulds to be used are clean, polished, and free of dust or residue.
3.2 Keep moulds constantly at the correct temperature when being used and ensure that they are untouched by bare fingers.
3.3 Ensure that the polished surface is never touched by objects which may dull, scratch or damage it. |
| 4. Make moulded chocolates | 4.1 Select couverture or coatings appropriate to the filling and use.
4.2 Temper couverture correctly and set in moulds ensuring it is of even and correct thickness and free from marks or air bubbles.
4.3 Apply a range of fillings ensuring a level surface and allowing sufficient space for sealing with a layer of chocolate of appropriate thickness.
4.4 Handle and store de-moulded chocolates so they retain their glossy surface. |

- | | |
|--|--|
| 5. Coat chocolate confectionery | 5.1 Temper and manipulate couverture to the correct viscosity.
5.2 Bring items to be coated to the correct temperature.
5.3 Coat prepared centres using techniques ensuring an even and correct thickness of chocolate and a uniform quality finish.
5.4 Execute hand-dipping in a logical and accurate manner.
5.5 Decorate and present chocolate confectionery attractively. |
| 6. Store chocolate and chocolate confectionery | 6.1 Store chocolate and chocolate confectionery at the correct temperature and level of humidity.
6.2 Protect chocolate and chocolate confectionery from light and incompatible odours and store them in a dry place. |

KEY COMPETENCIES

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Receiving, following and giving instructions to others Communicating with colleagues Providing information about chocolate to customers	1
Collecting analysing and organising information	Ascertaining customer requirements Researching chocolate types, history and trends	2
Planning and organising activities	Planning, organising and prioritising work tasks and responsibilities according to schedules and timeframes	2
Working with others and in teams	Working co-operatively with colleagues in preparing and presenting chocolate Clarifying personal responsibilities Dealing with conflicts and misunderstandings Exploring reasons for communication breakdown and working out solutions in consultation with others	2
Using mathematical ideas and techniques	Costing yields Portion control	1
Solving problems	Dealing with breakdowns in systems or equipment	1
Using technology	Using electronic weighing and measuring equipment	1

RANGE STATEMENT

This unit applies to all hospitality and catering enterprises where food is prepared and served such as restaurants, hotels and other catering operations. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Fillings may consist of

- nougat
- ganache
- flavoured fondants
- nuts
- fruits
- caramel
- liqueurs.

Chocolate includes couverture (pure coating chocolate) in dark, milk and white, and various compounds.

Tempering is the technique to control formation of seed crystals and to achieve the desired characteristics in solidified chocolate including setting properties, snap and sheen.

Tempering techniques include

- vaccination/addition method
- tabling method
- heated water jackets
- microwave.

Chocolate confectionery may be moulded, cut or dressed, with hard or soft centres, hand coated, machine enrobed or made using prepared hollow shells.

Centres and fillings may include

- nougat
- ganache
- marzipan
- flavoured fondant
- croquant
- caramel
- jellies
- nuts
- fruits.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Essential Knowledge and Skills to be Assessed

The following skills and knowledge must be assessed as part of this unit:

- specific requirements to the handling of chocolate
- artistic skills and creative techniques for chocolate and chocolate confectionery
- safe work practices, in particular in relation to bending and lifting and handling heated surfaces
- culinary terms commonly used in the industry in relation to chocolate making
- principles and practices of hygiene related to handling chocolate
- logical and time efficient work flow
- past and current trends in chocolate and chocolate products.

Linkages to Other Units

This unit must be assessed with or after the following unit which describes the skills and knowledge that are essential to this unit of competence:

- THHGHS01B Follow workplace hygiene procedures

It is recommended that this unit be assessed either in conjunction with or after the following units:

- THHBKA01B Organise and prepare food
- THHBKA02B Present food
- THHBKA03B Receive and store kitchen supplies
- THHBKA04B Clean and maintain kitchen premises
- THHBCC08B Prepare hot and cold desserts

Critical Aspects of Assessment

Evidence of the following is critical:

- detailed understanding of the different classifications of chocolate
- ability to produce a quantity of chocolates which are consistent, neat, even in size, shape and appearance
- flair, innovation, creativity and artistic skills in creating, decorating and presenting chocolates.

Context of Assessment and Resource Implications

Assessment must ensure:

- demonstration of skills within a suitably equipped food preparation area (including industry current equipment)
- use of a variety of suitable, real ingredients
- preparation of chocolates within typical workplace time constraints.

Assessment Methods

Assessment methods must be chosen to ensure that the skills and processes for the production of chocolate and chocolate confectionery can preparation techniques can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of the candidate making a variety of chocolates and chocolate items
- sampling of chocolates produced the candidate
- written or oral questions to test knowledge on technical aspects of chocolate making
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate eg. photographs of chocolates.

THHADPT04B**Unit Descriptor****Prepare and display petits fours**

This unit applies to the skills required by patissiers in hospitality enterprises. It covers the production, display and service of a wide range of petits fours including petits fours glace's, marzipan-based petits fours and caramelised fruits and nuts served as petits fours, to a level of high and consistent quality.

Prerequisite Unit(s)

(THHBCC09B Prepare pastry, cakes and yeast goods
OR THHBPT03B Prepare and produce yeast goods)
THHBPT02B Prepare and produce cakes
THHBPT01B Prepare and produce pastries
THHGHS01B Follow workplace hygiene procedures

Unit Sector

Patisserie

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-------------------------------------|---|
| 1. Prepare iced petits fours | 1.1 Prepare, cut and assemble sponges and bases according to standard recipes and enterprise requirements and practice.
1.2 Prepare fillings with the required flavours and consistency.
1.3 Bring fondant icing to the correct temperature and consistency to achieve required coating thickness and surface gloss.
1.4 Design and use decorations which enhance customer eye appeal. |
| 2. Prepare fresh petits fours | 2.1 Pipe, bake, fill and decorate a selection of small choux paste shapes.
2.2 Prepare and blind baked sweet paste in small moulds or tins in a variety of shapes.
2.3 Prepare and use fillings with the required flavours and correct consistency.
2.4 Use appropriate garnishes, glazes and finishes to enhance flavour and eye appeal. |
| 3. Prepare marzipan petits fours | 3.1 Flavour and shape quality marzipan appropriately, producing mini-size fruits.
3.2 Coat marzipan fruits to preserve desired eating characteristics and where required, soften with egg whites, pipe into shapes and seal/brown with applied heat, according to enterprise practice. |
| 4. Prepare caramelised petits fours | 4.1 Select and coat fresh fruits/fruit segments with pale amber-coloured caramel.
4.2 Sandwich dried fruits or nuts or fill with flavoured marzipan and coat with pale amber-coloured caramel, according to specifications and enterprise standards. |
| 5. Display petits fours | 5.1 Select and prepare appropriate receptacles for petits fours.
5.2 Display petits fours creatively to enhance customer appeal. |

6. Store petits fours
- 6.1 Store petits fours at correct temperatures and conditions to maintain maximum eating qualities, appearance and freshness.

KEY COMPETENCIES

Key competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Reading recipes, menus and instructions, orders Communicating with other members of the kitchen team and food service staff	1
Collecting analysing and organising information	Selecting and obtaining commodities Organising ingredients and tasks Analysing menus, recipes and task sheets	2
Planning and organising activities	Planning logical and efficient sequence and timing of tasks	2
Working with others and in teams	Working co-operatively with other members of the kitchen team	1
Using mathematical ideas and techniques	Calculating portions, weighing and measuring quantities of ingredients	1
Solving problems	Dealing with problems such as ingredient quality	1
Using technology	Using weighing equipment	1

RANGE STATEMENT

This unit applies to hospitality enterprises where petits fours are prepared and served, such as patisseries, hotels, restaurants and coffee shops. The following explanations identify how this unit may be applied in different workplaces and circumstances. Petits fours glaces may include sponge bases assembled with appropriately flavoured fillings cut into a variety of shapes, iced and decorated. Marzipan-based petits fours may be modelled by hand or shaped with the aid of moulds and may be appropriately flavoured and coloured and sealed with cocoa butter or food lacquer. Caramelised petits fours include fresh or dried fruits and nuts, filled or unfilled, coated with a pale amber-coloured caramel. Fresh petits fours include bases prepared from choux or sweet paste with an appropriate filling and/or topping and decoration.

- Fillings may include appropriately flavoured
- custards
 - creams
 - ganache.

Toppings and decorations may include

- fresh fruits
- glazes
- fondant icing
- chocolate.

