ICP05
Printing and Graphic Arts Training Package

Imported Units of Competency
This document contains part of the endorsed components of the Training Package. It should not be used in isolation but must be used in the context of the whole endorsed Training Package.

Volume 6 of 6
Printing and Graphic Arts Training Package (Volume 6 - Imported Units of Competency)

Vol 1 of 6 Introduction, Assessment Guidelines and Qualifications
Vol 2 of 6 Support and Pre-press Units of Competency
Vol 3 of 6 Multimedia and Printing Units of Competency
Vol 4 of 6 Converting, Binding and Finishing Units of Competency
Vol 5 of 6 Screen Printing, Ink Manufacture and Holistic Knowledge Units of Competency
To be reviewed by 31 August 2008
Endorsed 22 July 2005
ICP05 - Printing and Graphic Arts Training Package

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<table>
<thead>
<tr>
<th>Published by:</th>
<th>First published:</th>
<th>1 August 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation and Business Industry Skills Council=</td>
<td>Stock Code Number:</td>
<td></td>
</tr>
<tr>
<td>Building B, Level 2 192 Burwood Road</td>
<td>ISBN:</td>
<td>0 642 80376 5</td>
</tr>
<tr>
<td>Hawthorn, 3122, VIC</td>
<td>Printed by:</td>
<td>Document Printing</td>
</tr>
<tr>
<td>ABN: 74 109 600 302</td>
<td>Australia Pty Ltd</td>
<td></td>
</tr>
<tr>
<td>Phone: (03) 9815 7000</td>
<td>AEShareNet Code:</td>
<td>P</td>
</tr>
<tr>
<td>Fax: (03) 9815 7001</td>
<td>Print Version No:</td>
<td>2</td>
</tr>
<tr>
<td>Email:</td>
<td>Release Date:</td>
<td>21 September 2007</td>
</tr>
<tr>
<td>Website: <a href="http://www.ibsa.org.au">http://www.ibsa.org.au</a></td>
<td>Review Date:</td>
<td>31 August 2008</td>
</tr>
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<th>Version</th>
<th>Release Date</th>
<th>Comments</th>
</tr>
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| 2       | To be provided | The following has been changed in 274 units:  
  - Employability skills (ES) mandatory statement inserted; Key Competencies information removed. Code changed to reflect mandatory ES changes.  
  - Unit reformatted into latest template requirements; Skills and Knowledge improved.  
  Category 1 changes made throughout the Training Package to correct typographical, grammatical and minor formatting errors. |
| 1       | 30/09/2005 | Primary release. ICP05 Printing and Graphic Arts Training Package replaces ICP99 Printing and Graphic Arts Training Package. |
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. The 2007 version of the AQF Implementation Handbook is expected to be available on the Australian Qualifications Framework Advisory Board (AQFAB) website www.aqf.edu.au during September 2007, and in print in October 2007 (obtain the hard copy by contacting AQFAB on phone 03 9639 1606 or email at 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 AQTF 2007 Essential Standards for Registration.

Statement of Attainment

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

Under the AQTF 2007, 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 section 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 judgment 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.

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**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.

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**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
The following pathways charts are provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Innovation and Business Industry Skills Council (http://www.ibsa.org.au).

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 [insert skill set title or identified industry area] need” on the Statement of Attainment. This wording applies only to skill sets that are formally identified as such in the endorsed Training Package. See the 2007 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment the updated version is expected to be available on the AQFAB website www.aqf.edu.au during September 2007 and in print in October 2007.

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 AQTF 2007. 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 2007 requirements; licensing/registration requirements; and assessment pathways.

Benchmarks for Assessment

Assessment within the National Skills Framework is the process of collecting evidence and making judgments 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 AQTF 2007 Essential Standards for Registration.


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 AQTF 2007 Essential Standards for Registration. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

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

Assessor Competency Requirements

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

Assessment Requirements

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

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

**National Recognition**

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

**Access and Equity and Client Outcomes**

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

**Monitoring Assessments**

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

**Recording Assessment Outcomes**

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

**Issuing AQF Qualifications and Statements of Attainment**

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current 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 when an individual has completed one or more units of competency from nationally recognised qualification(s)/course(s). See the AQTF 2007 and the 2007 edition of the AQF Implementation Handbook-available on the AQFAB website <www.aqf.edu.au>.

**Licensing/Registration Requirements**

The developers of this Training Package, and DEST, consider that no licensing or registration requirements apply to RTOs, assessors or candidates with respect to this Training Package. Contact the relevant State or Territory Department(s) to check if there are any licensing or registration requirements with which you must comply. For further information on this topic contact:

Innovation and Business Skills Australia
Level 2, Building B, 192 Burwood Road
Hawthorn Victoria 3122
Telephone: (03) 9815 7000
Facsimile: (03) 9815 7001
Web: http://www.ibsa.org.au
Email: virtual@ibsa.org.au

**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 Assessment Guidelines of the Training Package and the AQTF 2007.

**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 Australian 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 the AQTF 2007 must be met (Standard 1).

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 candidate’s 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 candidate’s 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 AQTF 2007 specifies mandatory competency requirements for assessors. For information, Standard 1, Element 1.4 from the AQTF 2007 Essential Standards for Registration follows:

<table>
<thead>
<tr>
<th>1.4</th>
<th>Training and assessment is delivered by trainers and assessors who:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>have the necessary training and assessment competencies as determined by the National Quality Council or its successors</td>
</tr>
<tr>
<td>b)</td>
<td>have the relevant vocational competencies at least to the level being delivered or</td>
</tr>
</tbody>
</table>
c) continue developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTO’s services.

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 judgments 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 <www.ntis.gov.au>. Materials on the list have been noted by the National 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 continuous improvement of assessment strategies as required under Standard 1 of the AQTF 2007
- meet the assessment requirements expressed in Standard 1 of the AQTF 2007.

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.

Assessment Requirements

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

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

<table>
<thead>
<tr>
<th>1.5</th>
<th>Assessment, including Recognition of Prior Learning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>meets the requirements of the relevant Training Package or accredited course,</td>
</tr>
</tbody>
</table>
Assessment of Employability Skills

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

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

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


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: training and assessment must be bias-free.

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

Reasonable adjustments

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

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

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

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

See Part 4, Chapter 2 of the Training Package Development Handbook (DEST, September 2007) for more information on reasonable adjustment, including examples of adjustments.

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

Technical and Vocational Education and Training (TVET) Australia Limited
Level 21, 390 St Kilda Road, Melbourne VIC 3150
PO Box 12211, A"Beckett Street Post Office
MELBOURNE VICTORIA 8006
Ph: +61 3 9832 8100
Fax: +61 3 9832 8198
Email: sales@tvetaustralia.com.au
Web: www.tvetaustralia.com.au

For information on the TAA04 Training and Assessment Training Package contact:
General Resources

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


AQTF 2007 Essential Standards for Registration. Training organisations must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications. They include three standards, a requirement for registered training organisations to gather information on their performance against three quality indicators, and nine conditions of registration

AQTF 2007 User’s Guide to the Essential Standards for Registration. A Users" Guide for training organisations who must meet these standards in order to deliver and assess nationally recognised training and issue nationally recognised qualifications.

AQTF 2007 Standards for Accredited Courses. State and Territory accrediting bodies are responsible for accrediting courses. This standard provides a national operating framework and template for the accreditation of courses.

TAA04 Training and Assessment Training Package. This is available from the Innovation and Innovation & 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


Assessment Resources

Training Package Assessment Guides - a range of resources to assist RTOs in developing Training Package assessment materials (originally developed by ANTA with funding from the Department of Education, Training and Youth Affairs) and made up of 10 separate titles, as described at the 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 Technical and Vocational Education and Training (TVET) Australia Limited. 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 & 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.


**Assessor Training**


**Assessment System Design and Management**


AUM2402A Apply quality assurance techniques - advanced

Unit Descriptor
This unit identifies the competence required to apply quality assurance techniques to all operations involving plant, tooling, equipment or systems required for the design, development and production of motor vehicles.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Interpret and apply quality standards.
   1.1 Quality standards are interpreted and applied to individual and team work in accordance with company procedures.
   1.2 Process improvement tools are used either individually or in a team to identify and solve design, development and production quality problems.

   2.1 Quality of all received, in-work and finished materials and products is checked and appropriate action taken in accordance with quality management strategies.
   2.2 Change in quality of performance is monitored using quality improvement tools and feedback data in accordance with company procedures.
   2.3 Further action to improve quality is recommended, where required, using standard operating procedures either individually or in a team.

3. Implement quality improvement.
   3.1 Analytical tools are used to evaluate principal causes of process variation and the success of project improvement strategies in accordance with company procedures.
   3.2 The outcomes of the evaluation of principal causes of process variation are used in a continuous cycle of quality improvement in accordance with company procedures.

KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

Interpret the application of quality standards to the installation, manufacture, repair and/or maintenance of plant, tooling, equipment or systems.

Note: The application of this competency standard must comply with the appropriate AQF level descriptor criteria.

Sources of information/documents may include:

- Manufacturer specifications
- Enterprise operating procedures
- Product manufacturer specifications
- Customer requirements
- Industry/Workplace Codes of Practice

OH&S practices must abide by:

- State/industry OH&S legislation
- Award provisions

Resources may include:

- Type of plant, tooling and equipment (as per company installation)
- Documentation and reporting systems (as per company requirements)

Methods include:

- Interpreting and applying quality standards, monitoring quality and implementing quality improvement.

Methods should be applied under normal operating conditions.

EVIDENCE GUIDE

Context:

- Competency must be assessed in a safe working environment.
- Assessment must be undertaken in accordance with endorsed industry assessment guidelines.
- The knowledge and practical component may be assessed in an on- or off-the-job environment.
- Assessment may take place within the workplace or appropriate simulated environment.
- The trainee should be able to carry out the task to be assessed in a safe and correct manner without supervision on more than one occasion prior to assessment.
Critical aspects: It is essential that competence is fully observed and there is the ability to transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of:

- Degree of complexity
- Safe working practices
- Documentation
- Technical specifications
- Planning

Underpinning knowledge:

- Interpreting and applying quality standards
- Monitoring quality
- Implementing quality improvement

Practical assessments:

- Perform work under the required level of supervision
- Use and maintain all required materials, tools and parts
- Diagnose and solve problems involved in the work
- Achieve specified quality standards
- Apply housekeeping standards
- Apply knowledge of OH&S requirements
- Apply knowledge of required quality improvement techniques
- Demonstrate ability to minimise waste
- Apply knowledge of relevant company procedures
- Apply knowledge of emergency procedures
- Apply knowledge of reporting and documentation requirements
- Communicate effectively with team members, management and user departments
**BSBADV401A Profile a target audience**

**Unit Descriptor**
This unit covers segmenting the market and profiling a target audience to enable targeting of products/services.

This unit is related to BSBADV503A Coordinate advertising research.

**Competency Field**
Business Development

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the target market</td>
<td>1.1 <em>Approaches</em> to determining and describing the total market for a product or service are evaluated and chosen</td>
</tr>
<tr>
<td></td>
<td>1.2 The target market is defined in terms of the consumers to be included as prospective users of a product or service</td>
</tr>
<tr>
<td></td>
<td>1.3 Descriptions of the target market use the same terms as those used to describe media audiences</td>
</tr>
<tr>
<td>2. Segment the market</td>
<td>2.1 <em>Criteria</em> to use in segmenting the market are evaluated and chosen in accordance with the advertising brief</td>
</tr>
<tr>
<td></td>
<td>2.2 <em>Sources of information for segmenting and profiling markets</em> are identified and accessed in accordance with the advertising brief</td>
</tr>
<tr>
<td></td>
<td>2.3 The market is segmented in accordance with the selected criteria</td>
</tr>
<tr>
<td></td>
<td>2.4 Market segments are evaluated for their usefulness in terms of size, potential, distinctive needs, easy identification of members, and/or distinctive media use patterns</td>
</tr>
<tr>
<td></td>
<td>2.5 Market segment/s are selected to meet the requirements of the advertising brief or new segmentation criteria are chosen and applied</td>
</tr>
<tr>
<td>3. Profile target audience</td>
<td>3.1 The total market and the selected market segment/s are described in the form of a consumer profile that identifies consumer characteristics in standard statistical terms and/or the descriptive terms used in media selection</td>
</tr>
<tr>
<td></td>
<td>3.2 <em>Demographic</em> and/or <em>psychographic</em> descriptions are used in the consumer profile in accordance with the requirements of the advertising brief</td>
</tr>
<tr>
<td></td>
<td>3.3 The profile meets organisational requirements in terms of language, format, content and level of detail</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>through the development of a consumer profile</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to evaluate market segments</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to choose approaches and criteria to segment the market</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>to identify and access sources of information for segmenting and profiling</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to analyse data and draw conclusions</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>by evaluating segments and re-doing the process if necessary</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>to apply segmentation criteria and analyse data if required</td>
<td>1</td>
</tr>
</tbody>
</table>

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

Approaches to determining the total market may include:
- identifying consumers with relevant needs
- identifying current users of a product or service
- identifying people with related characteristics
### Terms used to describe media audiences may include:
- demographics:
  - age
  - sex
  - education
  - marital status
  - occupation
  - nationality
  - first language
  - children
  - income

### Market segmentation is
- the process of dividing a market into consumer subgroups, each of which has different needs

### Criteria to use in market segmentation may include:
- consumer needs
- benefits desired
- product/service usage
- attitude
- demographics
- lifestyle
- social and cultural factors
- business characteristics

### Sources of information for segmenting and profiling markets may include:
- industry sources
- existing research data
- original a priori research (where the market segments are assumed at the beginning and research is used to confirm them)
- original response based research

### Consumers may include:
- individuals
- businesses
- households

### Standard statistical terms
- are those categories used by the Australian Bureau of statistics in collecting and reporting census data

### Demographic descriptions may include:
- date and place of birth
- sex
- nationality
- indigenous Australian
- education
- occupation
- marital status
- first language
- other languages spoken at home
- number and age of children
- income level
- disability
Psychographic descriptions may include:

- activities
- interests
- opinions
- values
- attitudes
- lifestyle

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
- Rationale for choosing approach to describing the market and segmentation criteria

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
- Advertising brief
- Purposes of advertising
- Advertising objectives

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

Underpinning Skills

- Literacy skills to identify demographic and other information, to write descriptive
- Communication including clarifying and reporting
- Numeracy skills for collecting and analysing quantitative 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
BSBCMN208A Deliver a service to customers

Unit Descriptor
This unit covers the skills and knowledge required to identify customer needs and provide a service to customers within a prescribed framework.

This unit is related to BSBCMN310A Deliver and monitor a service to customers.

Competency Field
Common

ELEMENT PERFORMANCE CRITERIA

1. Identify customer needs
   1.1 Appropriate interpersonal skills are employed to ensure that the customer's needs are accurately identified
   1.2 Customer needs are assessed for urgency so that priorities for service delivery can be identified
   1.3 Customers are provided with information about available options for meeting their needs and assisted to identify their preferred option
   1.4 Personal limitations in addressing customer needs are identified and where appropriate, assistance is sought from designated person

2. Deliver service to customers
   2.1 Prompt customer service is provided to meet identified needs in accordance with organisational requirements
   2.2 Appropriate rapport is established with customers to enable high quality service delivery
   2.3 Customers' complaints are handled sensitively and courteously in accordance with organisational requirements
   2.4 Opportunities to enhance the quality of service and products are identified and taken whenever possible

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.

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

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
- individual members of the public

Customer needs 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

Service and products are:

- specific to the organisation

Designated individuals and groups are:

- those with sufficient knowledge and the level of responsibility to meet customer needs
Organisational requirements may include:

- quality assurance and/or procedures manual
- availability of information
- pricing and discount policies
- replacement and refund policy and procedures
- payment and delivery options
- goals, objectives, plans, systems and processes
- business and performance plans
- following Occupational Health and Safety procedures for dealing with customers
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- legal and organisation policy/guidelines and requirements

Customer complaints may be about:

- 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
- customer dissatisfaction with service quality

Opportunities for enhancing quality of service or product may include:

- procedures for delivery of goods
- system for recording complaints
- packaging procedures
- training

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

- Accurate identification of customer needs through the use of appropriate interpersonal skills
- Treating customers in a courteous and professional manner through all stages of service procedure
- Application of organisational policy and procedures for responding to customer needs
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 structure, products and services
- Knowledge of excellent customer service strategies
- Knowledge of the organisation's policy and procedures for customer service including handling customer complaints
- Understanding customer feedback mechanisms
- Understanding the special needs of customers

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

Underpinning Skills

- Literacy skills to access and use workplace information
- Technology skills including the ability to select and use technology appropriate to a task
- Communication skills to identify customer needs
- 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 Levels0020
BSBCM302A Organise personal work priorities and development

Unit Descriptor
This unit covers the skills and knowledge required to organise own work schedules, monitor and obtain feedback on work performance, and maintain required levels of competence.

This unit is related to BSBCM202A Organise and complete daily work tasks and BSBCM402A Develop work priorities.

Competency Field
Common

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Organise and complete own work schedule</td>
</tr>
<tr>
<td>1.1</td>
<td>Work goals and objectives are understood, negotiated and agreed in accordance with organisational requirements</td>
</tr>
<tr>
<td>1.2</td>
<td>Workload is assessed and prioritised to ensure completion within identified timeframes</td>
</tr>
<tr>
<td>1.3</td>
<td>Factors affecting the achievement of work objectives are identified and incorporated into work plans</td>
</tr>
<tr>
<td>1.4</td>
<td>Business technology is used efficiently and effectively to manage and monitor scheduling and completion of tasks</td>
</tr>
<tr>
<td>2.</td>
<td>Monitor own work performance</td>
</tr>
<tr>
<td>2.1</td>
<td>Personal work performance is accurately monitored and adjusted to ensure maintenance of job quality and customer service</td>
</tr>
<tr>
<td>2.2</td>
<td>Feedback on performance is actively sought from colleagues and clients and evaluated in the context of individual and group requirements</td>
</tr>
<tr>
<td>2.3</td>
<td>Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements</td>
</tr>
<tr>
<td>3.</td>
<td>Develop and maintain own competence level</td>
</tr>
<tr>
<td>3.1</td>
<td>Personal knowledge and skills are assessed against competency standards performance descriptions to determine development needs and priorities</td>
</tr>
<tr>
<td>3.2</td>
<td>Opportunities for improvement are identified and planned in liaison with colleagues</td>
</tr>
<tr>
<td>3.3</td>
<td>Feedback is used to identify and develop ways to improve competence within available opportunities</td>
</tr>
<tr>
<td>3.4</td>
<td>New skills and opportunities to develop them are identified to achieve and maintain continuous learning</td>
</tr>
<tr>
<td>3.5</td>
<td>Records and documents relating to achievements and assessments are stored and maintained in accordance with own requirements</td>
</tr>
</tbody>
</table>
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.

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<tr>
<th>Key Competency</th>
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<td>Collecting analysing and organising information</td>
<td>to measure self-performance</td>
<td>2</td>
</tr>
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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

Work goals and objectives may include:

- sales targets
- reporting deadlines
- production targets
- budgetary targets
- team participation
- team and individual learning goals
Organisational requirements may be included in:

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

Factors affecting the achievement of work objectives may include:

- competing work demands
- technology/equipment breakdowns
- unforeseen incidents
- workplace hazards, risks and controls
- environmental factors such as time, weather, etc
- resource and materials availability
- budget constraints

Business technology may include:

- computers
- computer applications
- modems
- personal schedulers
- email
- internet/extranet/intranet
- photocopiers
- scanners
- facsimile machines
- printers

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Competency standards are standards which measure:

- all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function
Opportunities for improvement may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- quality assurance assessments and recommendations
- Recognition of Prior Learning

**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**

- Preparing work plans
- Prioritising and scheduling work objectives and tasks
- Seeking and acting on feedback from clients and colleagues
- Reviewing own work performance against achievements through self-assessment
- Accessing learning opportunities to extend own personal work competencies

**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 the organisation's policies, plans and procedures
- Knowledge of methods to elicit, analyse and interpret feedback
- Understanding techniques to prepare personal plans and establish priorities
- Knowledge of the principles and techniques of goal setting, measuring performance, time management and personal assessment
- Understanding processes to interpret competency standards and apply them to self
- Understanding methods to identify and prioritise personal learning needs

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

- Literacy skills for reading and understanding the organisation's procedures, own work goals and objectives
- Proofreading and editing skills for checking own work
- Planning skills to organise work priorities and arrangements
- Problem solving skills to solve routine problems
- Communication skills including giving and receiving constructive feedback on development needs
- Technology skills including the ability to select and use technology appropriate to a task
- 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
## BSBCM310A Unit Descriptor

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

This unit is related to BSBCM208A Deliver a service to customers and BSBCM410A Coordinate implementation of customer service strategies.

### Competency Field
Common

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify customers' needs | 1.1 Customers' needs and expectations are clarified and accurately identified using appropriate interpersonal skills  
1.2 Customers' needs are assessed for urgency to determine priorities for service delivery in accordance with organisational requirements  
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 designated individuals |
| 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' complaints are handled sensitively and courteously in accordance with organisational requirements  
2.4 Customers with special needs or assistance are responded to in accordance with organisational requirements  
2.5 Available opportunities 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 verifiable evidence 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.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>with customers on products and services</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to monitor and report on customer services</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to meet customer needs</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>in completing scheduled tasks</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to determine service or product costs</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to respond to customer enquiries or complaints</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>to complete allocated tasks</td>
<td>1</td>
</tr>
</tbody>
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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.
### BSBCMN312A Support innovation and change

#### Unit Descriptor
This unit covers the skills and knowledge required to contribute ideas for improved work practices and to support the implementation of innovative work practices to effect change.

This unit draws on the work of the Innovative Work Skills project of the Australian National Training Authority.

This unit is related to BSBCMN210A Implement improved work practices and BSBCMN412A Promote innovation and change.

#### Competency Field
Common

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Clarify ideas to improve work practices | 1.1 Advantages, disadvantages and consequences of ideas are identified  
1.2 Options are considered and discussed with colleagues  
1.3 Feedback is reflected and used to improve ideas  
1.4 Methods of communicating ideas are considered |
| 2. Advise on innovative work practices | 2.1 Advice is clear and consistent with organisational requirements  
2.2 Advice provided is realistic and relevant within context of current work practices and objectives  
2.3 Recommendations are provided on required resources, timelines and roles and responsibilities for successful implementation of change  
2.4 Information about risk factors is used to identify potential constraints  
2.5 Feedback on innovations is obtained from designated individuals and groups |
| 3. Support implementation of new work practices | 3.1 Work schedules are adjusted to incorporate necessary modifications to existing work patterns and routines  
3.2 Business technology is used to manage and provide access to information on progress towards objectives of change  
3.3 Mentoring and coaching is provided to support individuals and groups in the introduction of change  
3.4 Consultation is undertaken with individuals and teams to promote participation in change  
3.5 Advice is provided on the impact of change in a manner accessible to designated personnel |
KEY COMPETENCIES

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- 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 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
Roles and responsibilities may include:

- job description and employment arrangements
- organisation's policy relevant to work role
- team structures
- supervision and accountability requirements including Occupational Health and Safety
- skills, training and competencies
- Code of Conduct

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

Risk factors may include:

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

Feedback on innovations may be obtained from:

- customer satisfaction surveys
- interviews
- comments from colleagues
- analysis of qualitative/quantitative data
- recommendations
- management decisions
- quality assurance data

Designated individuals and groups may include:

- supervisor
- clients
- colleagues
- external organisation
- committee
- line management

Business technology may include:

- computers
- computer applications
- fax
- email
- internet/extranet/intranet
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

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

- Ideas for change are communicated effectively
- Giving feedback and advice to colleagues on processes of implementation
- Change is supported

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 the organisation's policies, plans and procedures
- Knowledge of own roles and responsibilities
- Understanding the context of change
- Principles and techniques of identifying strengths and weaknesses
- Understanding the impacts of change
- Knowledge of critical success factors and how they relate to change
- Processes to interpret and apply feedback
- Principles and techniques of goal setting and recording priorities

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
- Communication skills including active listening, questioning and clarifying, presenting and reporting
- Ability to accept positive and negative feedback
- Planning skills to organise work priorities and arrangements
- Team work skills for working as a member of a team during periods of change
- Consultation skills to maintain effective relationships during periods 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
BSBCMN402A

Unit Descriptor

This unit covers the skills and knowledge required to plan own work schedules, monitor and obtain feedback on work performance and development.

This unit is related to BSBCMN302A Organise personal work priorities and development.

Competency Field

Common

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
</thead>
</table>
| 1. Plan and complete own work schedule | 1.1 *Workgroup* plans are prepared to reflect consideration of resources, client needs and workgroup targets  
1.2 *Work objectives* and priorities are analysed and incorporated into personal schedules and responsibilities  
1.3 *Factors* affecting the achievement of work objectives are identified and contingencies established and incorporated into work plans  
1.4 *Business technology* is used efficiently and effectively to manage and monitor planning completion and scheduling of tasks |
| 2. Monitor own work performance | 2.1 Personal performance standards are identified and analysed through self-assessment and feedback from others on the achievement of work objectives  
2.2 *Feedback on performance* is actively sought from colleagues and clients and evaluated in context of individual and group requirements  
2.3 Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements |
| 3. Coordinate professional development | 3.1 Personal knowledge and skills are assessed against *competency standards* performance descriptions to determine development needs and priorities  
3.2 Opportunities for improvement and sources of learning are researched and planned in liaison with colleagues  
3.3 *Feedback* is used to identify and develop ways to improve competence within available opportunities  
3.4 New skills are identified and *professional development activities* are accessed and completed to facilitate continuous learning and career development  
3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with organisational requirements |
KEY COMPETENCIES

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- 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

Workgroup plans may include:

- sales plans
- reporting plans
- production plans
- budgetary plans
- team participation
- work schedules
- team and individual learning goals

Work objectives may include:

- sales targets
- reporting deadlines
- production targets
- budgetary targets
- team participation
- team and individual learning goals
Factors affecting the achievement of work objectives may include:
- competing work demands
- technology/equipment breakdowns
- unforeseen incidents
- personnel
- environmental factors such as time, weather, etc
- resource and materials availability
- budget constraints

Business technology may include:
- computers
- computer applications
- personal schedules
- modems
- scanners
- email and internet/intranet/extranet
- photocopiers
- facsimile machines
- printers

Feedback on performance may include:
- formal/informal performance appraisals
- obtaining comments from supervisors and colleagues
- obtaining comments from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

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
- business and performance plans
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters

Competency standards are standards which measure:
- all those personal and technical knowledge, skills and attitudinal aspects (competencies) required to effectively and efficiently undertake the day to day tasks and duties of the practitioner's work function
Professional development activities may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- Recognition of Prior Learning

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

- Preparing and communicating work plans
- Scheduling work objectives and tasks to support the achievement of goals
- Seeking and acting on feedback from clients and colleagues
- Reviewing own work performance against achievements through self-assessment
- Accessing learning opportunities to extend own personal work competencies
- Using business technology to monitor self development

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 the organisation's policies, plans and procedures
- Understanding of methods to elicit, analyse and interpret feedback
- Knowledge of techniques to prepare personal plans and establish priorities
- Knowledge of quality standards for products and services
- Knowledge of relevant business technology applications
- Understanding of methods to evaluate own performance
- Processes to interpret competency standards and apply them to self
- Methods to identify and prioritise personal learning needs
- Understanding range of professional development activities and criteria to apply in choosing between them

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

- Literacy skills to understand the organisation's policies and procedures; interpret competency standards; use a variety of strategies for planning and reviewing own work
- Problem solving skills to develop contingency plans
- Evaluation skills for assessing outcomes
- Communication skills including giving and receiving constructive feedback on development needs
- Technology skills including the ability to select and use technology appropriate to a task
- Time management skills to complete tasks within agreed timeframes
- Observation skills for identifying opportunities for learning and development
- Participation skills for integrating as a member of a work team
- 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

Contexts 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
BSBCMN403A Establish business networks

Unit Descriptor

This unit covers the skills and knowledge required to develop and maintain effective workplace relationships and networks. It covers the activities of communication and representation.

This unit is related to BSBFLM303A Contribute to effective workplace relationships.

Competency Field
Common

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop and maintain business networks</td>
<td>1.1 Appropriate network strategies are used to establish and maintain business relationships that promote organisational objectives</td>
</tr>
<tr>
<td></td>
<td>1.2 Network opportunities are identified and pursued to maximise a range of business contacts</td>
</tr>
<tr>
<td></td>
<td>1.3 Information regarding new networks is communicated to inform individuals and colleagues of potential benefits to the organisation</td>
</tr>
<tr>
<td></td>
<td>1.4 Professional networks and associations are participated in to obtain and maintain personal knowledge and skills</td>
</tr>
<tr>
<td>2. Establish and maintain business relationships</td>
<td>2.1 Business relationships are developed and maintained to promote benefits consistent with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Trust and confidence of business colleagues is gained and maintained through demonstration of high standards of business practices</td>
</tr>
<tr>
<td></td>
<td>2.3 A high level of negotiation skills are used to encourage positive outcomes</td>
</tr>
<tr>
<td></td>
<td>2.4 Difficult situations are identified and solutions are negotiated using collaborative problem solving techniques</td>
</tr>
<tr>
<td>3. Promote the organisation</td>
<td>3.1 Strategies are developed to represent and promote the organisation's interests and requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Appropriate presentation skills are used to communicate the goals and objectives of the organisation</td>
</tr>
<tr>
<td></td>
<td>3.3 Issues, policies and practices of the organisation are effectively communicated to a range of audiences in writing and orally</td>
</tr>
<tr>
<td></td>
<td>3.4 Feedback is obtained to identify and develop ways to improve promotional activities within available opportunities</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>to relevant networks</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to identify and promote networking opportunities</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to promote the organisation</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>in completing scheduled tasks</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>as an aid to measure and schedule tasks</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to gather and convey information</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>to prepare written correspondence</td>
<td>2</td>
</tr>
</tbody>
</table>

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

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
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters
- marketing plan
Negotiation skills may include:

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

Network strategies may include:

- conference participation
- seminar attendance
- association memberships
- maintain regular contact
- individual marketing
- distribution of materials

Professional networks and associations may include:

- work team
- suppliers
- other organisations
- committees
- internal/external customers
- government agencies
- professional/occupational associations
- project specific ad hoc consultative/reference groups
- advisory committees
- lobby groups
- local inter-agency groups
- specific interest or support groups

Feedback on ways to improve promotional activities may include:

- accuracy and sufficiency of information
- benefits to organisation
- impact of message
- use of media
- liaison with networks
- appropriateness of audience
- participation of competitors

**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**

- Negotiating solutions between groups and individuals
- Identifying opportunities for networking
- Presenting information in a variety of formats to a range of audiences
- Establishing, creating and participating in networks
- Maintaining records of relevant contacts
- Evaluating promotional strategies
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 organisation's policies, plans and procedures
• Principles of effective communication in relation to listening, questioning and non-verbal communication
• Techniques for building relationships of trust including with people from different cultures
• Understanding the techniques for facilitating mutually acceptable outcomes
• Methods and techniques to prepare and present information to promote the organisation
• Knowledge of related organisations and agencies and networks
• Understanding the principles and operations of networks

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
• Proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
• Communication skills including receiving feedback and reporting, maintaining effective relationships and conflict management
• Evaluation skills for assessing outcomes
• Problem solving skills to manage contingencies
• Negotiation skills to achieve mutually acceptable outcomes
• Leadership skills to gain trust and confidence of clients and colleagues
• Networking skills to participate with other groups and agencies
• 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

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**BSBCMN409A Promote products and services**

**Unit Descriptor**
This unit covers the skills and knowledge required to coordinate and review the promotion of an organisation's products and services.

This unit is related to BSBCMN309A Recommend products and services.

**Competency Field**
Common

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Plan promotional activities  | 1.1 *Promotional activities* are identified and assessed to ensure compatibility with *organisational requirements*  
1.2 Promotional activities are planned and scheduled according to the marketing needs of the organisation  
1.3 Overall promotional objectives are determined in consultation with *designated individuals and groups*  
1.4 Timelines and costs for promotion of activities are realistic and consistent with budget resources  
1.5 Action plans are developed to provide details of product and services being promoted |
| 2. Coordinate promotional activities | 2.1 *Personnel and resources* to support promotional activities are identified and prepared to facilitate the achievement of promotional goals  
2.2 *Roles and responsibilities* for delivery of promotional services are identified, agreed, and allocated to relevant personnel  
2.3 Relationships with targeted groups are established and conducted in a manner which enhances the positive image of the organisation  
2.4 *Networks* are used to assist in the implementation of promotional activities |
| 3. Review and report on promotional activities | 3.1 Audience feedback and data are analysed to determine the impact of the promotional activity on the delivery of products and services  
3.2 Effectiveness of planning processes are assessed to identify possible improvements in future activities  
3.3 *Feedback* is collected and provided to personnel and agencies involved in the promotional activity  
3.4 Costs and timelines are analysed to evaluate the benefits accruing from the promotional activities  
3.5 Conclusions and recommendations are prepared from verifiable evidence and provide constructive advice on future directions of promotional activities |
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.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>with customers on products and services</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to promote products and services</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to meet promotional requirements</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>in completing scheduled tasks</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to determine promotional costs</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to respond to promotional problems</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>to complete allocated tasks</td>
<td>2</td>
</tr>
</tbody>
</table>

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

Promotional activities may include:

- media announcements
- employee functions
- client functions
- product launches
- advertisements
- web pages
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
- confidentiality and security requirements
- access and equity principles and practice
- ethical standards
- 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
- filing and documentation storage processes

Designated individuals and groups may include:

- supervisor
- customers
- colleagues
- external organisations
- committees
- line management

Personnel and resources may include:

- organisational personnel
- time
- samples
- management
- marketing funds
- technology
- venue
- promotional products

Roles and responsibilities may include:

- job description and employment arrangements
- organisation's policy relevant to work role
- marketing plans
- team structures
- supervision and accountability requirements including Occupational Health and Safety
- skills, training and competencies
- Code of Conduct

Networks may include:

- professional
- company
- internal
- social
- media and promotional
- customer
Feedback may be collected from sources such as:

- customer/client response data
- employee data
- sales orders
- market share data
- focus groups

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

- Designing and organising meetings and presentations
- Evaluating promotional impacts
- Presenting and advocating promotional strategies within the organisation
- Assessing and reporting on customer satisfaction
- Calculating costs of promotions

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 structure, products and services
- Knowledge of planning processes for organising promotional activities
- Knowledge of the organisation's policy and procedures for customer service including handling customer complaints
- Knowledge of the organisation's marketing plan and associated budgets
- Understanding of product and service standards and best practice models
- Principles and techniques of public relations and product promotion
- Knowledge of consultation methods, techniques and protocols
- Knowledge of mechanisms to obtain and analyse customer feedback

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

• Literacy skills to read a variety of texts; prepare general information and papers; write formal and informal letters according to target audience
• Technology skills including the ability to select and use technology appropriate to a task
• Problem solving skills to manage contingencies in promotional activities
• Numeracy skills to analyse data and compare timelines and promotional costs against budgets
• Evaluation skills to assess impact of promotions
• Analytical skills to identify trends and positions of products and services
• 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
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### BSBCMN410A Coordinate implementation of customer service strategies

#### Unit Descriptor
This unit covers the skills and knowledge required to advise on, and carry out customer service strategies, and evaluate customer strategies on the basis of feedback and design strategies for improvement.