Receptacles may include those made from edible and non-edible materials and may include

- chocolate
- tulip paste
- sugar lace
- croquant
- glass
- crystal
- ceramic
- metallic platters and trays.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Essential Knowledge and Skills to Be Assessed

The following skills and knowledge must be assessed as part of this unit:

- varieties and characteristics of petits fours, both classical and contemporary, including taste, texture, structure, shape and size appropriate for petits fours according to industry and enterprise standards
- historical and cultural aspects of petits fours
- underlying principles of making petits fours
- commodity knowledge, including quality indicators of petits fours ingredients
- principles and practices of hygiene particularly in relation to preparing and decorating petits fours and to ingredients and commodities
- safe work practices, particularly in relation to using cutting implements, appliances, heated surfaces, ovens and mixing equipment
- culinary terms related to petits fours, commonly used in the industry
- portion control and yield
- storage conditions for petits fours and optimising shelf-life
- properties of the ingredients used and their interaction and changes during production
- working methods used in production and display of petits fours
- defining and applying corrective steps to ensure quality control
- creative artistic skills in decoration and presentation.

Linkages to Other Units

This unit must be assessed with or after the following units which describe the skills and knowledge essential to this unit of competence:

- THHGHS01B Follow workplace hygiene procedures
- THHBPT01B Prepare and produce pastries, and:
- THHBPT02B Prepare and produce cakes, and:
- THHPBT03B Prepare and produce yeast goods,

or

- THHBCC09B Prepare pastry, cakes and yeast goods,

This unit has linkages to the following units, and combined training and assessment and may be appropriate:

- THHBCC08B Prepare hot and cold desserts

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to present and display a diverse range of petits fours with consistency in size, shape, quality and presentation
- application of food hygiene and safety principles throughout the preparation, decoration and presentation process
- knowledge of the characteristics of petits fours and suitable decorations/garnishes and the conditions required for optimum quality and presentation.

Context of Assessment and Resource Implications

Assessment must ensure:

- demonstration of skills within a commercial kitchen environment using industry-current equipment for making petit fours
- use of real ingredients
- preparation, decoration and presentation of a range of petits fours within typical workplace conditions.

Assessment Methods

Assessment methods must be chosen to ensure that a wide range of petits fours can be presented. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- observation of practical demonstration by the candidate of preparing, decorating and presenting petits fours
- questions about hygiene procedures, commodities, presentation and decoration techniques and storage requirements to ensure optimum quality and food safety
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

THHADPT05B**Unit Descriptor****Prepare and model marzipan**

This unit deals with the skills required by patissiers in hospitality enterprises. It covers the preparation, handling and modelling of marzipan and the decorating, colouring and presentation of modelled items.

Prerequisite Unit(s)

THHGHS01B Follow workplace hygiene procedures

Unit Sector

Patisserie

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Prepare modelling marzipan | 1.1 Select, weigh and combine ingredients to achieve desired composition and characteristics of quality modelling marzipan.
1.2 Identify potential problems and take appropriate preventive measures to maintain desired characteristics.
1.3 Observe food hygiene principles and requirements. |
| 2. Prepare moulded and modelled shapes | 2.1 Mould or model marzipan in a variety of figures, shapes and flowers.
2.2 Apply appropriate colourings, decorations and coating agents, to enhance appearance and presentation.
2.3 Seal finished shapes to preserve freshness and eating quality. |
| 3. Store marzipan products | 3.1 Store marzipan products at the correct temperature and in conditions to avoid excessive crust formation, drying out, hardening and to maintain maximum eating quality. |
| 4. Use marzipan to cover cakes, gateaux, torten and petits fours | 4.1 Ensure surface of items to be covered is level and smooth.
4.2 Roll out marzipan to specified size and thickness.
4.3 Apply marzipan ensuring a smooth and seamless finish. |

KEY COMPETENCIES

Key competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Reading recipes, menus and instructions, orders Communicating with other members of the kitchen team and food service staff	1
Collecting analysing and organising information	Selecting and obtaining commodities Organising ingredients and tasks Analysing menus, recipes and task sheets	2
Planning and organising activities	Planning logical and efficient sequence and timing of tasks	2
Working with others and in teams	Working co-operatively with other members of the kitchen team	1
Using mathematical ideas and techniques	Calculating portions, weighing and measuring quantities of ingredients	1
Solving problems	Dealing with problems such as poor ingredient quality	1
Using technology	Using weighing equipment	1

RANGE STATEMENT

This unit applies to hospitality enterprises where marzipan is prepared and served, such as patisseries, hotels, restaurants and coffee shops. The following explanations identify how this unit may be applied in different workplaces and circumstances. Preparing marzipan refers to combining manufactured marzipan paste, pure icing sugar and glucose syrup to a smooth paste of a consistency best suited for its intended purpose.

The handling of marzipan includes

- modelling into shapes, figures or flowers
- colouring, decorating, glazing and sealing
- covering cakes, gateaux, torten and petits fours with marzipan.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Essential Knowledge and Skills to Be Assessed

The following skills and knowledge must be assessed as part of this unit:

- characteristics of marzipan, both classical and contemporary, including taste, texture, structure, shape and size appropriate for marzipan products according to industry and enterprise standards
- handling and storing of marzipan and marzipan products and recognising factors affecting their quality
- hygiene and food safety requirements relating to preparing, decorating, handling and storage of marzipan
- historical and cultural aspects of marzipan
- underlying principles of making marzipan
- commodity knowledge, including quality indicators of marzipan ingredients
- culinary terms related to marzipan, commonly used in the industry
- portion control and yield
- storage conditions for petits fours and optimising shelf-life
- properties of the ingredients used and their interaction and changes during production
- working methods used in production and display of marzipan including the use of equipment for preparation and moulding
- defining and applying corrective steps to ensure quality control
- creative artistic skills in decoration and presentation.

Linkages to Other Units

This unit must be assessed with or after the following unit which describes the skills and knowledge essential to this unit of competence:

- THHGHS01B Follow workplace hygiene procedures

This unit has linkages to the following units, and combined training and assessment may be appropriate:

- THHBCC08B Prepare hot and cold desserts
- THHPBT01B Prepare and produce pastries
- THHPBT02B Prepare and produce cakes

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to present and display a diverse range of marzipan products with consistency in size, shape, quality and presentation
- application of food hygiene and safety principles throughout the preparation, decoration and presentation process
- knowledge of the characteristics of marzipan and suitable decorations/garnishes and the conditions required for optimum quality and presentation.

Context of Assessment and Resource Implications

Assessment must ensure:

- demonstration of skills within a food service area with use of industry-current equipment
- use of real ingredients
- preparation, decoration and presentation of a range of modelled and moulded marzipan shapes within typical workplace conditions.

Assessment Methods

Assessment methods must be chosen to ensure that a wide range of modelled and moulded marzipan can be produced. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- observation of practical demonstration by the candidate of preparing, decorating and presenting modelled and moulded marzipan
- questions about hygiene procedures, commodities, presentation and decoration techniques and storage requirements to ensure optimum quality and food safety
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

THHADPT07B**Unit Descriptor****Prepare and display sugar work**

This unit applies to the skills required by patissiers in hospitality enterprises. It covers the preparation of sugar for sugar work and the planning and production of sugar-based display pieces.

Prerequisite Unit(s)

THHGHS01B Follow workplace hygiene procedures

Unit Sector

Patisserie

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-------------------------------|---|
| 1. Boil sugar | 1.1 Identify and assemble required ingredients, according to standard recipes and enterprise requirements.
1.2 Combine sugar and water and boil to required temperature, using specialised equipment for boiling sugar correctly and safely.
1.3 Follow preparation methods specified in standard recipes.
1.4 Use colouring and flavourings appropriately, according to sugar products required.
1.5 Handle boiled sugar solution safely, according to safety requirements, standard recipes and enterprise practice. |
| 2. Pull boiled sugar | 2.1 Manipulate boiled sugar to avoid crust forming.
2.2 Turn out and pull sugar, using a suitable work surface, according to standard industry practice and safety requirements. |
| 3. Store pulled sugar | 3.1 Portion pulled sugar according to intended use.
3.2 Use correct packaging methods and vacuum-seal pulled sugar pieces.
3.3 Use appropriate storage procedures to ensure extended shelf life. |
| 4. Plan decorative sugar work | 4.1 Plan sugar work appropriate for the occasion, allowing adequate time for or working within time available for preparation.
4.2 Produce sketches/outlines of forms and shapes required and identify colours, decorations and supports.
4.3 Prepare formwork and working surface appropriately.
4.4 Calculate required quantities of differently coloured sugar.
4.5 Select and use appropriate equipment and materials. |
| 5. Prepare sugar work | 5.1 Boil sugar, adding required colouring and arrest the temperature at the correct point.
5.2 Shape boiled sugar into desired forms, using appropriate techniques and skills and achieving correct and even thickness.
5.3 Remove formwork from sugar at the correct stage of hardening and where required, move sugar items to cool areas to accelerate cooling.
5.4 Assemble sugar centrepieces to achieve balance, proportion and optimum strength.
5.5 Decorate sugar work creatively, ensuring appropriateness for the occasion and creating customer appeal. |