This unit is related to BSBCMN310A Deliver and monitor a service to customers.

#### Competency Field
Common

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Advise on customer service needs | 1.1 Customer service needs are clarified and accurately assessed using appropriate communication techniques  
1.2 Problems matching service delivery to customers are diagnosed and options for improved service are developed within organisational requirements  
1.3 Advice is relevant, constructive and promotes the improvement of customer service delivery  
1.4 Business technology is used to structure and present information on customer service needs |
| 2. Support implementation of customer service strategies | 2.1 Customer service strategies and opportunities are promoted to designated individuals and groups  
2.2 Available budget resources are identified and allocated to fulfil customer service objectives  
2.3 Procedures to resolve customer difficulties and complaints are actioned promptly within organisational requirements  
2.4 Coaching and mentoring assistance is provided to colleagues to overcome difficulties in meeting customer service standards  
2.5 Decisions to implement strategies are taken in consultation with designated individuals and groups |
| 3. Evaluate and report on customer service | 3.1 Client satisfaction with service delivery is reviewed using verifiable data in accordance with organisational requirements  
3.2 Changes necessary to maintain service standards are identified and reported to designated groups and individuals  
3.3 Conclusions and recommendations are prepared from verifiable evidence and provide constructive advice on future directions of client service strategies  
3.4 Systems, records and reporting procedures are maintained to compare changes in customer satisfaction |
KEY COMPETENCIES

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>on products and services</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to monitor and report on customer services</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to enhance products and services</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>in completing scheduled tasks</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to determine service or product costs</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to respond to customer enquiries or complaints</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>to complete allocated tasks</td>
<td>2</td>
</tr>
</tbody>
</table>

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 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
Communication techniques may include:

• consultation methods, techniques and protocols
• analysing customer satisfaction surveys
• conducting interviews
• questioning
• summarising and paraphrasing
• seeking feedback to confirm understanding
• making recommendations
• obtaining management decisions
• analysing quality assurance data

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
• confidentiality and security requirements
• anti-discrimination and related policy
• access and equity principles and practice
• ethical standards
• 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

Business technology may include:

• photocopier
• computer
• printer
• binder
• shredder
• answering machine
• fax machine
• telephone

Designated individuals and groups may include:

• supervisor
• customers
• colleagues
• external organisation
• committee
• line management
Procedures to resolve customer difficulties may include:
- using conflict management techniques
- refund of monies
- item replacement
- referrals to supervisor
- review of products or services
- external agencies (e.g., Ombudsman)

Customer 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
- products not delivered on time
- customer satisfaction with service quality

Coaching and mentoring assistance 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

Customer service strategies may include:
- delivery times
- price offers
- product/service availability
- product/refund guarantees
- merchandise characteristics
- courtesy/politeness

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 the organisation in delivering services to customers
- Distinguishing between different levels of customer satisfaction
- Providing constructive advice on customer service practices
- Responding to and reporting on customer feedback
- Designing strategies to improve delivery of products and services
*Underpinning Knowledge
*At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

- 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 the principles of customer services
- 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
- Knowledge of common problems relating to customer service
- Understanding consultation methods, techniques and protocols
- Knowledge of techniques for dealing with customers with special needs

Underpinning Skills

- Planning skills to develop implementation schedules
- Evaluation skills to assess effectiveness of customer service strategies
- Literacy skills to interpret a variety of texts; prepare information and papers; write formal and informal letters according to target audience
- Interpersonal skills to relate effectively to people from a range of social, cultural and ethnic backgrounds
- Technology skills including the ability to select and use technology appropriate to a task
- Problem solving skills to diagnose organisational problems relating to customer services
- Report writing skills to provide recommendations for the enhancement of products or services
- 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.
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### BSBCMN412A Promote innovation and change

#### Unit Descriptor
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

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify and develop opportunities for improved work practices | 1.1 Options for change incorporate identified improvements to work practices and procedures  
1.2 *Risk factors* 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 change are clear and consistent with *organisational requirements*  
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 *innovative work skills*  
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 *Business technology* is used to manage and provide access to information on progress towards objectives of change  
3.4 *Mentoring and coaching* 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

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

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- award and enterprise agreements and relevant industrial instruments
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- 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
BSBFLM309B Support continuous improvement systems and processes

Unit Descriptor
This unit specifies the outcomes required to support the organisation's continuous improvement systems and processes. Particular emphasis is on actively encouraging the team to participate in the process, on monitoring and reporting on specified outcomes and on supporting opportunities for further improvements.

Application of the Unit
This unit replaces BSBFLM309A Support continuous improvement systems and processes.

Frontline managers have an active role in supporting continuous improvement processes in achieving the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they have an important responsibility in influencing the ongoing development of the organisation.

At this level, work will normally be carried out within known routines, methods and procedures, and may also involve a number of complex or non-routine activities that require some discretion and judgement.

This unit is related to BSBFLM409B Implement continuous improvement. Consider co assessment with BSBFLM305B Support operational plan, BSBFLM312A Contribute to team effectiveness, BSBCMN310A Deliver and monitor a service to customers, BSBCMN311A Maintain workplace safety, BSBCMN312A Support innovation and change, and BSBFLM311B Support a workplace learning environment.

Competency Field
Business Management Services : Domain - Frontline Management

ELEMENT PERFORMANCE CRITERIA

1. Contribute to continuous improvement systems and processes

1.1 Team members are actively encouraged and supported to participate in decision making processes and to assume responsibility and exercise initiative

1.2 The organisation's continuous improvement processes are communicated to individuals and teams

1.3 Effective mentoring and coaching ensures that individuals/teams are able to support the organisation's continuous improvement processes

2. Monitor and report on specified outcomes

2.1 The organisation's systems and technology are used to monitor team progress and to identify ways in which planning and operations could be improved

2.2 Customer service is improved through continuous improvement techniques and processes
3. Support opportunities for further improvement

3.1 Agreed recommendations for improvements in achieving the business plan are communicated to team members
3.2 Work performance is documented and used to identify opportunities for further improvement
3.3 Records, reports and recommendations for improvement are maintained within the organisation's systems and processes

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively
Level (2) represents the competence to manage tasks
Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>liaising with individuals and work team to improve the organisation's continuous improvement processes</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>communicating the organisation's continuous improvement processes</td>
<td></td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>analysing data related to progress and improvement</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>organising information in such a way that it is accessible to team members</td>
<td></td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>planning customer service improvements</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>obtaining team feedback on further improvement initiatives</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>completing calculations associated with work improvement</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>supporting and improving the organisation's continuous improvement processes</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>using technology to monitor team progress</td>
<td>1</td>
</tr>
</tbody>
</table>
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.

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 (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

OHS considerations may include:

- provision of information about OHS legislative requirements and guidelines, and the organisation's OHS policies, procedures and programs
- participation in the regular update of OHS systems and procedures
- implementation of the continuous improvement processes of the OHS management system
- changes to work practices, procedures and the working environment which impact on OHS
- organisation's responsibilities to customers and suppliers

Continuous improvement processes may include:

- policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures
- cyclical audits and reviews of workplace, team and individual performance
- seeking and considering feedback from a range of stakeholders
- modifications and improvements to systems, processes, services and products
- evaluations and monitoring of effectiveness

Communicated may refer to:

- verbal, written or electronic communications
- on-the-job mentoring and coaching

Mentoring and coaching may refer to:

- teaching another member of the team, usually focusing on a specific work task or skill
- providing feedback, support and encouragement on a range of matters
- providing assistance with problem solving
Systems may refer to:

- organisation policies and procedures
- web based communication devices
- attendance at forums, meetings
- newsletters and reports

Technology may include:

- computerised systems and software such as databases, project management and word-processing
- telecommunications devices
- any other technology used to carry out work roles and responsibilities

Customer service may be:

- internal or external, to existing or new clients
- identifying needs and priorities in delivering a service to customers
- understanding of different levels of customer satisfaction

Agreed recommendations may be:

- identified improvements arising from the continuous improvement process
- determined in accordance with organisational policies and procedures
EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements 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 parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they are able to monitor and report on specified outcomes, processes and procedures to improve performance; they must also be able to support others to implement the continuous improvement system/processes; and be able to identify and support opportunities for further improvement.

Required knowledge and understanding include:

- 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
- general understanding of the principles and techniques of:
  - continuous improvement systems and processes
  - benchmarking
  - best practice
- the benefits of continuous improvement
- the quality approaches which the organisation may implement
- the methods that can be used in continuous improvement
- the barriers to continuous improvement
- the organisation's recording, reporting and recommendation processes to facilitate continuous improvement

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- research, analysis, interpretation and reporting skills
- monitoring and evaluation skills
- communication skills to:
  - gain the commitment of individuals and teams to continuous improvement
  - deal with people openly and fairly
  - use consultation skills effectively
- skills to consolidate opportunities for improvement
- coaching and mentoring skills to provide support to colleagues
Products that could be used as evidence include:

- documentation produced when supporting the organisation's continuous improvement systems and processes, such as:
  - contributions to organisational policies and procedures
  - contributions to procedures and policies for dealing with continuous improvement processes, and related codes of conduct
  - actions taken to address information collection, retrieval and use in the workplace
  - actions taken to address issues and problems within work team
  - actions taken to address methods of reporting information
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - actions taken to address internal and external information management issues
  - reviews of people management
  - advice and input into management decisions related to continuous improvement
  - records of people management lessons learned

Processes that could be used as evidence include:

- how team members were encouraged to participate in the decision making process
- examples of how continuous improvement processes were communicated to all stakeholders
- examples of how continuous improvement processes were supported
- how technology was used to monitor operational progress
- examples of how plans have been adjusted and communicated to all stakeholders
- how team members were informed of improvements/innovations
- how work performance was documented to aid identification of further opportunities for improvement
- how areas which have recorded improvements have been recorded

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by the candidate to support continuous improvement are provided
Integrated competency assessment means:

- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team, and as part of an integrated assessment activity.
BSBFLM405B Implement operational plan

Unit Descriptor

This unit specifies the outcomes required to implement the operational plan by monitoring and adjusting operational performance, producing short-term plans for the department/section, planning and acquiring resources and providing reports on performance as required.

Application of the Unit

This unit replaces BSBFLM405A Implement operational plan.

Frontline managers are actively engaged in planning activities to achieve the measurable, stated objectives of the team and the organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning and evaluation and leadership and guidance of others.

This unit builds on BSBFLM305B Support operational plan. Consider co-assessment with BSBFLM412A Promote team effectiveness, BSBFLM406B Implement workplace information system, BSBCM411A Monitor a safe workplace, and BSBFLM409B Implement continuous improvement. This unit is related to BSBFLM505B Manage operational plan.

Competency Field

Business Management Services : Domain - Frontline Management

ELEMENT | PERFORMANCE CRITERIA
--- | ---
1. Implement operational plan
   1.1 Details of resource requirements are collated, analysed and organised in consultation with relevant personnel, colleagues and specialist resource managers
   1.2 Operational plans are implemented to contribute to the achievement of the organisation's performance/business plan
   1.3 Key performance indicators are identified and used to monitor operational performance
   1.4 Contingency planning is undertaken as required
   1.5 Consultation processes are undertaken as required
   1.6 Assistance in the development and presentation of proposals for resource requirements is provided in line with operational planning processes
2. Implement resource acquisition
   2.1 Employees are recruited and inducted within the organisation's policies, practices and procedures
   2.2 Plans for acquisition of physical resources and services are implemented within the organisation's policies, practices and procedures in consultation with relevant personnel
3. Monitor operational performance

3.1 Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets

3.2 Budget and actual financial information is analysed and used to monitor profit/productivity performance

3.3 Unsatisfactory performance is identified and prompt action is taken to rectify the situation according to organisational policies

3.4 Mentoring, coaching and supervision is provided to support individuals/teams to use resources effectively, economically and safely

3.5 Recommendations for variation to operational plans are presented and approved by the designated persons/groups

3.6 Systems, procedures and records associated with performance are implemented in accordance with the organisation's requirements

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

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<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>sharing information with team on strategies and processes for implementation’</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>providing feedback to team members on work performance</td>
<td></td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>acquiring information for monitoring and reporting purposes, and to aid in the implementation of the operational plan</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>planning the acquisition of physical and human resources</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>allocating work within the team</td>
<td></td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>working cooperatively with team to achieve planned outcomes</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>carrying out calculations associated with resource usage and analysing and monitoring budget and financial plans</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>monitoring and implementing contingency plans to address unsatisfactory performance in all areas of the operation</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>using technology to track, monitor and report on implementation of operating plan</td>
<td>2</td>
</tr>
</tbody>
</table>
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.

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 (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and recordkeeping standards and legislation
- relevant industry codes of practice

OHS considerations may include:

- provision of information about OHS legislative requirements, guidelines and the organisation's OHS policies, procedures and programs
- OHS practice as an ethical standard and legislative requirement
- ensuring all employees are effectively trained in health and safety procedures and are regularly updated on OHS systems
- OHS requirements are taken into consideration in the planning process
- ensuring the organisation's OHS systems, procedures and records are regularly updated and reviewed
- organisation's procedures for dealing with hazardous events are regularly updated and reviewed
- key performance indicators include appropriate OHS procedures

Resource requirements may refer to:

- human, physical and financial resources - both current and projected
- stock requirements and requisitions
- good and services to be purchased and ordered

Relevant personnel, colleagues and specialist resource managers may include:

- managers
- supervisors
- other employees
- colleagues and specialist resource managers
- OHS committees and other people with specialist responsibilities
- people from a wide range of social, cultural and ethnic backgrounds and physical and mental abilities
Operational plans may refer to:
- tactical plans developed by the department or section to detail product and service performance
- organisational plans

Key performance indicators may refer to:
- measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and to identify areas for improvements

Contingency planning may refer to:
- rental, hire purchase or alternative means of procurement of required materials, equipment and stock
- contracting out or outsourcing human resource and other functions or tasks
- restructuring of organisation to reduce labour costs
- strategies for reducing costs, wastage, stock or consumables
- diversification of outcomes
- recycling and re-use
- finding cheaper or lower quality raw materials and consumables
- seeking further funding
- increasing sales or production
- risk identification, assessment and management processes
- succession planning

Consultation processes may refer to:
- meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans
- mechanisms used to provide feedback to the work team in relation to outcomes of consultation

The organisation's policies, practices and procedures may include:
- those organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources
- Standard Operating Procedures
- undocumented practices in line with organisational operations
- organisational culture

Performance systems and processes may refer to:
- formal processes within the organisation to measure performance, such as:
  - Key Performance Indicators (KPIs)
  - specified work outcomes
  - individual and team work plans
  - feedback arrangements
  - informal systems used by frontline managers for the work team in the place of existing organisation-wide systems
Designated persons/groups may include:

- those who have the authority to make decisions and/or recommendations about operations such as workplace supervisors, other managers
- other affected work groups or teams and groups designated in workplace policies and procedures

Systems, procedures and records may include:

- individual and team performance plans
- organisational policies and procedures relative to performance
- databases and other recording mechanisms for ensuring records are kept in line with organizational requirements

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements 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 parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they are able to implement an operational plan. This will include monitoring and adjusting operational performance, producing short-term plans for the department or section, planning and acquiring resources, and providing reports on performance as required.

Required knowledge and understanding include:

- 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:
  - monitoring and implementing operations and procedures
  - resource planning and acquisition
  - resource management systems at the tactical implementation level
  - relevant budgeting and financial analysis, interpretation and reporting requirements
  - methods for monitoring and reporting on performance
  - problem identification and methods of resolution
  - tactical risk analysis including identification and reporting requirements
  - contingency planning
  - alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
  - alternative approaches to mentoring and coaching individuals and teams who have difficulty in performing to the required standard
Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information and to prepare reports
- skills to:
  - monitor and maintain a safe workplace and environment
  - access and use feedback to improve operational performance
  - prepare recommendations to improve operations
  - access and use established systems and processes
  - coaching and mentoring skills to provide support to colleagues

Products that could be used as evidence include:

- documentation produced while implementing the operational plan, such as:
  - variations to operational plan
  - rosters and staff allocation
  - resource acquisition planning
  - actions taken to address resource shortfalls
  - monitoring of financial plans and budgets
  - contingency planning
  - risk management
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - actions taken to address poor, unsafe or excellent performance
  - actions taken to address issues and problems within work team
  - reviews of people management
  - advice and input into management decisions related to the operational plan
  - records of people management lessons learned
Processes that could be used as evidence include:

- how the operational plan was implemented
- how contingency plan was implemented
- how work has been allocated within the work team, and the rationale for allocations
- how team members were recruited, guided and supported in performing their role including the induction process for new team members
- how performance systems and process were monitored
- how the budget and financial information were analysed and used
- how the performance management system was implemented and/or monitored within work team
- examples of how consultation processes were conducted
- how problems and issues within the work team have been addressed
- how input and advice was provided to management in relation to human resource management
- how own people management processes have been reviewed and evaluated, and improvements identified, reported and acted upon

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by candidate to implement the operational plan are provided

Integrated competency assessment means:

- this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM409B Implement continuous improvement

Unit Descriptor
This unit specifies the outcomes required to implement the organisation's continuous improvement systems and processes. Particular emphasis is on using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements.

Application of the Unit
This unit replaces BSBFLM409A Implement continuous improvement.

Frontline managers have an active role in implementing the continuous improvement process in achieving the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they have an important responsibility in influencing the ongoing development of the organisation.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.

This unit builds on BSBFLM309A Support continuous improvement systems and processes. Consider co-assessment with BSBFLM405B Implement operational plan, BSBCM411A Monitor a safe workplace, BSBCM412A Promote innovation and change and BSBFLM412A Promote team effectiveness. This unit is related to BSBFLM509B Facilitate continuous improvement.

Competency Field
Business Management Services: Domain - Frontline Management

ELEMENT PERFORMANCE CRITERIA

1. Implement continuous improvement systems and processes
   1.1 Systems are implemented to ensure that individuals and teams are actively encouraged and supported to participate in decision making processes, assume responsibility and exercise initiative
   1.2 The organisation's continuous improvement processes are communicated to individuals and teams, and feedback is obtained
   1.3 Effective mentoring and coaching ensures that individuals and teams are able to implement the organisation's continuous improvement processes

2. Monitor and review performance
   2.1 The organisation's systems and technology are used to monitor and review progress and to identify ways in which planning and operations could be improved
   2.2 Customer service is improved through continuous improvement techniques and processes
   2.3 Recommendations for adjustments are formulated and communicated to those who have a role in their development and implementation
3. Implement opportunities for further improvement

3.1 Processes are implemented to ensure that team members are informed of savings and productivity/service improvements in achieving the business plan.

3.2 Work performance is documented to aid the identification of further opportunities for improvement.

3.3 Records, reports and recommendations for improvement are managed within the organisation's systems and processes.

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

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<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
</table>
| Communicating ideas and information     | liaising with individuals and work team to improve the organisation's continuous improvement processes  
                                             communicating the organisation's continuous improvement systems and processes  
                                             ensuring the effective coaching and mentoring of team members is provided | 2                 |
| Collecting analysing and organising information | analysing data related to progress and improvement  
                                                   organising information in such a way that it is accessible to team members  
                                                   making recommendations for adjustments to systems and processes | 2                 |
| Planning and organising activities      | planning customer service improvements                                                   | 2                 |
| Working with others and in teams        | encouraging team members to participate in decision making processes  
                                             obtaining team feedback on further improvement initiatives | 2                 |
| Using mathematical ideas and techniques | completing calculations for work improvement                                             | 1                 |
| Solving problems                        | implementing the organisation's continuous improvement processes, and investigating problems with introducing improvements | 2                 |
| Using technology                        | using technology to assist the management of information to aid the continuous improvement | 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.

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 (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation
- relevant industry codes of practice

OHS considerations may include:

- provision of information about OHS legislative requirements, guidelines and the organisation's OHS policies, procedures and programs
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures, and updating of records
- requirements of OHS legislation related to delegation and reporting
- implementation and monitoring of the continuous improvement processes of any OHS management system

Systems may refer to:

- organisation policies and procedures
- web based communication devices
- forums, meetings
- newsletters and reports

Participate in decision making processes may include:

- processes which ensures that all employees have the opportunity to contribute to organisational issues
- feedback in relation to outcomes of the consultative process

Continuous improvement processes may include:

- policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures
- cyclical audits and reviews of workplace, team and individual performance
- seeking and considering feedback from a range of stakeholders
- modifications and improvements to systems, processes, services and products
- evaluations and monitoring of effectiveness
Mentoring and coaching may refer to:

- teaching another member of the team, usually focusing on a specific work task or skill
- providing feedback, support and encouragement on a range of matters
- providing assistance with problem solving

Technology may include:

- computerised systems and software such as databases, project management and word-processing
- telecommunications devices
- any other technology used to carry out work roles and responsibilities

Customer service may be:

- internal or external
- to existing, new or potential clients

Processes may refer to:

- team meetings
- email/intranet, newsletters or other communication devices
- newsletters and bulletins
- staff reward mechanisms
EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements 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 parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they are able to implement, monitor and adjust plans, processes and procedures to improve performance; they must also be able to support others to implement the continuous improvement system/processes, and be able to identify and report opportunities for further improvement.

Required knowledge and understanding include:

- 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:
  - continuous improvement systems and processes
  - benchmarking
  - best practice
- the quality approaches which the organisation may implement
- the methods that can be used in continuous improvement
- the organisation's recording, reporting and recommendation processes to facilitate continuous improvement
- change management
- the benefits of continuous improvement
- the barriers to continuous improvement

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- communication skills to:
  - gain the commitment of individuals and teams to continuous improvement
  - deal with people openly and fairly
  - use consultation skills effectively
  - research, analysis, interpretation and reporting skills
  - monitoring and evaluation skills
  - skills to consolidate opportunities for improvement
  - coaching and mentoring skills to provide support to colleagues
Products that could be used as evidence include:

- documentation produced in implementing continuous improvement, such as:
  - contribution to organisational policies and procedures
  - contribution to procedures and policies for dealing with continuous improvement processes, and relevant codes of conduct
  - actions for information collection, analysis and retrieval
  - learning and development plans
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - actions taken to address internal and external information management issues
  - actions taken to address issues and problems
  - reviews of people management
  - advice and input into management decisions related to continuous improvement
  - records of people management lessons learned

Processes that could be used as evidence include:

- how strategies have been implemented to encourage team members to participate in the decision making process
- examples of how continuous improvement processes were communicated to all stakeholders
- examples of coaching and mentoring used to support continuous improvement processes
- how technology was used to monitor operational progress
- recommendations for adjustments that have been made
- how team members were informed of improvements/innovations
- how work performance was documented to aid identification of further opportunities for improvement
- how future planning has included areas which have recorded improvements

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by candidate to implement continuous improvement are provided
Integrated competency assessment means:

- this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity
BSBFLM412A Promote team effectiveness

Unit Descriptor
This unit specifies the outcomes required of frontline managers to promote teamwork. It involves developing team plans to meet expected outcomes, leading the work team, and proactively working with the management of the organisation.

Application of the Unit
This unit replaces BSBFLM402A Show leadership in the workplace and BSBFLM404A Lead work teams, which have been combined to create this unit.

Frontline managers have an important leadership role in the development of efficient and effective work teams. They play a prominent part in team planning, supervising the performance of the team and developing team cohesion by providing leadership for the team and forming the bridge between the management of the organisation and the team members.

At this level, work will normally be carried out within both routine and non-routine methods and procedures which require planning and evaluation, and leadership and guidance of others.

This unit builds on BSBFLM312A Contribute to team effectiveness and is related to BSBFLM512A Ensure team effectiveness

Competency Field
Business Management Services : Domain - Frontline Management

ELEMENT PERFORMANCE CRITERIA

1. Plan to achieve team outcomes
   1.1 Team purpose, roles, responsibilities, goals, plans and objectives are identified, established and documented in consultation with team members
   1.2 Team members are supported in meeting expected outcomes

2. Develop team cohesion
   2.1 Opportunities are provided for input of team members into planning, decision making and operational aspects of work team
   2.2 Team members are encouraged and supported to take responsibility for own work and to assist each other in undertaking required roles and responsibilities
   2.3 Feedback is provided to team members to encourage, value and reward individual and team efforts and contributions
   2.4 Issues, concerns and problems identified by team members are recognised and addressed or referred to relevant persons as required
3. Participate in and facilitate work team

3.1 Team members are actively encouraged to participate in and take responsibility for team activities and communication processes

3.2 The team is given support to identify and resolve problems which impede its performance

3.3 Own contribution to work team serves as a role model for others and enhances the organisation's image within the work team, the organisation and with clients/customers

4. Liaise with management

4.1 Communication with line manager/management is kept open at all times

4.2 Information from line manager/management is communicated to the team

4.3 Unresolved issues, concerns and problems raised by the team/team members are communicated to line manager/management and followed up to ensure action is taken

4.4 Unresolved issues, concerns and problems related to the team/team members raised by line managers/management are communicated to the team and followed up to ensure action is taken
KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>communicating verbally to lead a team including negotiating, basic training, conducting meetings, questioning and discussing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>communicating in writing, including report writing, communicating with management, identifying issues and concerns in writing</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>maintaining currency of own knowledge and skills and that of team members relevant to organisation planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>undertaking analysis following planning activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>using data collection and analysis for monitoring and review</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>planning for own work and that of team members including delegation and work allocation</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>working with team members and providing leadership to team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>working with line manager/management to represent team interests</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>using calculation skills associated with data manipulation relevant to work of team, including financial data</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>applying problem solving skills as required to address problems arising in leading team</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports related to operations and leadership of team</td>
<td></td>
</tr>
<tr>
<td></td>
<td>understanding assistive technologies, as necessary</td>
<td>1</td>
</tr>
</tbody>
</table>
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.

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 (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation
- relevant industry codes of practice

OHS considerations may include:

- provision of information about OHS legislative requirements, guidelines and the organisation's OHS policies, procedures and programs
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures, and updating of records

Team purpose, roles, responsibilities, goals, plans and objectives may include:

- goals for individuals and the work team
- expected outcomes and outputs
- individual and team performance plans and Key Performance Indicators (KPIs)
- action plans, business plans and operational plans linked to strategic plans
- OHS responsibilities

Consultation may refer to:

- attending meetings, interviews, brainstorming sessions and using email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual effectiveness
- using mechanisms used to provide feedback to the work team in relation to outcomes of consultation

Responsibility for own work may involve:

- individuals and teams
- individual and joint actions

Feedback may refer to:

- informal communication of ideas and thoughts on specific tasks, outcomes, decisions, issues or behaviours
- formal/informal gatherings between team members where there is communication on work related matters
Relevant persons may include:

- frontline manager's direct superior or other management representatives
- colleagues
- OHS committees and other people with specialist responsibilities

Communication may include:

- verbal, written or electronic communication
- face-to-face
- formal/informal interaction

Line manager/management may refer to:

- frontline manager's direct superior or other management representatives

**EVIDENCE GUIDE**

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements 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 parent Training Package.

**Overview of Assessment Requirements**

A person who demonstrates competence in this unit must be able to provide evidence that they are able to demonstrate leadership in developing and implementing plans, in leading and facilitating teamwork and in actively liaising with management. They must also provide evidence that teamwork is actively promoted, supported and encouraged within the work team; and their own performance serves as a role model for others and enhances the organisation's image.

**Required knowledge and understanding includes:**

- 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
- organisational policies and procedures
- organisational goals, objectives and plans
- organisational structure, including organisational chart
- the principles and techniques associated with:
  - leadership
  - delegation and work allocation
  - group dynamics and processes
  - motivation
  - goal setting
  - planning
  - negotiation
  - individual behaviour and difference
Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills
- basic training skills, including mentoring and coaching
- planning and organising skills
- problem solving skills
- leadership skills
- group facilitation skills
- attributes:
  - empathic
  - communicative
  - showing positive leadership
  - self-aware
  - supportive
  - trusting
  - open
  - flexible
  - accommodating
  - initiating
  - loyal
  - recognising achievement
  - fair
  - adaptable
  - assertive
  - persuasive

Products that could be used as evidence include:

- documentation produced in managing people within the work team, such as:
  - reports
  - minutes or records of meetings
  - work journals or diaries
  - records of actions taken to address issues raised by team members
Processes that could be used as evidence include:

- how communication process has been managed and how processes have been implemented to ensure that consultation takes place
- examples of how team members were supported and encouraged to meet expected outcomes
- examples of strategies which have been developed to develop and facilitate team cohesion
- how performance plan was implemented
- how team members were guided and supported in performing their role, including induction process for new team members
- how performance management system was implemented within work team
- how problems and issues within the work team were addressed
- how input and advice was provided to management in relation to human resource management of the work team
- how own people management processes were reviewed and evaluated, improvements identified, reported and acted upon

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by candidate to promote team effectiveness are provided

Integrated competency assessment means:

- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM501B Manage personal work priorities and professional development

Unit Descriptor
This unit specifies the outcomes required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using strategies to develop further competence.

Application of the Unit
This unit replaces BSBFLM501A Manage personal work priorities and professional development.

Frontline managers are responsible for managing their own performance and professional development.

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 builds on BSBCMN402A Develop work priorities. Consider co-assessment with BSBFLM506B Manage workplace information systems, BSBFLM511B Develop a workplace learning environment and BSBFLM512A Ensure team effectiveness.

Competency Field
Business Management Services : Domain - Frontline Management

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish personal work goals</td>
<td>1.1 Personal work planning and organisation serve as a positive role model in the workplace</td>
</tr>
<tr>
<td></td>
<td>1.2 Personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities</td>
</tr>
<tr>
<td></td>
<td>1.3 Individual initiative is taken to achieve and extend personal work goals beyond those planned</td>
</tr>
<tr>
<td></td>
<td>1.4 Personal performance is measured and maintained in varying work conditions, work contexts and contingencies</td>
</tr>
</tbody>
</table>

| 2. Set and meet own work priorities | 2.1 Initiative is taken to prioritise and facilitate competing demands to achieve personal, team and the organisation's goals and objectives |
| | 2.2 Technology is used efficiently and effectively to manage work priorities and commitments |
3. Develop and maintain professional competence

3.1 Personal knowledge and skills are assessed against *competency standards* to determine development needs, priorities and plans

3.2 Feedback from employees, *clients and colleagues* is sought and used to identify and develop ways to improve competence

3.3 *Development opportunities* suitable to personal learning style(s) are identified, evaluated, selected and used to develop competence

3.4 Participation in networks is undertaken to enhance personal knowledge, skills and work relationships

3.5 New skills are identified and developed to achieve and maintain a competitive edge

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>consulting with members of work team and professional networks to obtain feedback to identify and develop ways to improve competence</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>measuring self-performance and developing work plan</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>developing work plan and setting own priorities</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>using professional networks to aid professional development and to obtain feedback</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>using these as an aid to measure and plan personal goals</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>addressing problems related to achievement of work and development plans</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>using technology to aid effective communication and aid development of plan</td>
<td>3</td>
</tr>
</tbody>
</table>
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.

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 (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

OHS considerations may include:

- knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures, and updating of records
- inclusion of OHS in personal work priorities within the context of the organisation
- adjustment of communication and OHS approach to cater for social and cultural diversity and special needs

Own responsibilities and accountabilities may include:

- a statement of conduct outlining an individual's responsibilities/actions/performance
- outputs as expressed in position descriptions or duty statements
- expectations of workplace performance as expressed in a performance plan

Technology may include:

- computerised systems and software such as databases, project management and word-processing
- telecommunications devices
- any other technology used to carry out work roles and responsibilities

Competency standards may include:

- nationally endorsed units of competency consistent with work requirements of the diploma
- enterprise-specific units of competency consistent with work requirements of the diploma
Clients and colleagues may be:
- internal or external customers
- team members
- colleagues at the same level and more senior managers
- people from a wide range of social, cultural and ethnic backgrounds and physical and mental abilities

Development opportunities may include:
- induction
- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements 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 parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they have the competencies to prepare personal work plans and establish personal work priorities. They must be able to show evidence of the ability to assess their own performance and to identify and act on their own professional development needs.

Required knowledge and understanding include:
- 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 involved in the management and organisation of:
  - personal goal setting
  - performance measurement
  - time management
  - personal behaviour, self-awareness and personality traits identification
  - personal development plan
- the organisation's policies, plans and procedures
- the types of work methods and practices which can improve personal performance
- the types of learning style(s) and how they relate to the individual
- the management development opportunities and options for self
Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to interpret written and oral information about workplace requirements
- communication skills, including receiving and analysing feedback and reporting
- a range of skills to support work management and development:
  - researching information to develop personal and work plans
  - eliciting, analysing and interpreting feedback
  - analysing culturally different viewpoints and taking them into account in personal and work plans
  - monitoring workplace trends related to work role and responsibilities
  - using information systems to assist establish work plans
  - assessing the effectiveness of own management development
  - developing and maintaining professional networks

Products that could be used as evidence include:

- documentation produced in managing personal work priorities and professional development, such as:
  - contribution to organisational policies and procedures
  - procedures and policies for professional development, and related codes of conduct
  - actions taken to address professional development, information collection and retrieval
  - actions taken to address methods of analysing information and developing and/or maintaining a professional development information system
  - learning and development plans for self
  - actions taken to address internal and external information management issues
  - reviews of people management
  - advice and input into management decisions related to professional development
| Processes that could be used as evidence include: | • how personal work planning and allocation has been managed  
• examples of how individual initiative has been used and personal work goals have been extended  
• how personal performance has been measured  
• examples of how initiative has been taken to prioritise and facilitate competing demands to achieve goals and objectives  
• how technology has been used to manage work priorities  
• how personal knowledge and skills have been assessed  
• how feedback has been sought from employees, clients and colleagues and acted on to develop improved competence  
• how individual learning and development pathways have been developed  
• how new skills have been identified and developed to gain a competitive edge |
| Resource implications for assessment include: | • access by the learner and trainer to appropriate documentation and resources normally used in the workplace |
| Validity and sufficiency of evidence requires: | • that this unit can be assessed in the workplace or in a closely simulated work environment  
• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment  
• that examples of actions taken by the candidate to manage personal work priorities and professional development are provided |
| Integrated competency assessment means: | • that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity |
BSBFLM503B Manage effective workplace relationships

Unit Descriptor
This unit specifies the outcomes required to manage effective workplace relationships with particular regard to communication and representation. This involves analysing and communicating information, establishing systems to develop and maintain effective working relationships and networks, and implementing strategies to overcome difficulties.

Application of the Unit
This unit replaces BSBFLM503A Establish effective workplace relationships.

Frontline managers play an important role in developing and maintaining positive relationships in internal and external environments so that employees, customers, suppliers and the organisation achieve planned outputs and outcomes. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and the team members.

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 builds on BSBFLM403B Implement effective workplace relationships. Consider co-assessment with BSBFLM512A Ensure team effectiveness.

Competency Field
Business Management Services : Domain - Frontline Management

ELEMENT PERFORMANCE CRITERIA

1. Manage information and ideas

1.1 Strategies and processes are put in place to ensure that information associated with the achievement of work responsibilities is collected from appropriate sources and communicated to all stakeholders

1.2 Strategic planning and operational planning is conducted to ensure that communication of ideas and information is appropriate to the audience and is sensitive to social and cultural diversity and any special needs

1.3 Consultation processes are developed and/or implemented to ensure that employees have the opportunity to contribute to issues related to their work and that feedback on outcomes of the consultation process is received

1.4 Policies are established and/or implemented to ensure that contributions from internal and external sources are sought and valued in developing and refining new ideas and approaches

1.5 Processes and procedures are developed and/or implemented to ensure that issues raised are resolved promptly or referred to relevant personnel as required
2. Establish systems to develop trust and confidence

<table>
<thead>
<tr>
<th>Subhead</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Policies are established and/or implemented to ensure that people are treated with integrity, respect and empathy, and that the organisation's social, ethical and business standards are used to develop and maintain effective relationships.</td>
</tr>
<tr>
<td>2.2</td>
<td>Trust and confidence of employees, colleagues, customers and suppliers is gained and maintained through competent performance.</td>
</tr>
<tr>
<td>2.3</td>
<td>Own interpersonal styles and methods are adjusted to the organisation's social and cultural environment and members of the work team are guided and supported in their personal adjustment process.</td>
</tr>
</tbody>
</table>

3. Manage the development and maintenance of networks and relationships

<table>
<thead>
<tr>
<th>Subhead</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Strategic networks and other work relationships are used to identify and build relationships to provide identifiable benefits for the team and for the organisation.</td>
</tr>
<tr>
<td>3.2</td>
<td>Ongoing planning and implementation are conducted to ensure that effective workplace relationships are developed and maintained.</td>
</tr>
</tbody>
</table>

4. Implement strategies to manage difficulties to achieve positive outcomes

<table>
<thead>
<tr>
<th>Subhead</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Strategies are developed and/or implemented to ensure that difficulties are identified and analysed, and that an action plan is developed to rectify the situation in accordance with organisational requirements and relevant legislation.</td>
</tr>
<tr>
<td>4.2</td>
<td>Guidance, counselling and support are extended to colleagues in their efforts to resolve work difficulties.</td>
</tr>
<tr>
<td>4.3</td>
<td>Processes to ensure the identification and management of poor work performance are developed and managed within the organisation's processes.</td>
</tr>
<tr>
<td>4.4</td>
<td>Processes and systems are established to ensure that conflict is identified and managed constructively within the organisation's processes.</td>
</tr>
</tbody>
</table>
KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>consulting with a variety of stakeholders both within and outside the organisation, including individuals and members of the work team providing guidance and counselling support to team members</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>establishing processes to facilitate effective workplace relationships and to facilitate the development of networks</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>building strategic networks to enhance workplace opportunities both within and outside the organisation</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>managing strategies to facilitate effective workplace relationships</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>using appropriate calculations to assist strategic planning</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>facilitating effective workplace relationships and communication processes, especially in the area of conflict resolution and as an aid to decision making</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>using technology to assist in the management of information</td>
<td>2</td>
</tr>
</tbody>
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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.

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 (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

OHS considerations may include:

- knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures, and updating of records
- organisation's responsibilities to customers and suppliers
- adjustment of communication and OHS approach to cater for social and cultural diversity and special needs

Strategies and processes may include:

- long-term or short-term plans factoring in opportunities for team input
- individual and team performance plans
- clarification of roles and expectations
- questionnaires, surveys, interviews
- policies and procedures
- training and development activities
- communication devices, such as intranet and email communication systems, newsletters, reports

Information may be:

- data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as:
  - policies and procedures
  - planning and organisational documents including the outcomes of continuous improvement and quality assurance
  - marketing and customer-related data
  - archived, filed and historical background data
  - individual and team performance data
Sources may be:

- internal or external customers such as:
  - supervisors
  - team members
  - fellow frontline managers
  - clients, purchasers of services
  - contractors
  - in print format such as team reports
  - non-print including verbal reports
  - annotated performance plans
  - productivity, data outputs and inputs
  - human resource information such as rates of absenteeism and workplace participation data

Strategic planning may refer to:

- formal processes for determining the organisation's strategic direction and strategies for achieving it within the context of the organisation's strategic plan including:
  - research of the internal and external environment including scenario planning, forecasting, looking over the horizon, risk analysis, market analysis, review of performance indicators and data analysis
  - consultation through mechanisms such as focus groups, interviews, surveys, questionnaires, meetings

Operational planning may refer to:

- processes to develop plans for specific tactical responses to the marketplace and the day-to-day plans associated with the production and delivery of a service or product including:
  - review of performance indicators and data analysis
  - consultation through mechanisms such as focus groups, interviews, surveys, questionnaires, invitations to respond to drafts, team and operational meetings

Consultation processes may include:

- the development or implementation of a process which ensures that all employees have the opportunity to contribute to workplace issues
- feedback to the work team in relation to outcomes of the consultation process

Policies may refer to:

- organisational guidelines and systems that govern operational functions
- statements of commitment to action
- frameworks

Processes and procedures may include:

- sets of accepted actions approved by the organisation
- organisational tasks and activities undertaken to meet performance outcomes
- Standard Operating Procedures
- Materials Safety Data Sheets
Relevant personnel may include:

• managers
• supervisors
• other employees
• union representatives/employee groups
• Board members
• OHS committees and other people with specialist responsibilities

The organisation's social, ethical and business standards may refer to:

• written standards such as those expressed in:
  • vision and mission statements
  • policies
  • code of workplace conduct/behaviour
  • dress code
  • statement of workplace values
• implied standards such as honesty and respect relative to the organisation culture and generally accepted within the wider community
• standards expressed in legislation and regulations such as anti-discrimination legislation
• rewards and recognition for high performing staff

Employees, colleagues, customers and suppliers may refer to:

• team members
• employees at the same level, supervisors and more senior managers
• internal and/or external contacts
• people from a wide variety of social, cultural and ethnic backgrounds

Networks may be:

• internal and/or external
• with individuals or groups
• through established structures or unstructured arrangements

Guidance, counselling and support may be:

• informal support provided by frontline managers including discussion of issues and exploration of mechanisms to resolve problems within organisational guidelines
• formal and professional support and guidance arranged from alternative internal or external sources within organisational guidelines
The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements 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 parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to manage the process of accessing and analysing information to achieve planned outcomes, communicate information and ideas to a range of stakeholders and they must be able to manage a process which facilities the development and maintenance of positive work relationships, they must be able to encourage the development of trust and confidence within the work team and resolve problems and conflicts effectively and efficiently.

Required knowledge and understanding include:

- 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 involved in the management and organisation of:
  - the organisation's information
  - policy development
  - strategic and operational planning and working strategically
- effective workplace relationship through:
  - developing trust and confidence
  - fostering of consistent behaviour in work relationships
  - identifying the cultural and social environment
  - identifying and assessing interpersonal styles
  - developing, maintaining and managing networks
  - problem identification and resolution
  - handling conflict
  - consultation and communication techniques
  - managing poor work performance
  - managing relationships to achieve strategic planning responsibilities
  - monitoring, managing and introducing ways to improve work relationships
  - contributing to the elimination of discrimination/bias
Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- research, analysis, interpretation and reporting skills
- a range of communication and other skills that support effective workplace relationships:
  - responding to unexpected demands from a range of people
  - using consultative processes effectively
  - forging effective relationships with internal and/or external people and developing, maintaining and managing these networks
  - gaining the trust and confidence of colleagues
  - dealing with people openly and fairly
  - using coaching and mentoring skills to provide support to colleagues

Products that could be used as evidence include:

- documentation produced in managing effective workplace relationships, such as:
  - contribution to organisational policies and procedures
  - procedures and policies for dealing with diversity, and related codes of conduct
  - actions taken including advice and input into management decisions to address social and ethical standards in the workplace
  - actions taken including advice and input into management decisions to address issues and problems within the work team
  - actions taken to address methods of accessing networks and developing strategic contacts within and outside the organisation
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - actions taken to address internal and external communication processes
  - reviews of people management
  - advice and input into management decisions related to the work team
  - records of people management lessons learned
  - records of OHS consultation
Processes that could be used as evidence include:

- how strategies have been developed to ensure that information was collected and accessed
- how strategic and operational planning was conducted
- how policies were established, and contributions sought and used to develop new ideas and approaches
- how the organisation’s social and ethical standards have been used within workplace relationships
- how trust and confidence have been developed and maintained
- how interpersonal styles and methods were adjusted to the organisation’s social and cultural environment
- how strategic networks were used to build relationships
- how ongoing planning and implementation has been conducted
- how strategies were developed to ensure that difficulties are addressed and solutions planned
- how colleagues were counselled, guided and supported to resolve work difficulties
- examples of how poor work performance and conflict was managed

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by the candidate to manage effective workplace relationships are provided

Integrated competency assessment means:

- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM505B Manage operational plan

Unit Descriptor
This unit specifies the outcomes required to develop and monitor the implementation of the operational plan to provide efficient and effective workplace practices within the organisation's productivity and profitability plans. Management at a strategic level requires systems and procedures to be developed and implemented to facilitate the organisation's operational plan.

Application of the Unit
This unit replaces BSBFLM505A Manage operational plan.

Frontline managers have a key role managing individuals within work teams/groups. They play an important part in managing the performance of people who report to them directly.

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 builds on BSBFLM405B Implement operational plan. Consider co-assessment with BSBFLM503B Manage effective workplace relationships, BSBFLM506B Manage workplace information systems, BSBMGT505A Ensure a safe workplace, BSBFLM509B Facilitate continuous improvement and BSBFLM512A Ensure team effectiveness.

Competency Field
Business Management Services : Domain - Frontline Management

ELEMENT PERFORMANCE CRITERIA

1. Develop operational plan

1.1 Resource requirements are researched, analysed and documented and an operational plan is developed and/or implemented in consultation with relevant personnel, colleagues and specialist resource managers.

1.2 Consultation processes are developed and/or implemented as an integral part of the operational planning process.

1.3 Operational plans are developed to contribute to the achievement of the organisation's performance/business plan.

1.4 Details of the operational plan include the development of key performance indicators to measure organisational performance.

1.5 Contingency plans are developed and implemented at appropriate stages of operational planning.

1.6 The development and presentation of proposals for resource requirements are assisted by a variety of information sources, and specialist advice is sought as required.
2. Plan and manage resource acquisition

2.1 Strategies are developed and implemented to ensure that employees are recruited and/or inducted within the organisation's human resource management policies and practices.

2.2 Strategies are developed and implemented to ensure that physical resources and services are acquired in accordance with the organisation's policies, practices and procedures.

3. Monitor and review operational performance

3.1 Performance systems and processes are developed, monitored and reviewed to assess progress in achieving profit and productivity plans and targets.

3.2 Budget and actual financial information is analysed and interpreted to monitor and review profit and productivity performance.

3.3 Areas of under performance are identified, solutions recommended, and prompt action is taken to rectify the situation.

3.4 Systems are planned and implemented to ensure that mentoring and coaching are provided to support individuals and teams to use resources effectively, economically and safely.

3.5 Recommendations for variations to operational plans are negotiated and approved by designated persons/groups.

3.6 Systems are developed and implemented to ensure that procedures and records associated with documenting performance are managed in accordance with the organisation's requirements.
KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>sharing information with all stakeholders, including members of work teams to manage the facilitation of the operational plan, negotiating variation to operational plans</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>acquiring information for reporting and planning purposes to aid in the development and management of the operational plan</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>planning resource acquisition and usage including human resources and contingency planning</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>managing the operation to achieve planning outcomes, especially in regard to team effectiveness</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>developing, analysing and monitoring budget and financial plans</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>developing and managing risk management and contingency plans and addressing unsatisfactory performance in all areas of the operation</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>using technology to assist the management of information and to aid the planning process</td>
<td>2</td>
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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.

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 (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice
### OHS Considerations May Include:

- Knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans
- OHS practice as an ethical standard and legislative requirement
- Training of all employees in health and safety procedures
- Update and review of organisation's OHS systems, procedures and records
- Organisation's procedures for dealing with hazardous events
- Adjustment of communications and OHS approach to cater for social and cultural diversity and special needs
- Inclusion of OHS in key performance indicators

### Resource Requirements May Include:

- Human, physical and financial resources - both current and projected
- Stock requirements and requisitions
- Good and services to be purchased and ordered

### Developed and/or Implemented in Some Cases May Mean That:

- The operational plan has been developed at a higher or specialist level and that a frontline manager may have little or no input to its development

### Relevant Personnel, Colleagues and Specialist Resource Managers May Include:

- Managers
- Supervisors
- Other employees
- OHS committee(s) and other people with specialist responsibilities
- Union or employee representatives
- People at the same level or more senior managers
- People from a wide range of social, cultural and ethnic backgrounds

### Consultation Processes May Refer To:

- Meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans
- Mechanisms used to provide feedback to the work team in relation to outcomes of consultation

### Operational Plans May Include:

- Tactical plans developed by the department or section to detail product and service performance
- Organisational plans

### Key Performance Indicators May Refer to:

- Measures for monitoring or evaluating the efficiency or effectiveness of a system which may be used to demonstrate accountability and to identify areas for improvements
Contingency plans may include:

- rental, hire purchase or alternative means of procurement of required materials, equipment and stock
- contracting out or outsourcing human resource and other functions or tasks
- restructuring of organisation to reduce labour costs
- strategies for reducing costs, wastage, stock or consumables
- diversification of outcomes
- recycling and re-use
- finding cheaper or lower quality raw materials and consumables
- seeking further funding
- increasing sales or production
- risk identification, assessment and management processes
- succession planning

The organisation's policies, practices and procedures may include:

- those organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources
- Standard Operating Procedures
- undocumented practices in line with organisational operations
- organisational culture

Designated persons/groups may include:

- managers or supervisors whose roles and responsibilities include decision making on operations
- other work groups or teams whose work will be affected by recommendations for variations
- groups designated in workplace policies and procedures
- other stakeholders such as Board members
EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements 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 parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence of their ability to manage the implementation of the operational plans for department or section. This will include acquisition and use of resources, contingency planning, financial information and budgets, performance reports, and evidence of a system to monitor and adjust operational performance plans as required.

Required knowledge and understanding include:

- 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 involved in the management and organisation of:
  - planning and managing operations
  - consultation and communication
  - contingency planning
  - resource planning and acquisition
  - resource management systems
  - budgeting and financial analysis and interpretation
  - monitoring and review of performance systems and processes
  - reporting performance
  - problem identification and resolution
- alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- ways of supporting individuals/teams who have difficulty in performing to the required standard

Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- skills to:
  - monitor and review a safe workplace and environment
  - access and use feedback to improve operational performance
  - prepare recommendations to improve operational plans
  - access and use established systems and processes
- coaching and mentoring skills to provide support to colleagues
Products that could be used as evidence include:

- documentation produced while managing the operational plan, such as:
  - operational plan
  - rosters and staff allocation
  - resource planning
  - actions taken to address resource shortfalls
  - financial plans and budgets
  - contingency planning
  - risk management plans
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - actions taken to address poor, unsafe or excellent performance
  - actions taken to address issues and problems within work team
  - reviews of people management
  - advice and input into management decisions related to the operational plan
  - records of people management lessons learned

Processes that could be used as evidence include:

- how resource requirements have been researched and analysed, and management procedures addressed
- how work has been allocated within work team, and the rationale for allocation
- how strategies have been developed/implemented to ensure that employees were recruited and resources acquired
- how financial plans and budgets were formulated
- how the operational plan was developed and/or managed
- how key performance indicators were developed and used
- how contingency planning was undertaken
- how team members were guided and supported in performing their role, including induction process for new team members
- how individual learning and development pathways were developed
- how performance management system was implemented within work team and how areas of under performance were identified and addressed
- how problems and issues within the work team were addressed
- how input and advice was provided to management in relation to human resource management of the work team
- how own people management processes were reviewed and evaluated, and improvements identified, reported and acted upon
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|                                               | • that examples of actions taken by the candidate to manage the operational plan are provided |
| Integrated competency assessment means:       | • that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity |
BSBFLM507B Manage quality customer service

Unit Descriptor

This unit specifies the outcomes required to develop strategies to manage organisational systems that ensure products and services are delivered and maintained to standards agreed by the organisation and the customer.

Application of the Unit

This unit replaces BSBFLM507A Manage quality customer service.

Frontline managers are involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation and the customer. They work within 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 builds on BSBCM410A Coordinate implementation of customer service strategies. Consider co-assessment with BSBFLM512A Ensure team effectiveness, BSBFLM506B Manage workplace information system, BSBMGT505A Ensure a safe workplace, and BSBFLM509B Facilitate continuous improvement.

Competency Field

Business Management Services : Domain - Frontline Management

ELEMENT PERFORMANCE CRITERIA

1. Plan to meet internal and external customer requirements
   1.1 The needs of customers are investigated, understood and assessed, and included in planning processes
   1.2 Plans achieve the quality, time and cost specifications agreed with customers

2. Ensure delivery of quality products and/or services
   2.1 Products and/or services are delivered to customer specifications within the team's business plan
   2.2 Team performance is managed to consistently meet the organisation's quality and delivery standards
   2.3 Leadership, supervision, coaching and mentoring assist colleagues to overcome difficulty in meeting customer service standards
3. Monitor, adjust and review customer service

3.1 Strategies to monitor progress in achieving product and/or service targets and standards are developed and used

3.2 Strategies to obtain customer feedback are developed and used to improve the provision of products and/or services

3.3 Resources are developed, procured and used effectively to provide quality products and/or services to customers

3.4 Decisions to overcome problems and to adapt customer service and products and/or service delivery are taken in consultation with appropriate individuals and groups

3.5 Records, reports and recommendations are managed within the organisation’s systems and processes

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

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<td>consulting with others on customer needs and to report on customer service outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>ensuring that appropriate strategies are in place to collect, organise and monitor customer information</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>planning to meet customer needs and to manage a system for reporting/recording customer service outcomes</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>using leadership, supervision, coaching and mentoring to manage team performance</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>consulting with team members on planning, delivery and improvement</td>
<td></td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>undertaking calculations associated with customer service</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>identifying and resolving deficiencies in customer service and developing strategies to improve service</td>
<td>3</td>
</tr>
<tr>
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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 (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation
- relevant industry codes of practice

OHS considerations may include:

- knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures
- regular updating and reviewing of the organisation's OHS systems, procedures and records
- organisation's responsibilities to customers and suppliers
- adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

Customers may be:

- co-workers, peers and fellow frontline managers
- supervisors
- Board members
- clients, purchasers of services
- members of the general public who make contact with the organisation, such as prospective purchasers of services
- suppliers of goods and services and contractors providing goods and services
- potential funding bodies

Quality may refer to:

- the characteristics of a product, system, service or process meets the requirements of customers and interested parties
Strategies may refer to:

- policies and procedures
- long-term or short-term plans for monitoring achievement and evaluating effectiveness
- feedback forms and other devices to enable communication from customers
- electronic feedback mechanisms using intranet, internet and email
- training and development activities
- questionnaires, survey and interviews
- databases and other controls to record and compare data over time

Resources may include:

- people
- power/energy
- information
- finance
- buildings/facilities
- equipment
- technology
- time
EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements 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 parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they are able to develop strategies designed to meet customer needs; provide quality service; review and improve service; develop processes to access and follow-up customer feedback; and manage a system for reporting/recording customer service outcomes.

Required knowledge and understanding include:

- 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 involved in the management and organisation of:
  - customer needs research
  - strategies to obtain customer feedback
  - customer relations
  - customer behaviour
  - problem identification and resolution
  - quality customer service delivery
  - ongoing product and/or service quality
  - record keeping and management methods
  - strategies for monitoring, managing and introducing ways to improve customer service relationships
- consultation and communication techniques
- leadership and mentoring techniques
- management of relationships to achieve strategic planning responsibilities
- strategies for contributing to the elimination of discrimination/bias
### Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- communication skills
- skills to research, analyse and report information
- planning and organising skills
- team work skills
- problem-solving skills to deal with complex and non-routine difficulties
- technology skills at the appropriate level
- coaching and mentoring skills to provide support to colleagues

### Products that could be used as evidence include:

- documentation produced in managing quality customer service, such as:
  - contribution to organisational policies and procedures
  - procedures and policies for dealing with customer service provision, and related codes of conduct
  - actions taken to address customer service information collection and retrieval
  - actions taken to address methods of analysing information and developing and/or maintaining a customer service information system
  - actions taken to address internal and external customer service issues
  - advice and input into management decisions related to customer service
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - actions taken to address issues and problems within work team
  - reviews of people management
  - records of people management lessons learned

### Processes that could be used as evidence include:

- how customers needs have been addressed
- how planning was conducted and specifications achieved
- how products and/or services have been delivered
- how team performance was managed
- how team members were guided and supported in performing their role
- examples of strategies developed to monitor customer service and to obtain customer feedback
- examples of resources developed to provide for customers needs
- examples of strategies to adapt customer service delivery to overcome problems
- examples of how records and reporting procedures were managed within the organisation's processes
Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by the candidate to promote quality customer service are provided

Integrated competency assessment means:

- this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity
BSBFLM509B Facilitate continuous improvement

Unit Descriptor

This unit specifies the outcomes required to lead and manage continuous improvement systems and processes. Particular emphasis is on the development of systems and the analysis of information to monitor and adjust performance strategies and to manage opportunities for further improvements.

Application of the Unit

This unit replaces BSBFLM509A Promote continuous improvement.

Frontline managers have an active role in managing the continuous improvement process in achieving the organisation’s objectives. Their position, closely associated with the creation and delivery of products and services, means that they play an important part in influencing the ongoing development of the organisation.

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 builds on BSBFLM409B Implement continuous improvement. Consider co-assessment with BSBFLM512A Ensure team effectiveness, BSBFLM505B Manage operational plan, and BSBFLM507B Manage quality customer service, BSBMGT505A Ensure a safe workplace, BSBFLM510B Facilitate and capitalise on change and innovation, and BSBFLM511B Develop a workplace learning environment.

Competency Field

Business Management Services : Domain - Frontline Management

ELEMENT

PERFORMANCE CRITERIA

1. Lead continuous improvement systems and processes

1.1 Strategies are developed to ensure that team members are actively encouraged and supported to participate in decision making processes, and to assume responsibility and exercise initiative as appropriate

1.2 Systems are established to ensure that the organisation’s continuous improvement processes are communicated to all stakeholders

1.3 Effective mentoring and coaching processes are developed to ensure that individuals and teams are able to implement and support the organisation's continuous improvement processes
2. Monitor and adjust performance strategies

2.1 Strategies are developed to ensure that systems and procedures including technology are used to monitor operational progress and to identify ways in which planning and operations could be improved

2.2 Customer service strategies and processes are improved through continuous improvement techniques and processes

2.3 Strategies are adjusted and communicated to all stakeholders according to organisational procedures

3. Manage opportunities for further improvement

3.1 Processes are established to ensure that team members are informed of savings and productivity/service improvements in achieving the business plan

3.2 Processes include documentation of work team performance to aid the identification of further opportunities for improvement

3.3 Areas which have recorded improvement and opportunities for improvement, are taken into account in all aspects of future planning

KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

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<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>establishing systems to communicate continuous improvement processes to team members and other stakeholders ensuring processes inform team members of improvements and achievements</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>establishing processes to document performance</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>adjusting plans and strategies as a result of feedback</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>developing strategies to involve team members in decision making</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>completing calculations associated with work improvement</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>developing and improving the organisation’s continuous improvement processes and investigating problems with introducing improvements</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>using technology to assist the management of information</td>
<td>2</td>
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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.

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 (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation
- relevant industry codes of practice

OHS considerations may include:
- knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures
- establishing and maintaining the continuous improvement processes of any OHS management system
- regularly updating and reviewing the organisation's OHS systems, procedures and records
- organisation's procedures for dealing with hazardous events
- adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

Strategies may refer to:
- long-term or short-term plans factoring in opportunities for team input
- mentoring and 'buddy' systems to support team members in participating in decision making
- clarification of roles and expectations
- training and development activities
- performance plans
- communication devices and processes, such as intranet and email communication systems, to facilitate input into workplace decisions
- reward/recognition programs for high performing staff

Systems may refer to:
- policies and procedures
- web based communication devices
- forums, meetings
- newsletters and reports
Continuous improvement processes may include:
- policies and procedures which allow an organisation to systematically review and improve the quality of its products, services and procedures
- cyclical audits and reviews of workplace, team and individual performance
- seeking and considering feedback from a range of stakeholders
- modifications and improvements to systems, processes, services and products
- evaluations and monitoring of effectiveness

Stakeholders may include:
- internal and external contacts
- senior management and board members
- individuals within the work team
- the organisation's clients and customers
- business or government contacts
- funding bodies
- unions/employee groups
- professional associations

Technology may include:
- computerised systems and software such as databases, project management and word-processing
- telecommunications devices
- any other technology used to carry out work roles and responsibilities

Operational progress may refer to:
- success in meeting agreed goals and performance indicators
- productivity gains
- customer service indicators
- OHS indicators

Processes may refer to:
- team meetings
- email/intranet, newsletters or other communication devices
- newsletters and bulletins
- staff reward mechanisms

Documentation of work team performance may include:
- records and reports
- annotated performance plans
- quantitative data such as production figures
- recommendations for improvement
The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements 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 parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they are able to develop, monitor and adjust plans, processes and procedures to improve performance; they must also be able to support others to implement the continuous improvement system/processes and to be able to identify and manage opportunities for further improvement.

Required knowledge and understanding include:

- 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 involved in the management and organisation of:
  - continuous improvement systems and processes
  - benchmarking
  - change management
  - problem identification and resolution
  - leadership and mentoring techniques
  - management of ongoing product and service quality
  - consultation and communication techniques
  - best practice
  - strategies to monitor and adjust operational performance
  - recording and reporting methods
- benefits of continuous improvement
- barriers to continuous improvement
- quality approaches which the organisation may implement
- methods that can be used in continuous improvement
- organisation's recording, reporting and recommendation processes to facilitate continuous improvement
Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- communication skills to:
  - gain the commitment of individuals/teams to continuous improvement
  - deal with people openly and fairly
  - use consultation skills effectively
- research, analysis and reporting skills
- monitoring and evaluating skills
- skills to consolidate opportunities for improvement
- coaching and mentoring skills to provide support to colleagues

Products that could be used as evidence include:

- documentation produced in leading the team, such as:
  - contribution to organisational policies and procedures
  - procedures and policies for dealing with continuous improvement systems, and related codes of conduct
  - actions taken to address information collection and retrieval
  - actions taken to address methods of analysing information and developing and/or maintaining a continuous improvement system
  - actions taken to address internal and external continuous improvement issues
  - actions taken to address issues and problems within the work team and continuous improvement
  - advice and input into management decisions related to the work team and continuous improvement
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - reviews of people management
  - records of people management lessons learned

Processes that could be used as evidence include:

- how strategies are developed to encourage team members to participate in the decision making process
- examples of how continuous improvement processes were communicated to all stakeholders
- examples of how continuous improvement processes were supported
- how technology was used to monitor operational progress
- examples of how plans have been adjusted and communicated to all stakeholders
- how team members were informed of improvements/innovations
- how work performance was documented to aid identification of further opportunities for improvement
- how future planning has included areas which have recorded improvements
| Resource implications for assessment include: | • access by the learner and trainer to appropriate documentation and resources normally used in the workplace |
| Validity and sufficiency of evidence requires: | • that this unit can be assessed in the workplace or in a closely simulated work environment  
• that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment  
• that examples of actions taken by the candidate to facilitate continuous improvement are provided |
| Integrated competency assessment means: | • that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate’s leadership role in a work team and as part of an integrated assessment activity |
BSBFLM510B Facilitate and capitalise on change and innovation

Unit Descriptor
This unit specifies the outcomes required to plan and manage the introduction and facilitation of change. Particular emphasis is on the development of creative and flexible approaches, and on managing emerging opportunities and challenges.

Application of the Unit
This unit replaces BSBFLM510A Facilitate and capitalise on change and innovation.

Frontline managers have 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.

This unit builds on BSBCMN412A Promote innovation and change. Consider co-assessment with BSBFLM512A Ensure team effectiveness, BSBFLM505B Manage operational plan, and BSBFLM509B Facilitate continuous improvement.

Competency Field
Business Management Services : Domain - Frontline Management

ELEMENT PERFORMANCE CRITERIA

1. Participate in planning the introduction and facilitation of change

   1.1 The manager contributes effectively to the organisation's planning processes to introduce and facilitate change

   1.2 Plans to introduce change are made in consultation with appropriate stakeholders

   1.3 The organisation's objectives and plans to introduce change are communicated effectively to individuals and teams

2. Develop creative and flexible approaches and solutions

   2.1 A variety of approaches to managing workplace issues and problems are identified and analysed

   2.2 Risks are identified and assessed, and action initiated to manage these 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 improve productivity and services, and/or reduce costs
3. Manage emerging challenges and opportunities

3.1 Individuals and teams are supported to respond effectively and efficiently to changes in the organisation’s goals, plans and priorities

3.2 Coaching and mentoring assist individuals and teams to develop competencies to handle change efficiently and effectively

3.3 Opportunities are identified and taken as appropriate, to make adjustments and to respond to the changing needs of customers and the organisation

3.4 *Information needs* of individuals and teams are anticipated and facilitated as part of change implementation and management

3.5 Recommendations for improving the methods and techniques to manage change are identified, evaluated and negotiated with appropriate individuals and groups

**KEY COMPETENCIES**

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

The bulleted points provide examples of how the key competencies can be applied for this unit.

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<th>Performance Level</th>
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<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>consulting with team and stakeholders on plans to introduce change</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>communicating changes to team and individuals providing recommendations to management</td>
<td></td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>obtaining information about the change process and identifying opportunities and risks</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>organising occasions to discuss change with the team and stakeholders</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>supporting the team to respond positively to change</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>encouraging creative responses from team members</td>
<td></td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>making calculations associated with implementing change</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>addressing difficulties arising from the changes</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>using technology to assist in the management of information to facilitate change</td>
<td>2</td>
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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.

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 (OHS) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

OHS considerations may include:

- knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures, and regular updating of records
- OHS hazard identification, risk assessment and control
- implementation of procedures for dealing with hazardous events
- adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

Manager refers to:

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

Appropriate stakeholders may refer to:

- those individuals and organisations who have a stake in the change and innovation being planned, including:
  - organisation directors and other relevant managers
  - teams and individual employees who are both directly and indirectly involved in the proposed change
  - union/employee representatives or groups
  - OHS committees
  - other people with specialist responsibilities
  - external stakeholders where appropriate - such as clients, suppliers, industry associations, regulatory and licensing agencies

Risks may refer to:

- any event, process or action that may result in goals and objectives of the organisation not being met
- any adverse impact on individuals or the organisation
- various risks identified in a risk management process
Information needs may include:

- new and emerging workplace issues
- implications for current work roles and practices including training and development
- changes relative to workplace legislation, such as OHS
- workplace data such as productivity, inputs/outputs and future projections
- planning documents
- reports
- market trend data
- scenario plans
- customer/competitor data

EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements 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 parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this standard must be able to provide evidence that they are able to identify opportunities to improve performance in consultation with appropriate individuals and groups. They must be able to show evidence of the ability to develop flexible and creative approaches and strategies to introduce and manage change and innovation and to provide coaching and mentoring support to facilitate change. They must be able to assess risks associated with the introduction of change and manage emerging challenges and opportunities.

Required knowledge and understanding includes:

- 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 involved in:
  - change and innovation management
  - development of strategies and procedures to implement and facilitate change and innovation
  - use of risk management strategies: identifying hazards, assessing risks and implementing risk control measures
  - problem identification and resolution
  - leadership and mentoring techniques
  - management of quality customer service delivery
  - consultation and communication techniques
  - record keeping and management methods
- the sources of change and how they impact
- the factors which lead/cause resistance to change
Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- functional literacy skills to access and use workplace information
- communication skills to:
  - gain the trust and confidence of colleagues
  - deal with people openly and fairly
  - use consultation skills effectively
- research, analysis and reporting skills
- skills to:
  - influence the organisation's culture so that it is receptive to change and innovation
  - monitor trends in the internal and/or external environment
  - respond positively to new situations/challenges
  - evaluate alternative proposals for change
  - manage resistance to change
  - draw on the diversity of the workplace to assist the organisation benefit from change
- coaching and mentoring skills to provide support to colleagues

Products that could be used as evidence include:

- documentation produced in leading change and innovation, such as:
  - contribution to organisational policies and procedures
  - procedures and policies for dealing with change and innovation, and related codes of conduct
  - evidence of actions taken to address information collection and retrieval
  - evidence of actions taken to address methods of analysing information and developing change and innovation processes
  - evidence of actions taken to address internal and external change and innovation management issues
  - evidence of actions taken to address issues and problems within work team and change process
  - evidence of advice and input into management decisions related to the work team and change process
  - learning and development plans for team members
  - materials developed for coaching, mentoring and training
  - induction programs developed and/or delivered
  - records of OHS consultation
  - risk assessment records
  - reviews of people management
  - records of people management lessons learned
Processes that could be used as evidence include:

- how planning processes have introduced and facilitated change
- how plans for change were introduced and consulted on
- how communication processes were conducted
- how the operational plan was managed
- examples of approaches to managing workplace issues
- examples of risk assessments and measures to minimise risk
- how performance management system was implemented within work team
- how problems and issues within the work team were addressed
- how creative and innovative responses/approaches have affected productivity
- examples of team members responses to change and how coaching and mentoring was of assistance
- examples of adjustments to respond to changing needs of customers and/or the organisation
- examples of response to information needs
- examples of recommendations for improving methods for managing change

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by the candidate to facilitate and capitalise on change and innovation are provided

Integrated competency assessment means:

- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity
BSBFLM512A Ensure team effectiveness

Unit Descriptor
This unit specifies the outcomes required by frontline managers to facilitate all aspects of team work within the organisation. It involves taking a leadership role in the development of team plans, leading and facilitating team work and actively engaging with the management of the organisation.