- | | |
|-----------------------|---|
| 6. Display sugar work | 6.1 Display sugar work attractively to enhance food displays. |
| | 6.2 Use sugar work to complement, harmonise and balance the displayed food. |
| 7. Store sugar work | 7.1 Store sugar work correctly, according to establishment procedures, ensuring it is protected from humidity, dust and heat. |

KEY COMPETENCIES

Key competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Reading recipes, menus and instructions, orders Communicating with other members of the kitchen team and food service staff	1
Collecting analysing and organising information	Selecting and obtaining commodities Organising ingredients and tasks Analysing menus, recipes and task sheets	2
Planning and organising activities	Planning logical and efficient sequence and timing of tasks	2
Working with others and in teams	Working co-operatively with other members of the kitchen team	1
Using mathematical ideas and techniques	Calculating portions, weighing and measuring quantities of ingredients	1
Solving problems	Dealing with problems such as ingredient quality	1
Using technology	Using weighing equipment	1

RANGE STATEMENT

This unit applies to hospitality enterprises where sugar-based display items are prepared for display, such as patisseries, pastry shops, hotels, restaurants and catering enterprises. The following explanations identify how this unit may be applied in different workplaces and circumstances. The preparation of sugar includes boiling to various pre-determined temperature stages suitable for pulling, casting or blowing. Pulling refers to manipulating boiled sugar after initial cooling, to incorporate air and to achieve elasticity and sheen. Casting refers to pouring boiled sugar into prepared framework or moulds or into free-flowing shapes. The preparation of sugar casts also includes casting of individual segments, assembling, decorating and preparation for display and storage. Blowing refers to creating shapes by blowing air into boiled sugar of the correct temperature, through a blowpipe.

Specialised equipment for sugar work may include

- sugar boilers
- sugar thermometers
- rubber mats
- metal strapping
- moulds
- patterns
- blowpipes
- foil
- plasticine
- display stands and bases
- spatulas
- shears.

Safe handling of boiled sugar includes

- using protective gloves and mitts where appropriate
- covering exposed skin
- insuring all equipment has secure handles
- avoiding drips and dribbles
- using insulated pot rests.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Essential Knowledge and Skills to Be Assessed

The following skills and knowledge must be assessed as part of this unit:

- safe boiling and handling of sugar and underlying principles of preparing sugar
- causes of premature crystallisation of boiled sugar and methods to avoid it
- properties of the ingredients used and their interaction and changes during production
- influence of cleanliness of materials used on the boiling process and quality outcome
- hygiene and food safety requirements relating to sugar work
- safety requirements relating to possible dangers when handling boiled sugar at high temperatures
- basic First Aid for treatment of burns in case of accidents
- handling and storing of sugar work and recognising factors affecting quality and optimising shelf-life
- ability to pull, cast and blow sugar
- historical and cultural aspects of sugar work
- commodity knowledge, including quality indicators of ingredients used in sugar work
- culinary terms related to sugar work, commonly used in the industry
- portion control and yield
- working methods used in production and display of marzipan including the use of equipment for preparation and moulding
- defining and applying corrective steps to ensure quality control
- creative artistic skills in decoration and presentation.

Linkages to Other Units

This unit must be assessed with or after the following unit which describes the skills and knowledge essential to this unit of competence:

- THHGHS01B Follow workplace hygiene procedures

This unit has linkages to the following units, and combined training and assessment may be appropriate:

- THHBCC08B Prepare hot and cold desserts
- THHPBT01B Prepare and produce pastries
- THHPBT02B Prepare and produce cakes

Critical Aspects of Assessment

Evidence of the following is critical:

- ability to produce a wide range of sugar work using pulling, casting and blowing
- application of safety and food hygiene principles throughout preparation, decoration, presentation and storage processes
- ability to produce sugar work of optimum quality and creativity.

Context of Assessment and Resource Implications

Assessment must ensure:

- demonstration of skills within a commercial food service area using industry-current equipment for producing sugar work
- use of real ingredients
- preparation, decoration and presentation of a range of sugar work within typical workplace conditions.

Assessment Methods

Assessment methods must be chosen to ensure that a wide range of sugar work can be produced. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- observation of practical demonstration by the candidate of preparing, decorating and presenting sugar work
- questions about the preparation of and characteristics of quality sugar work, safe handling and hygiene procedures, commodities, presentation and decoration techniques and storage requirements to ensure optimum quality and food safety
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

THHGHS03B

Unit Descriptor

Provide first aid

This unit deals with the skills and knowledge required for the provision of essential first aid in recognising and responding to emergency using basic life support measures. The person providing first aid is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is required. It is assumed the person providing first aid is working under supervision and/or according to established workplace first aid policies and procedures. This unit aligns to the National Guidelines Standards for First Aid Unit A.

Unit Sector

Hygiene, Health, Safety and Security

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-------------------------------------|---|
| 1. Assess the situation | 1.1 Identify physical hazards and risks to personal and others' health and safety.
1.2 Minimise immediate risks to self and casualty's health and safety by controlling hazards in accordance with occupational health and safety requirements.
1.3 Assess the situation and decide on actions required, promptly.
1.4 Seek assistance from appropriate others, as required and at the appropriate time. |
| 2. Apply basic first aid techniques | 2.1 Assess the casualty's physical condition and visible vital signs.
2.2 Provide first aid to stabilise the patient's physical and mental condition in accordance with enterprise policy on provision of first aid and recognised first aid procedures.
2.3 Use available first aid equipment as appropriate. |
| 3. Monitor the situation | 3.1 Identify and notify back-up services appropriate to the situation.
3.2 Convey information about the patient's condition accurately and clearly to emergency services personnel or health professionals. |
| 4. Prepare required documentation | 4.1 Document emergency situations according to enterprise procedures.
4.2 Provide reports which are clear, accurate and within required time frames. |

KEY COMPETENCIES

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Receiving, following and giving instructions to others Communicating with emergency services personnel and health professionals	2
Collecting analysing and organising information	Responding to emergency situations requiring first aid interventions Deciding on actions and interventions within safe parameters	2
Planning and organising activities	Planning, organising and prioritising first aid activities	2
Working with others and in teams	Working co-operatively with emergency services personnel and health professionals Clarifying what is required in specific situations	2
Using mathematical ideas and techniques	Calculating dilution rates for antiseptics.	1
Solving problems	Dealing with immediate hazards Assessing injuries	2
Using technology	Taking temperature	1

RANGE STATEMENT

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances. First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the immediate absence of medical or paramedical care.

Established first aid principles include

- checking and maintaining the casualty's airway, breathing and circulation
- checking the site for danger to self, casualty and others and minimising the danger.

Physical and personal hazards may include

- workplace hazards such as fire, floods, violent persons
- environmental hazards such as electrical faults, chemical spills, fires, slippery surfaces, floods, wild animals, fumes,
- proximity of other people
- hazards associated with the casualty management processes.

Risks may include

- worksite equipment, machinery and substances
- bodily fluids
- risk of further injury to the casualty
- risks associated with the proximity of other workers and bystanders.

First aid management will need to account for

- location and nature of the work environment
- environmental conditions and situations, such as electricity, biological risks, weather and terrain, motor vehicle accidents,
- the level of knowledge, skills, training and experience of the person administering first aid
- familiarity with particular injuries
- legal issues that affect the provision of first aid in different industry sectors
- the characteristics of the site where the injury occurs
- the nature of the injury and its cause
- infection control procedures
- availability of first aid equipment, medications and kits or other suitable alternative aids
- proximity and availability of trained paramedical and medical/health professional assistance
- the patient's cardio-vascular condition as indicated by vitals signs such as body temperature, pulse rate and breathing rates
- unresolved dangers such as fire, chemical contamination or fume toxicity of the area where the injury occurs.

Vital signs include

- breathing
- circulation
- consciousness.

Injuries may include

- abdominal trauma
- allergic reactions
- bleeding
- chemical contamination
- choking
- cold injuries
- cardio-vascular failure
- dislocations and fractures
- drowning
- poisoning and toxic substances
- medical conditions including epilepsy, diabetes, asthma
- eye injuries
- head injuries
- minor skin injuries
- neck and spinal injuries
- needle stick injuries
- puncture wounds and cuts
- crush injuries
- shock
- smoke inhalation
- sprains and strains
- substance abuse
- unconsciousness
- infections
- inhalation of toxic fumes and airborne dusts
- bone and joint injuries
- eye injuries
- burns and scalds, thermal, chemical, friction and electrical
- bites or stings.

Injuries may involve

- unconsciousness
- confusion
- tremors
- rigidity
- numbness
- inability to move body parts
- pain
- delirium
- external bleeding
- internal bleeding
- heat exhaustion
- hypothermia
- pre-existing illness.