Application of the Unit
This unit replaces BSBFLM502A Provide leadership in the workplace and BSBFLM504A Facilitate work teams, which have been combined to create this unit.

Frontline managers have an important facilitative role in the development and empowerment of work teams. This will be evident in the way frontline managers work with teams and individuals, work across teams, and the initiative they take in strengthening the links between teams and the organisation's management.

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 builds on BSBFLM412A Promote team effectiveness.

Competency Field
Business Management Services : Domain - Frontline Management

ELEMENT PERFORMANCE CRITERIA

1. Establish team performance plan
   1.1 Team members are consulted to establish team purpose, roles, responsibilities and accountabilities in accordance with organisational goals, plans and objectives
   1.2 Performance plans are developed in consultation with team members, to establish expected outcomes, outputs, key performance indicators and goals for work team
   1.3 Team members are supported in meeting expected performance outcomes

2. Develop and facilitate team cohesion
   2.1 Strategies are developed to ensure team members have input into planning, decision making and operational aspects of work team
   2.2 Policies and procedures are developed to ensure team members take responsibility for own work and assist others to undertake required roles and responsibilities
   2.3 Feedback is provided to team members to encourage, value and reward individual and team efforts and contributions
   2.4 Processes are developed to ensure that issues, concerns and problems identified by team members are recognised and addressed
3. Facilitate team work

3.1 Team members and individuals are encouraged to participate in and take responsibility for team activities, including communication processes.

3.2 The team is supported in identifying and resolving work performance problems.

3.3 Own contribution to work team serves as a role model for others and enhances the organisation's image to all stakeholders.

4. Liaise with stakeholders

4.1 Open communication processes with all stakeholders are established and maintained.

4.2 Information from line manager/management is communicated to the team.

4.3 Unresolved issues, concerns and problems raised by team members are communicated to, and followed up with, line manager/management and other relevant stakeholders.

4.4 Unresolved issues, concerns and problems raised by internal or external stakeholders are evaluated, and necessary corrective action taken.
KEY COMPETENCIES

The seven key competencies represent generic skills considered essential for effective work participation. Innovation skills represent a further area of generic competence. The bracketed numbering indicates the performance level required in this unit:

Level (1) represents the competence to undertake tasks effectively

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<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
</table>
| Communicating ideas and information   | communicating verbally to lead a team including negotiating, basic training, participating in meetings  
|                                       | communicating in writing including report writing, communicating with management, identifying issues and concerns in writing | 3                 |
| Collecting analysing and organising information | developing systems to maintaining records of own knowledge and skills and that of team members relevant to organisation planning  
|                                       | undertaking analysis following planning activities  
|                                       | developing systems and processes for monitoring and review | 3                 |
| Planning and organising activities    | planning for own work and the work of team members across a range of teams  
|                                       | contributing to the effectiveness of other teams and the organisation as a whole | 3                 |
| Working with others and in teams      | leading and representing the team  
|                                       | consulting team members for their input on team effectiveness strategies and feedback  
|                                       | working with others including external parties and team members | 3                 |
| Using mathematical ideas and techniques | using calculation skills associated with data manipulation relevant to work of team, including financial data | 1                 |
| Solving problems                      | applying problem solving skills as required to address issues and conflicting requirements arising from inter and intro team activities  
|                                       | assisting others to solve problems arising within and between teams | 3                 |
| Using technology                      | using word processing packages, spreadsheets, databases, and other packages to produce written correspondence and reports of activities, financial reporting and data collation.  
|                                       | understanding assistive technologies, as necessary | 2                 |
RANGE STATEMENT

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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 (OHS) and environmental issues, equal opportunity, industrial relations, anti-discrimination and record keeping standards and legislation
- relevant industry codes of practice

OHS considerations may include:
- knowledge of OHS legislation, principles and practice within the context of the organisation's operations and plans
- OHS practice as an ethical standard and legislative requirement
- training of all employees in health and safety procedures
- regular updating and reviewing of the organisation's OHS systems, procedures and records
- key performance indicators include relevant OHS procedures
- adjustment of communications and OHS approach to cater for social and cultural diversity and special needs

Consulted may refer to:
- conducting meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual performance plans
- mechanisms used to provide feedback to the work team in relation to outcomes of consultation

Accountabilities may refer to:
- a statement of conduct outlining responsibilities/actions/performance
- responsibilities as defined in position descriptions, codes of conduct/behaviour, duty statements or similar

Performance plans may refer to:
- team plans based on work assignments and responsibilities
- individual performance plans linked to team goals
Outcomes, outputs, key performance indicators may refer to agreed:

- measures for monitoring and evaluating the efficiency or effectiveness of systems or services
- targets for productivity improvements such as reduced downtime, higher production levels, decreases in absenteeism
- improved individual and team performance and participation
- improvements to systems, operations
- changes in work roles and responsibilities
- quality standards and expectations
- targets for training and development

Strategies may refer to:

- long-term or short-term plans factoring in opportunities for team input
- mentoring and ‘buddy’ systems to support team members in providing input
- clarification of roles and expectations
- training and development activities
- electronic communication devices and processes, such as intranet and email communication systems, to facilitate input
- newsletters and briefings

Policies and procedures may refer to:

- organisational guidelines and systems that govern operational functions
- procedures that detail the activities that must be carried out for the completion of actions and tasks
- Standard Operating Procedures

Processes may refer to:

- discussions with individuals regarding their concerns
- brainstorming options with the team for addressing concerns
- creating a matrix of issues and concerns and distributing it for comment
- distributing drafts for comment with a range of options for resolution of concerns
- training and development sessions

Stakeholders may include:

- the work team
- Board members
- union/employee groups and representatives
- business or government contacts
- funding bodies

Line manager/management may refer to:

- frontline manager's direct superior
- other management representatives
- the Chief Executive Officer
EVIDENCE GUIDE

The Evidence Guide provides advice to inform and support appropriate assessment of this unit. It contains an overview of the assessment requirements 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 parent Training Package.

Overview of Assessment Requirements

A person who demonstrates competence in this unit must be able to provide evidence that they are able to demonstrate leadership in developing plans, in leading and facilitating team work and in actively engaging with stakeholders. They must also provide evidence that team work is actively promoted, supported and encouraged within the work team; and their own performance serves as a role model for others and enhances the organisation’s image.

Required knowledge and understanding include:

- 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
- organisational policies and procedures
- organisational goals, objectives and plans
- organisational structure and organisational chart
- the principles and techniques involved in:
  - contingency planning
  - performance planning
  - problem identification and resolution
  - consultation and communication
  - record keeping and management
  - relationship management including motivation and negotiation
  - group dynamics, processes and politics
  - methods for collecting and utilising feedback
  - development of strategies, processes and procedures to facilitate and monitor team effectiveness
  - learning and development options available within and through organisation
  - strategies that contribute to the elimination of discrimination/bias
Required skills and attributes include:

- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- communication skills
- basic training skills, including mentoring and coaching
- planning and organising skills
- problem solving skills
- leadership skills
- skills to identify needs, goals and aspirations of others
- group facilitation skills
- attributes:
  - assertive
  - persuasive
  - empathic
  - communicative
  - showing positive leadership
  - self-aware
  - supportive
  - trusting
  - open
  - flexible
  - accommodating
  - initiating
  - loyal
  - recognising achievement
  - fair
  - adaptable

Products that could be used as evidence include:

- documentation produced in ensuring team effectiveness, such as:
  - reports
  - minutes or records of meetings
  - work journals or diaries
  - learning and development plans developed with team members
  - records of actions taken to address issues raised by team members
Processes that could be used as evidence include:

- how communication process was managed and implemented to ensure that consultation takes place
- how team members were supported and encouraged to meet expected outcomes
- strategies to develop and facilitate team cohesion
- how performance plans were developed
- how team members were guided and supported in performing their role, including induction process for new team members
- how performance management system was implemented within work team
- how problems and issues within the work team have been addressed
- how input and advice was provided to management in relation to human resource management of the work team
- how own people management processes were reviewed and evaluated, and improvements identified, reported and acted upon

Resource implications for assessment include:

- access by the learner and trainer to appropriate documentation and resources normally used in the workplace
- access to team members' input in relation to leadership of frontline manager

Validity and sufficiency of evidence requires:

- that this unit can be assessed in the workplace or in a closely simulated work environment
- that where assessment is part of a learning experience, evidence will need to be collected over a period of time, involving both formative and summative assessment
- that examples of actions taken by the candidate to ensure team effectiveness are provided

Integrated competency assessment means:

- that this unit should be assessed with other frontline management units taken as part of this qualification, as applicable to the candidate's leadership role in a work team and as part of an integrated assessment activity
BSBMGT606A Manage customer focus

Unit Descriptor

This unit covers planning at the tactical level, and the implementation of those plans, to ensure that business expansion and internal and external customer satisfaction levels are in keeping with business plans.

Consider co-assessment with BSBMGT604A Manage business operations.

Competency Field

Business Management Services

ELEMENT PERFORMANCE CRITERIA

1. Determine customer requirements

   1.1 Opportunities are provided for customers and staff to provide feedback on existing products/services
   1.2 The market is clearly identified in terms of post, present and potential customers
   1.3 Research is commissioned to capture the needs of the market, including electronic commerce solutions
   1.4 The market is provided with all relevant information about products/services supplies
   1.5 Customer service standards and plans are developed from research, customer feedback and consultation with relevant individuals
   1.6 Standards and plans clearly state quality, time and delivery specifications, and cost of products/services to be supplied
   1.7 Specifications meet all legal and organisational requirements
   1.8 Risk management plans have been implemented in relation to all products/services

2. Manage delivery of products and services to customers

   2.1 Relevant groups and individuals have access to customer service standards and plans
   2.2 Relevant groups and individuals are competent to deliver products/services to standards required
   2.3 Products/services are delivered to standard required
   2.4 Groups and individuals meet all customer service standards and plans
   2.5 Performance improvement plans are developed and implemented where under-performance occurs or opportunity for improvement arises
3. Monitor and evaluate quality of customer service

3.1 Appropriate systems are developed and technology used to effectively monitor performance against targets and standards

3.2 Feedback is obtained in regard to customer satisfaction, on an on-going basis, and utilised to implement remedial action where necessary

3.3 Appropriate groups and individuals are consulted to identify activities to be undertaken to improve customer service

3.4 Continuous improvement strategies are built into future business plans of relevant groups and individuals

3.5 Reports are prepared and circulated to relevant groups and individuals for follow-up

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.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>to consult groups and individuals about improvement to customer service</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising</td>
<td>to develop customer service standards and plans</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to assess performance</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>to identify customer needs</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to develop service standards, response times and measurement systems</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to remove customer concerns</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>to monitor performance against targets</td>
<td>2</td>
</tr>
</tbody>
</table>

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
Electronic commerce refers to:

- business-to-business, business-to-consumer, government-to-business activities conducted via electronic communication methodologies and networks

Customer service standards and plans may include:

- response times/delivery times
- protocols
- quality specifications

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

Relevant groups and individuals means:

- those persons who have a responsibility for the delivery of products/services to both external/internal customers

Appropriate systems may include:

- quality management
- customer feedback/response

Customer satisfaction means:

- the extent to which the product or service delivered matches the customer’s expectations in regard to price, quality and value to them

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

- All managers have customers (either internal or external) and assessment should cover the whole customer service/quality assurance process
- Managers should be actively involved in the development of customer service standards (clearly linked to the customer requirements) and clear evidence needs to be available of their effective oversight of the delivery of products and services to predetermined specifications and customer expectations

OHS considerations may include:

- review of standards, plans and specifications in terms of OHS legislation (supplier, importer, etc.)
- safe delivery of organisation’s products/services
- systems for supply monitor OHS performance
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
- Marketing principles sufficient to communicate with marketing experts as necessary
- Electronic commerce applications relevant to the organisation
- Legal requirements to operate the organisation
- Organisational policies, principles, codes and performance standards
- Risk management
- Performance management systems used in the organisation
- Quality management systems

At this level the learner must demonstrate understanding of specialised knowledge with 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
- Risk management skills to analyse, identify and develop mitigation strategies for identified risks
- Performance measurement skills to develop and manage key performance indicators
- Report writing skills to develop and disseminate information on customer service performance
- 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
BSBMKG401A Profile the market

Unit Descriptor

This unit covers segmenting the market, the selection of targeting strategies and tactics, the profiling of a target or target segments and the development of positioning strategies and implementation activities.

Consider co-assessment with BSBMKG402A Analyse consumer behaviour for specific markets, BSBMKG403A Analyse market data and BSBMKG404A Forecast market and business needs.

Competency Field

Business Development

ELEMENT PERFORMANCE CRITERIA

1. Segment the market
   1.1 Criteria to use in segmenting the market are identified in accordance with the marketing plan
   1.2 Sources of information for segmenting and profiling markets are identified and accessed in accordance with the marketing plan
   1.3 The market is segmented in accordance with the selected criteria
   1.4 Market segments are reviewed for their usefulness in terms of size, potential, distinctive needs, easy identification of members, and/or distinctive media use patterns
   1.5 Market segment/s are selected to meet the requirements of the marketing plan, or new segmentation criteria are chosen and applied

2. Identify the target market
   2.1 Approach/es to determining and describing the total market for a product or service are evaluated and chosen
   2.2 The target market is defined in terms of the consumers to be included as prospective users of a product or service, and in terms of the selected market segment/s
   2.3 Descriptions of the target market use segment descriptors
   2.4 Available marketing strategic options are identified and the targeting strategy that best meets the requirements of the marketing plan is selected

3. Profile target audience
   3.1 The total market and the selected market segment/s are described in the form of a consumer profile
   3.2 The consumer profile identifies consumer characteristics in standard statistical terms and/or the descriptive terms used in media selection
   3.3 Demographic and/or psychographic descriptions are used in the consumer profile in accordance with the requirements of the marketing plan
   3.4 The profile meets organisational requirements in terms of language, format, content and level of detail

4. Develop a positioning strategy
   4.1 Available positioning strategies are identified and a strategy is chosen to meet marketing requirements and the consumer profile
   4.2 A positioning implementation plan is written 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.

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<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>through development of an implementation plan</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>from primary and secondary research sources</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to gather data from a range of sources</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>to determine segmentation criteria</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>for data analysis</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to find 'best fit' positioning strategy</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>to record and analyse data as required</td>
<td>1</td>
</tr>
</tbody>
</table>

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 segmentation is:

- the process of dividing a market into consumer subgroups, each of which has different needs

Criteria to use in market segmentation may include:

- consumer needs
- benefits desired
- product/service usage
- attitude
- demographics
- lifestyle
- social and cultural factors
- business characteristics
Sources of information for segmenting and profiling markets may include:

- industry sources
- existing research data
- original a priori research (where the market segments are assumed at the beginning and research is used to confirm them)
- original response based research

Approaches to determining the total market may include:

- identifying consumers with relevant needs
- identifying current users of a product or service
- identifying people with related characteristics

Targeting strategies may include:

- price sensitivity
- sales volume
- market share
- purchasing power
- ease of entry
- growth considerations
- differentiation and segmentation
- niche markets
- concentrated, differentiated and mass strategies

Consumers may include:

- individuals
- businesses
- households

Standard statistical terms:

- are those categories used by the Australian Bureau of statistics in collecting and reporting census data

Terms used to describe segments may include:

- demographics:
  - age
  - sex
  - education
  - marital status
  - occupation
  - nationality
  - first language
  - children
  - income
Demographic descriptions may include:
- date and place of birth
- sex
- nationality
- indigenous Australian
- education
- occupation
- marital status
- first language
- other languages spoken at home
- number and age of children
- income level
- disability

Psychographic descriptions may include:
- activities
- interests
- opinions
- values
- attitudes
- lifestyle

Positioning strategies may include:
- image perceptions
- prestige and exclusive positioning
- conspicuous positioning
- service positioning
- value positioning
- market leader positions
- market follower positions
- Me-Too positioning
- repositioning
- competitive positioning

Marketing may include:
- marketing of goods
- services marketing
- ideas marketing
- public sector marketing
- direct marketing
- telemarketing
- business-to-business marketing

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
- Profile contains rationale and supporting information
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 business and marketing plan
- Product and service standards and best practice models
- Data collection and analysing techniques
- Market mix
- The elements of marketing planning

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

Underpinning Skills

- Literacy skills to identify relevant information, to write reports and to interpret internal and external information
- Communication including questioning, clarifying and reporting
- Research and analyse market segments
- Identify the target market and select targeting and positioning strategies that meet organisation's requirements
- 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
BSBMKG406A Build client relationships

Unit Descriptor
This unit covers the establishment, maintenance and improvement of client relationships to support attainment of key business outcomes.

Consider co-assessment with BSBMKG405A Implement and monitor marketing activities.

Corequisite Unit(s)
BSBMKG405A Implement and monitor marketing activities

Competency Field
Business Development

ELEMENT PERFORMANCE CRITERIA

1. Initiate interpersonal communication with clients

   1.1 Preferred client communication styles and methods are identified and used
   1.2 *Verbal and non-verbal communication* processes are used to establish rapport with clients
   1.3 Active listening is utilised to establish rapport with clients
   1.4 Opportunities to offer positive feedback to the client are investigated and acted upon
   1.5 Open questions are used to promote two way communication
   1.6 Potential *barriers to effective communication* with clients are identified and acted upon
   1.7 Communication processes initiated identify client needs, preferences and expectations

2. Establish client relationship management strategies

   2.1 Client loyalty objectives are developed to focus on the development of long term business partnerships
   2.2 Client profile information is assessed to determine approach
   2.3 *Client loyalty strategies* are developed to attract and retain clients in accordance with the business strategy
   2.4 *Client care* and client service standards are identified and applied

3. Maintain and improve ongoing relationships with clients

   3.1 Strategies are developed to establish processes for obtaining ongoing *feedback* from clients to monitor satisfaction levels
   3.2 Strategies developed to elicit feedback provide information in a form that can be utilised to improve relationships with clients
   3.3 Feedback obtained is used to develop and implement strategies to maintain and improve relationships with clients
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.

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<tr>
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<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>through verbally clarifying client needs and preferences</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to inform the development of a strategy to strengthen client relationships</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>through implementing a strategy to strengthen client relationships</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>by discussing with others in the organisation the application of client service standards</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>by processing client feedback survey forms</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>by developing a strategy to respond to respond to a client's negative feedback</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>to complete Internet based research if required on strategies to strengthen client relationships</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

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- 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

Client definition:

- *client* is used as the generic description for a person or organisation who receives (or has the potential to receive) products, services or ideas supplied by the organisation. The term "client" may be translated according to the user's context as "customer", "consumer", "member", "patient", or other title.
Client loyalty strategies include:
- client clubs
- credit or discount facilities
- client reward schemes
- a phone call thanking the client for the business
- a handwritten note thanking the client
- a formal letter of thanks
- offering promotional items

Verbal communication includes:
- clarity of speech
- articulation
- voice modulation
- voice projection
- language
- questioning skills
- listening skills
- feedback

Non-verbal communication includes:
- gestures
- posture
- body orientation
- facial expression
- voice
- touching
- distance
- clothing

Barriers to effective communication may include:
- cultural differences
- stereotypes
- word choice
- non-verbal communication
- voice modulation and articulation
- not listening actively
- physical, personal, and age differences
- educational differences
- organisational

Client care refers to: all the activities that are required to provide client satisfaction

Feedback may be obtained through:
- survey instruments
- telephone
- email
- letter
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
- Demonstration of effective interpersonal communication skills which initiate and build ongoing positive relationships with clients

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
- Understanding of client service standards
- Knowledge of key concepts in the communication process
- Understanding of the range of verbal non-verbal communication techniques which can be used to convey meaning
- Knowledge of strategies for determining the extent to which client requirements are being met

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

Underpinning Skills

- Client service skills including the ability to determine client needs and preferences
- Active listening skills
- Questioning skills
- Information management skills, including the ability to summarise information though written and verbal means
- Networking skills
- Literacy skills used in the clarification of issues
- 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

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- 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.
BSBMKG407A Make a presentation

Unit Descriptor
This unit covers the preparation, delivery and review of a presentation to a target audience.

Competency Field
Business Development

ELEMENT PERFORMANCE CRITERIA

1. Prepare the presentation
   1.1 Written preparation is undertaken to support delivery of the presentation
   1.2 Outcomes for the presentation are determined to provide focus
   1.3 Presentation strategies are chosen to match the characteristics of the target audience, the location, the resources and the personnel needed
   1.4 Presentation aids and materials are selected to enhance audience understanding of key concepts and ideas
   1.5 A strategy for evaluating the effectiveness of the presentation is prepared
   1.6 Presentation is scheduled to meet the requirements of the target audience, any other personnel needed and the location

2. Deliver a presentation
   2.1 The desired outcomes of the presentation are explained to, and discussed with the target audience
   2.2 Presentation aids, materials and examples are used to support target audience understanding of key concepts and ideas
   2.3 Non verbal and verbal communication of participants is monitored to promote attainment of presentation outcomes
   2.4 Opportunities are provided for participants to seek clarification on key ideas and concepts and the presentation is adjusted to meet participant needs and preferences
   2.5 Key concepts and ideas are summarised at strategic points to facilitate participant understanding
   2.6 Variations in verbal and non-verbal communication are used to maintain participant engagement

3. Review the presentation
   3.1 A review strategy is implemented to determine the effectiveness of the presentation
   3.2 The strategy selected utilises feedback from participants
   3.3 The reactions of key personnel to the delivery are sought and discussed
   3.4 Adjustments to delivery are considered and incorporated
KEY COMPETENCIES

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<tr>
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<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Communicating ideas and information through using presentation aids and materials to support verbal explanation of concepts and ideas.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Collecting, analysing and organising information in preparing information to present to a target audience</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Planning and organising activities in scheduling the presentation and in ensuring materials and equipment are available</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Working with teams and others to coordinate the input of all personnel at the presentation</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Using mathematical ideas and techniques in presenting numerical data to support a key idea or concept</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Solving problems in deciding how to adjust a presentation during delivery to meet target audience needs</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Using technology in demonstrating audio and visual materials to support a presentation</td>
<td>1</td>
</tr>
</tbody>
</table>

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

Delivery may be:

- face to face
- via teleconferencing
- via closed circuit television
- through computer assisted methods
Presentation strategies may involve:

- oral presentations
- discussion
- questioning
- simulations and role-play
- case studies
- group and/or pair work
- demonstration

Characteristics of the target audience may relate to:

- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic

Presentation aids and materials may include:

- video and audio recordings
- overhead projector
- paper-based materials
- models
- diagrams, charts and posters
- whiteboard
- computer simulations and presentations

Review strategies may include use of:

- one on interviews with participants and other personnel
- focus groups interviews
- written feedback provided by participants
- action research
- critical "friends"

**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
- A real or simulated presentation which meets the information needs of the target group.
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
- Range of presentation strategies
- Range of presentation aids and materials available to support presentations
- Data collection methods that can be used to support review of presentations
- Key principles association with explanation and demonstration of concepts and ideas

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

Underpinning Skills

- Literacy skills to prepare presentation information, and write in a range of styles for different target audiences
- Communication including questioning, clarifying, re-phrasing
- Presentation skills
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Ability to utilise verbal and non-verbal techniques to sustain participant engagement

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 Evaluate marketing opportunities

Unit Descriptor
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 Information on the needs of the market and the business is analysed to identify marketing opportunities

1.2 Potential new markets are researched and opportunities to enter, shape or influence the market are assessed in terms of likely contribution to the business

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 evaluated to determine its impact on current business and customer base

2.3 An assessment of external factors, 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 Resource requirements for changed operations are estimated

3.4 The viability of making changes to current operations is determined and communicated to key stakeholders
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.

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

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:
  • marketing of goods
  • services marketing
  • ideas marketing
  • public sector marketing
  • direct marketing
  • telemarketing
  • business-to-business marketing

New markets may include:
  • segment of the market not currently penetrated
  • export market
  • e-commerce

Contribution to the business may include:
  • effect on sales volume
  • market share
  • profitability
  • growth

Evaluation decisions may include:
  • knock out factors
  • scored criteria
  • weighted criteria
  • present value analysis
  • return on investment

External factors may include:
  • legislation, eg Trade Practices Act
  • regulations
  • codes of practice
  • policies and guidelines

Resource requirements may include:
  • research and development
  • equipment
  • re-tooling
  • additional staff
  • staff training
  • production costs
  • promotional costs
  • distribution costs

Key stakeholders may include:
  • 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.
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.

This unit is related to BSBSBM404A Undertake business planning.

#### ELEMENT PERFORMANCE CRITERIA

1. Identify business opportunities
   1.1 *Business opportunities* are investigated and identified
   1.2 Feasibility study is undertaken to determine likely *business viability*
   1.3 *Specialist services* 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 *Personal skills/attributes* 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.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>to gain information</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to research business opportunities</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to support research and assessment of opportunities</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>to gain information</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to aid financial planning</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to assess business viability</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>to aid research and planning</td>
<td>1</td>
</tr>
</tbody>
</table>
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.
### BSBSBM402A Undertake financial planning

**Unit Descriptor**

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

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

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

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 Promote the business

Unit Descriptor

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.

This unit is related to BSBSBM404A Undertake business planning.

Competency Field

Business Management Services

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Develop marketing strategies</td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>1.2 Customer base and target market for the business are evaluated as a basis for marketing strategies</td>
</tr>
<tr>
<td></td>
<td>1.3 Marketing objectives and strategies are determined in consultation with relevant people in accordance with the business plan</td>
</tr>
<tr>
<td>2. Determine a marketing mix for the business</td>
<td>2.1 Product mix, volumes and pricing are balanced to optimise sales and profit</td>
</tr>
<tr>
<td></td>
<td>2.2 The costs and benefits of using different distribution channels and/or providing different levels of customer service are evaluated and the results considered in determining the marketing mix</td>
</tr>
<tr>
<td></td>
<td>2.3 Promotional activities are determined to suit the target market</td>
</tr>
<tr>
<td></td>
<td>2.4 Customer needs and preferences are considered in determining the marketing mix</td>
</tr>
<tr>
<td></td>
<td>2.5 Marketing mix is determined according to market and business needs</td>
</tr>
<tr>
<td>3. Implement marketing strategies</td>
<td>3.1 Persons involved in the marketing effort are briefed on their roles and responsibilities to ensure the success of marketing strategies</td>
</tr>
<tr>
<td></td>
<td>3.2 Promotional activities are planned and implemented in accordance with marketing objectives and budgetary requirements</td>
</tr>
</tbody>
</table>
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 Performance gaps 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 Customer reaction 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 opportunities for change and improvement

4.6 Changes in market opportunities are monitored and investigated for new business opportunities to aid business development

KEY COMPETENCIES

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

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
<table>
<thead>
<tr>
<th>Resource Implications</th>
<th>The learner and trainer should have access to appropriate documentation and resources normally used in the workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistency of Performance</td>
<td>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</td>
</tr>
</tbody>
</table>
| 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 Undertake business planning

**Unit Descriptor**
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

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

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

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
**BSBSLS301A Develop product knowledge**

**Unit Descriptor**
This unit covers the development of product knowledge as preparation for the sales process.

Consider co-assessment with BSBSLS301A Develop product knowledge, BSBSLS303A Present a sales solution, BSBSLS304A Secure prospect commitment and BSBSLS306A Self-manage sales performance.

**Competency Field**
Business Development

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. **Acquire knowledge of products in a specified area** | 1.1 *Information sources* about products in a specified area are identified and evaluated for reliability and validity
1.2 Product purpose/s and use/s are identified
1.3 Key *features* of the product are identified
1.4 Product strengths and limitations are identified
1.5 Guarantees and warranties are articulated and service support details identified |
| 2. **Convert product knowledge into benefits** | 2.1 Features of the product which have potential buyer appeal are identified
2.2 Features of the product which have buyer appeal are presented as *benefits*
2.3 Product benefits are presented within the context of organisational requirements and legislation |
| 3. **Evaluate competitors' products** | 3.1 A range of *information sources* is used to identify competitors' products
3.2 Features of competitors' products to the buyer are identified
3.3 Potential benefits of competitors' products are identified
3.4 The *strengths and weaknesses* of competitors' products are established
3.5 The relative standing of the organisation's product with the competitor product(s) is established |
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.

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</thead>
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<td>Communicating ideas and information</td>
<td>Communicating ideas and information through verbally summarising major product features and benefits</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Collecting, analysing and organising information to prepare a pocket chart which shows product features and potential benefits</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Planning and organising activities through conducting an information gathering exercise using multiple sources</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Working with teams and others by discussing with others in the organisation industry trends and developments</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Using mathematical ideas and techniques by examining and interpreting sales data</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Solving problems by deciding how best to respond to recognised product limitations when questioned by a buyer</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Using technology through obtaining product information via an internet search</td>
<td>1</td>
</tr>
</tbody>
</table>

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
  - ethics guidelines

- The term 'product' encompasses:
  - goods, services and/or ideas

- Specified area refers to:
  - a range of products within a particular industry which has been nominated by the employer and employee
A feature may refer to:
- a fact about the product which may include:
  - brand
  - country of origin
  - colour
  - style
  - size
  - manufacturer
  - safety aspect
  - covenant
  - shelf life
  - warnings
  - product care details

A benefit refers to:
- the value that potential buyers place on the product features. The value is not concerned with the price of the product but is anything the prospect defines as of value

Strengths and weaknesses refers to:
- the capability elements of the product to deliver benefits to potential buyers.

Information sources may include:
- other company personnel
- catalogues
- associations
- trade association magazines
- trade shows
- sales conventions
- claims of competitive sales people
- competitors' sales literature
- competitor websites
- internal sales data records
- external sales data sources e.g. warehouse withdrawals

Organisational requirements refers to:
- policy and procedures which are formally documented and are available for reference within the workplace
- the level of client service required

Occupational health and safety considerations may include:
- following policies and procedures relating to remote / isolated work, workplace layout and operation of plant, equipment and hazardous substances
# 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
- Demonstration of product knowledge pertaining to both the organisation's and competitors’ products in a specified area.

## 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 products
- Buying and selling processes
- The organisation’s structure
- Organisational requirements, including policy and procedures
- Key competitors and their products
- Industry trends and developments
- Potential buyer markets

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

## Underpinning Skills

- Literacy skills to interpret legal requirements, product labelling and description and organisational requirements
- Sales data interpretation skills
- Ability to obtain information from a variety of verbal and non-verbal sources
- Information management skills, including the ability to summarise information verbally and non-verbally
- 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
BSBSLS302A Identify sales prospects

Unit Descriptor
This unit covers identification of potential sales prospects through application of prospecting methods.

Competency Field
Business Development

ELEMENT PERFORMANCE CRITERIA

1. Employ prospecting methods
   1.1 A range of prospecting methods are identified
   1.2 Both primary and secondary prospecting methods are examined
   1.3 The strengths and limitations of prospecting methods are considered and evaluated
   1.4 Prospecting methods selected match the market toward which the product is targeted
   1.5 Present, previous and new clients are targeted through chosen prospecting methods

2. Qualify prospects
   2.1 Criteria for qualifying leads are researched and established
   2.2 Criteria established include buyer accessibility, buyer motives, and product affordability, purchase authority, legal compliance and return for the seller
   2.3 The established criteria represent a standard against which the buying potential of individuals and groups is gauged

3. Manage prospect information
   3.1 A system to record prospect information is developed
   3.2 The system for recording prospect information is implemented
   3.3 The system for recording prospect information is monitored for effectiveness
   3.4 The system for recording prospect information is evaluated
   3.5 The system for recording prospect information is refined based on evaluation
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.

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<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>through listing key prospecting criteria</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>by using a range of information sources to determine key prospects</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>by implementing prospecting methods to support sales</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>in developing prospecting methods</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>by analysing prospect statistics</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>by determining how best to identify and access key prospects</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>to store and retrieve prospect information</td>
<td>1</td>
</tr>
</tbody>
</table>

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
- ethics guidelines

The term client refers to:

- Client is used as the generic description for a person or organisation who receives (or has the potential to receive) products, services or ideas supplied by the organisation. The term "client" may be translated according to the user's context as "customer", "consumer", "member", "patient", or other title.

The term 'product' encompasses:

- goods, services and/or ideas
Buyer motives may include:

- housekeeping
- gift
- replacement item
- self-gratification
- self reward
- browsing
- buying for unqualified prospect e.g. dependant

Prospecting refers to:

- a continuous process of gathering the names of potential buyers who are likely to be interested in purchasing the salesperson's product

Occupational health and safety considerations may include:

- following policies and procedures relating to remote / isolated work, occupational violence, stress management (work systems)

Prospecting methods may include:

- referrals
- networking
- personal observation
- intra organisation leads
- spotters
- cold canvassing
- direct mail
- media advertising
- telemarketing
- journals
- magazines
- newspapers
- public records
- internet
- databases
- brokers

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
- Use and management of prospecting information which converts sales prospects into clients
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 products and services
• Buying and selling processes
• The organisation's structure
• Organisational requirements, including policy and procedures
• Key competitors and their products
• Industry trends and developments
• Buyer motives
• Range of prospecting methods, and prospect information management strategies
• Prospecting as a key component of the overall sales process
• Familiarity with range of buyer motives

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

Underpinning Skills

• Use of internet and other technology to locate prospect information
• Literacy skills to interpret legal requirements, company policies and procedures
• Ability to design and recording formats to facilitate information storage and retrieval
• Interpretation of numerical data associated with prospects
• Use of technology to store and manage prospect information
• Ability to apply analytical skills in relating products to prospects' requirements
• 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.
### BSBSLS304A Secure prospect commitment

#### Unit Descriptor
This unit covers the sales processes associated with securing prospect commitment to proceed with a sale.

Consider co-assessment with BSBSLS301A Develop product knowledge, BSBSLS303A Present a sales solution and BSBSLS306A Self-manage sales performance.

#### Competency Field
Business Development

#### PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Respond to buying signals | 1.1 Verbal buying signals are identified  
| | 1.2 Non-verbal buying signals are identified  
| | 1.3 Verbal and non-verbal buying signals are assessed  
| | 1.4 A decision is made as to whether to respond to a buying signal by closing the sale  
| | 1.5 *Trial closes* are utilised to assist the buyer to make decisions on a minor points related to the product  
| | 1.6 Trial closes are used strategically during different stages of the sales process |
| 2. Negotiate the sale | 2.1 A *formal close* to the sales process is initiated following one or more trial closes  
| | 2.2 *Conditions* of the agreement are negotiated  
| | 2.3 A range of different strategies are assessed to close the sale  
| | 2.4 A strategy is selected to close the sale  
| | 2.5 Supportive and confirming language is utilised to support the closure of the sales process  
| | 2.6 Options for simple sales transactions are described and demonstrated to match specified situations  
| | 2.7 The prospect's decision to purchase is responded to in an assertive manner |
| 3. Finalise the agreement | 3.1 A summary of the agreement is outlined to the buyer  
| | 3.2 The decision of the buyer is confirmed  
| | 3.3 Process and completion of the sales transaction comply with organisational requirements  
| | 3.4 Sales document is prepared and completed  
| | 3.5 Advice on financing arrangements is accurate, matches the client's financial situation, and complies with organisational requirements  
| | 3.6 Cross selling opportunities are identified and presented to the buyer  
| | 3.7 A desire to continue the sales relationship is expressed |
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.

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Communicating ideas and information in summarising the sales agreement</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>verbal and verbal buying signals</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Planning and organising activities in arranging for the delivery of a product</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Working with teams and others in checking and confirming product availability</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Using mathematical ideas and techniques in estimating and calculating discounts</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Solving problems in determining the optimal stage in the sales process to initiate closure</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Using technology in completing sales transactions</td>
<td>1</td>
</tr>
</tbody>
</table>

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
- ethics guidelines

The term ‘product’ encompasses:

- goods, services and/or ideas

Buying signals:

- are verbal and non-verbal indications that the prospect is interested in the product and is preparing to make a decision about the purchase of the product. Buyer signals can be personal (which relate to one’s own preferences) or organisational (where a buyer is purchasing on behalf of an organisation)
Buying signals may include:
- questions
- confirmations,
- statement of requirement by prospect
- smiling and nodding
- moving closer to where a product is to be installed
- close examination of the product by the prospect

Trial closes refers to:
- a prospect's commitment on a minor point related to sale of the product that might lead to closing the sale. Trial closes may be initiated after anytime a prospect shows strong interest in the product or after a buying signal is recognised.

Trial closes may include:
- a question or paraphrase that focuses the interaction.

A formal close refers to:
- a request by the salesperson to the prospect to agree to purchase the product

A formal close may include:
- summary of the benefits, inducement, narrative close, offering alternative choices

Conditions may include:
- price, delivery, payment options, client loyalty, length of contract.

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
- Buyer signals are recognised and responded to in order to secure prospect commitment to purchasing the product

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
- Sales closure techniques, and situations in which it is appropriate to attempt closure
- Detailed product knowledge including features, advantages and benefits

At this level the learner must demonstrate some relevant theoretical knowledge.
<table>
<thead>
<tr>
<th>Underpinning Skills</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Client service skills, especially the ability to determine client needs and preferences</td>
<td></td>
</tr>
<tr>
<td>• Negotiation and conflict resolution skills</td>
<td></td>
</tr>
<tr>
<td>• Use of persuasive and assertive language in promoting product features and benefits</td>
<td></td>
</tr>
<tr>
<td>• Ability to interpret and respond to verbal and non-verbal cues</td>
<td></td>
</tr>
<tr>
<td>• Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities</td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Resource Implications</th>
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</tr>
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</table>
BSBSLS305A Support post-sale activities

Unit Descriptor
This unit covers attendance to post-sale activities that build and strengthen the partnership between salesperson and client, and enhance the prospect of future sales.

Consider co-assessment with BSBSLS306A Self-manage sales performance.

Competency Field
Business Development

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Strengthen client relationships | 1.1 Contact is made with the buyer post-sale to ensure agreed expectations have been met  
1.2 Feedback on the sales process and product satisfaction is solicited  
1.3 Service problems and difficulties identified through feedback are addressed and resolved  
1.4 Client loyalty strategies are developed and implemented to secure buyer loyalty |
| 2. Process the order | 2.1 Client order details are recorded in accordance with organisational policy and procedures  
2.2 The order for the product is forwarded to the relevant section of the organisation  
2.3 Processing of the order is monitored |
| 3. Deliver support to agreed expectations | 3.1 Technical assistance and/or advice is provided in relation to the product purchased  
3.2 Defective returns are handled in accordance with organisational requirements  
3.3 Information to facilitate product repair, support or servicing is provided  
3.4 Liaison services are provided to assist clients to access appropriate after sales support  
3.5 Records of after sales support are kept in accordance with organisational requirements to prompt client follow-up |
| 4. Handle client feedback | 4.1 Feedback is clarified and confirmed with the clients  
4.2 The client's needs and requirements are determined  
4.3 Possible responses to client feedback are identified and evaluated  
4.4 A decision is made on a response that meets client needs and requirements in accordance with organisational policy and procedures  
4.5 Contact is made with the client to ensure that the response is satisfactory |
### 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.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Communicating ideas and information in implementing goodwill strategies such as preparing a letter of thanks</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Collecting, analysing and organising information in soliciting feedback from clients</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>sale servicing of a product</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Working with teams and others in arranging product repair</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Using mathematical ideas and techniques in estimating service fees</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Solving problems when troubleshooting to determine product faults</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Using technology in electronically processing a client order</td>
<td>1</td>
</tr>
</tbody>
</table>

### 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
- ethics guidelines

The term 'product' encompasses:

- goods, services and/or ideas

The term 'client' refers to:

- Client is used as the generic description for a person or organisation who receives (or has the potential to receive) products, services or ideas supplied by the organisation. The term "client" may be translated according to the user's context as "customer", "consumer", "member", "patient", or other title.
Feedback may be solicited through:

- surveys
- focus groups
- one on one interviews
- telephone interviews
- email dialogue

Client loyalty strategies may include:

- client clubs
- credit or discount facilities
- client reward schemes
- a phone call thanking the client for the business
- a handwritten note thanking the client
- a formal letter of thanks
- offering promotional items

**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
- Client driven after sales support is provided to build and support ongoing business relationship

**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
- Detailed product knowledge which enables ongoing advice and support to clients
- Range of strategies that can be utilised to manage client accounts and build client goodwill
- Knowledge of the organisation's policy and procedures relating to orders and client services

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

**Underpinning Skills**

- Client service skills, especially the ability to determine client needs and preferences
- Technology skills to enable urgent and routine communication, record keeping, scheduling and reporting
- Negotiation and conflict resolution skills
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- Liaison skills, including the ability to network with business units within an organisation
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.
CUFADM02A Address copyright

Unit Descriptor
This unit describes the skills and knowledge required to protect creative work and performance from unauthorised use.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Ensure that copyright protection on creative works or performance is adequate locally and internationally

   1.1 Undertake all procedures necessary to ensure that created material is protected at local and international levels against illegal or unauthorised reproduction of work, or parts of work:
      1.1.1 in printed or recorded media
      1.1.2 in live performance
      1.1.3 in television, cable transmission or on-line media
      1.1.4 in any media for advertising or screen for other purposes

   1.2 Undertake all procedures necessary to ensure that work is protected at local and international level against adaptations of work whether printed, live or in any electronic media

   1.3 Undertake research and/or obtain reliable legal advice where necessary to ensure that artists'/copyright owners' rights are protected

2. Assign copyright of creative works or performers

   2.1 Undertake strategic planning of negotiated deals for works/performances with an understanding of the difference between assignment of copyright and licensing

   2.2 Assign copyright for composers and/or performers only where artists are aware of all implications

   2.3 Confirm and agree with all relevant parties the degree to which artist(s) and publisher may control the use and exploitation of work under assignment of copyright

   2.4 Ensure that the terms of assignments of copyright are written accurately into a formal contract that is available for legal advice where required, and understood and signed by all relevant parties
3. License rights to creative works or performance

3.1 Confirm and agree to the territory/s in which the licensing rights may be exercised with all relevant parties

3.2 Confirm and agree to the time frame of the licence with all relevant parties

3.3 Confirm and agreed to the terms of exploitation of the work/licence with all relevant parties

3.4 Ensure that creative control of the work, including to what extent and how it may be recast, is confirmed and agreed by all relevant parties

3.5 Ensure that fees are negotiated whether outright fee, royalty, or a combination of both, relevant to the context of the deal

3.6 Ensure that responsibility for enforcement of the copyrights against infringement are confirmed and agreed

3.7 Ensure that all terms relating to the licensing deal are written accurately, confirmed and signed by all relevant parties

4. Comply with conditions of copyright agreement

4.1 Maintain documents relevant to the copyright agreement in a secure and accessible form, allowing for retrieval where required

4.2 Undertake all responsibilities to ensure compliance with the conditions of the copyright agreement as and when required

KEY COMPETENCIES

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</table>

RANGE STATEMENT

Relevant parties may include:

- artists
- industry or artists' managers
- agents
- legal representatives
Copyright may be fixed to:
- music presented in any media or format
- artwork
- photographs
- flyers
- record covers
- original materials
- performances
- scripts
- film scores

Copyright may involve:
- ownership of materials
- term of licence or assignment
- length of control period after expiration of term
- exploited reversion triggers
- non exploited reversion triggers

Term involves:
- the period during which the material may be exploited

Territory involves:
- areas in which the licensing rights can or cannot be exercised

Licence may apply to the use of work for:
- performance
- film/video
- multimedia
- advertising
- broadcast

Creative control involves:
- ways in which the work is exploited
- selection of material
- selection of producers
- right of approval of sub-licensing or assignments
EVIDENCE GUIDE

Underpinning skills and knowledge

- Assessment must include evidence of the following knowledge and skills:
  - copyright legislation
  - the difference between performing, mechanical and synchronisation rights
  - the difference between copyright for composition, a sound recording and a published edition
  - the conditions necessary for copyright to exist in composition and in sound recordings
  - procedures which need to be undertaken to show proof of ownership of composed work
  - the difference between assignment and licensing of copyright
  - the function of organisations such as the:
    - Australian Performing Rights Association
    - Australasian Mechanical Copyright Owners Society Ltd
    - Australian Copyright Council
    - Phonographic Performance Company of Australia
    - Audio-Visual Copyright Society
    - Copyright Agency Ltd
    - international copyright and collection societies
    - communicating to achieve consensus
    - communicating to achieve agreed outcomes
    - understanding of the needs of all relevant parties
    - understanding of the rights of all relevant parties

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

- CUSADM09A Address legal and administrative requirements
- CUSGEN04A Participate in negotiations

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

- ability to research directly and/or seek appropriate assistance as required to manage copyright
- understanding of the role of organisations relevant to copyright legislation and business
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- case studies and scenarios as a basis for discussion of copyright issues
- work samples or simulated workplace activities
- simulation of problem solving exercises
- oral questioning on issues in copyright
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- authenticated samples of relevant work in managing copyright
- portfolios of evidence

Assessment must take place over a period of time in order to determine competence in the ongoing implementation and monitoring aspects of this unit. Assessment should ensure that a sufficient range of tasks is covered.

Resource requirements

This unit requires access to the sources of information needed to manage copyright including the Copyright Act and a range of case studies. There is no specialist equipment required.
CUFIMA01A Produce and manipulate digital images

Unit Descriptor
This unit describes the skills and knowledge required to produce and manipulate digital images for a multimedia production within the cultural industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Assess digital camera qualities
   1.1 Assess camera software compatibility with hardware systems and select appropriate software for the production
   1.2 Match pixel resolution of the camera to the required quality and resolution of outcome
   1.3 Check the RAM capacity of the camera to see that it is appropriate to the number of images required to be captured
   1.4 Assess shutter speed, focal lengths and camera feature modes as suitable to the quality of and use of photographic image required
   1.5 Handle and store lithium batteries in accordance with occupational health and safety requirements

2. Photograph and upload a digital image
   2.1 Consider focus and exposure in operation of the digital camera to ensure capture of image meets production requirements
   2.2 Ensure correct use of digital image software including entering and exiting the selected software
   2.3 Save and retrieve digital photographs using designated file formats
   2.4 Load and operate the digital camera in accordance with manufacturer's specifications and appropriate to the quality of image to be photographed
   2.5 Upload the IBM-PC or Macintosh card interface/disk onto the relevant computer and save the image on hard disk
   2.6 Create and store photographic image files of the computer in accordance with software procedures
   2.7 Enhance, crop and alter photographic images electronically to deliver the required image
   2.8 Check photographic images for fitness of purpose to comply with specifications
   2.9 Assess photographic images for the relevant delivery mode (print, CD-ROM, visual appeal and effectiveness) and deliver appropriately
3. Incorporate digital photography into a multimedia sequence

3.1 Create graphics that incorporate the principles of design using the designate software
3.2 Edit, enhance, amend and save digital images using the designated software
3.3 Combine digital images into a designated multimedia sequence
3.4 Integrate digital images into a designated multimedia sequence
3.5 Evaluate the outcome for visual impact, effectiveness and fitness for purpose

KEY COMPETENCIES

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RANGE STATEMENT

Multimedia productions may include or be included in:

- aspects or sections of film/video production:
  - feature
  - documentary
  - short film and/or video
  - animations
  - commercials
  - live or pre-recorder performances
  - music video
  - television production of any type (eg music, drama, comedy, variety, sport)
  - live or pre-recorded television production
- educational product
- game
- promotional product
- Information product
- training product
- e-commerce
- a range of others
Equipment used:
- appropriate hardware
- software and communication packages
- LANs
- organisation's backup systems

Multimedia components:
- 2D Graphics
- 3D Graphics
- videos
- sound
- text animation
- scanned images

Industry standard software may include:
- a wide range of programs, some current examples of which may be:
  - Photoshop
  - Pagemill
  - Frontpage
  - Dreamweaver
  - Flash
  - Director
  - Hyper Studio

NOTE: These programs are constantly being upgraded and replaced, and appropriate up-to-date programs should be selected.

Camera feature modes may include:
- flash
- scrollage
- icon menu
- close-up
- wide angle and telephoto capacity

EVIDENCE GUIDE

Underpinning skills and knowledge
Assessment must include evidence of essential knowledge of, and skills in:
- basic principles of photography and visual design
- knowledge of selected digital image software
- ability to interpret a brief
- knowledge of the limiting factors of computer hardware
- knowledge of computers and computer operating systems
- interpreting simple scripts (texts), specifications and instructions
- interpreting and communicating production specifications
This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFMEM07A Apply principles of visual design/communication to the development of a multimedia project
- CUFMEM10A Design and create a multimedia interface

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- ability to assess the capacity to upload and process digital images using industry hardware and software, to deliver a designated quality of image outcome

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- work samples or simulated workplace activities
- oral questioning/interview aimed at the evaluating the process used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment currently used by the multimedia industry.
# CUFIMA03A Create 2D digital animation

## Unit Descriptor
This unit describes the skills and knowledge required to use digital animation techniques and industry standard software to create 2D animation for a range of media applications within the cultural industries.

### Unit Sector
No sector assigned

## ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</thead>
</table>
| 1. Identify animation requirements | 1.1 Obtain design brief and storyboard and discuss production requirements with relevant personnel  
1.2 Identify all 2D animation requirements including production and technical specifications and discuss with relevant personnel |
| 2. Identify scope of 2D animation software | 2.1 Identify the range of industry standard 2D animation software and computer assisted animation techniques  
2.2 Assess software compatibility with production and technical requirements and specifications  
2.3 Select the appropriate software in relation to specified multimedia delivery platform  
2.4 Discuss software with relevant design personnel to ensure selection will meet specified outcomes |
| 3. Product key drawings for animation | 3.1 Product key drawings by the most appropriate method to reflect the animation requirements  
3.2 Product sufficient quantity of key drawings to establish the required action or design and ensure that they meet the production, creative and technical requirements  
3.3 Comply with any soundtrack breakdown when producing drawings  
3.4 Produce key drawings within the constraints of the production and scan hard-copy drawings as required  
3.5 Clearly label key drawings |
| 4. Produce 2D animation | 4.1 Import key drawings into selected 2D animation software  
4.2 Combine objects into a single animated steam according to creative requirements and specifications  
4.3 Create static or moving backgrounds as required and integrate animated objects into static or moving backgrounds  
4.4 Use animation techniques as required and as appropriate according to the software  
4.5 Incorporate sound where necessary  
4.6 Save and store using appropriate file formats and file management procedures |
5. Evaluate animation

5.1 Present animation sequences to relevant personnel for detailed responses and recommendations
5.2 Discuss and identify and required design changes that may be needed
5.3 Incorporate design changes to complete the 2D animations and meet the recommendations
5.4 Obtain final agreement from relevant personnel for finished 2D animation sequences

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<td>3</td>
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</tbody>
</table>

RANGE STATEMENT

Key drawings/animation images may:
- be produced in a variety of graphic styles
- involve a broad range of graphic styles and techniques

Key drawings may reflect:
- details outlined in the storyboard and design brief
- director’s instructions
- soundtrack breakdown

Key drawings/animated images may be produced by:
- registered hand drawn images
- electronic compiling
- computer-generated forms and actions

Production constraints may include:
- timeline
- deadline
- budget
- resources:
  - hardware
  - software
  - personnel
Production specifications may include:
- budget
- resources
- purpose
- audience
- storyboard
- script

Animation techniques may include:
- motion blur
- object exaggerations

Documentation may be:
- computer generated
- manually written
- production schedules
- manufacture schedules
- manufacturer's specifications/instructions
- contracts
- edit decision lists (EDLs)
- fault reports
- list of sequences with relevant short numbers
- assembly order
- marked up scripts
- marked up transcripts

Technical specification may include:
- file format
- file size
- operating system
- hardware specifications including memory size, RAM
- delivery platform
- media form

Multimedia productions may include or be included in:
- aspects or sections of film/video production:
  - feature
  - documentary
  - short film and/or video
  - animations
  - commercials
  - live or pre-recorded performances
  - music video
  - television production of any type (music, drama, comedy, variety, sport)
  - live or pre-recorded television productions
  - education product
  - game
  - promotion product
  - information product
  - training product
  - e-commerce
  - a range of others
Relevant personnel may include:

- project manager
- navigation designers
- producer
- instructional designers
- editing personnel
- sound editing personnel
- director
- producer
- director of photography
- graphic production personnel
- music composer
- sound effects personnel
- other technical staff
- other specialist staff
- designers

Industry standard software may include:

- a wide range of programs, some current examples of which may be:
  - Director
  - Flash
  - Soft Image

NOTE: These programs are constantly being upgraded and replaced and appropriate up-to-date programs should be selected

Delivery platforms may include:

- world wide web
- CD-ROM
- DVD
- Beta-cam
- video
- film
- title sequences
- credit sequences
- background graphics
- animation techniques such as stop motion, analogue, digital
- transitions:
  - cuts
  - mixes
  - wipes
  - keys
  - special effects
  - dissolves
  - fade in
  - fade outs
  - supers
  - subtitles
Sources of existing images may include:
- image libraries
- computer software image library packages
- the internet

Copies may include:
- safety
- working copies

EVIDENCE GUIDE

Underpinning skills and knowledge
Assessment must include evidence of essential knowledge of, and skills in, the following areas:
- principles of 2D graphic design
- appropriate 2D software to create graphics
- computers and computer operating systems
- the limiting factors of computer hardware
- strategies to test media sequences and products
- digital animation formats
- computer assisted animation techniques
- screen principles
- basic editing principles, eg composition, framing, pacing, timing
- collecting and interpreting creative information, scripts and images
- visualisation and interpretation of creative concepts
- understanding the capabilities of other collaborative personnel
- understanding the creative elements of a production
- familiarity with current graphic image design conventions, techniques/methods and equipment
- drawing skills
- information sources and management
- effective communication skills
- copyright laws, regulations and clearance procedures

Linkages to other units
This unit has linkages to the following units and combined training delivery and/or assessment is recommended:
- CUFIMA01A Produce and manipulate digital images
- CUFMEM14A Create, manipulate digital images
- CUFMEM07A Apply principles of visual design/
communication to the development of a multimedia product
- CUFIMA04A Create 3D digital animation
- CUFIMA05A Create 3D digital models and images
Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

• production of two different sequences incorporating 2D animation according to job specifications and the listed performance criteria
• finding and using information relevant to the task from a variety of information sources
• the development of creative graphic images which met practical requirements including type of production and resource constraints, in particular budgetary constraints
• effective verbal and written communication with a range of individuals/organisations
• knowledge and application of a range of 2D graphic production methods and equipment

Method and context of assessment

Assessment may take place on the job, off the job or a mix of both these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

• practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
• role play
• case studies
• work samples or simulated workplace activities
• oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
• projects/reports/logbooks
• third party reports and authenticated prior achievements
• portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment currently sued by the multimedia industry.
CUFIMA04A Create 3D digital animation

Unit Descriptor
This unit describes the skills and knowledge required to use digital animation techniques and industry standard software to create 3D digital animation for a range of media applications within the cultural industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify animation requirements
   1.1 Obtain design brief and storyboard and discuss production requirements with relevant personnel
   1.2 Identify all 3D animation requirements including production and technical specifications and discuss with relevant personnel
   1.3 Identify and soundtrack requirements in discussion with relevant personnel

2. Identify scope of 3D animation software
   2.1 Identify the range of industry standard 3D animation software and computer assisted animation techniques
   2.2 Assess software compatibility with production and technical requirements and specifications
   2.3 Select the appropriate software in relation to specified multimedia delivery platform
   2.4 Discuss software with relevant design personnel to ensure selection will meet specified outcomes

3. Produce 3D animation
   3.1 Identify and select appropriate computer 3D animation technique to meet creative and technical requirements
   3.2 Construct rigid and non-rigid objects as required by the design brief and storyboard
   3.3 Combine objects into a single animated steam according to creative requirements and technical specifications
   3.4 Create simple and complex animated movements and static or moving backgrounds according to creative and technical requirements
   3.5 Integrate animated objects or characters into static or moving backgrounds, using animation techniques available within software as required, and as appropriate according to the software
   3.6 Apply time stamping techniques to animation frames
   3.7 Incorporate sound where necessary, referring to soundtrack breakdown
   3.8 Save and store 3D animation using appropriate and adequate file formats
4. Evaluate animation

4.1 Present 3D animation sequences to relevant personnel for detailed responses and recommendations

4.2 Discuss and identify and required design changes that may be needed

4.3 Incorporate design changes to complete the 3D animations and meet the recommendations

4.4 Obtain final agreement from relevant personnel for finished 3D animation sequences

KEY COMPETENCIES

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RANGE STATEMENT

Relevant details for 3D animations may be found in:

- storyboard
- layout drawings
- director's instructions
- camera sheet
- soundtrack breakdown
Production specifications may include:

- timeline
- deadline
- budget
- resources:
  - hardware
  - software
  - personnel
- purpose
- audience
- storyboard
- script
- computer generated
- manually written
- budgets
- scripts
- production schedules
- operational/project plan
- manufacture schedules
- manufacturer's specifications/instructions
- contracts
- edit decision lists (EDLs)
- fault reports
- list of sequences with relevant shot numbers
- assembly order
- marked up scripts
- marked up transcripts

Technical specification may include:

- file format
- file size
- operating system
- hardware specifications including memory size, RAM
- delivery platform
- media form

Multimedia productions may include or be included in:

- aspects or sections of film/video production:
  - feature
  - documentary
  - short file and/or video
  - animations
  - commercials
  - live or pre-recorded performances
  - music video
  - television production of any type (music, drama, comedy, variety, sport)
  - live or pre-recorded television productions
  - educational product
  - game
  - promotion product
  - information product
  - training product
  - e-commerce
  - a range of others
Relevant personnel may include:

- 3D graphic production personnel
- 3D animation production personnel
- project manager
- navigation designers
- video producer
- editing personnel
- sound/music personnel
- director
- producer
- director of photography
- other technical staff
- other specialist staff
- designers

Industry standard software may include:

- a wide range of programs, some current examples of which may be:
  - Director
  - Flash
  - Soft Image

NOTE: These programs are constantly being upgraded and replaced and appropriate up-to-date programs should be selected.

Delivery platforms may include:

- world wide web
- CD-ROM
- DVD
- Beta-cam
- video
- film
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- 3D animation and graphic design conventions, techniques/methods and equipment
- appropriate software design to create 3D animation and graphic design
- application of different animation and graphic design methods
- principles and techniques of animation production
- computers and computer operating systems
- the limiting factors of computer hardware
- the strategies to test media sequences and products
- screen principles
- basic editing principles, eg composition, framing, pacing, timing
- collecting and interpreting creative information, scripts and images, specifications and instructions
- visualisation of creative concepts
- understanding the capabilities of other collaborative personnel
- understanding the creative elements of a production
- design and drawing skills
- maintaining design integrity
- effective communication skills
- information sources and management
- copyright laws, regulations and clearance procedures

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFIMA01A Produce and manipulate digital images
- CUFMEM14A Create, manipulate digital images
- CUFMEM07A Apply principles of visual design/communication to the development of a multimedia product
Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

• production of multimedia sequences incorporating 3D animation according to job specifications and the listed performance criteria
• finding and using information relevant to the task from a variety of information sources
• the development of creative 3D images which meet practical requirements including type of production and resource constraints, in particular budgetary constraints
• effective verbal and written communication with a range of individuals/organisations
• knowledge and application of a range of 3D animation and graphic production methods and equipment

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

• role play
• case studies
• work samples or simulated workplace activities
• oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
• projects/reports/logbooks
• third party reports and authenticated prior achievements
• portfolios and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment currently used by the multimedia industry.
# CUFIMA05A

## Unit Descriptor

Create 3D digital models and images

This unit describes the skills and knowledge required to use digital animation techniques and industry standard software to create 3D animation for a range of media applications within the cultural industries.

### Unit Sector

No sector assigned

## ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 1. Identify animation requirements | 1.1 Obtain design brief and storyboard and discuss production requirements with relevant personnel  
1.2 Identify all 3D animation requirements including production and technical specifications and discuss with relevant personnel |
| 2. Identify scope of 3D animation software | 2.1 Identify the range of industry standard 3D animation software and computer assisted animation techniques  
2.2 Assess software compatibility with production and technical requirements and specifications  
2.3 Select the appropriate software in relation to specified multimedia delivery platform  
2.4 Discuss software with relevant design personnel to ensure selection will meet specified outcomes |
| 3. Product key drawings for animation | 3.1 Product key drawings by the most appropriate method to reflect the animation requirements  
3.2 Product sufficient quantity of key drawings to establish the required action or design and ensure that they meet the production, creative and technical requirements  
3.3 Comply with any soundtrack breakdown when producing drawings  
3.4 Produce key drawings within the constraints of the production and scan hard-copy drawings as required  
3.5 Clearly label key drawings |
| 4. Produce 3D animation | 4.1 Import key drawings into selected 3D animation software  
4.2 Combine objects into a single animated steam according to creative requirements and specifications  
4.3 Create static or moving backgrounds as required and integrate animated objects into static or moving backgrounds  
4.4 Use animation techniques as required and as appropriate according to the software  
4.5 Incorporate sound where necessary  
4.6 Save and store using appropriate file formats and file management procedures |
5. Evaluate animation

5.1 Present animation sequences to relevant personnel for detailed responses and recommendations

5.2 Discuss and identify and required design changes that may be needed

5.3 Incorporate design changes to complete the 3D animations and meet the recommendations

5.4 Obtain final agreement from relevant personnel for finished 3D animation sequences

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RANGE STATEMENT

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

Key drawings/animation images may:
- be produced in a variety of graphic styles
- involve a broad range of graphic styles and techniques

Key drawings may reflect:
- details outlined in the storyboard and design brief
- director's instructions
- soundtrack breakdown

Key drawings/animated images may be produced by:
- registered hand drawn images
- electronic compiling
- computer-generated forms and actions

Production constraints may include:
- timeline
- deadline
- budget
- resources:
  - hardware
  - software
  - personnel
Production specifications may include:
- budget
- resources
- purpose
- audience
- storyboard
- script

Animation techniques may include:
- motion blur
- object exaggerations

Documentation may be:
- computer generated
- manually written
- production schedules
- manufacture schedules
- manufacturer's specifications/instructions
- contracts
- edit decision lists (EDLs)
- fault reports
- list of sequences with relevant short numbers
- assembly order
- marked up scripts
- marked up transcripts

Technical specification may include:
- file format
- file size
- operating system
- hardware specifications including memory size, RAM
- delivery platform
- media form

Multimedia productions may include or be included in:
- aspects or sections of film/video production:
  - feature
  - documentary
  - short film and/or video
  - animations
  - commercials
  - live or pre-recorded performances
  - music video
  - television production of any type (music, drama, comedy, variety, sport)
  - live or pre-recorded television productions
  - education product
  - game
  - promotion product
  - information product
  - training product
  - e-commerce
  - a range of others
Relevant personnel may include:

- project manager
- navigation designers
- producer
- instructional designers
- editing personnel
- sound editing personnel
- director
- producer
- director of photography
- graphic production personnel
- music composer
- sound effects personnel
- other technical staff
- other specialist staff
- designers

Industry standard software may include:

- a wide range of programs, some current examples of which may be:
  - Director
  - Flash
  - Soft Image

NOTE: These programs are constantly being upgraded and replaced and appropriate up-to-date programs should be selected

Delivery platforms may include:

- world wide web
- CD-ROM
- DVD
- Beta-cam
- video
- film
- title sequences
- credit sequences
- background graphics
- animation techniques such as stop motion, analogue, digital
- transitions:
  - cuts
  - mixes
  - wipes
  - keys
  - special effects
  - dissolves
  - fade in
  - fade outs
  - supers
  - subtitles
Sources of existing images may include:
• image libraries
• computer software image library packages
• the internet

Copies may include:
• safety
• working copies

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.

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:
• principles of 3D graphic design
• appropriate 3D software to create graphics
• computers and computer operating systems
• the limiting factors of computer hardware
• strategies to test media sequences and products
• digital animation formats
• computer assisted animation techniques
• screen principles
• basic editing principles, eg composition, framing, pacing, timing
• collecting and interpreting creative information, scripts and images
• visualisation and interpretation of creative concepts
• understanding the capabilities of other collaborative personnel
• understanding the creative elements of a production
• familiarity with current graphic image design conventions, techniques/methods and equipment
• drawing skills
• information sources and management
• effective communication skills
• copyright laws, regulations and clearance procedures

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:
• CUFIMA01A Produce and manipulate digital images
• CUFMEM14A Create, manipulate digital images
• CUFMEM07A Apply principles of visual design/communication to the development of a multimedia product
• CUFIMA04A Create 3D digital animation
Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- production of two different sequences incorporating 3D animation according to job specifications and the listed performance criteria
- finding and using information relevant to the task from a variety of information sources
- the development of creative graphic images which met practical requirements including type of production and resource constraints, in particular budgetary constraints
- effective verbal and written communication with a range of individuals/organisations
- knowledge and application of a range of 3D graphic production methods and equipment

Method and context of assessment

Assessment may take place on the job, off the job or a mix of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/log books
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment currently sued by the multimedia industry.
CUFIMA06A Develop and implement visual effects designs

Unit Descriptor
This unit describes the skills and knowledge required to interpret the creative brief, develop and implement visual effects designs for any production in the cultural industries.