Appropriate others from whom assistance may be sought may include

- emergency services personnel
- health professionals
- colleagues
- customers
- passers by.

Assistance may include, as appropriate to emergency situations

- maintaining site safety and minimising the risk of further injury or injury to others
- making the casualty comfortable and ensuring maximum safety
- assessment of injury situations
- providing first aid including managing bleeding through the application of tourniquets, pressure and dressings
- giving CPR and mouth-to-mouth resuscitation
- giving reassurance and comfort
- raising the alarm with emergency services or health professionals
- removing debris.

First aid and emergency equipment may include

- first aid kit
- pressure and other bandages
- thermometers
- eyewash
- thermal blankets
- pocket face masks
- rubber gloves
- dressings
- flags and flares
- fire extinguishers
- communication equipment such as mobile phones, satellite phone, radio.

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Essential Knowledge and Skills to Be Assessed

The following skills and knowledge must be assessed as part of this unit:

- basic anatomy and physiology
- resuscitation
- bleeding control
- care of the unconscious
- airway management
- basic infection control principles and procedures
- legal requirements
- duty of care
- State and Territory regulatory requirements relating to currency of skill and knowledge
- reporting requirements.

Linkages to Other Units

This unit underpins effective performance in the following unit:

- THHGHS11A Manage casualty in a remote and/or isolated area

Critical Aspects of Assessment

Look for:

- ability to assess situations requiring first aid and to decide on a plan of action including seeking help
- ability to apply established first aid principles including:
 - checking and maintaining the casualty's airway, breathing and circulation
 - checking the site for danger to self, casualty and others and minimising the danger.

Context of Assessment and Resource Implications

Assessment must ensure:

- use of real first aid equipment
- use of dummies.

Assessment Methods

Assessment methods must be chosen to ensure that application of accepted first aid techniques can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- practical demonstration of the use of commonly-used equipment and first aid supplies
- explanation about management of a variety of common simulated injury situations
- questions to test knowledge of injury situations, types of injury and management of injury situations
- review of portfolios of evidence and third party reports of performance of first aid by the candidate.

WRRCA1B**Unit Descriptor****Operate retail equipment**

This unit involves the skills, knowledge and attitudes to operate a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.

Unit Sector

Clerical Administration

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------|--|
| 1. Maintain retail equipment | 1.1 Purpose of equipment used in store/department identified accurately. |
| | 1.2 Equipment operated according to design specifications. |
| | 1.3 Equipment faults identified and reported to appropriate personnel. |
| | 1.4 Maintenance program for retail equipment identified and applied according to store policy. |
| 2. Apply keyboard skills | 2.1 Keyboard operated using typing techniques within designated speed and accuracy requirements. |
| | 2.2 Information entered and edited accurately. |
| 3. Operate data entry equipment | 3.1 Data entered using relevant equipment according to store policy and procedures. |
| | 3.2 Price marking equipment operated according to manufacturer's instructions and store policy. |
| | 3.3 Data entered accurately and within designated time limits. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Reporting equipment faults to appropriate personnel will require the communication of ideas and information.	1
Collecting analysing and organising information	Maintaining retail equipment according to store policy will require information to be collected, analysed and organised.	1
Planning and organising activities	Entering and editing information will require activities to be planned and organised.	1
Working with others and in teams	Team work will be applied when reporting to other staff members.	1
Using mathematical ideas and techniques	Entering data will require the use of mathematical ideas and techniques.	1
Solving problems	Maintaining equipment and identifying faults will require problem solving skills.	1
Using technology	The use of technology will be applied when operating retail equipment.	1

RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
 - store administration
 - clerical systems
- Retail equipment may include:
 - point of sales terminals
 - electronic bar coding equipment for price labelling and stocktaking
 - portable data entry
 - printers
 - electronic ordering equipment
 - wrapping and packing equipment such as shrink wrapping
 - equipment for carrying or moving merchandise
 - equipment for storage of merchandise including refrigerators
 - weighing machines
 - thermometers
 - dye tag removers
 - trolley return equipment
 - computers
 - scanners
 - numerical keyboard equipment including calculators
- Appropriate personnel may include:
 - supervisor
 - team leader
 - manager

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Operates a range of store retail equipment according to store policy and procedures and industry codes of practice.
- Operates and maintains a range of store retail equipment according to manufacturers' instructions and design specifications.
- Applies store maintenance program and reports faults/problems.
- Consistently applies safe work practices, in the operation and maintenance of store retail equipment, according to occupational health and safety legislation/regulations/codes of practice.
- Reads and interprets operation manuals to solve routine faults/errors and maintains and uses the equipment effectively.
- Uses keyboard skills to enter and edit data accurately.
- Completes tasks in set time frame.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
 - the operation of store retail equipment
 - maintenance of store retail equipment
 - reporting problems and faults
- Relevant legislation and statutory requirements
- Relevant occupational health and safety regulations
- Relevant industry codes of practice
- Purpose and impact of using electronic technology
- Operation and maintenance of store retail equipment
- Licensing requirements for carrying/moving merchandise (if applicable)

Skills in:

- Completing tasks in set time frame
- Dealing with different types of transactions
- Following common fault finding procedures
- Operation and use of store retail equipment
- Literacy and numeracy skills in regard to:
 - reading store procedures for
 - operating equipment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCA1B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
 - store policy and procedure manuals
 - manufacturer's instructions/operation manuals
- A range of store retail equipment

WRRF2B**Unit Descriptor****Perform retail finance duties**

This unit encompasses the skills, knowledge and attitudes required to perform retail finance duties. It involves processing petty cash and non-cash transactions, preparing banking documents, reconciling invoices for payment and preparing invoices for debtors.

Unit Sector

Finance

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Process petty cash transactions | 1.1 Petty cash claims checked for approval, accuracy and authenticity before processing.
1.2 Transactions balanced and checked according to store policy and procedures.
1.3 Irregularities noted and referred to relevant personnel for resolution.
1.4 Petty cash transactions processed and recorded within designated time limits. |
| 2. Prepare banking documents | 2.1 Cashbook entries balanced against record of takings.
2.2 Deposit entries accurately compiled and balanced.
2.3 Cash and non-cash transactions listed on banking deposit forms in accordance with the banking institution's guidelines.
2.4 In-store credit systems processed according to store policy. |
| 3. Process non-cash transactions | 3.1 Credit card transactions balanced and presented to relevant personnel for checking.
3.2 Irregularities noted and referred to relevant personnel for resolution. |
| 4. Reconcile invoices for payment to creditors | 4.1 Discrepancies between invoices and delivery and delivery notes identified and reported to relevant personnel/section for resolution.
4.2 Errors in invoice charges identified and reported to relevant personnel/section for correction/resolution.
4.3 Discrepancies and errors rectified, as directed.
4.4 Corrected and authorised invoices processed for payment within designated time limits.
4.5 Creditor inquiries resolved and/or referred to relevant personnel/section for resolution. |
| 5. Prepare invoices for debtors | 5.1 Preparatory calculations performed to produce accurate customer invoices.
5.2 Relevant documentation completed to ensure accuracy of contents.
5.3 Documents distributed to relevant personnel/section for certification prior to being dispatched.
5.4 Verified documents dispatched within designated time limits.
5.5 Documents copied and filed for auditing purposes. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Irregularities in petty cash transactions need to be referred to relevant personnel for resolution.	1
Collecting analysing and organising information	Preparing banking documents requires information to be collected, analysed and organised.	1
Planning and organising activities	Processing petty cash transactions requires activities to be planned and organised.	1
Working with others and in teams	Team work may be required when referring irregularities to others.	1
Using mathematical ideas and techniques	Mathematical ideas and techniques will be applied when processing petty cash transactions.	1
Solving problems	Problem solving skills will be applied when identifying discrepancies between invoices and delivery.	1
Using technology	The use of technology will be applied when processing in-store credit systems.	1

RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policies and procedures in regard to:
 - store financial systems
- Financial recording systems may be:
 - manual
 - electronic
- Business source documents used may include:
 - purchase requisitions
 - purchase orders
 - invoices
 - receipts
 - delivery dockets/receipts
 - credit notes
 - statements
 - remittance advices
 - cash register rolls
 - deposit books
- Non-cash transactions may include:
 - credit cards
 - customer credit ratings
 - cheques
 - hire purchase
 - lay-by
 - cash on delivery (C.O.D.)
 - customer refunds
- Relevant personnel may include:
 - manager
 - supervisor
 - team leader