Unit Sector
No sector assigned

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<thead>
<tr>
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| 1. Receive and interpret the brief for visual effects design | 1.1 Liaise with the relevant personnel and interpret and confirm the visual effects requirements so that technical and script or production requirements are met  
1.2 Participate in preliminary concept meetings to discuss the visual effects requirements of the production  
1.3 Identify the available budget for the production  
1.4 Identify the deadline for production and implementation of the visual effects design |
| 2. Break down scripts to produce a plan for the visual effects | 2.1 Produce and maintain master script or production schedule breakdown  
2.2 Determine and document the volume and types of visual effects required, for the use of all relevant personnel during the design development |
| 3. Generate and assess ideas | 3.1 Generate a range of ideas for the visual effects design which respond sympathetically to the brief and provide creative solutions to all design issues  
3.2 Discuss ideas and collaborate, as required, with relevant personnel to ensure contribution of ideas to the initial concept  
3.3 Continuously reflect on and appraise ideas for implications on cost, technical feasibility and suitability to meet the brief |
| 4. Conduct research and experimentation | 4.1 Research the style and genre of the production  
4.2 Identify any factors that might influence visual effects styles and production techniques  
4.3 Undertake research into the resources necessary to fulfil the production requirements and their cost  
4.4 Trial various techniques to test the suitability of their use in the final production of the visual effects  
4.5 Organise research and experimentation material for ease of use of all relevant personnel during the design development process  
4.6 Analyse and document research and experimentation findings for use during the development of the visual effects design  
4.7 Evaluate the initial concepts generated, against the research and experimentation findings |
5. Develop and document the visual effects design

5.1 Establish or maintain an accessible recording system for the use of all relevant personnel

5.2 Hold ongoing discussions with all relevant personnel so that additional or changed production requirements and new ideas are considered and incorporated during the development of the design

5.3 Ensure that agreement is reached with relevant personnel on a consistent interpretation of visual effects requirements

5.4 Evaluate initial concepts and select the most appropriate idea, giving consideration to:
   - 5.4.1 the budget
   - 5.4.2 ongoing discussions
   - 5.4.3 research findings
   - 5.4.4 ongoing reflection on the design brief

5.5 Develop the visual effects designs from the initial concepts ensuring:
   - 5.5.1 consistency with the requirements of the script or production
   - 5.5.2 that research findings are incorporated
   - 5.5.3 that ideas are technically feasible and demonstrate awareness of parameters and resource constraints
   - 5.5.4 that ideas demonstrate effective use of resources

5.6 Determine production materials, methods and techniques

5.7 Prepare working technical production specifications and samples/methods

5.8 Record all designs accurately with scene/production sequence numbers

6. Communicate design ideas and make amendments

6.1 Present the visual effects design using a range of visual and technical materials, including production specifications, to the relevant personnel for acceptance

6.2 Participate in the initial and ongoing evaluation of the presented designs

6.3 Negotiate and agree to additional requirements or modifications to the design and undertake any necessary amendments

6.4 Agree to the designs and present final visual effects production specifications to all relevant personnel ensure that the visual effects meet design and other production requirements
7. Liaise with others to implement visual effects production

7.1 Discuss, with relevant personnel, and agree upon the future role of the designer in the realisation of the visual effects design

7.2 Liaise with relevant personnel to ensure that all visual effects production requirements are met, quality standards are adhered to and work is undertaken within item, budget and technical constraints

7.3 Participate in ongoing production meetings and evaluation of the visual effects created

7.4 Ensure that any visual effects design modifications are agreed, noted and acted upon

7.5 Inform relevant personnel of visual effects design changes

7.6 Update any required documentation and record and file according to enterprise requirements

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RANGE STATEMENT

Organisation of research findings and recording of designs may include the use of:

- computer database
- manual files
- library

Presentation media for design ideas may include:

- demonstration of computer generated imagery
- models
- sketches
- technical drawings
- colour illustrations
- storyboard
- artwork
- video/film of created effects
- matts
Research may include:

- talking and listening to experts
- watching documentary films and videos
- reading newspapers, books and other references
- use of the internet
- contact with historical associations
- reading manufacturer's manuals and specifications
- testing

Documentation may be:

- computer generated
- manually written

Accessible recording system may include:

- specialist services/personnel available for visual effects production
- reference/research materials
- draft and final visual effects designs
- performance details and specifications

Environments where visual effects may be used or created include:

- post-production facility
- editing suite
- in a studio
- on location - interior
- on location - exterior
- outside broadcast
- day
- night

Multimedia productions may included or be included in:

- aspects or sections of film/video production
  - feature
  - documentary
  - short film and/or video
  - animations
  - commercials
  - live or pre-recorded performances
  - music video
  - television production of any type (music, drama, comedy, variety, sport)
  - live or pre-recorded television productions
  - educational product
  - game
  - promotional product
  - information product
  - training product
  - e-commerce
  - a range of others
Relevant personnel may include:

- production designer
- visual effects department personnel
- visual effects supervisor/manager
- visual effects production personnel
- computer imaging personnel
- computer graphics personnel
- computer animation personnel
- animation personnel
- specialist manufacturers
- specialist equipment designers
- personnel with specialist expertise in visual effects productions and execution
- supervisor
- head of department
- director of photography
- director
- producer
- project manager
- technical director
- other technical staff
- other specialist staff
- designers

Visual effects items may include:

- computer generated visual effects
- computer generated audio effects
- models and miniatures:
  - demonstration type
  - real type
  - figures
  - landscapes
  - buildings
- road cases, boxes, crates for storage and transportation
- electronic hardware
- sculpture - human, animal, inanimate
- animatronics and creatures
- green screen
- chromakey

Specifications may include:

- detail of resources required to produce visual effects
- production schedule - timelines
- access to the location of filming

Techniques used may include:

- computer generated imagery
- animation
- painting and finishing
- sculpting and other shaping methods
Occupational and public health and safety legislative requirements may include:

- commonwealth, state and territory occupational health and safety regulations
- relevant national and international standards, guidelines and codes of practice

**EVIDENCE GUIDE**

**Underpinning skills and knowledge**

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- collecting and interpreting creative information, scripts and images
- understanding the creative elements of a production
- exercising a high level of creativity and ingenuity
- maintaining design integrity
- principles and techniques of design and script breakdown
- research techniques and methods
- visualisation and interpretation of creative concepts
- understanding the capabilities of other collaborative designers or contractors
- familiarity with the current range of visual effects production methods and techniques
- developing production specifications
- drawing/model making/painting or other representation techniques, either manually or with CAD
- familiarity with filming and video techniques: miniature filming techniques, lens angles, camera positions, motions control and camera speed
- knowledge of and ability to use various types of visual effect software computer programs
- accessing materials and components from a range of sources and suppliers and ascertaining their suitability
- communications, negotiation and presentation techniques
- copyright legislation and regulations
- production scheduling
- resource management including human resources
- team leading skills
- information management
- managing costing, budgeting, liaison
- relevant occupational health and safety legislation and regulations - local, state/territory and commonwealth

**Linkages to other units**

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFRAD02A Develop and implement designs
- CUSRAD02A Conduct research
- CUEFIN2A Manage a budget
- CUSGEN04A Participate in negotiations
- CUSGEN05A Make presentations
Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

• the development of creative visual effects design concepts which meet practical requirements and resource constraints, in particular budgetary constraints
• effective verbal and written communication with a range of individuals/organisations
• knowledge and application of research techniques
• presentation skills

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of theses. However, assessment if this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

• practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
• role play
• case studies
• work samples or simulated workplace activities
• oral questioning/interview aimed at the evaluating the process used in developing and realising the creative concept
• projects/reports/logbooks
• third party reports and authenticated prior achievements
• portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment currently used by the multimedia industry.
CUFIMA07A

Create titles for screen production

This unit describes the skills and knowledge required to interpret the creative brief and develop and create titles for productions within the cultural industries.

Unit Sector
No sector assigned

<table>
<thead>
<tr>
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| 1. Receive and interpret the brief for the creation of titles | 1.1 Liaise with relevant personnel and interpret and confirm the requirements for the titles so that technical production requirements are met  
1.2 Participate in preliminary discussions to determine the title requirements of the production  
1.3 Identify the available budget for the production of titles  
1.4 Identify the deadline for production and implementation of the title design |
| 2. Identify items to be included in the titles | 2.1 Produce and maintain a schedule of items to be included in the titles and content of titles  
2.2 Determine if there is a need to import any graphic items from other sources and source these items  
2.3 Determine if there is a need to obtain copyright clearance to use any imported items and obtain clearances and approvals, as required |
| 3. Generate and assess ideas | 3.1 Generate a range of ideas for the visual effects design which respond sympathetically to the brief and provide creative solutions to all design issues  
3.2 Discuss ideas and collaborate, as required, with relevant personnel to ensure contribution of ideas to the initial concept  
3.3 Continuously reflect on and appraise ideas for implications on cost, technical feasibility and suitability to meet the brief |
4. Produce and evaluate titles and other graphic items

4.1 Obtain, incorporate and manipulate any moving or static graphic items to be included in the titles

4.2 Modify all titles and sources items to ensure that the required visual effect is achieved

4.3 Trial various techniques and styles and produce initial compilation of titles ensuring that the style, content and creative intentions are met

4.4 Decide upon the appropriate parameters of display to meet with creative requirements and technical specifications

4.5 Evaluate the initial titles created against the design brief to ensure that they meet technical and creative requirements

4.6 Ensure that the movement of titles and other graphic items maximises the visual impact aimed for by the production

4.7 Ensure that the titles incorporate captions with all required images and sound, and are correctly synchronised with sound

4.8 Ensure that the titles are legible and appropriately spaced

4.9 Record and store all titles and other graphic images according to organisational procedures

5. Present the initial title compilation and make amendments

5.1 Present the initial title compilation created to the relevant personnel for acceptance

5.2 Participate in the initial and ongoing evaluation of the presented titles

5.3 Confirm text, spelling, punctuation and content

5.4 Negotiate and agree to additional requirements or modifications to the titles and undertake any necessary amendments

5.5 Ensure that agreement is reached with, and approval granted by, relevant personnel before proceeding with the final production of titles

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RANGE STATEMENT

Items to be included in the titles may include:

- background
- logos
- images:
  - static
  - moving
  - graphic
  - photographic
  - cinematographic
- objects
- text
- captured frames

Titles may be:

- static
- rolling
- crawling
- zip
- reveal
- effect
- animated
- faded
- dissolved
- layered

Movement of titles and other graphic images may include:

- expansion
- compression
- bounce
- rotation

Technical and creative requirements of the production may include:

- speed
- choreography of movement
- type
- focus
- colour frequency
- signal requirements

Parameters of display may include:

- style
- typeface
- thickness
- shading
- spacing
- colour
- spelling
- punctuation
- duration
Types of production may include:
- feature films
- documentaries
- short films
- animated productions
- commercials
- training and promotional
- filmed events or performances
- music video
- television productions of any type (e.g., music, drama, comedy, variety, sport)
- live or pre-recorded television productions

Multimedia productions may include:
- educational product
- game
- promotional product
- information product
- training product
- e-commerce
- aspects or sections or film/video production:
  - feature films
  - documentaries
  - short films
  - animated productions
  - commercials
  - training and promotional
  - filmed events or performances
  - music video
  - television productions of any type (e.g., music, drama, comedy, variety, sport)
  - live or pre-recorded television productions

Relevant personnel may include:
- production designer
- supervisor
- head of department
- director of photography
- director
- producer
- other technical staff
- other specialist staff
- designers
- editing personnel
- sound personnel
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

• collecting and interpreting creative information, scripts and images
• understanding the technical and creative elements of a production
• exercising a high level of creativity and ingenuity
• visualisation and interpretation of creative concepts
• maintaining design integrity
• principles of typographic design
• the effects of caption movement in one plane
• the effects of captions movement in multiple planes and axes
• communication and presentation techniques
• copyright legislation and regulations
• how to use various types of title production software computer programs

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

• CUFRAD01A Originate and develop the concept
• CUFRAD02A Develop and implement designs
• CUFMEM07A Apply principles of visual design/communication to the development of a multimedia product

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector. Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

• the development of creative title designs which meet practical requirements and resource constraints
• effective verbal and written communication with a range of individuals/organisations
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at the evaluating the process used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment currently used by the multimedia industry.
CUFMEM01A  Use an authoring tool to create an interactive sequence

Unit Descriptor  This unit describes the skills and knowledge required to use an authoring tool to create a discrete interactive sequence for a multimedia production within the cultural industries.

Unit Sector  No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Plan use of authoring tool
   1.1 Identify a range of multimedia authoring tools
   1.2 Discuss with relevant personnel the range of authoring tools and their application to various multimedia projects
   1.3 Discuss with relevant personnel the purpose, scope, storyboard and design of the multimedia project
   1.4 Discuss with relevant personnel the technical requirements of the multimedia project and use of the authoring program

2. Prepare to use authoring tool
   2.1 Load authoring software
   2.2 Create a new file for the specified task and name appropriately
   2.3 Display and use tools and features of software relevant to the authoring process

3. Use authoring tool
   3.1 Import multimedia components into the authoring tool
   3.2 Apply design principles to the screen design and layout
   3.3 Design the screen and layout according to creative and production requirements and technical specifications
   3.4 Create buttons and other interactive elements
   3.5 Link all components according to storyboard
   3.6 Save and store in appropriate file format

4. Check functionality of multimedia sequence
   4.1 Check that all links function
   4.2 Present sequence to relevant personnel
   4.3 Incorporate changes as required

KEY COMPETENCIES

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</table>
RANGE STATEMENT

Relevant personnel may include:

• designer
• trainer
• supervisor
• programmer
• graphic designers
• instructional designers
• other specialist staff

Components of the multimedia production specification may include:

• images
• text
• animation
• graphics

Output formats may include:

• RTF
• GIF
• MIDI
• Jpeg
• PICT
• TIFF
• HTML
• DIR

Authoring software may include:

• a wide range of programs, some current examples of which may be:
  • Pagemill
  • Frontpage
  • Dreamweaver
  • Flash
  • Director
  • Hyper Studio

NOTE: These programs are constantly being upgraded and replaced and appropriate up-to-date programs should be selected.

Delivery platform may include:

• world wide web
• CD-ROM
Multimedia productions may include or be included in:

- aspects or sections of film/video production:
  - feature
  - documentary
  - short film and/or video
  - animations
  - commercials
  - live or pre-recorded performances
  - music video
  - television production of any type (music, drama, comedy, variety, sport)
- live or pre-recorded television productions
- educational product
- game
- promotional product
- information product
- training product
- e-commerce
- a range of others

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- knowledge of computers and computer operating systems
- knowledge of scope and elements of multimedia
- skills in using appropriate authoring software, including its primary tools and features
- knowledge of digital components of multimedia, their distinguishing features and functions
- features and functions of multimedia operating systems
- the role of multimedia
- knowledge of the limiting factors of computer hardware
- knowledge of health and safety standards
- effective communication skills

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFWRT07A Write an interactive script for multimedia
- CUSRAD01A Collect and organise information
**Critical aspects of evidence**  
Assessment must be customised to meet the needs of the particular sector in which performance is being assessed.  
Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.  
The following evidence is critical to the judgement of competence in this unit:  
- the development of a discrete multimedia sequence that operates as planned and provides appropriate interactivity and effective design

**Method and context of assessment**  
Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.  
Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge and might include:  
- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)  
- role play  
- case studies  
- work samples or simulated workplace activities  
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept  
- projects/reports/logbooks  
- third party reports and authenticated prior achievements  
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

**Resource requirements**  
Assessment requires access to a range of resources, equipment and software listed in the range of variables statement, currently used by the multimedia industry.
## CUFMEM02A Author a multimedia product

### Unit Descriptor
This unit describes the skills and knowledge required in authoring a complete multimedia product using an industry standard authoring tool for productions within the cultural industries.

### Unit Sector
No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify multimedia elements | 1.1 Obtain all relevant plans, storyboards, navigation designs and design brief  
1.2 Locate all multimedia elements as required to meet creative and production requirements and technical specifications  
1.3 Discuss issues of integration and formats of the multimedia elements with appropriate personnel  
1.4 Save all multimedia elements in the appropriate format for inclusion, and store for each access  
1.5 Determine a sequence which will become the "prototype" |
| 2. Identify scope of authoring software | 2.1 Identify the range of industry standard authoring software  
2.2 Assess the software in relation to specified multimedia delivery platform  
2.3 Discuss selection of software with relevant design personnel to ensure selection will meet specified outcomes  
2.4 Select authoring software |
| 3. Use authoring software | 3.1 Load authoring software  
3.2 Create a new file for the specified task and name appropriately  
3.3 Display and use tools and features of software relevant to the authoring process |
| 4. Create multimedia sequence | 4.1 Import and assemble multimedia elements in appropriate sequence according to creative requirements  
4.2 Create interactive elements according to creative and technical requirements  
4.3 Check multimedia sequence conforms to navigation design  
4.4 Check multimedia sequence conforms to loading specifications  
4.5 Test and run multimedia sequence as a presentation to ensure the sequence meets creative, production and technical requirements  
4.6 Save file formats and identify for specified purpose |
5. Evaluate multimedia prototype

5.1 Play back final sequence with relevant personnel
5.2 Evaluate against criteria including achievement of a creative and user-friendly product
5.3 Discuss and agree on required changes
5.4 Assist if required in tests and user trials
5.5 Evaluate feedback from user trials
5.6 Confirm endorsement from relevant personnel to develop prototype into complete product

6. Transform prototype into final product

6.1 Make necessary changes as indicated by user trials
6.2 Integrate all multimedia elements as required by specifications
6.3 Make final checks to ensure all sequences conform to the navigation design
6.4 Save into specified storage systems

KEY COMPETENCIES

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RANGE STATEMENT

Appropriate personnel to consult may include:

- project manager
- graphic interface designer
- navigation designer
- sound engineer
- video producer
- animator
- artist
- instructional designers
- programmers
- graphic designers

Project specifications may include:

- time
- disc space
- delivery platform
- format for final product
- navigation design
Components of the brief may include:

- sound
- video
- images
- text
- animation
- graphic

Output formats may include:

- RTF
- GIFF
- MIDI
- Jpeg
- PICT
- TIFF
- HTML

Industry standard authoring software may include:

- wide range of programs, some current examples of which may be:
  - Pagemill
  - Frontpage
  - Dreamweaver
  - Flash
  - Director
  - Hyper Studio

NOTE: These programs are constantly being upgraded and replaced and appropriate up-to-date programs should be selected.

Delivery platform may include:

- world wide web
- CD-ROM
- DVD

Multimedia productions may include or be included in:

- aspects or sections of film/video production:
  - feature
  - documentary
  - short film and/or video
  - animations
  - commercials
  - live or pre-recorded performances
  - music video
  - television production of any type (music, drama, comedy, variety, sport)
  - live or pre-recorded television productions
  - educational product
  - game
  - promotional product
  - information product
  - training product
  - e-commerce
  - a range of others
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- knowledge of computers and computer operating systems
- knowledge of elements of multimedia
- knowledge of range of multimedia file formats
- knowledge of a range of multimedia delivery platforms
- skill to correctly interpret a design brief and navigation design
- knowledge in the scope and applicability of industry standard authoring software
- skills in using appropriate authoring software, including its primary tools and features
- knowledge of software used for web authoring, its application, advantages and disadvantages
- knowledge of and ability to make the types of adjustments required when converting artwork to a range of delivery platforms
- knowledge of internet-related issues such as bandwidth, platform-independence and screen types, and how they are resolved
- knowledge of the purpose and process of validation and the role of standards and extension
- knowledge of and ability to use the hardware, software and configurations required to view completed work
- knowledge of multimedia text software and ability to create, incorporate and format text into a multimedia product
- knowledge of the principles of analogue and digital audio and contemporary digital audio formats
- knowledge of methods for saving and producing digital audio outputs and optimising file size
- knowledge of the principles of editing audio tracks
- understanding of the technical requirements for preparing a range of artwork for multimedia output which may include animation, graphics, text, video and audio
- recognition and how to use and apply different technologies for design purposes
- broad knowledge base incorporating theoretical concepts of multimedia software packages
- knowledge of sources of technical and design information
- knowledge of the principles of digital video and contemporary digital video formats
  - knowledge of methods for saving and producing digital video outputs
  - knowledge of digital components of multimedia, their distinguishing features and functions
  - electronic components of multimedia
  - the scope and role of multimedia
• features and functions of multimedia operating systems
• knowledge of the limiting factors of computer hardware
• knowledge of health and safety standards

effective communication skills

Linkages to other units
This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

• CUFMEM07A Apply principles of visual design and communication to the development of a multimedia product
  • CUSRAD01A Collect and organise information
  • ICPMM41CA Incorporate text into multimedia presentations
  • ICPMM44CA Incorporate audio into multimedia presentations
  • CUFMEM13A Incorporate, design and edit digital video

Critical aspects of evidence
Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

• the development of an integrated and functional interactive multimedia product that conforms to the navigation design and shows creativity
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<tr>
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CUFMEM03A **Integrate and use scripting language in authoring a multimedia product**

**Unit Descriptor**
This unit describes the skills required to integrate and use scripting language in authoring a multimedia product within the cultural industries.

**Unit Sector**
No sector assigned

**ELEMENT** | **PERFORMANCE CRITERIA**
---|---
1. Investigate mark-up and scripting options | 1.1 Obtain production and technical specifications  
1.2 Identify areas where mark-up and scripting languages may be required  
1.3 Locate script/mark-up libraries for pre-written scripts or programming  
1.4 Brief programmer on customised scripts/mark-up languages  
1.5 Determine applicability of mark-up to product functionality  
1.6 Present and discuss scripting options with relevant personnel to ensure compliance with technical specifications  
1.7 Select mark-up language and scripting options

2. Integrate mark-up and scripting language | 2.1 Apply and integrate mark-up and scripting language into authoring process  
2.2 Ensure scripted elements comply with all navigation and graphic design interface considerations  
2.3 Eliminate or merge redundant scripting and mark-up elements

3. Test mark-up and scripting language | 3.1 Test routines to verify script (programming) elements fulfil requirements  
3.2 Test that mark-up and language elements run true to requirements  
3.3 Conduct tests to ensure that elements conform to required technical specifications  
3.4 Test for faults and document findings  
3.5 Use standard techniques to remove any faults

4. Evaluate mark-up and scripting language | 4.1 Liaise with relevant personnel to evaluate process and record all decisions  
4.2 Archive suitable and relevant scripts for future use
## KEY COMPETENCIES

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## RANGE STATEMENT

Relevant personnel may include:
- project manager
- navigation designer
- interface designer
- graphic artists
- other specialist technical staff

Production specifications may include:
- budget
- resources
- purpose
- audience
- navigation design

Technical specifications may include:
- file format
- file size
- operating systems
- browser specifications
- hardware specifications including memory size, RAM
- delivery platforms

Script languages may include:
- HTML
- XML
- Javascript
- PERL
- Lingo

Delivery platforms may include:
- world wide web
- CD-ROM
- DVD
Multimedia productions may include or be included in:

- aspects or sections of film/video production:
  - feature
  - documentary
  - short film and/or video
  - animations
  - commercials
  - live or pre-recorded performances
  - music video
  - television production of any type (music, drama, comedy, variety, sport)
  - live or pre-recorded television productions
  - educational product
  - game
  - promotional product
  - information product
  - training product
  - e-commence
  - a range of others

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- computer scripts which may be used
- evaluation of technical requirements, and more

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFMEM06A Design a multimedia product
- CUSRAD02A Conduct research
- CUFMEM02A Author a multimedia product

Critical aspects of evidence

Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- the development of skills and knowledge to integrate mark-up and scripting language into authoring multimedia products
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment listed in the range of variables statement, currently used by the multimedia industry.
CUFMEM04A Test a multimedia product

Unit Descriptor
This unit refers to the ability to develop a strategy for testing and to conduct the test of a multimedia product within the cultural industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Determine the criteria for testing
   1.1 Define the criteria that are to be used for testing/evaluation
   1.2 Identify the points at which progress will be measured
   1.3 Document and communicate them to all involved in the production

2. Determine the methods to be used in testing the product
   2.1 Identify the various methods and levels of testing for multimedia
   2.2 Determine the characteristics and appropriateness of methods of testing during development and on completion
   2.3 Develop a plan for testing the product during development and on completion

3. Test and review the multimedia product at agreed stages
   3.1 Determine the progress towards completion at the identified reporting points
   3.2 Test the product at the identified reporting points
   3.3 Provide feedback to staff on progress and quality
   3.4 Use the testing strategy to ensure that the product satisfies its aims and creative, production and technical requirements
   3.5 Document the testing process and record problems and remedial steps taken
   3.6 Deal with problems and faults detected during testing in accordance with agreed project or industry practice

4. Evaluate the final product
   4.1 On completion, evaluate the final product against the previously determined criteria
   4.2 Identify strategies that were successful and those that let to difficulties
   4.3 Document the findings to inform subsequent projects

KEY COMPETENCIES

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</table>
RANGE STATEMENT

Types of testing may be:
- concept
- prototyping
- peer review
- usability testing
- platform testing
- field trials
- aggressive testing
- navigation
- graphics
- visual impact
- any other problems

Detecting faults may include:
- check of data
- check of data sequence
- all navigation pathways explored
- all interactivity works
- user records faithful and accurate
- works on chosen platform

Testing strategy may be determined by:
- complexity of the project
- time available
- money available
- project specifications

Record of test results may include:
- description of fault
- priority code
- relevant comment
- remedial action taken
- retest result
- date, tester's details
A multimedia product may include or be included in:

- aspects or sections of film/video production:
  - feature
  - documentary
  - short film and/or video
  - animations
  - commercials
  - live or pre-recorded performances
  - music video
  - television production of any type (music, drama, comedy, variety, sport)
  - live or pre-recorded television productions
- educational product
- game
- promotional product
- information product
- training product
- e-commence
- a range of others

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- types of testing that may be used for multimedia products
- planning skills and the ability to communicate technical information
- stages at which testing should be done
- reasons for testing

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFMEM06A Design a multimedia product
- CUFMEM10A Design and create a multimedia interface
- CUFMEM11A Design the navigation for a multimedia product
- CUSADM06A Develop and implement an operational plan
Critical aspects of evidence

Assessment must be customised to meet the needs of the particular sector in which performance is being assessed.

Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- development of a testing strategy
- the ability to analyse test results
- use of results to deal with problems and faults detected during testing

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrates the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment listed in the range of variables statement, currently used by the multimedia industry.
### CUFMEM06A Design a multimedia product

**Unit Descriptor**
This unit describes the skills required to integrate and use scripting language in authoring a multimedia product within the cultural industries.

**Unit Sector**
No sector assigned

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1.2 Identify areas where mark-up and scripting languages may be required  
1.3 Locate script/mark-up libraries for pre-written scripts or programming  
1.4 Brief programmer on customised scripts/mark-up languages  
1.5 Determine applicability of mark-up to product functionality  
1.6 Present and discuss scripting options with relevant personnel to ensure compliance with technical specifications  
1.7 Select mark-up language and scripting options |
| 2. Integrate mark-up and scripting language | 2.1 Apply and integrate mark-up and scripting language into authoring process  
2.2 Ensure scripted elements comply with all navigation and graphic design interface considerations  
2.3 Eliminate or merge redundant scripting and mark-up elements |
| 3. Test mark-up and scripting language | 3.1 Test routines to verify script (programming) elements fulfil requirements  
3.2 Test that mark-up and language elements run true to requirements  
3.3 Conduct tests to ensure that elements conform to required technical specifications  
3.4 Test for faults and document findings  
3.5 Use standard techniques to remove any faults |
| 4. Evaluate mark-up and scripting language | 4.1 Liaise with relevant personnel to evaluate process and record all decisions  
4.2 Archive suitable and relevant scripts for future use |
KEY COMPETENCIES

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</table>

RANGE STATEMENT

Relevant personnel may include:
- project manager
- navigation designer
- interface designer
- graphic artists
- other specialist technical staff

Production specifications may include:
- budget
- resources
- purpose
- audience
- navigation design

Technical specifications may include:
- file format
- file size
- operating systems
- browser specifications
- hardware specifications including memory size, RAM
- delivery platforms

Script languages may include:
- HTML
- XML
- Javascript
- PERL
- Lingo

Delivery platforms may include:
- world wide web
- CD-ROM
- DVD
Multimedia productions may include or be included in:

- aspects or sections of film/video production:
  - feature
  - documentary
  - short film and/or video
  - animations
  - commercials
  - live or pre-recorded performances
  - music video
  - television production of any type (music, drama, comedy, variety, sport)
  - live or pre-recorded television productions
- educational product
- game
- promotional product
- information product
- training product
- e-commence
- a range of others

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- computer scripts which may be used
- evaluation of technical requirements, and more

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFMEM06A Design a multimedia product
- CUSRAD02A Conduct research
- CUFMEM02A Author a multimedia product

Critical aspects of evidence

Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- the development of skills and knowledge to integrate mark-up and scripting language into authoring multimedia products
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment listed in the range of variables statement, currently used by the multimedia industry.
CUFMEM07A Apply principles of visual design and communication to the development of a multimedia product

Unit Descriptor
This unit describes the skills and knowledge required to incorporate the principles of visual design and communication into the development of multimedia products for use within the cultural industries.

Unit Sector
No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</tr>
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<tbody>
<tr>
<td>1. Receive and interpret the brief</td>
<td>1.1 Liaise with the relevant personnel to interpret and identify the objective and outcomes of the multimedia product, considering the application of visual design and communication techniques to ensure the creative, technical and production requirements can be met</td>
</tr>
<tr>
<td>1.2 Identify all relevant factors which may determine and affect visual design and communication concepts and application through the breakdown and interpretation of the brief and liaison with relevant personnel</td>
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<tr>
<td>1.3 Clarify target user/audience to determine the format and delivery platform of the multimedia product through discussion with relevant personnel</td>
<td></td>
</tr>
<tr>
<td>2. Generate and assess ideas</td>
<td>2.1 Generate a range of visual design and communication ideas which are technically feasible, respond to the brief and provide creative solutions to all design issues</td>
</tr>
<tr>
<td>2.2 Discuss visual design and communication ideas and collaborate, as required, with relevant personnel to ensure contribution of a range of ideas and creative solutions to the initial concept</td>
<td></td>
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<tr>
<td>2.3 Continuously reflect on and assess the creative ideas and solutions for implications on budget, timeline, technical feasibility and suitability to meet the brief</td>
<td></td>
</tr>
<tr>
<td>3. Conduct research</td>
<td>3.1 Research and compare techniques and tools for visual design and communication available for use in the creation of a multimedia product, exploring the characteristics and differences of digital imaging and traditional imaging</td>
</tr>
<tr>
<td>3.2 Research and compare the range of delivery platforms available for multimedia products</td>
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<tr>
<td>3.3 Explore the range of typographical and visual elements that are appropriate in the development of a multimedia product</td>
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<tr>
<td>3.4 Identify the relationship between the visual components and the hardware required</td>
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<tr>
<td>3.5 Organise research media and findings for use by all relevant personnel throughout the design development process, updating as required</td>
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<tr>
<td>3.6 Evaluate the initial discussions and design brief against the findings and discuss with relevant personnel</td>
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</tbody>
</table>
4. Select media/materials for use in visual design and communication

4.1 Identify the range of visual design and communication techniques available and present to the relevant personnel for the consideration of their ability to meet the creative, technical and production brief

4.2 Select the appropriate visual design and communication techniques which fulfil the creative, technical, and production requirements of the brief

4.3 Gather relevant materials and media, ensuring their compatibility to the creative and technical specifications of the multimedia product

4.4 Consult relevant personnel to ensure that all required media is identified and sourced and ensuring that selection is based on the understanding of the user characteristics and capabilities

5. Apply visual design and communication techniques

5.1 Using selected design techniques to develop for the structure of the product, ensuring that all elements are fully documented for future use

5.2 Consider the relevant multimedia elements required to achieve the desired outcome

5.3 Discuss technical parameters and planning with relevant personnel to achieve the most appropriate format

5.4 Determine the range of appropriate design parameters and employ these to fulfil the brief, ensuring the creative, technical and production resources are adequate to achieve the final outcome

6. Evaluate visual and communication design techniques

6.1 Review the visual design and communication techniques to assess creative solutions to design brief, appropriateness to the user/audience and technical feasibility

6.2 Discuss and confirm additional requirements or modifications to the overall design and undertake any necessary amendments

KEY COMPETENCIES

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</table>
RANGE STATEMENT

Appropriate personnel to consult may include:

- art director
- technical director
- computer graphic designers
- programmers
- graphic designers
- heads of department
- other technical staff
- user/audience
- other specialist creative and technical staff

Design techniques

- drawing
- storyboard
- drawing on a tablet
- scanning drawings and photographs
- using image and background generation tools
- thumbnail sketches
- flow charts

Visual design and communication elements may include:

- composition
- proportion
- balance
- framing
- colour
- line
- texture
- shape
- form
- tone
- scale
- movement
- typography:
  - point
  - tracking
  - leading
  - kerning
  - typeface
  - alignment
Visual multimedia elements may include:

- screen images:
  - graphics
  - photographs
  - drawings
  - video
  - film
- buttons
- colours
- text
- content
- style
- icons
- backgrounds
- flow chart

Delivery platform may include:

- world wide web
- CD-ROM

Multimedia productions may include or be included in:

- aspects or sections of film/ video production:
  - feature
  - documentary
  - short film and/or video
  - animations
  - commercials
  - live or pre-recorded performances
  - music video
  - television production of any type (music, drama, comedy, variety, sport)
  - live or pre-recorded television productions
- educational product
- game
- promotional product
- information product
- training product
- e-commerce
- a range of others
Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- application of principles of graphic and visual/communication design
- characteristics of digital and traditional graphics
- familiarity with the capability of a range of tools and techniques for producing and manipulating images
- the ability to review decisions in terms of user characteristics and requirements
- principles of learning and instructional approaches
- planning and research
- effective visual communication skills
- knowledge of the scope, technology and components applicable to multimedia products
- knowledge and application of a range of computer design software
- knowledge of the limiting factors of computer hardware and software
- knowledge of strategies to test instructional products
- interpreting creative information, scripts and images
- understanding the capabilities of other collaborative personnel
- understanding the creative elements of a production
- design and drawing skills
- ability to maintain design integrity
- information sources and management
- copyright laws, regulations and copyright clearance procedures

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFRAD01A Originate and develop a concept
- CUFMEM06A Design a multimedia product
- CUFMEM14A Create, manipulate, and incorporate 2D graphics

Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- design/produce of an effective and creative design for a multimedia product which demonstrates the application of visual design and communication principles
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment listed in the range of variables statement, currently used by the multimedia industry.
CUFMEM08A Apply principles of instructional design to a multimedia product

Unit Descriptor
This unit describes the skills and knowledge required for incorporating the principles of instructional design in the development of multimedia products for use within the cultural industries.