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, in regard to petty cash and non-cash transactions, invoicing, banking processes and processing delivery and document discrepancies.
- Consistently and responsibly applies skills pertaining to the reconciliation and payments of invoices for creditors and debtors, in accordance with store policies and procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures in regard to:
 - register/terminal balance
 - cash and non-cash transactions security
 - petty cash
 - cash balances
 - banking procedures
 - purchase requisitions/orders
 - issuing of receipts
 - delivery dockets
 - credit notes
 - statements
 - remittance advices
 - cash register rolls
 - deposit books
 - change required and denomination of change
 - operation of equipment used at register/terminal
 - processing delivery and delivery document discrepancies
 - invoicing procedures for debtors and creditors
- Payment/invoice procedures including Goods and Services Tax (GST) requirements
- Cash and non-cash handling procedures, including:
 - opening and closing point of sale terminal
 - clearance of terminal and transference of tender
 - maintenance of cash balances
 - counting cash
 - calculating non-cash documents
 - customer credit ratings
 - balancing point of sale terminal
 - recording takings
 - security of cash and non-cash transactions
 - change required and denominations of change
 - EFTPOS/credit cards
 - processing of cheques
 - gift vouchers/lay by
 - cash on delivery (COD)
 - lay-by
 - credits and returns
 - customer refunds

Skills in:

- Completing tasks in set timeframes
- Literacy skills in regard to interpreting documentation
- Numeracy skills in regard to:
 - processing petty cash transactions
 - balancing cashbook entries and takings

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRF2B can be assessed with the following units:

- WRRCA2B Apply retail office procedures
- WRRCA3B Apply retail office keyboard skills

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

- Observation of the person in the workplace
- A simulated role play
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A real or simulated work environment
- Relevant documentation, such as:
 - store policy and procedures manuals
 - financial transaction dockets/slips/invoices
 - banking deposit forms
- EFTPOS facilities and equipment
- Registers and related equipment

WRRFM5B

Unit Descriptor

Prepare and display bakery products

This unit involves the skills and knowledge required to prepare, arrange and present bakery products within the store. It includes the setting up and maintenance of displays and labeling or pricing stock. It also includes the maintenance, handling and storage of bakery products.

Unit Sector

Food Merchandising

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--------------------------------------|---|
| 1. Prepare bakery products | 1.1 Preparation and handling requirements for individual bakery products identified according to legislative requirements and store procedures.
1.2 Volume of product requiring preparation identified according to store procedures.
1.3 Products identified and prepared according to product and legislative requirements.
1.4 All equipment used safely, switched off after use, and cleaned and stored according to legislative requirements.
1.5 Items prepared to comply with weight statements on label according to legislative requirements.
1.6 Packaging selected and items placed into/on packaging according to product requirements, legislative requirements and store procedures. |
| 2. Place and arrange bakery products | 2.1 Bakery products unpacked in accordance with legislative requirements and store procedures.
2.2 Bakery products checked for quality and freshness prior to placement on display.
2.3 Damaged, deteriorated, spoiled or out of date stock identified and corrective action taken as required according to legislative requirements and store procedures.
2.4 Packaging requirements for bakery products identified and products packaged and labelled, where required, according to legislative requirements and store procedures.
2.5 Bakery products placed in/on display units in determined locations and individual products placed in separate areas/containers/dividers where required, to avoid spoilage and/or to enhance presentation.
2.6 Bakery products displayed to achieve a balanced appearance and promote sales.
2.7 Bakery product range placed to conform to fixtures, ticketing, prices or bar codes.
2.8 Bakery products rotated according to shelf life, use-by dates, legislative requirements and store procedures.
2.9 Presentation of bakery products conforms to product handling requirements and techniques and legislative requirements. |

- | | |
|--|---|
| 3. Prepare display labels/tickets | 3.1 Labels/tickets for window, wall or floor displays, display units, or for products prepared according to store policy.
3.2 Stock date coded where required.
3.3 Soiled, damaged, illegible or incorrect labels/ tickets identified and corrective action taken.
3.4 Late mark-downs/reductions identified and ticketed as required according to store policy.
3.5 Electronic ticketing equipment used and maintained according to design specifications and store procedures.
3.6 Ticketing equipment maintained and stored in a secure location. |
| 4. Place, arrange and display price tickets/labels | 4.1 Tickets/labels visible and correctly placed/replaced to conform to legislative requirements and store policy.
4.2 Correct pricing and clear information maintained on products according to store procedures and legislative requirements. |
| 5. Maintain bakery product displays | 5.1 Bakery products selected for display.
5.2 Promotion areas set and dismantled according to store procedures.
5.3 Products arranged/faced up as directed and/or according to layout/equipment specifications.
5.4 Unsuitable or out-of-date displays identified, reset and/or removed as directed.
5.5 Optimum stock levels identified and stock replenished according to store policy.
5.6 Display areas maintained in a clean, safe and hygienic manner according to legislative requirements.
5.7 Excess packaging removed from display areas and disposed of according to legislative requirements and store procedures. |
| 6. Protect bakery products | 6.1 Correct handling, storage and display techniques identified and used according to bakery product characteristics and legislative requirements.
6.2 Personal protective clothing/equipment and implements for handling products identified and used according to legislative requirements and store procedures.
6.3 Fragile products identified and handled with extra care to prevent damage or deterioration.
6.4 Correct temperatures for product range identified and storage/display units regularly checked and maintained to ensure products kept at recommended temperatures according to legislative requirements and store procedures.
6.5 Storage/display units maintained and cleaned according to legislative requirements.
6.6 Temperature irregularities and/or equipment faults reported to appropriate people without delay and recorded according to legislative requirements and store procedures. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this units of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Store policies and procedures will need to be communicated to others.	1
Collecting analysing and organising information	Information on product preparation needs to be collected, analysed and organised.	1
Planning and organising activities	Displaying and maintaining product displays requires activities to be planned and organised.	1
Working with others and in teams	Team work will be applied when preparing bakery products for display.	1
Using mathematical ideas and techniques	The use of mathematical ideas and techniques will be applied when pricing bakery products.	2
Solving problems	Taking corrective action for damaged or deteriorated stock requires problem solving skills.	1
Using technology	Using electronic ticketing equipment requires the use of technology.	2

RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policy and procedures in regard to:
 - food safety practices and the preparation, arrangement, presentation, handling and storage of bakery products
 - maintenance and cleaning of equipment and working areas
- Store bakery product and service range which may include:
 - bread lines
 - sweet yeast products (buns, scrolls, donuts)
 - pies, pizzas
 - cakes (plain, cream, custard, fruit)
 - pastry lines (sweet, savoury, custard, fruit)
 - hot or cold items
 - cooked or uncooked items
 - par-baked or frozen
 - iced and un-iced items
- Food handling implements and equipment may include:
 - tongs
 - knives
 - gloves
 - food handling tissues
 - paper towels
 - slicers
 - scrapers and mixers
- Legislative requirements may include:
 - occupational health and safety
 - pricing procedures including Goods and Services Tax (GST) requirements
 - manual handling
 - food safety regulations
 - consumer law
 - waste disposal
 - environmental protection
 - industry codes of practice
- Storage/display units may include:
 - window displays
 - freezers/refrigerated units/coolrooms
 - display fixtures, bins, cabinets/cases/self serve units
 - food warmers, bain-marie
- Personal protective clothing may include:
 - aprons
 - gloves
 - hair covering
 - protective eye wear
 - protective foot wear

- Layout/equipment specifications may include:
 - load limits/load bearing capacity of fixtures, storage/display units
 - weight bearing and/or volume capacity
 - temperature maintenance
- Covering or wrapping of food may include:
 - pre-packaging
 - separating items to enhance presentation and to prevent cross-contamination/spoiling
 - protection of items
 - covering to prevent deterioration of product
- Packaging materials may include:
 - cardboard trays, foil trays, polystyrene trays
 - clear plastic containers
 - plastic wrap
 - plastic bags, foil bags, pre heat bags
 - paper bags, cloth bags
 - cake trays and boxes
- Preparation of bakery products may include:
 - baking
 - de-panning
 - decorating/finishing
 - creaming/icing
 - slicing
 - packaging
- Handling and storage techniques may include:
 - perishable items
 - cooked/uncooked and hot/cold items
 - soft or fragile items requiring careful handling eg. cream products
 - separating items to enhance presentation and to prevent cross-contamination/spoiling
 - items requiring chilling, heating
- Deterioration of product may include:
 - contamination/adulteration
 - product life/use-by date/staling
 - crushing/damage
 - drying out/sweating
- Labels may be provided or produced:
 - electronically
 - manually
- Label details may include:
 - Australian Product Numbering(APN)
 - name and address of vendor
 - description of product
 - price, ingredients, use-by-date or shelf life, nominal weight
 - recommended storage procedures
 - recommended intended use
 - nutritional ingredients
- Store labeling and pricing procedures may include:
 - pricing gun
 - shelf tickets

- shelf talkers
- written or electronically produced labels
- bar coding
- price boards/header boards
- Operational requirements may include:
 - staffing levels such as staff shortages
 - routine or busy trading conditions

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policy and procedures in regard to food safety practices.
- Consistently and accurately identifies and interprets the store food safety plan.
- Consistently follows, applies and implements the food safety plan according to health and hygiene requirements and store procedures.
- Consistently applies food safety requirements and store policy and procedures in regard to the preparation, arrangement, presentation, handling and storage of bakery products.
- Consistently applies store policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock.
- Consistently displays merchandise on fixtures shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements.
- Consistently prepares display labels and price tickets for merchandise with regard to legislative requirements and store policies and procedures.
- Consistently operates, maintains and stores a range of electronic ticketing equipment according to:
 - store policy and procedures
 - industry codes of practice
 - manufacturers' instructions and design specifications.
- Consistently arranges correct pricing and information on merchandise according to store procedures, industry codes and legislative requirements.
- Consistently identifies damaged, contaminated or out of date stock and takes corrective action as required by food safety requirements and store procedures.
- Consistently maintains display areas and replenishes stock as required in accordance with store procedures.
- Consistently performs correct manual handling, storage and display techniques, including at point of sale operation, according to:
 - stock characteristics
 - industry codes of practice
 - occupational health and safety regulations
 - food safety practices.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
 - the sale of food items
 - food safety requirements
 - merchandising, ticketing, labelling and pricing
 - correct storage of stock
 - store promotional themes, advertising, catalogues and special offers
 - location of display areas
 - availability and use of display materials
 - stock rotation
 - stock replenishment
 - merchandise range
 - scheduling for building and rotating displays
 - correct manual handling techniques for protection of self and merchandise
 - correct storage procedures for labelling/ticketing equipment and materials
- Store bakery product range
- Preparation of bakery products for display
- Placing and arranging bakery products and maintaining displays
- Pricing requirements including Goods and Services Tax (GST) requirements
- Relevant occupational health and safety legislation/regulations/codes of practice
- Relevant legislation and statutory requirements
- Trade Practices and Fair Trading Acts
- Relevant industry codes of practice
- Elements and principles of design and trends in retail

Skills in:

- Use and maintenance of electronic labelling/ticketing equipment
- Completing tasks in set time frame
- Literacy and numeracy skills in relation to:
 - reading and interpreting store procedures and guidelines
 - weighing and measuring of goods
 - machine or manual preparation of labels/tickets

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRFM5B can be assessed with unit:

WRRLP6C Apply retail food safety practices

Evidence gathering methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Ticketing equipment
- Products for preparation and display
- Display materials and props
- Cleaning equipment and materials
- Relevant documentation such as:
 - store policy and procedure manuals
 - occupational health and safety
 - food safety requirements
 - industry codes of practice and relevant legislation
 - manufacturers instructions/operation manuals on electronic ticketing equipment

WRR11B**Unit Descriptor****Perform stock control procedures**

This unit encompasses the skills, knowledge and attitudes required to handle stock in a retail environment. It involves receiving and processing incoming goods, rotating stock, participating in stocktakes, reordering stock and dispatching goods.

Unit Sector

Inventory

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---------------------------------------|--|
| 1. Receive and process incoming goods | 1.1 Cleanliness and orderliness in receiving bay maintained according to store policy.
1.2 Goods unpacked using correct techniques and equipment in line with store policy.
1.3 Packing materials removed and disposed of promptly according to store policy.
1.4 Incoming stock accurately checked and validated against purchase orders and delivery documentation according to store policy.
1.5 Items received inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to store policy.
1.6 Stock levels accurately recorded on store stock systems, according to store policy.
1.7 Secure storage of goods arranged according to store policy and legislative requirements.
1.8 Stock dispatched to appropriate area/department.
1.9 Stock price and code labels applied when required according to store policy. |
| 2. Rotate stock | 2.1 Stock rotation procedures for merchandise and wrapping and packing materials carried out routinely and accurately according to store policy.
2.2 Excess stock placed in storage or disposed of in accordance with store policy and legislative requirements.
2.3 Safe lifting and carrying techniques maintained in line with store occupational health and safety policy and legislative requirements. |
| 3. Participate in stocktake | 3.1 Stocktaking and cyclical counts assisted with, according to store policy/procedures.
3.2 Stock records documentation completed according to store stock control system.
3.3 Discrepancies in stock recorded and reported to relevant personnel.
3.4 Electronic recording equipment operated and maintained according to manufacturer's specifications. |
| 4. Reorder stock | 4.1 Minimum stock levels identified according to store policy.
4.2 Stock requisition forms or electronic orders completed accurately.
4.3 Undelivered stock orders identified on stock system and followed up without undue delay. |

5. Dispatch goods
- 5.1 Goods to be returned to supplier identified and labelled with date, supplier and reason for return or referred to management if required.
 - 5.2 Credit request documentation completed according to store procedure.
 - 5.3 Goods stored securely while awaiting dispatch.
 - 5.4 Delivery documentation completed according to store procedures.
 - 5.5 Special delivery instructions noted.
 - 5.6 Items packed safely and securely to avoid damage in transit.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Reordering stock may require ideas and information to be communicated.	1
Collecting analysing and organising information	Maintaining stock levels, receiving and processing incoming goods will require information to be collected, analysed and organised.	1
Planning and organising activities	Identifying stock levels and reordering requires activities to be planned and organised.	1
Working with others and in teams	Team work may be applied when undertaking stocktake procedures.	1
Using mathematical ideas and techniques	Mathematical ideas and techniques may be required when receiving goods and checking and validating delivery.	1
Solving problems	Problem solving skills may be applied when identifying excess stock and determining storage or return of items.	1
Using technology	The use of technology may be applied when recording stock and reporting faults and problems.	1

RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policy and procedures in regard to:
 - stock control
 - dispatch
- Stock recording may be:
 - manual
 - electronic
- Stocktakes may be:
 - cyclical
 - compliance driven
- Store stock control may include:
 - checking incoming or existing stock
 - special orders
- Stock may be moved:
 - manually
 - mechanically
- Handling techniques may vary according to:
 - stock characteristics
 - industry codes of practice
- Reporting of faults may involve:
 - telephone
 - fax
 - email
 - letter
 - face to face
- Legislative requirements may include:
 - occupational health and safety
 - hazardous substances and dangerous goods
 - labelling of workplace substances
 - waste removal and environmental protection
 - transport, storage and handling of goods
- Relevant personnel may include:
 - team leader
 - supervisor
 - store/area manager

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to stock control.
- Consistently applies safe work practices in the manual handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice.
- Interprets and applies manufacturers' instructions with regard to handling stock and using relevant equipment.
- Receives and processes incoming goods and dispatches outgoing goods according to store policies and procedures.
- Rotates stock and reorders stock/maintains stock levels according to store policies and procedures.
- Assists with stocktaking and cyclical counts according to store policies and procedures.
- Interprets and processes information accurately and responsibly.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed on the following page:

Knowledge of:

- Store policies and procedures, in regard to:
 - stock control
 - store labelling policy
 - product quality standards
 - correct unpacking of goods
 - out of date, missing or damaged stock
 - equipment used
 - stock location
 - waste disposal
 - methods of storage
 - delivery documentation
 - stock record documentation
 - dispatch documentation
- Reporting faults and problems
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Relevant occupational health and safety regulations

Skills in:

- Following set routines and procedures
- Using electronic labelling/ticketing equipment
- Literacy and numeracy skills in regard to:
 - stock records and delivery documentation

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRR11B can be assessed with the following units:

- WRRCS2B Apply point of sale handling techniques
- WRRLP2B Minimise theft
- WRRCS3B Interact with customers
- WRRF1B Balance the register/terminal

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Access to relevant equipment including
 - stock moving equipment
 - manual and electronic labelling/ticketing equipment
 - computers/stock recording equipment
- Relevant documentation, such as:
 - invoices/packing slips/dispatch documents/order forms
 - recording/tally sheets
 - store policy and procedures manuals
 - occupational health and safety regulations
 - legislation and statutory requirements
 - industry codes of practice

WRII5A**Unit Descriptor****Maintain and order stock**

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

Unit Sector

Inventory

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Monitor receipt and dispatch of goods | 1.1 Responsibility for receipt and dispatch of goods delegated to appropriate staff.
1.2 Store procedures implemented in regard to receipt, dispatch and secure storage of goods.
1.3 Staff functions observed to ensure store procedures are followed and documentation is completed correctly.
1.4 Store procedures implemented to ensure goods inspected for quantity and quality on receipt.
1.5 Variations to quantity and quality of delivered goods acted upon according to store policy.
1.6 Safe handling and storage of goods supervised in line with store policy. |
| 2. Maintain stock records | 2.1 Stock levels monitored and maintained at required levels.
2.2 Stock reorder cycles maintained, monitored and adjusted as required.
2.3 Team members informed of their individual responsibilities in regard to recording of stock.
2.4 Stock storage and movement records maintained in line with store policy.
2.5 Stock discrepancies recorded and procedures followed according to store policy.
2.6 Stock performance monitored and fast/slow selling items identified and reported according to store policy. |
| 3. Coordinate stocktake/cyclical count | 3.1 Policies and procedures in regard to stocktaking and cyclical counts interpreted and explained to team members.
3.2 Staff rostered according to allocated budget and time constraints.
3.3 Stocktaking tasks allocated to individual team members.
3.4 Team members provided with clear directions for the performance of each task.
3.5 Team members allocated to ensure effective use of staff resources to complete task.
3.6 Accurate reports on stocktake data, including discrepancies produced for management. |
| 4. Identify stock losses | 4.1 Losses accurately identified, recorded and assessed against potential loss forecast on a regular basis.
4.2 Avoidable losses identified and reasons established.
4.3 Possible solutions recommended and implemented. |