Unit Sector
No sector assigned

**ELEMENT** | **PERFORMANCE CRITERIA**
---|---
1. Receive and interpret the brief for the instructional design | 1.1 Liaise with the relevant personnel to interpret and identify the objective and learning outcomes of the instructional product, ensuring the creative, technical and production requirements of the brief can be met
 | 1.2 Identify all relevant factors which may determine and affect the instructional design through the breakdown and interpretation of the brief and liaison with relevant personnel
 | 1.3 Clarify target user/audience to determine the format and delivery platform of the instructional product through discussion with relevant personnel
2. Generate and assess ideas | 2.1 Generate a range of ideas for the instructional design which are technically feasible, respond to the brief and provide creative solutions to all design issues
 | 2.2 Discuss ideas and collaborate, as required, with relevant personnel to ensure contribution of a range of ideas and creative solutions to the initial concept
 | 2.3 Continuously reflect on and assess the creative ideas and solutions for implications on budget, timeline, technical feasibility, and suitability to meet the brief
3. Conduct research | 3.1 Research the range of instructional approaches that reflect the requirements of the brief and may influence the overall design development
 | 3.2 Organise research media and findings for use by all relevant personnel throughout the design development process, updating as required
 | 3.3 Evaluate the initial discussions and design brief against the findings and discuss with relevant personnel
4. Select an instructional design model | 4.1 Identify a range of instructional design models, considering their characteristics, differences and ability to meet the brief
 | 4.2 Consult with relevant personnel to ensure that the full range of models have been identified and sourced
 | 4.3 Select the instructional design model which fulfils the creative, technical, and production requirements of the brief
 | 4.4 Ensure that selection is based on an understanding of the user characteristics and capabilities
5. Plan and compose the instructional product

5.1 Using selected instructional design techniques to compose the structure of the product, ensuring that all elements are fully documented for future use

5.2 Plan content, sequence and interactivity of learning activities to be included according to technical, creative and production requirements

5.3 Determine the relevant multimedia elements necessary to construct the product

5.4 Discuss technical parameters and planning with relevant personnel to achieve the most appropriate format

5.5 Determine the range of appropriate design parameters and employ these to fulfil the brief, ensuring the creative, technical and production resources are adequate to achieve the final outcome

6. Evaluate instructional strategies and materials

6.1 Review instructional product to assess the application of creative solutions to the design brief, the technical feasibility and its appropriateness to the user/audience

6.2 Discuss and confirm additional requirements or modifications to the instructional design and undertake any necessary amendments

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</table>

RANGE STATEMENT

Aim of the instructional product may be:

- enhancing the learning environment
- extending the educators ability to educate
- boosting the learners capacity
- providing experiences not available in the real world
- facilitating collaboration across cultural, social and physical boundaries
- supporting personal and authentic learning

Relevant factors may include:

- audience
- environment
- resource requirements
- language and developmental stage of the learner
Factors in instructional models may include:

- degree of interactivity
- relevance to the audience (based on consultation and research)
- accommodation of various learning styles
- familiarity of the intended audience with the technology
- language and literacy levels
- balance between various components (images, text, sound, animation)
- ease of use
- level of interest and strategies for rewarding the user

Factors to be considered in instructional plan:

- material in logical order, one sequence flowing on from another
- in order of increasing difficulty
- opportunities for repetition and review of material
- the need for interactivity
- inclusion of a variety of approaches, techniques of presenting information and activities
- structure of the information
- what happens if the person makes a mistake
- how to get help
- techniques for holding the users attention and making the program interesting

Delivery platform may include:

- world wide web
- CD-ROM

Multimedia productions may include or be included in:

- aspects or sections of film/ video production:
  - feature
  - documentary
  - short film and/or video
  - animations
  - commercials
  - live or pre-recorded performances
  - music video
  - television production of any type (music, drama, comedy, variety, sport)
  - live or pre-recorded television productions
- educational product
- game
- promotional product
- information product
- training product
- e-commerce
- a range of others
**EVIDENCE GUIDE**

**Underpinning skills and knowledge**

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- principles of learning and instructional approaches
- planning and research
- effective communication
- knowledge of the scope, technology and components applicable to multimedia products
- knowledge and application of a range of instructional software
- knowledge of the principles of instructional design and construction
- knowledge of the limiting factors of computer hardware and software
- knowledge of strategies to test instructional products
- interpreting creative information, scripts and images
- understanding the capabilities of other collaborative personnel
- understanding the creative elements of a production
- design and drawing skills
- ability to maintain design integrity
- information sources and management
- copyright laws, regulations and copyright clearance procedures

**Linkages to other units**

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFRAD01A Originate and develop the concept
- CUFMEM06A Design a multimedia product
- CUFGEN01A Develop and apply industry knowledge
- CUSRAD01A Collect and organise information
- CUSRAD02A Conduct research

**Critical aspects of evidence**

Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- ability to present and organise information for educational and learning purposes
- understanding of a range of software for on-line learning
- developed communication skills
**Method and context of assessment**

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

**Resource requirements**

Assessment requires access to a range of resources and equipment listed in the range of variables statement, currently used by the multimedia industry.
CUFMEM09A Apply principles of game design to a multimedia product

Unit Descriptor
This unit describes the skills and knowledge required to incorporate the principles of game design, including planning and designing a game, into the development of a multimedia product for use within the cultural industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Receive and interpret the brief for the game design
   1.1 Liaise with the relevant personnel to interpret and confirm the game objective and outcome, ensuring the creative, technical and production requirements can be met
   1.2 Identify all relevant factors which may determine and affect the game design through the breakdown and interpretation of the brief and liaison with relevant personnel
   1.3 Clarify target user/audience to determine the format and delivery platform of the game through discussion with relevant personnel

2. Generate and assess ideas
   2.1 Generate a range of ideas for the game design which are technically feasible, respond to the brief and provide creative solutions to all design issues
   2.2 Discuss ideas and collaborate, as required, with relevant personnel to ensure contribution of a range of ideas and creative solutions to the initial concept
   2.3 Continuously reflect on and assess the creative ideas and solutions for implications on budget, timeline, technical feasibility, and suitability to meet the brief

3. Conduct research
   3.1 Research the range of game design styles including appropriate genre and environments that reflect the requirements of the brief and may influence the design development
   3.2 Examine the range of possible goals and actions and other relevant factors in the design of a game, considering the most appropriate to fulfil the requirements of the brief
   3.3 Organise research media and findings for use by all relevant personnel throughout the design development process, updating as required
   3.4 Evaluate the initial discussions and design brief against the findings and discuss with relevant personnel

4. Select a game design model
   4.1 Identify and present a range of game design models to the relevant personnel for the consideration of their characteristics, differences and ability to meet the brief
   4.2 Consult with relevant personnel to ensure that the full range of models have been identified and sourced
   4.3 Select the game design model which fulfils the creative, technical, and production requirements of the brief
5. Compose the game elements

5.1 Using design techniques to develop the structure of the game, ensuring that all elements are fully documented for future use

5.2 Discuss technical parameters and planning with relevant personnel to achieve the most appropriate composition

5.3 Determine the range of appropriate game parameters and employ these to fulfil the design brief, ensuring the creative, technical and production resources are adequate to achieve the final outcome

5.4 Determine the multimedia elements necessary to construct the game

6. Evaluate game based on design principles

6.1 Review game design for innovative approach, technical feasibility and its fulfilment of the design brief

6.2 Discuss and confirm additional requirements or modifications to the game design and undertake any necessary amendments

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</table>

RANGE STATEMENT

Game requirements may include:

- technical specifications
- creative requirements:
- user capabilities
- user characteristics
- production requirements

Factors which may determine and affect the game design and the breakdown of the brief may include:

- budget
- timeline
- technical resources
- human resources
- complexity of game
- delivery platform
- implementation
- user
Range of structures for game design may include:

- plot
- setting
- virtual architecture
- characters
- conflict
- point of view
- navigation

The range of game parameters may include:

- skill levels
- judgements
- choices
- decisions
- codes
- rules
- levels of progression
- goals
- actions
- events
- levels of difficulty
- scoring
- calculation of scoring
- user control
- user interaction
- options for single player or multi-player
- customisation

Appropriate personnel to consult may include:

- game designers
- programmers
- technical director
- other specialist technical staff
- director
- producer
- art director
- graphic designers
- heads of department
- user/audience
- other specialist personnel

Design techniques may include:

- drawing
- storyboarding
- scanning drawings and photographs
- using image and background generation tools

Visual elements may include:

- colour
- line
- tone
- texture
- shape
- form
Multimedia elements may include:

- screen images:
  - graphics
  - photographs
  - drawings
  - video/film
  - animation
  - buttons
  - colours
  - text
  - content
  - videos
  - style
  - icons
  - backgrounds
  - flow chart

Delivery platform may include:

- world wide web
- CD-ROM

Multimedia productions may include or be included in:

- aspects or sections of film/video production:
  - feature
  - documentary
  - short film and/or video
  - animations
  - commercials
  - live or pre-recorded performances
  - music video
  - television production of any type (music, drama, comedy, variety, sport)
  - live or pre-recorded television productions
  - educational product
  - game
  - promotional product
  - information product
  - training product
  - e-commerce
  - a range of others
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- the ability to review decisions in terms of user characteristics and requirements
- knowledge and application of a range of game software
- knowledge and application of the principles of game design and construction knowledge of computers and computer operating systems
- knowledge of the limiting factors of computer hardware
- knowledge and application of strategies to test games and products
- interpreting creative information, scripts and images
- understanding the capabilities of other collaborative personnel
- understanding the creative elements of a production
- design and drawing skills
- ability to maintain design integrity
- knowledge of screen principles
- knowledge of basic editing principles, e.g., composition, framing, pacing, timing
- information sources and management
- effective communication skills
- copyright laws, regulations and copyright clearance procedures

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFRAD01A Originate and develop the concept
- CUFMEM06A Design a multimedia product
- CUFMEM14A Create, manipulate, and incorporate 2D graphics
- CUSRAD02A Conduct research

Critical aspects of evidence

Assessment must be customised to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- design/production and planning of game design for a multimedia product which demonstrates the application of communication principles
### Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

### Resource requirements

Assessment requires access to a range of resources and equipment listed in the range of variables statement, currently used by the multimedia industry.
CUFMEM10A Design and create a multimedia interface

Unit Descriptor
This unit describes the skills and knowledge to design and create the graphical user interface (GUI) for a multimedia product within the cultural industries.

Unit Sector
No sector assigned

<table>
<thead>
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<th>ELEMENT</th>
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| 1. Plan an interface design | 1.1 Obtain and study the project brief, navigation plan and technical specifications for a multimedia product  
1.2 Discuss the concept and specifications with relevant personnel to identify the design concept or metaphor  
1.3 Identify the budget, technical and resource constraints to ensure that all requirements are considered during the design phase  
1.4 Clarify the client and user/audience needs in order to identify the format of the interface to be used |
| 2. Develop the interface | 2.1 Visualise the concept and develop preliminary sketches  
2.2 Develop and present a series of roughs to relevant personnel and discuss the various merits for selection  
2.3 Continuously evaluate new ideas and incorporate them as appropriate  
2.4 Develop a final detailed sketch taking into consideration all ideas generated  
2.5 Gain approval from relevant personnel to ensure that the interface meets all requirements |
| 3. Create the interface | 3.1 Use appropriate industry standard software to create screen design, applying visual design principles to all screen elements  
3.2 Ensure all elements, screens, transitions, sequences, pages and buttons are integrated to conform to the basic design concept or metaphor  
3.3 Ensure all elements conform to the specified technical requirements  
3.4 Develop a prototype version of the interface and experiment to ensure its utility |
| 4. Evaluate the interface | 4.1 Present, discuss and evaluate the interface design prototype to relevant personnel, obtaining and noting detailed response, comments and any required changes  
4.2 Incorporate design changes to complete interface design  
4.3 Obtain final agreement from relevant personnel for finished design to ensure that the design brief has been achieved |
KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

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

Factors to be taken into account:
- budget
- resources
- metaphor
- purpose
- audience
- navigation design
- multimedia elements

Technical specifications may include:
- file format
- file size
- operating system
- delivery platform

Relevant personnel may include:
- project manager
- navigation designers
- sound engineer
- video producer
- animators
- artists
- instructional designers
- programmers
- graphic designers
- technical staff
- other specialist staff
Multimedia product may include:

- educational product
- game
- promotional product
- information product
- training product

Industry standard software may include:

- a wide range of software, some current examples of which may be:
  - Photoshop
  - Illustrator
  - Coral Draw
  - Fireworks
  - Studio Max
  - Bryce
  - Freehand

NOTE: These programs are constantly being upgraded and replaced and appropriate up to date programs should be selected.

Delivery platform may include:

- world wide web
- CD-ROM

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.

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- ability to interpret a brief
- ability to follow a navigation design
- drawing skills
- understanding of visual design principles
- knowledge of appropriate 2D and 3D software to produce interface design
- understanding of cultural context of multimedia product use
- effective communication skills
- knowledge of strategies to test usability
Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUSGEN01A Use and adapt to new technology
- CUFMEM06A Design a multimedia project
- CUFWRT07A Write an interactive sequence for multimedia
- CUSRAD02A Conduct research

Critical aspects of evidence

Assessment must be customised to meet the needs of the context in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- the development and evaluation of a graphic interface design for a multimedia product. The GUI should be user friendly, efficient, original and creative

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources, equipment and software listed in the range of variables statement, currently used by the multimedia industry.
CUFMEM11A Design the navigation for a multimedia product

Unit Descriptor
This unit describes the skills and knowledge required to design the navigation for a multimedia product.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Plan navigation
   1.1 Discuss the concept with relevant personnel/client to ensure that the design brief is fully understood
   1.2 Identify technical parameters of the product including its delivery platform
   1.3 Identify the audience/user to ensure that all navigation requirements can be incorporated into the design
   1.4 Identify the multimedia elements to be integrated into the product
   1.5 Conduct necessary research to ensure that the script is fully scoped and contains all necessary contents

2. Develop navigation
   2.1 Sketch overall product architecture and ensure that linkages are shown between the multimedia elements which identify all non-linear pathways
   2.2 Ensure that user interactivity functions are clearly shown
   2.3 Experiment with and determine the search functions to ensure that the navigation method is workable
   2.4 Sketch a draft storyboard or flow chart for each sequence
   2.5 Present navigation drafts to relevant personnel for comment to ensure that all appropriate ideas for navigation are generated
   2.6 Review all suggestions against various merits and incorporate suggestions into the final design

3. Construct navigation
   3.1 Draw freehand or use appropriate software to present navigation map/plan, storyboard or flow chart
   3.2 Detail all necessary navigation specifications and functions so that documentation can be referred to throughout the development phase
   3.3 Show frames, forms, tables and other structural elements where necessary
   3.4 Show all linkages to multimedia elements activated by buttons and other interactive 'hotspots'
   3.5 Ensure intuitive and logical flow for each non-linear sequence
   3.6 Ensure appropriate and logical exit points
   3.7 Develop templates where necessary for integration of specific text and graphic elements
4. Evaluate navigation

4.1 Present the navigation design to relevant personnel
4.2 Discuss with relevant personnel strategies to evaluate the navigation design
4.3 Obtain detailed response and opinions from legitimate sources
4.4 Incorporate design changes to complete navigation design
4.5 Obtain final agreement from relevant personnel for finished design

KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>3</td>
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<tr>
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<td>3</td>
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<td>Solving problems</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

Production specifications may include:
- budget
- resources
- metaphor
- purpose
- audience
- multimedia elements
- script

Technical specification may include:
- file format
- file size
- operating system
- delivery platform

Relevant personnel may include:
- project manager
- sound engineer
- video producer
- animators
- artists
- instructional designers
- programmers
- graphic designers
- technical staff
- other specialist staff
Multimedia product may include:

- educational product
- game
- promotional product
- information product
- training product

Industry standard software may include:

- a wide range of software, some current examples of which may be:
  - Story Vision
  - Story Space
  - Powerpoint

NOTE: These programs are constantly being upgraded and replaced and appropriate up to date programs should be selected.

Delivery platform may include:

- world wide web
- CD-ROM

Navigation elements may include:

- characters
- buttons
- labels
- environments
- props
- headings
- menus

Multimedia productions may include or be included in:

- aspects or sections of film/ video production:
  - feature
  - documentary
  - short film and/or video
  - animations
  - commercials
  - live or pre-recorded performances
  - music video
  - television production of any type (music, drama, comedy, variety, sport)
  - live or pre-recorded television productions
  - educational product
  - game
  - promotional product
  - information product
  - training product
  - e-commerce
  - a range of others
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- ability to interpret a brief
- drawing skills
- knowledge of the limitations and capacities of various delivery platforms.
- knowledge of appropriate software to draw storyboard or flow chart
- understanding of cultural context of multimedia product use
- effective communication skills
- knowledge of strategies to test usability

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUFMEM06A Design a multimedia product
- CUFWRT07A Write an interactive sequence for multimedia
- CUSRAD01A Collect and organise information
- CUFMEM08A Apply principles of instructional design to media project

Critical aspects of evidence

This unit of competence applies to a range of outcomes and the focus of assessment will depend on the outcome required.

Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- the development of a navigation design for a multimedia product that is effective and achieves the specified outcome
Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)
- role play
- case studies
- work samples or simulated workplace activities
- oral questioning/interview aimed at evaluating the processes used in developing and realising the creative concept
- projects/reports/logbooks
- third party reports and authenticated prior achievements
- portfolios of evidence which demonstrate the processes used in developing and realising the creative concept

Resource requirements

Assessment requires access to a range of resources and equipment listed in the range of variables statement, currently used by the multimedia industry.
CUFMEM12A Update web pages

Unit Descriptor
This unit describes the skills required to update the information on a website within the cultural industries.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Check information for relevance and currency
   1.1 Confirm frequency of site upgrades with relevant personnel
   1.2 Obtain revised and additional content material in electronic form from client
   1.3 Confirm with relevant personnel the age limit of links that should be retained or deleted
   1.4 Confirm with relevant personnel other revisions if required

2. Check links and navigation
   2.1 Select appropriate link-checking software, run software to test links and check currency of existing links
   2.2 Save report document according to technical and organisational requirements

3. Edit information as required
   3.1 Check broken or failed links to determine site closure or new site addresses
   3.2 Delete closed links and re-establish new site links if available
   3.3 Check internal page links and rectify as required
   3.4 Delete old links as required
   3.5 Insert and edit content material as required
   3.6 Make heading, typographical and image revisions as required
   3.7 Insert additional pages as required, ensuring the links are made correctly within the site structure
   3.8 Advise relevant personnel if new buttons, interface or navigation design are required to incorporate additional materials

4. Test and confirm changes
   4.1 Check all links are valid before requesting that client checks all content changes and confirms that they are valid
   4.2 Provide client with a full report of all changes made
KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
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</tr>
</thead>
<tbody>
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</tr>
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<td>2</td>
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</tr>
<tr>
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<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

Appropriate personnel to consult may include:
- supervisor
- web manager
- programmers and technical support people
- clients
- other specialist creative and administrative staff as appropriate

Possible web site revisions may include:
- heading replacements
- typographical errors
- image replacements or additions

Software applications for accessing the internet and developing the web page may include:
- a wide range of programs, some current examples of which may be:
  - Eudora (accessing the world wide web)
  - Netscape (assessing the world wide web)
  - Authorware
  - Dreamweaver
  - Attain
  - WebCT

Note: These programs are constantly being upgraded and replaced and appropriate up-to-date programs should be selected.
Relevant terminology used may include but not be limited to:

- ISDN
- PPP
- TCP/IP
- URL
- Java
- JavaScript
- HTML
- download
- world wide web
- cookies
- zip files

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

- knowledge of how to initiate and conclude an internet connection
- knowledge of appropriate software
- knowledge of appropriate uses of difference internet protocols and data types (world wide web, email, etc)
- knowledge of privacy and security measures related to on-line tasks
- knowledge of information services

Linkages to other units

This unit has linkages to the following units and combined training delivery and/or assessment is recommended:

- CUSRAD01A Collect and organise information
- ICPMM65DA Create web pages with multimedia
- CUFMEM06A Design a multimedia product

Critical aspects of evidence

This unit of competence applies to the multimedia sector and a range of other interested areas. Assessment must be customised to meet the needs of the particular workplace in which performance is being assessed. Assessment should only address those circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

- the ability to add to or revise information on web pages and check the accuracy of the information, the links and document the process
<table>
<thead>
<tr>
<th>Method and context of assessment</th>
<th>Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures but may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)</td>
</tr>
<tr>
<td></td>
<td>• role play</td>
</tr>
<tr>
<td></td>
<td>• case studies</td>
</tr>
<tr>
<td></td>
<td>• work samples or simulated workplace activities</td>
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<tr>
<td></td>
<td>• oral questioning/interview</td>
</tr>
<tr>
<td></td>
<td>• projects/reports/logbooks</td>
</tr>
<tr>
<td></td>
<td>• third party reports and authenticated prior achievements</td>
</tr>
<tr>
<td></td>
<td>• portfolios of evidence</td>
</tr>
</tbody>
</table>

| Resource requirements          | Assessment requires access to a range of resources and equipment currently used by the multimedia industry.                      |
CULLB505B Analyse and describe information materials

Unit Descriptor
This unit describes the skills and knowledge required to analyse and describe material by indexing and abstracting the content and format of materials to ensure the efficient retrieval of information by customers.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify description requirements
   1.1 Identify scope and likely uses of material
   1.2 Assess customer requirements or expectations, including potential special needs
   1.3 Determine appropriate type and structure of description

2. Analyse material
   2.1 Use analysis and description tools, standards, precedents and techniques which are appropriate to the nature of the material
   2.2 Analyse subject content of the material and clearly distinguish significant information from minor references
   2.3 Integrate established general concepts and principles of description and knowledge of relevant standards and authorities
   2.4 Ensure concepts derived from analysis of material are appropriate in the context of the subject field

3. Describe material and format description
   3.1 Create descriptions which represent concepts appropriately, and which reflect the overall purpose and intended use of the description
   3.2 Conform format of description to general conventions and any special rules
   3.3 Where required, develop accurate reference structure of descriptors to display relationships to assist customers
   3.4 Where appropriate, enhance description to meet identified customer needs

4. Monitor and review analysis and description practices and procedures
   4.1 Review description practices and procedures regularly to ensure customer needs are being met and in response to industry developments
   4.2 Take appropriate action within scope of individual responsibility to enhance description practices and procedures
   4.3 Where required, check descriptions regularly for internal consistency and compliance with established structure, rules and authorities
KEY COMPETENCIES

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Writing effective descriptions and abstracts</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Analysing material to inform description</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Organising ways of monitoring description activities</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Consulting with colleagues on effectiveness of description activities</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Using numerical features of indexing systems</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Adjusting descriptors to meet specific customer needs</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Using databases</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that will affect performance.

The following variables may be present with training and assessment depending on the work situation, needs of the trainee, accessibility of the item, and local industry and regional contexts. If bold italicised text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Information service providers may include:

- libraries (public, private, corporate, schools, universities, etc)
- museums, galleries and archives
- record management units
- government departments, agencies or shopfronts
- business and financial information units
- information units within a parent organisation
- community advisory organisations or bureaus

Scope and likely use of material may relate to:

- subject matter
- available time
- available space
- probable types of users, eg professional, educational, recreational
- express brief or document format
Customer requirements and expectations for consideration may include:

- access
- current awareness
- retrospective inquiry
- description of contents of materials
- translation from one language to another

Analysis and description tools, techniques and standards may include:

- SCIS subject headings and thesauri
- LCSH Library of Congress Subject Headings

Descriptions may be:

- indicative
- informative
- critical
- assigned from a prescribed list or thesaurus, eg ERIC, AEI
- taken from pre-existing formulations
- derived from text or context
- formulated to meet identified customers needs

In manual indexes, entries may be ordered:

- alphabetically
- numerically
- alphanumerically
- taxonomically
- chronologically
- according to traditional rules or conventions

Monitor and review processes may include:

- surveys
- customer feedback
- statistics

General conventions may include:

- bibliographic organisation/descriptions
- geographic descriptions

**EVIDENCE GUIDE**

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

**Critical aspects of evidence required to demonstrate competency in this unit**

The following evidence is critical to the judgement of competence in this unit:

- ability to appropriately use tools, standards and communication skills to analyse and describe material appropriately
- knowledge of principles of subject access
Context of assessment and consistency of performance

The assessment context must provide for:

- practical demonstration of skills using industry-current systems to analyse and describe a range of different materials

Relationships to other units

This unit has linkages to other library/information services units and combined assessment and/or training with those units would be appropriate, eg:

- CULLB506B Catalogue and classify material

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- Evaluation of appropriateness of descriptions created by the candidate
- case studies to assess ability to adapt skills to different types of information
- oral or written questioning to assess knowledge of standards and tools
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate

Assessment methods should closely reflect workplace demands and the needs of particular groups [eg people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- principles of subject access
- principles of thesauri used in indexing
- types of indexes and abstracts
- abstracting and indexing standards and methods, including descriptions and cross referencing of access points and descriptors
- allocating descriptors, major and minor
- ways of matching reference structure to suit customer needs
- ways of enhancing subject access through indexing
- monitoring and review processes for indexes and abstracts
- copyright, moral rights and intellectual property issues and legislation that impact on indexing and abstracting activities
- literacy and communication skills sufficient to accurately and appropriately describe a wide range of information
Specific resource requirements

Assessment of this unit requires access to:

- strategic plans and relevant policies and procedures manuals
- relevant thesauri and database programs
CUVCOR07A  Use drawing techniques to represent the object or idea

Unit Descriptor
This unit describes the skills and knowledge required to visually represent objects or ideas. At this level, drawing techniques would be basic. This is a core unit which complements all specialisation units. It is different from the drawing specialisation units which focus on drawing as an art form. This work would usually be carried out under supervision.

This is a core unit which underpins many other specialisation units.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Prepare for drawing
   1.1 Correctly identify tools and materials required for basic drawing techniques
   1.2 Select appropriate tools and materials for basic drawing techniques

2. Use basic drawing techniques
   2.1 Apply a limited range of techniques to represent the object or idea
   2.2 Handle tools and materials safely

KEY COMPETENCIES
Key competencies are built into all workplace competencies. The following table 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

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<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
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<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Producing drawings of the object or idea</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Identifying tools and materials for basic drawing techniques</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Identifying tools and materials required for the drawing</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>not applicable</td>
<td>-</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>not applicable</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>not applicable</td>
<td>-</td>
</tr>
<tr>
<td>Using technology</td>
<td>Using drawing equipment</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The object or idea may include a

- piece of jewellery or other wearable object
- sculpture
- mural
- ceramic piece
- fibre/textile work
- technical solution
- design solution
- story or narrative
- developing concept
- movement sequence/s
- room layout
- stage setup
- prop/set/costume

Techniques may include

- linear marks of differing character
- tonal ranges to produce illusion of form in space
- linear marks to produce illusion of form in space
- simple linear perspective
- application of pigment

Materials and tools may include

- a range of graphite pencils
- colour pencils
- pastels and chalks
- charcoal
- natural ochres
- pigments
- a range of papers
- board
- wood/bark
- measuring tools
- drafting equipment
- sticks
- rags

Safely means

- in accordance with relevant occupational health and safety practices and legislation.
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- general knowledge of the physical properties and capabilities of the most commonly used materials and tools for drawing
- general knowledge of different approaches to drawing and the work of other practitioners in relation to using drawing to represent an object or idea
- awareness of copyright, moral rights and intellectual property issues and legislation in relation to drawing
- overview knowledge of the elements and principles of design
- environmental and occupational health and safety issues associated with the tools and materials used in drawing work

Linkages to other units

This unit has linkages to all the specialisation units in the Visual Arts Craft and Design Training Package and to units from other Training Packages.

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

- production of more than one drawing which represents the object or idea and which shows command of the basic technique/s used
Method and context of assessment

The assessment context must provide for:

- practical demonstration of skills through the production of drawings

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of work in progress
- questioning and discussion of the candidate's intentions and work
- verbal or written reports
- review of portfolios of evidence
- third party workplace reports of performance by the candidate

Assessment methods should closely reflect workplace demands (eg literacy) and the needs of particular groups (eg people with disabilities and people who may have literacy or numeracy difficulties eg speakers of languages other then English, remote communities and those with interrupted schooling).

Resource requirements

Assessment of this unit requires access to the materials and resources needed to apply basic drawing techniques.
CUVCOR08A Produce drawings to represent and communicate the concept

Unit Descriptor
This unit describes the skills and knowledge required to produce drawings which represent and communicate the concept. This is a core unit which complements all the specialisation units. It is different from the drawing specialisation units which focus on drawing as an art form. This unit goes beyond the scope of CUVCOR07A Use drawing techniques to represent the object or idea in terms of the complexity of techniques and representation. This work would usually be carried out under supervision.

This is a core unit which underpins many other specialisation units.

UNIT SECTOR
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Prepare to use a range of drawing techniques
   1.1 Identify suitable techniques to represent the concept
   1.2 Select tools and materials required for the identified techniques
   1.3 Consider presentation context for the drawings in selecting techniques, tools and materials

2. Produce drawings
   2.1 Apply a range of techniques to explore ways of representing the concept
   2.2 Assess techniques and select those which best suit representation of the concept
   2.3 Draw the concept using selected techniques

KEY COMPETENCIES
Key competencies are built into 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 = PerformLevel 2 = Administer and ManageLevel 3 = Design and Evaluate

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<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Identifying suitable technique to represent the concept</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Preparing equipment and materials</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>not applicable</td>
<td>-</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>not applicable</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Adjusting techniques to achieve desired effect</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Using digital imaging techniques</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The concept may relate to an object or idea and may include

- sculptures
- installations
- paintings or prints
- crafted objects
- design concepts
- story, narrative
- performance
- digital work
- technical solutions for a design or work
- movement sequence

Techniques may include

- linear marks of differing intensity and character
- tonal range to produce illusion of form in space
- linear marks to produce illusion of form in space
- linear perspective
- scaling techniques
- use of positive/negative space
- digital drawing techniques
- integration of text and drawing

Materials may include

- a range of graphite pencils
- colour pencils
- pastels and chalks
- charcoal
- natural ochres
- pigments
- inks
- watercolour
- crayons
- solvents
- a range of papers
- boards
- bark/wood

Equipment may include

- brushes
- sticks
- sponges
- rags
- blades
- measuring tools
- digital technology
- drawing and design applications
- printer
- scanner
The presentation context may include:
• proposals in response to a brief
• design proposal
• proposal for product or work development
• visualisation of a concept

EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:
• general knowledge of the physical properties and capabilities of a range of commonly used drawing tools and materials
• general knowledge of different approaches to drawing and how other practitioners use drawing to represent the concept
• awareness of copyright, moral rights and intellectual property issues and legislation in relation to drawing
• overview knowledge of the elements and principles of design
• environmental and occupational health and safety issues associated with the tools and materials used for drawing
• literacy skills sufficient to read product labels and instructions
• numeracy skills sufficient to deal with basic scaling and layout issues

Linkages to other units

This unit has linkages to all specialisation units in the Visual Arts Craft and Design Training Package, and to units from other Training Packages.

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:
• production of more than one drawing which demonstrate a command of the techniques and are appropriate for the presentation context
Method and context of assessment

The assessment context must provide for:

- practical demonstration of skills using a range of tools and materials to produce drawings which represent and communicate the concept

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of work in progress
- evaluation of drawings
- questioning and discussion of candidate's intentions and work
- verbal or written reports
- review of portfolios of evidence
- third party workplace reports of performance by the candidate

Resource requirements

Assessment of this unit requires access to the materials, resources and equipment needed to apply a number of drawing techniques.
CUVCRS05A Use typography techniques for design work

**Unit Descriptor**
This unit describes the skills and knowledge required to use typography techniques for design work. It outlines how typography can be applied to a range of design contexts in response to a brief. It is a support unit for specialisations. The skills and knowledge are not restricted to a particular specialisation but apply across all specialisations depending on the work context. This work would usually be carried out independently, although guidance would be available if required.

**Unit Sector**
No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Interpret the brief for typographic work | 1.1 Correctly interpret the specifications of the brief  
1.2 Determine client/designer's requirements for the brief  
1.3 Determine and clarify parameters and/or constraints of the brief  
1.4 Source reference material on typography pertinent to the brief |
| 2. Organise resources for typographic work | 2.1 Correctly identify the resources required for the development of typographic work, including work space, tools and equipment  
2.2 Prepare and care for resources in accordance with safety requirements and organisational requirements  
2.3 Follow storage and inventory procedures in accordance with organisational procedures |
| 3. Test and explore a range of techniques for typography | 3.1 Identify the attributes of a range of typefaces and their suitability for different purposes  
3.2 Identify possible approaches to typography design and establish criteria for the selection of the final approach  
3.3 Select appropriate materials, tools and equipment for the testing of approaches and techniques  
3.4 Trial typography techniques that may meet the requirements of the brief  
3.5 Evaluate trialling against selection criteria and select the preferred approach based on the requirements of the brief |
| 4. Produce typography | 4.1 Select and organise equipment, tools, materials and techniques for typographic work in accordance with the design approach  
4.2 Develop the typographic work ensuring consistency with the selected approach and the brief |
5. Ensure quality of typographic product

5.1 Check and monitor that typography conforms to brief, including grammar and technical production and/or printing requirements

5.2 Manage typographic work to facilitate effective storage, retrieval and output by manual or digital means

5.3 Identify constraints and requirements of specified reproduction or diffusion processes (for print or electronic submission) and take action accordingly

5.4 Present the work in accordance with the brief specifications

KEY COMPETENCIES

Key competencies are built into all workplace competencies. The following table 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

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Producing typography consistent with the concept and brief</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Sourcing reference material on typography pertinent to the brief</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Determining a work plan for typography work</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Liaising with client/designer</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Calculating type measurements and formatting of text</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Adjusting work</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Using/adapting digital technology, where applicable</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The brief

- describes and specifies the work to be completed
- is usually prepared by a commissioning body or organisation, eg supervisor, client, community organisation

Typographic work may be generated by manual or electronic means and can be targeted towards

- publishing
- packaging
- advertising/promotion for large or small scale projects eg billboards, banners, brochures
- labelling
Specifications

- would be articulated in the brief and may refer to mediums, size, site, cost use and audience.

Parameters or constraints may refer to

- cost of final production (including size, materials, tools and equipment required, specification costs)
- fabrication costs
- audience/user limitations
- availability to support services

Information pertinent to the brief may include

- market analysis and strategies
- information on the main type groups
- the functions, practice and use of typeface in historical and contemporary contexts
- the role of text (copy) in visual communication
- new technology
- legal, ethical contractual and copyright considerations
- moral issues

Work space may include considerations of

- wet areas
- dry areas
- lighting
- ventilation
- process space specific needs, eg materials, tools and equipment
- consideration of health and safety issues including ergonomics

Workplace procedures may

- relate to such things as safety, process specific procedures, use of materials, recycling, cost control, reporting.

Techniques may include

- applying variations to the properties of a given typeface, which are size, weight, serif/sanserif, slope
- applying variations to the display of typeface, eg scale, bold, headlines, captions, titles
- techniques which accentuate the message, eg use of white space, font type, font size and position, use of images
- composing type with overlays and tints
- kerning
- applying colour for specific effects
- positioning typeface and images
- use of typesetting technology
Materials may include
- a range of drawing materials, eg pencils, pens, inks
- watercolour, gouache
- a range of papers, board, plastics, plastic coated paper/board, textiles
- binders and extenders
- glues, fixatives, finishes, stains

Tools and equipment may include
- brushes, spatulas
- calligraphy pens
- appropriate software
- computer, scanner, printer
- discs, CDs

The concept may encompass
- the parameters of the brief
- design solutions
- choice of medium and materials
- aesthetic considerations

Criteria may include
- consistency with the brief for choice of typography
- ease of production/outputting
- access to materials, tools and equipment required for the typography
- personal affinity with materials, tools and equipment

Managing the electronic type system involves
- the maintenance of type software and files to ensure an operative system.

Maintaining and storing materials, tools and equipment may involve
- washing and drying tools
- replacing protective covers and lids
- removing debris
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- work space requirements for typographic work, including selection and set up of work space
- detailed knowledge of physical properties and capabilities of a range of materials, tools and equipment used for typographic work
- the characteristic of different materials under different treatments and the potential of these characteristics to achieve different effects
- the elements and principles of design and how these may be used, adapted and challenged in the development of concepts for typographic work
- some knowledge about the evolution of type
- copyright, moral rights and intellectual property issues and legislation associated with typographic work
- environmental issues associated with the materials, tools and equipment used in typographic work
- organisational and legislative occupational health and safety procedures in relation to typographic work
- relevant output devices and processes
- literacy skills sufficient to explore and apply a range of techniques for a typography
- numeracy skills sufficient to calculate layout issues

Linkages to other units

It is highly recommended this unit be assessed in conjunction with the following unit:

- CUVDES05A Interpret and respond to a brief and other units relating to graphic design

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

- application of typography consistent with concept and brief
- production of typography that can be reproduced and transferred across design and pre-press sectors
Method and context of assessment
The assessment context must provide for:

• practical demonstration of skills using required equipment, tools and materials to produce typography for a specific brief
• presence of time constraints that reflect industry practice and standards

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

• direct observation of typographic work in progress
• evaluation of typography work produced by the candidate
• questioning and discussion about candidate's intentions and the work outcome
• verbal and written reports
• review of portfolios of evidence
• third party workplace reports of performance by the candidate

Resource requirements
Assessment of this unit requires access to the materials resources and equipment needed to produce typography.
CUVDES02A **Apply the design process to 2-dimensional work in response to a brief**

**Unit Descriptor**
This unit describes the skills and knowledge required to explore and apply the design process in a 2-dimensional (2D) way in response to a brief. This is a core unit in design fundamentals and as such underpins many other specialisation units. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context.