- 5. Process order
 - 5.1 Orders for stock processed/raised as requested according to store policies and procedures.
 - 5.2 Ordering and recording system accurately maintained.
 - 5.3 Availability of sample range ensured according to buying plan.
 - 5.4 Pricing materials ordered as required.
 - 5.5 Negotiated purchase and supply agreements recorded accurately and filed for retrieval.
- 6. Follow up order
 - 6.1 Delivery process monitored to meet agreed deadlines.
 - 6.2 Routine supply problems handled or referred to management as required by store policy.
 - 6.3 Continuous liaison with buyers, store/departments, warehouse and suppliers to ensure continuity of supply.
 - 6.4 Stock distributed according to store/department allocation.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By informing staff of relevant roles and responsibilities for monitoring and ordering stock.	2
Collecting analysing and organising information	Monitoring stock levels and processing orders will require information to be collected, analysed and organised.	2
Planning and organising activities	By implementing procedures for receipting, dispatching and storing goods.	2
Working with others and in teams	Directing and allocating team members in particular roles and responsibilities requires team work.	2
Using mathematical ideas and techniques	Processing orders and maintaining stock levels requires the use of mathematical ideas and techniques.	2
Solving problems	Assessing stock losses and developing solutions requires problem solving skills.	2
Using technology	Ordering and recording stock requires the use of technology.	2

RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policy and procedures in regard to:
 - Stock control
 - stock control system
 - recording procedures
 - procedures for investigating discrepancies
 - store merchandise and marketing
 - pricing, labelling and packaging requirements
 - quality control policies and procedures
- Ordering and recording systems may be:
 - Manual
 - electronic
- Stock transfers may involve:
 - inter and intra store/department
- Suppliers may include:
 - existing contacts
 - new contacts
 - local suppliers
 - overseas supplies
- Reporting of faults may be achieved by:
 - fax
 - telephone
 - email
 - letter
 - verbally
- Handling techniques may vary according to:
 - stock characteristics
 - industry codes of practice
- Staff rostering requirements may include:
 - varying levels of staff training
 - staffing levels
 - routine or busy trading conditions
 - full time, part time or casual staff
 - range of staff responsibilities
- Reports for management may include:
 - financial reports
 - business documents
 - informal reports
 - stocktake reports

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

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

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
 - stock control
 - store merchandising system
 - current and future stock levels
 - bar codes
 - labels
 - price tags
 - store stock recording system
 - stock replenishment/reorder procedures
 - inter and intra store/department transfers
 - reporting of stock discrepancies/damage
 - identifying and recording stock losses
 - identifying and recording discrepancies
 - existing suppliers
 - quality control procedures and requirements
 - receipt and dispatch of goods including inspection for quality and quantity
- Relevant licensing requirements for moving stock mechanically
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Relevant occupational health and safety legislation/regulations/codes of practice
- Principles and techniques for interpersonal communication skills

Skills in:

- Store stocktaking systems
- Use of electronic recording equipment
- Interpersonal communication skills
- Time management
- Negotiation skills
- Report preparation and presentation
- Literacy and numeracy skills in regard to:
 - stock control reports and documentation
 - processing orders
 - maintaining delivery and supply records
 - stock distribution records
 - maintaining stock ordering and recording systems

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRR15A can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
 - store policy and procedures for receipt and dispatch of goods
 - store procedures for stocktake
 - occupational health and safety legislation/regulations/codes of practice
 - industry codes of practice
 - legislation and statutory requirements
 - store merchandising and marketing policy and procedures
 - inter and intra store/department transfer procedures
 - store quality control procedures and requirements

WRRLP4B

Unit Descriptor

Maintain store security

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

Unit Sector

Loss Prevention

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Monitor and maintain store security | <ul style="list-style-type: none">1.1 Store policies and procedures implemented to ensure store security maintained.1.2 Security procedures are monitored and reviewed according to store policy.1.3 Procedures implemented to minimise theft of easily stolen merchandise.1.4 Security of cash, cash register and keys maintained according to store policy.1.5 Store procedures in regard to transactions implemented.1.6 Team members are informed of store policies and procedures in regard to security.1.7 Team members provided with feedback in regard to implementation/non implementation of store security procedures.1.8 Staff provided with on going supervision and training to facilitate awareness and detection of theft.1.9 Matters likely to affect store security reported according to store policy. |
|--|---|

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Team members will need to be informed of store policies and procedures in regard to safety.	2
Collecting analysing and organising information	Reviewing security procedures will require information to be collected, analysed and organised.	2
Planning and organising activities	Providing training to staff members requires planning and organisation.	2
Working with others and in teams	Providing supervision and training to team members will require team work.	2
Using mathematical ideas and techniques	Monitoring cash handling and transactions will require the use of mathematical ideas and techniques.	2
Solving problems	Problem solving will be applied when implementing procedures to minimise theft.	2
Using technology	The use of technology will be applied when reporting on store security.	2

RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Security procedures may deal with:
 - customers
 - staff/staff property
 - visitors, sales representatives, contractors, vendors
 - stock
 - records
 - cash and cash movement
 - equipment
 - premises
 - opening and closing of premises
 - theft
 - armed robbery
 - events likely to endanger customers or staff
- Store security procedures may include:
 - opening and closing of premises
 - checking bags
 - cash handling, credit card and cheque transactions
 - video monitoring
 - banking procedures
- Supervision and training may include:
 - mentoring/coaching
 - off the job training
 - on the job training
- Transactions may include:
 - credit cards
 - cash/cheque
 - EFTPOS

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Applies store policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to store security.
- Applies relevant legislation and statutory regulations particularly in regard to checking of customers' bags and purchases.
- Interprets, applies and monitors security procedures in regard to:
 - cash handling, credit card and cheque transactions
 - internal or external theft or suspicious circumstances
 - armed robbery
 - opening and closing premises.
- Implements store policies and procedures in regard to:
 - informing staff regarding store security
 - staff security supervisions and training.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
 - security
 - cash handling, credit card, cheque transactions
 - external/internal theft
 - suspicious circumstances
 - armed robbery
 - staff security training
 - procedures for opening and closing premises
- Relevant legislation and statutory regulations, particularly in relation to checking of customers' bags and purchases
- Store alarm and security systems
- Principles and techniques of interpersonal communication

Skills in:

- Interpersonal communication, including:
 - giving feedback
 - coaching
 - performance analysis
 - questioning/listening/observation
 - group presentation
 - team motivation
 - negotiation
 - verbal and non verbal communication
 - team leadership
- Literacy skills in regard to:
 - interpreting and applying occupational health and safety documents
 - reporting procedures

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP4B can be assessed with the following unit:

WRRLP3B Maintain store safety

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Relevant documentation, such as:
 - store policy and procedures in regard to security
 - legislation and statutory requirements
 - occupational health and safety legislation
- Access to relevant equipment such as:
 - alarm systems
 - point of sale equipment
 - communication equipment

WRRS1B

Unit Descriptor

Sell products and services

This unit involves the skills, knowledge and attitudes required to sell products and services in a retail environment. It involves the use of sales techniques and encompasses the key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

Unit Sector

Selling

ELEMENT

PERFORMANCE CRITERIA

- | | |
|----------------------------|--|
| 1. Apply product knowledge | 1.1 Knowledge of the use and application of relevant products and services demonstrated according to store policy and legislative requirements.
1.2 Product knowledge developed by accessing relevant sources in information. |
| 2. Approach customer | 2.1 Timing of customer approach determined and applied.
2.2 Effective sales approach identified and applied.
2.3 Positive impression conveyed to arouse customer interest.
2.4 Knowledge of customer buying behaviour demonstrated. |
| 3. Gather information | 3.1 Questioning techniques applied to determine customer buying motives.
3.2 Listening skills used to determine customer requirements.
3.3 Non-verbal communication cues interpreted and clarified.
3.4 Customers identified by name where possible.
3.5 Customer directed to specific merchandise. |
| 4. Sell benefits | 4.1 Customer needs matched to appropriate products and services.
4.2 Knowledge of products' features and benefits communicated clearly to customers.
4.3 Product use and safety requirements described to customers.
4.4 Customers referred to appropriate product specialist as required.
4.5 Routine customer questions about merchandise are answered accurately and honestly or referred to more experienced senior sales staff. |
| 5. Overcome objections | 5.1 Customer objections identified and accepted.
5.2 Objections categorised into price, time and merchandise characteristics.
5.3 Solutions offered according to store policy.
5.4 Problem solving applied to overcome customer objections. |
| 6. Close sale | 6.1 Customer buying signals monitored, identified and responded to appropriately.
6.2 Customer encouraged to make purchase decisions.
6.3 Appropriate method of closing sale selected and applied. |

- 7. Maximise sales opportunities
 - 7.1 Opportunities for making additional sales recognised and applied.
 - 7.2 Customer advised of complementary products or services according to customer's identified need.
 - 7.3 Personal sales outcomes reviewed to maximise future sales.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Relaying product features and benefits to customers requires the communication of ideas and information.	1
Collecting analysing and organising information	Establishing customer requirements requires information to be collected, analysed and organised.	1
Planning and organising activities	Identifying opportunities to make additional sales requires activities to be planned and organised.	1
Working with others and in teams	Team work will be applied when referring to other staff members or seeking product information.	1
Using mathematical ideas and techniques	Mathematical ideas and techniques may be required when reviewing personal sales outcomes.	1
Solving problems	Problem solving skills may be applied when overcoming customer objections.	1
Using technology	The use of technology may not be required in this unit.	-

RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following may include but is not limited to:

- Store policy and procedures in regard to:
 - selling products and services
- Customers may include:
 - people with routine or special needs
 - regular or new customers
 - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- Product knowledge may include:
 - warranties
 - features and benefits
 - use by dates
 - handling/storage requirements
 - stock availability
 - safety features
 - price
- Selling may involve:
 - face to face
 - over the telephone
 - over the Internet
- Routine customer questions may relate to:
 - price and price reductions
 - quality
 - features and benefits
- Legislative requirements may include:
 - Trade Practices Act
 - tobacco laws
 - liquor laws
 - sale of second hand goods
 - occupational health and safety
 - industry codes of practice
 - Lottery Acts
- Relevant sources of information may include:
 - Internet
 - relevant staff members
 - store or supplier product manuals
 - product profiles
 - videos
 - demonstrations
 - labels
 - store tours

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Applies product knowledge and uses appropriate sales approach to sell the benefits of products, overcome objections and close sales.
- Uses questioning, listening and observation skills to determine customer requirements.
- Consistently applies store policies and procedures in regard to selling products and services.
- Maximises sales opportunities according to store policies and procedures.
- Consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services.
- Evaluates personal sales performance to maximise future sales.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
 - selling products and services
 - allocated duties and responsibilities
- Store merchandise and service range
- Specific product knowledge for area/section
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Customer types and needs including:
 - customer buying motives
 - customer behaviour and cues
 - individual and cultural differences
 - demographics/lifestyle/income
 - types of customer needs, eg functional, psychological

Skills in:

- Selling techniques including:
 - opening techniques
 - buying signals
 - strategies to focus customer on specific merchandise
 - addons and complimentary sales
 - overcoming customer objections
 - closing techniques
- Verbal and non verbal communication skills
- Handling difficult customers
- Negotiation skills
- Sales performance appreciation
- Questioning/listening/observation
- Literacy skills in regard to:
 - reading and understanding product information
 - reading and understanding store policies and procedures
 - recording information
- Numeracy skills in regard to:
 - handling of tender
 - weighing and measuring goods

Assessment Process

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Store policies and procedures, in regard to:
 - selling products and services
 - allocated duties and responsibilities
- Store merchandise and service range
- Specific product knowledge for area/section
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Customer types and needs including:
 - customer buying motives
 - customer behaviour and cues
 - individual and cultural differences
 - demographics/lifestyle/income
 - types of customer needs, eg functional, psychological

Skills in:

- Selling techniques including:
 - opening techniques
 - buying signals
 - strategies to focus customer on specific merchandise
 - add ons and complimentary sales
 - overcoming customer objections
 - closing techniques
- Verbal and non verbal communication skills
- Handling difficult customers
- Negotiation skills
- Sales performance appreciation
- Questioning/listening/observation
- Literacy skills in regard to:
 - reading and understanding product information
 - reading and understanding store policies and procedures
 - recording information
- Numeracy skills in regard to:
 - handling of tender
 - weighing and measuring goods

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS1B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS1B can be assessed with other units which make up a specific job function.

Resources Required

- A retail work environment
- Relevant documentation, such as:
 - store policy and procedures manuals
- Access to a range of customers with different requirements
- A range of merchandise and products appropriate to the retail workplace
- Product labels and sources of product information

WRRS2B
Unit Descriptor**Advise on products and services**

This unit builds on unit WRRS1B Sell products and services. It requires a greater depth of specialist or general product knowledge and a greater need for experience and skill in offering advice to customers.

Unit Sector

Selling

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Develop product/service knowledge | 1.1 Product knowledge developed and maintained according to store policy and legislative requirements. |
| | 1.2 Product knowledge conveyed to other staff members as required. |
| | 1.3 Comparisons between products and services researched and applied. |
| | 1.4 Knowledge of competitors' product and service range and pricing structure demonstrated. |
| 2. Recommend specialised products/services | 2.1 Merchandise evaluated according to customer requirements. |
| | 2.2 Features and benefits of products and services demonstrated to customer to create a buying environment. |
| | 2.3 Detailed specialised knowledge of product applied to provide accurate advice to customers. |

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Recommending specialised products to customers requires ideas and information to be communicated.	2
Collecting analysing and organising information	Developing product knowledge requires information to be collected, analysed and organised.	2
Planning and organising activities	Developing knowledge of competitor's products and services may require activities to be planned and organised.	1
Working with others and in teams	Team work may be required when developing and relaying product knowledge to other team members.	1
Using mathematical ideas and techniques	Making comparisons with competitor's pricing structure will require the use of mathematical ideas and techniques.	2
Solving problems	Problem solving will be applied when evaluating merchandise according to customer requirements.	2
Using technology	The use of technology will be applied when developing product knowledge through accessing the Internet.	2

RANGE STATEMENT

The Range Statement provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to

- Store policy and procedures in regard to:
 - selling products and services
- Legislative requirements may include:
 - Trade Practices Act
 - tobacco laws
 - liquor laws
 - Lottery Acts
 - industry codes of practice
 - occupational health and safety
 - sale of second hand goods
 - sale of X and R rated products
 - trading hours
 - transport, storage and handling of goods
- Product knowledge may include:
 - brand options
 - product features/benefits
 - warranties
 - safety features
- Product knowledge may be developed and maintained by:
 - accessing the Internet
 - attending product launches
 - attending product seminars
 - discussions with staff members
 - accessing product information booklets/pamphlets
- Pricing structure may include:
 - sales reductions
 - pricing procedures including Goods and Services Tax (GST) requirements
 - mark downs
- Customers may include:
 - people with routine or special requests
 - people with special needs
 - regular and new customers
 - people from a range of social, cultural or ethnic backgrounds and physical and mental abilities
- Customer requirements may include:
 - specific brand
 - sizing
 - quality
 - quantity
 - price range
 - usage

EVIDENCE GUIDE

The following components of the evidence guide relate directly to the performance criteria and the Range Statement for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

- Consistently applies store policies and procedures and industry codes of practice in regard to customer service and selling products and services.
- Develops, maintains and conveys product knowledge to customers.
- Applies detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

- Specialised product knowledge including:
 - warranties
 - benefits and features
 - shelf life/use by date
 - storage requirements
 - ingredients or materials contained in product
 - product/ingredient origins
 - care and handling of products
 - corresponding or complementary products and services
 - stock availability
- Store/industry manuals and documentation
- Stock and merchandise range
- Service range
- Procedures for taking orders
- Pricing procedures including Goods and Services Tax (GST) requirements
- Other relevant policies and procedures
- Relevant legislation and statutory requirements
- Relevant industry codes of practice

Skills in:

- Interpersonal communication skills
- Using a range of communication/electronic equipment
- Accessing relevant product/service information
- Literacy skills in regard to:
 - reading and understanding product information
 - reading and understanding store policies and procedures
 - recording information
- Numerical skills in regard to:
- estimating and calculating costs relevant to pricing products

Assessment process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

- Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.
- Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS2B can be assessed with other units which relate to the specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

- Observation of the person in the workplace
- Third party reports from a supervisor
- Customer feedback
- Answers to questions about specific skills and knowledge

Resources Required

- A retail work environment
- Access to a range of stock and merchandise
- Relevant documentation, such as:
 - price lists
 - store policy and procedures manuals
- Access to a range of customers with different requirements
- A range of communication equipment

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