**Unit Sector**
No sector assigned

**ELEMENT**

**PERFORMANCE CRITERIA**

1. Examine information on two dimensional design
   1.1 Identify and access relevant sources of information on design processes specifically relating to two dimensional applications
   1.2 Use knowledge of relevant design processes to inform work

2. Apply design processes to produce samples of two dimensional design work
   2.1 Select appropriate materials, tools and equipment required for the production of design samples in accordance with the brief
   2.2 Follow appropriate and safe procedures to apply instances of design processes
   2.3 Consider outcomes in relation to processes used and suitability for the brief
   2.4 Explore different approaches to satisfy the requirements of the brief
   2.5 Produce a range of samples which demonstrate the application of design processes to two dimensional work
   2.6 Present and store samples in a format which takes account of the need for professional presentation and potential need for the samples in future work
KEY COMPETENCIES

Key competencies are built into all workplace competencies. The following table describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = PerformLevel 2 = Administer and ManageLevel 3 = Design and Evaluate

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Producing a range of samples which apply design processes</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Identifying and accessing sources of information of design processes</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Following procedures to apply design processes</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Discussing work with colleagues</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Applying linear perspective</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Working out design solutions</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Using digital applications</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The brief

- describes and specifies the work to be completed
- is usually prepared by a commissioning body or organisation, eg supervisor, client, community organisation
- may be written, diagrammatic, visual, verbal

Sources of information on design processes specifically relating to 2D applications may include

- books and magazines
- art and design work
- scientific texts
- anecdotal sources, personal observation
- natural and architectural forms
- manufactured structures
- optics, including single and multiple vanishing points

Materials may include

- a range of papers
- cardboard
- pencils
- inks and washes
- markers
- glue
- found materials
Tools and equipment may include

- a range of brushes
- pens and nibs
- receptacles
- spray guns
- air brushes
- sponges
- rulers
- measuring tools
- cutting blades
- scissors
- spatulas
- digital equipment
- relevant software (which may include CADD, Illustrator)

Design samples may be exercises in response to a brief and involve considerations of

- direction
- shape
- size
- tone
- texture
- pattern
- shape
- positive and negative shape
- harmony
- contrast
- proportion
- rhythm

Design samples may involve

- mark making
- exploring tonal range to produce illusion of three-dimensionality
- linear perspective
- modelling volume through marks and tone

Samples may be

- drawn, painted, printed, collaged
- photographs
- digital output

Producing samples may also involve the application of design processes to a work in progress.

Safe procedures are in accordance with Federal, State and Territory legislation, regulations and standards.
EVIDENCE GUIDE

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- general knowledge of the role and nature of a brief within the design process, including different types of brief and how designers use them
- awareness of the notion of individual interpretation and choice within the design process
- knowledge about the materials, tools and equipment required to apply design processes to two dimensional applications
- work space organisation and maintenance including environmental and safety issues
- knowledge about how other artists and designers use design processes in their work
- awareness of different design processes and philosophies in the context of two dimensional applications
- copyright, moral rights and intellectual property issues and legislation and their impact on aspects of design
- literacy skills sufficient to interpret a brief
- numeracy skills sufficient to calculate quantities and determine layout issues

Linkages to other units

This unit underpins many specialisation units, both within the Visual Arts Craft and Design Training Package, and other Training Packages, eg Entertainment. It is highly recommended that this unit be assessed in conjunction with those units.

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

- production of a range of samples which apply design processes to two dimensional work in accordance with the requirements of the brief
- fundamental understanding of the design process as it applies to two dimensional work
Method and context of assessment

The assessment context must provide for:

- project or work activities that allow the candidate to access and apply design processes to a specific context

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- evaluation of samples
- questioning and discussion
- review of portfolios of evidence
- third party workplace reports of performance by the candidate

Assessment methods should closely reflect workplace demands (eg literacy) and the needs of particular groups (eg people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).

Resource requirements

Assessment of this unit requires access to the materials resources and equipment needed to apply design processes.
CUVDES04A Integrate colour theory and design processes in response to a brief

**Unit Descriptor**

This unit describes the skills and knowledge required to explore and integrate colour theory and design processes using 2-dimensional (2D) and/or 3-dimensional (3D) space. This is a core unit in design fundamentals and as such underpins many other specialisation units. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context.

**Unit Sector**

No sector assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Examine information on colour theory and design processes | 1.1 Identify and access relevant sources of information on colour theory and design processes  
1.2 Examine information with consideration of how colour and design issues may be integrated in the design process |
| 2. Apply and combine colour theory and design processes to produce samples | 2.1 Select materials, tools and equipment required for the production of samples which integrate colour theory and design processes according to the needs of the brief  
2.2 Follow appropriate and safe procedures to apply instances of design process and colour theory  
2.3 Select, combine and explore the ways in which colour theory and design processes may be integrated  
2.4 Consider outcomes in relation to processes used and suitability for the brief  
2.5 Explore different approaches to satisfy the requirements of the brief  
2.6 Produce a range of samples which demonstrate how colour theory and design processes can be integrated in two and/or three dimensional space  
2.7 Present and store work in a format which takes account of the need for professional presentation and potential need for the samples in future work |
KEY COMPETENCIES

Key competencies are built into all workplace competencies. The following table 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

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Producing a range of samples which integrate colour theory and design processes</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Identifying and accessing sources of information</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Following procedures to apply colour theory and design processes</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Discussing work with colleagues</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Calculating material needs, working out proportions, working with linear perspective</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Working out design scheme</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Using digital application</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The brief

- describes and specifies the work to be completed
- is usually prepared by a commissioning body or organisation, e.g. supervisor, client, community organisation
- may be written, diagrammatic, visual, verbal

Sources of information on colour theory and design processes may include

- books and magazines
- scientific texts
- art and design work
- optics
- software programs
- personal observation
- natural and architectural forms
- manufactured structures
Materials may include
• a range of papers and cardboard
• a range of drawing media and implements
• paints and inks
• clays and plaster
• paper pulp
• wood, metal fabric, plastic
• fibre, tape, string
• glues
• nails, screws, wire
• light

Tools and equipment may include
• brushes
• pens and nibs
• air guns and brushes
• receptacles
• sponges
• scissors
• cutting blades
• spatulas
• rulers
• hammer, saw, pliers
• clamps
• computer, scanner, relevant software programs
• light sources

Samples may be exercises in response to a brief and may involve consideration of
• tone
• harmonies and discords
• texture
• illusion
• proportion
• contrast
• balance
• negative and positive form and space
• direction
• mass
• size
• relationships of form to form and form to space
• rhythm
• emotional and cultural aspects of colour and design
• natural and artificial light

Samples may involve
• mark making
• painting
• modelling
• binding, twisting, bending
• cutting, folding
• pasting, taping
• the application of light
Producing samples • may also involve the application of integrated colour theories and design processes to a work in progress.

EVIDENCE GUIDE

Underpinning skills and knowledge Assessment must include evidence of the following knowledge and skills:

• general knowledge of the role and nature of a brief within the design process, including different types of brief and how designers use them
• awareness of the notion of individual interpretation and choice within the design process, and the potential limitations of theory
• ways in which colour theory and design processes can be explored and combined to meet the needs of a brief
• knowledge about the materials, tools and equipment required for the production of samples which integrate colour theory and design processes
• knowledge about how other artists and designers have applied colour theory and design processes
• work space organisation and maintenance including environmental and safety issues
• copyright, moral rights and intellectual property issues and legislation and their impact on aspects of design
• literacy skills sufficient to interpret a brief
• numeracy skills sufficient to calculate quantities and determine layout and construction issues

Linkages to other units This unit underpins many specialisation units, both within the Visual Arts Craft and Design Training Package, and other Training Packages, eg Entertainment. It is highly recommended that this unit be assessed in conjunction with those units.

Critical aspects of evidence The following evidence is critical to the judgement of competence in this unit:

• production of samples which integrate colour theory and design processes in accordance with the requirements of the brief
• fundamental understanding of the ways in which colour theory and design processes may be combined in the production of design or art work
<table>
<thead>
<tr>
<th>Method and context of assessment</th>
<th>The assessment context must provide for:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• project or work activities that allow the candidate to access and apply colour theory and design processes to a specific context</td>
</tr>
<tr>
<td>Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• direct observation of the production of samples</td>
</tr>
<tr>
<td></td>
<td>• questioning and discussion</td>
</tr>
<tr>
<td></td>
<td>• review of portfolios of evidence</td>
</tr>
<tr>
<td></td>
<td>• third party workplace reports of performance by the candidate</td>
</tr>
<tr>
<td>Assessment methods should closely reflect workplace demands (eg literacy) and the needs of particular groups (eg people with disabilities, and people who may have literacy or numeracy difficulties such as speakers of languages other than English, remote communities and those with interrupted schooling).</td>
<td></td>
</tr>
</tbody>
</table>

| Resource requirements | Assessment of this unit requires access to the materials resources and equipment needed to produce samples using integrated colour theory and design processes in two and/or 3D space. |
ICAB4135B  

Create a simple mark-up language document to specification

**Unit Descriptor**
This unit defines the competency required to design, create and save a simple markup language document to a given specification using a text editor rather than an authoring tool.

The following unit is linked and forms an appropriate cluster:

ICAB4137B Produce basic client side script for dynamic web pages

**Employability Skills**
This unit contains employability skills.

**Unit Sector**
Build

### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Analyse specification | 1.1 Determine the uses and audience of the document  
                          1.2 Determine the appropriate **mark-up language** based on the document uses and audience  
                          1.3 Determine relevant document structure  
                          1.4 Determine appropriate browser-safe colours |
| 2. Create document structure to specification | 2.1 Create and assign the basic elements of the document, taking into account **accessibility**  
                                                2.2 Add **content** text to the body of the document  
                                                2.3 Save document using a descriptive name and an appropriate **extension** |
| 3. Format document to specification | 3.1 Apply a suitable **format** for the text  
                                       3.2 Apply a suitable background colour  
                                       3.3 Apply suitable positional elements  
                                       3.4 Create lists |
| 4. Create tables, hyperlinks and graphics | 4.1 Create tables  
                                             4.2 Create hyperlinks, anchors and image maps for internal and external navigation  
                                             4.3 Define the colours for unvisited, visited and active links  
                                             4.4 Create hyperlinks for sending email  
                                             4.5 Attach images in a suitable format |
| 5. Validate documents | 5.1 Validate mark-up language document against specifications and record outcomes  
                         5.2 Validate mark-up language document in different **browsers** for compatibility and record outcomes |
REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.

Required skills

• Ability to use a variety of mark-up languages to meet a variety of needs
• Using keyboard and mouse in an integrated development environment
• Ability to follow documented instruction from a supplied guide
• Problem solving skills in mark-up language and an ability to troubleshoot problems
• Reading and writing at a level where workplace instructions and documents are clearly understood
• Ability to communicate ideas and concepts in a clear and precise manner

Required knowledge

• Mark-up language and associated standards
• Open platforms

RANGE STATEMENT

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

Accessibility may be in relation to:

• cultural awareness
• ethnicity
• physical impairments
• remote locations

Content may include:

• information and interactive features, such as product information, company information, copyright and disclaimer notices, site map, frequently asked questions, what's new, customer-specific information, customer only information, error messages, instructions, feedback mechanisms, reference pages, forms, background articles, ratings/rankings/testimonials/quotes from reviews, hyperlink titles

Mark-up language may include but are not limited to:

• HTML
• DHTML
• XHTML
• SGML
• VRML
• XML

Extension may include but is not limited to:

• HTM
• HTML
• XML
• DHTML
• XHTML
Format includes:

- consideration of the combination of typeface and other attributes, such as size, pitch and spacing of the font

Browser may include but is not limited to:

- Netscape Navigator
- Internet Explorer
- Mozilla
- Opera
- Galleon
- Phoenix
- Konqueror
- Lynx

EVIDENCE GUIDE

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

Overview of assessment

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

Evidence of the following is essential:

- Assessment must confirm the ability to design, create and save a simple mark-up language document using a mark-up language without the automated generation of code.

To demonstrate competency in this unit the person will require access to:

- Organisational style guide/policy
- User requirements
- Development platform
Context of and specific resources for assessment

Mark-up languages are a common means of promoting websites, providing security via limited internet access and when using open source software, provides a powerful means to control a wide variety of operations.

The scope and complexity of knowledge and skills is dependent on the tasks undertaken as part of creating the code to specification.

The assessment of this unit of competency will usually include observation of mark-up code results and performance of real or simulated work.

The breadth, depth and complexity of knowledge and skills in this competency 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 would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Assessment must ensure:

- 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 would be characteristic.

- Applications may involve responsibility for, and limited organisation of, others.
Method of assessment

The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.

- Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.

- Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- ICAB4137B Produce basic client side script for dynamic web pages

An individual demonstrating this competency would be able 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
- Demonstrate relevant mark-up language coding skills
- Maintain knowledge of industry products and services
ICAB4163B Create a common gateway interface script

Unit Descriptor
This unit defines the competency required to define and produce common gateway interface (CGI) script and install that script on a server.

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

Employability Skills
This unit contains employability skills.

Prerequisite Unit(s)
ICAU2006B Operate computing packages

Unit Sector
Build

ELEMENT PERFORMANCE CRITERIA

1. Define specification for CGI script
   1.1 Determine the functionality of the CGI form
   1.2 Define the functionality of the CGI script
   1.3 Choose the appropriate language in which to write the CGI script
   1.4 Determine server requirements

2. Create CGI form
   2.1 Produce an HTML web document that uses the form elements required by the CGI script specification and includes the URL for the CGI script

3. Write CGI script
   3.1 Write the CGI script to function as required by the CGI script specification

4. Test CGI script
   4.1 Configure the server, if required, that will host the CGI script
   4.2 Upload the CGI script to the server
   4.3 Run the CGI form and assess its output
   4.4 Reiterate until the specification for the CGI script is met

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.

Required skills
- HTML
- Basic operating system commands
- Using FTP clients

Required knowledge
- Appropriate language for scripting
- Security issues
- Web servers
- CGI 1.1/1.2 specifications
- Security issues surrounding CGI
- Copyright and intellectual property
- Copyleft and Free Software Foundation
RANGE STATEMENT

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

**Language** for CGI may include:

- C/C++
- PERL
- Visual Basic
- AppleScript
- Python
- Shell

**Server requirements** may include but is not limited to:

- Secure shell access
- Telnet to a server or Telnet-only access on another server
- ability to FTP documents to a server
- VPN
- remote desktop

**Server** - one or more servers depending on size and functionality of website and may include:

- BEA Weblogic servers
- Apache HTTP server
- IBM VisualAge and WebSphere
- Microsoft-Internet-Information-Server
- NetDynamics
- Lotus Domino
- Netscape Enterprise Server, Netscape-FastTrack, Netscape-Commerce
- Sun Microsystems iPlanet Web Server
- iPlanet-Enterprise
- Sun Microsystems Java Web Server
- Email servers
- File and print servers
- FTP servers
- Proxy servers

**Form** may include:

- text box
- scrollable text box
- on/off flags
- single selection buttons
- selection lists
- submit and reset
- hidden form tags

**CGI script specifications** may include:

- CGI/1.1 Specification
- CGI/1.2 Specification
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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

Evidence of the following is essential:

- Assessment must confirm the ability to create and upload scripts.

To demonstrate competency in this unit the person will require access to:

- Web servers
- E-business website
- FTP or file transfer client software
- Server access

Context of and specific resources for assessment

CGI scripts are a common means of interacting with websites, providing security access to directories and databases.

Internet access to server CGI scripts provides a powerful means to control a wide variety of operations on the server.

The breadth, depth and complexity of knowledge and skills in this competency 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 would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Assessment must ensure:

- 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 would be characteristic.

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

The scope and complexity of knowledge and skills is dependent on the tasks undertaken as part of creating the code to specification. Interpret available information and request clarification where needed and take responsibility for outputs in work and learning.
Method of assessment

The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.

- Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.

- Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

An individual demonstrating this competency would be able 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
- Demonstrate CGI language coding skills
- Maintain knowledge of industry products and services
ICAB4169B Use development software and IT tools to build a basic website

Unit Descriptor
This unit defines the competency required to build a basic website that is consistent with design and technical requirements, and business expectations.

Employability Skills
This unit contains employability skills.

Unit Sector
Build

ELEMENT PERFORMANCE CRITERIA

1. Select and analyse website structure and development tools
   1.1 Analyse business specification and select appropriate software
   1.2 Identify technical needs for the website and select appropriate software tools
   1.3 Identify site structure and navigation flow and demonstrate understanding of functionality
   1.4 Review design documentation and integrate design work with site structure and navigation, in accordance with webdevelopmentstandards

2. Begin site construction
   2.1 Take action to ensure user input during website construction
   2.2 Validate existing information and basic content when incorporating data on website
   2.3 Apply consistent design specifications to all aspects of the website
   2.4 Gather feedback from user on web design, content, accessibility and structure, using appropriate feedback mechanism

3. Complete and validate website construction and content
   3.1 Undertake an evaluation of the website against technical requirements and design specification
   3.2 Test each function and process of the website
   3.3 Conduct navigation tests and HTML compliance with website standards
   3.4 Stress test the website to meet design criteria and user load
   3.5 Record testing results to ensure website meets user requirements
   3.6 Obtain sign-off/approval of user
REQUIRED SKILLS AND KNOWLEDGE

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

**Required skills**

- Using appropriate development software and tools
- HTML development
- Debugging and error handling techniques
- Troubleshooting basic web links and HTML code errors

**Required knowledge**

- Website design
- SGML and the associated standards
- Basic design principles
- Web-specific technical attributes
- Reading and interpretation of design specifications and guidelines
- Appropriate software and tools that meet required technical specifications
- Understanding of best practice communication, accessibility and equity principles when building for diverse users

RANGE STATEMENT

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

**Specification** may include but is not limited to:

- technical requirements
- user problem statement
- current system functionality

**Documentation** may follow:

- ISO/IEC/AS standards
- audit trails
- naming standards
- version control
- project management templates
- report writing protocols

**User** may include:

- a person within a department
- a department within the organisation
- a third party

**Software** may include but is not limited to:

- text editors such as Word pad
- Notepad
- commercial software applications
- Dreamweaver
- Golive
- Fireworks
- NetObjects Fusion
- Bluefish
**Software tools** may include but is not limited to:

- Macromedia
- FTP programs
- FrontPage
- HotDog

**Web development standards** may include:

- Web content accessibility guidelines 1.0 (WCAG)
- Authoring tool accessibility guidelines 1.0 (ATAG)

**EVIDENCE GUIDE**

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

**Overview of assessment**

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

Evidence of the following is essential:

- Assessment must verify the ability to build a basic website. All development work is done in a manner that accurately reflects the website specifications. The development is audited against the business requirements and design needs prior to task completion and sign-off.

To demonstrate competency in this unit the person will require access to:

- Website development software and tools
- Basic website specifications and guidelines
Context of and specific resources for assessment

Development software for website development simplifies the underlying code creation routine. Website development has moved beyond the mainstream commercial domain as more small companies, individuals and community groups need and use websites for a range of commercial and other purposes.

Creating websites with development software from text only to full-blown Integrated Development Environments allows for flexibility in development styles, complexity of website and performance.

Determining which development software to use will be dependent on complexity and availability of software. The selected development environment should be flexible enough to allow for the creation of specialised programs for clients or for making available to contributors the underpinning code as part of an open source project.

The breadth, depth and complexity of knowledge and skills in this competency 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 would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Assessment must ensure:

- 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 would be characteristic.

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

The scope and complexity of knowledge and skills is dependent on the tasks undertaken as part of a provided specification.
Method of assessment

The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.

- Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.

- The assessment of this unit of competency will usually include observation of code generation and the code results.

- Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

An individual demonstrating this competency would be able 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
• Maintain knowledge of industry products and services

Additionally, an individual demonstrating this competency would be able to:

• Use development software and build a website to specification
• Apply solutions to a variety of predictable problems
• Interpret available information and request clarification where needed
ICAB4171B
Unit Descriptor
Develop cascading style sheets
This unit defines the competency required to develop cascading style sheets (CSS) that are attached to a markup language document in order to externally define and control styles to enhance and achieve commonality between web documents.

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

Employability Skills
This unit contains employability skills.

Unit Sector
Build

ELEMENT PERFORMANCE CRITERIA

1. Define styles
   1.1 Identify and document the purpose of the mark-up language document
   1.2 Identify and document appropriate styles that are to be controlled by the CSS
   1.3 Define and document the styles in accordance with established design or business guidelines

2. Produce CSS
   2.1 Produce CSS using the determined styles

3. Attach CSS to new markup language documents
   3.1 Start new mark-up language document
   3.2 Attach CSS to document
   3.3 Produce document, applying styles from CSS
   3.4 Repeat this process, attaching the same CSS to different document

4. Attach CSS to existing markup language documents
   4.1 Open existing mark-up language document
   4.2 Attach CSS to document
   4.3 Apply styles from CSS to document, removing redundant tags
   4.4 Repeat this process, attaching the same CSS to different document

5. Edit CSS
   5.1 Edit CSS and confirm changes in attached document

6. Validate CSS
   6.1 Validate that the website functions correctly and that the styles satisfy the purpose of the document
   6.2 Validate that the website functions correctly using different browsers
REQUICKD SKILLS AND KNOWLEDGE

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

Required skills

• HTML development
• Application of software needed for cascading style sheets (CSS)
• Select and use a CSS enhanced browser

Required knowledge

• Website architecture
• Using a mark-up language
• Basic design principles
• Software and tools are selected to meet specifications
• Australian Computer Society Code of Ethics

RANGE STATEMENT

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

Business guidelines may include but are not limited to:

• personal use of emails and internet access
• content of emails
• downloading information and accessing particular websites
• opening mail with attachments
• virus risk

Browsers may include but is not limited to:

• Netscape Navigator
• Internet Explorer
• Mozilla
• Opera
• Galleon
• Phoenix
• Konqueror
• Lynx

EVIDENCE GUIDE

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

Overview of assessment
Evidence of the following is essential:

- Assessment must confirm the ability to develop an appropriate presentation style for an HTML document using embedded or linked CSS. Presentation conforms to web accessibility guidelines and meets the business needs and is signed off.

To demonstrate competency in this unit the person will require access to:

- Computer
- Application for creating CSS
- CSS enhanced browser
- Aesthetic presentation brief
- HTML documents to have CSS applied to them

Cascading style sheets are a comprehensive way to deliver complex, interactive websites and provides an opportunity to create a portal that meets a range of client and user needs.

The breadth, depth and complexity of knowledge and skills in this competency 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 would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Assessment must ensure:

- 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 would be characteristic.

- Applications may involve responsibility for, and limited organisation of, others.
Method of assessment

The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.

- Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.

- The assessment of this unit of competency will usually include observation of CSS generation and the CSS results.

- Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

An individual demonstrating this competency would be able 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
- Develop CSS style sheets that streamline website experiences or enhance interaction with the end user.
- The scope and complexity of knowledge and skills is dependent on the tasks undertaken as part of compiling and running applications
- Maintain knowledge of industry products and services
ICAD4198B Develop guidelines for uploading information to a website

Unit Descriptor
This unit defines the competency required to support the effective operation of a website by establishing content upload guidelines and procedures in the context of site policies.

The following units are linked and form an appropriate cluster:
ICAA4142C Design a website to meet technical requirements
ICAS4191B Maintain website performance

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

Employability Skills
This unit contains employability skills.

Prerequisite Unit(s)
(ICAD3218B Create user documentation
ICAD4217B Create technical documentation)

Unit Sector
Documentation

ELEMENT PERFORMANCE CRITERIA

1. Develop site policies

1.1 Develop and disseminate policies on acceptable usage, security, privacy and copyright issues based on technical security and privacy requirements
1.2 Develop and disseminate roles and responsibilities for updating and loading content and removing redundant information
1.3 Document and disseminate information about the nature of content able to be updated and loaded
1.4 Establish upload documentation and disseminate the processes and procedures for update, loading or removal of content on the site
1.5 Implement automatic and/or routine updating and archiving procedures

2. Establish updating and loading procedures

2.1 Allocate and make available to contributors directory space to update and load new site content
2.2 Identify and make available for use authoring guides and resources based on cascading style sheet (CSS) and business style guides
2.3 Develop and make available new content templates to be applied by authors for use based on cascading style sheet (CSS) parameters
2.4 Allocate and monitor server permissions
2.5 Identify preferred file transfer protocol client based on best fit with technical environment and make available for use
2.6 Customise file transfer protocol client to meet requirements
2.7 Identify and develop authoring support tools, such as help files and links
2.8 Disseminate authoring support tools, such as help files and links as necessary
3. Document guidelines
   3.1 Develop **documentation** for loading information, taking into consideration security and privacy **requirements**
   3.2 Document and make available links to recommended support tools
   3.3 Automate details of recent updates and loading of information, such as the time, the author, location and title of new files and document on the site

**REQUIRED SKILLS AND KNOWLEDGE**

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

**Required skills**

- Website analysis
- Website publishing
- Archiving
- File transfer
- Directory maintenance
- Information architecture
- Use of website design software

**Required knowledge**

- Website architecture and business process design with an understanding how e-business sites fit into corporate strategy
- Use of cascading style sheets and content templates
- How to locate and use authoring guides
- Maintaining and administering a website
- Using file transfer protocol (FTP) to move data or other files, such as help files or links
- Policy writing, dissemination and documenting technical specification
- Copyright and intellectual property issues
- Internet protocols

**RANGE STATEMENT**

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

**Documentation may follow:**

- ISO/IEC/AS standards
- Audit trails
- Naming standards
- Version control
- Project management templates
- Report writing principles

**Requirements may be in reference to:**

- Business
- System
- Application
- Network
- People in the organisation
**EVIDENCE GUIDE**

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

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

Evidence of the following is essential:

- Assessment must confirm the ability to develop uploading and removal procedures that reflect the strategic intent of the site while maintaining site security and privacy standards.
- The procedures will include content that is updated regularly, automatically or by authors. Updating, loading and removal of redundant content includes the requirement to advise users of old data being archived and new content that has been posted.

To demonstrate competency in this unit the person will require access to:

- Servers
- E-business website
- File Transfer Protocol (FTP) software

Context of and specific resources for assessment

One of the main advantages of on-line information over hardcopy, is the ease with which it can be updated. However, there are potential pitfalls in the updating process. Users may access the site at any time and so by changing data unannounced, users could be inconvenienced. This unit deals with the processes of carrying out updates in a secure and convenient manner.

The breadth, depth and complexity of knowledge and skills in this competency 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 would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Assessment must ensure:

- 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 would be characteristic.
- Applications may involve responsibility for, and limited organisation of, others.
Method of assessment

The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.

- Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.
- Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- ICAA4142C Design a website to meet technical requirements
- ICAS4191B Maintain website performance

An individual demonstrating this competency would be able 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

Additionally, an individual demonstrating this competency would be able to:

- Demonstrate understanding of the major elements of website design
- Identify, analyse and evaluate procedures and tools from a variety of sources, such as authoring tools and updating procedures
- Take responsibility for procedures in relation to quality standards for the updating process and data
- Maintain knowledge of industry products and services
## ICAD5210B Analyse information and assign meta-tags

### Unit Descriptor

This unit defines the competency required to analyse material and assign metatags to ensure the accurate and consistent retrieval of information by users.

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

### Employability Skills

This unit contains employability skills.

### Unit Sector

Documentation

### ELEMENT PERFORMANCE CRITERIA

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<tr>
<td>4. <strong>Test and monitor meta-tagging practices and procedures</strong></td>
<td>4.1 Test meta-tagging of material and make changes, if necessary</td>
</tr>
<tr>
<td></td>
<td>4.2 Regularly review meta-tagging practices and procedures to ensure that <strong>client</strong> needs are being met</td>
</tr>
<tr>
<td></td>
<td>4.3 Regularly review industry developments in meta-tagging and take appropriate action to improve practices</td>
</tr>
<tr>
<td></td>
<td>4.4 Check meta-tags regularly for internal consistency and compliance with established structure, rules and authorities</td>
</tr>
</tbody>
</table>
REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

• Utilising meta-tag tools
• Communicating with clients
• Modelling of data processes
• HTML writing
• Analysis skills

Required knowledge

• Data modelling in relation to developing the conceptual data model
• Business operating systems in relation to data sources
• Decision support systems in relation to knowledge management strategies
• Functions and features of databases
• OH&S principles and responsibilities in regard to self and others
• DBMS fundamentals in relation to overall unit of competency
• Meta-standards (e.g. Dublin core, simple HTML ontology extensions)
• Document indexing and search engines

RANGE STATEMENT

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

**Stakeholder** may include:

• sponsor
• user
• development team
• project team

**Client** may include but is not limited to:

• internal departments
• external organisations
• individual people
• internal employees

**Software** may include:

• Tag master
• Meta Builder 2

EVIDENCE GUIDE

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

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

Evidence of the following is essential:

- Assessment must confirm the ability to analyse information and then assign clear meta-tags for easy retrieval of information.

To demonstrate competency in this unit the person will require access to:

- Information and materials
- Business requirements
- Metadata software

Context of and specific resources for assessment

The 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 coordination would be characteristic.

Assessment must ensure:

- 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 coordination may also be involved.
Method of assessment

The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.

- Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.

- Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended

An individual demonstrating this competency would be able 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
- Maintain knowledge of industry products and services
ICAI4189B Ensure website content meets technical protocols and standards

Unit Descriptor
This unit defines the competency required to prepare a range of content for a website in accordance with customer specifications while ensuring that content is compatible with appropriate technical and infrastructure protocols.

Employability Skills
This unit contains employability skills.

Unit Sector
Implement

ELEMENT PERFORMANCE CRITERIA

1. Confirm that content meets required standards
   1.1 Take action to ensure that text-based content meets client needs and required style standards
   1.2 Confirm multimedia-based content meets the business design standards or overall 'look' of the website
   1.3 Check that the mix between multimedia- and text-based content provides the required level of interaction identified in the project brief
   1.4 Test that content conforms to the client expectations and technology

2. Confirm that technology supports content
   2.1 Take action to ensure that the protocols required for multimedia content are available
   2.2 Check and confirm that the bandwidth required to support the content is available
   2.3 Check and confirm that servers support the content and levels of interaction
   2.4 Check and confirm that all plug-ins required to support content are made available
   2.5 Test and confirm that compression techniques support delivery of content

3. Test content
   3.1 Test and confirm that content displays as intended and according to business requirements, in target browsers
   3.2 Test with beta users that content encourages interaction and content interaction performs as intended and record results
   3.3 Test and confirm that plug-ins download with a minimum of steps, complication and time
   3.4 Test that interactive tools are available and provide the expected results
REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

• Website publishing
• File transfer
• Directory maintenance
• Site testing skills

Required knowledge

• Server operating systems
• Server access security procedures
• FTP software protocols
• Privacy principles
• Internet protocols
• Security issues (e.g. denial of service, viruses, hackers)
• Copyright issues
• Streaming technologies
• Compression technologies

RANGE STATEMENT

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

Content may include:

• text-based documents
• multimedia content such as audio/video streaming
• animation
• static graphics
• sound files

Client may include but is not limited to:

• internal departments
• external organisations
• clubs
• individual people
• internal employees

Standards may include:

• ISO/IEC/AS standards
• organisational standards
• project standards (for further information refer to the Standards Australia website at: www.standards.com.au)
Servers may include:
- Application/web servers
- BEA Weblogic servers
- IBM VisualAge and WebSphere
- Novell NDS servers
- Email servers
- File and print servers
- FTP servers
- Firewall servers
- Proxy/cache servers

Requirements may be in reference to:
- business
- system
- application
- network
- people in the organisation

Browsers may include but is not limited to:
- Netscape Navigator
- Internet Explorer
- Mozilla
- Opera
- Galleon
- Phoenix
- Konqueror
- Lynx

User may include:
- a person within a department
- a department within the organisation
- a third party

EVIDENCE GUIDE

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

Overview of assessment

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

Evidence of the following is essential:
- Assessment must confirm the ability to prepare and integrate a mix of content for a website. Content must operate as expected - that is the correct streaming/compression techniques were used.

To demonstrate competency in this unit the person will require access to:
- Style guides and design brief
- Compression and streaming software
Context of and specific resources for assessment

Website design is important for a range contexts, including security, accessibility and legal, moral and ethical issues.

The breadth, depth and complexity of knowledge and skills in this competency 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 would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Assessment must ensure:

- 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 would be characteristic.

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

Method of assessment

The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.

- Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.

- Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

In the case of this unit, it could be assessed in a holistic manner with:

- ICAA4142C Design a website to meet technical requirements
- ICAD4190B Maintain information standards

An individual demonstrating this competency would be able 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
- Maintain knowledge of industry products and services
ICAITHB135A Create a simple mark-up language document to specification

Unit Descriptor
This unit defines the competency required to design, create and save a simple mark-up language document using a mark-up language using a text editor rather than a code generator

Unit Sector
Build

ELEMENT PERFORMANCE CRITERIA

1. Determine document usage and structure
   1.1 Identify the uses of the document and the audience
   1.2 Determine appropriate mark-up language based on document uses and audience
   1.3 Design document structure based on user requirements
   1.4 Develop document map/diagram and confirm with client

2. Create document structure with chosen mark-up language
   2.1 Create the head and title of the document in the user agreed style
   2.2 Create the body of the document and add text and paragraphs as required
   2.3 Add spaces between as required to make document easily readable
   2.4 Add special symbols so that they will be displayed correctly across platforms
   2.5 Save document using a name and text case useful to the documents purpose

3. Format document and import objects
   3.1 Change format of text, (colour, bolding, size, text spacing) using the chosen mark-up language, to meet user presentation requirements
   3.2 Determine suitable background colour or image according to user requirements (company logos, company style guides)
   3.3 Position elements on the pages for preferred look using chosen mark-up language
   3.4 Indent text and create lists (ordered, unordered and nested) using chosen mark-up language
   3.5 Insert images, optimise (GIF, JPEG, may include animated images) and format to document requirements (size, convert to browser safe colours)
   3.6 Wrap text around images using chosen mark-up language or add space around images
   3.7 Scale and align images for document formatting purposes

4. Create tables
   4.1 Create a table for the page content base on document map/diagram and position on page
   4.2 Set the width of table and format cells (span across columns, aligning contents, space in and around cells, colour) as required by document map/diagram
   4.3 Create boarders of table and any nested tables using chosen mark-up language
5. Generate links

5.1 Create links (text and image) and anchors within document
5.2 Create link to an FTP site to easily transfer files
5.3 Divide an image into clickable regions using chosen mark-up language

6. Test and save document

6.1 Test links, colours and formatting across different platforms
6.2 Validate the code and remove any redundant tags and code
6.3 Ensure document format remains consistent across different platforms/browsers
6.4 Reduce display time of document for ease of use
6.5 Save document in appropriate folder/directory for user access

KEY COMPETENCIES

Key Competencies are competencies essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Collecting, analysing and organising information</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>-</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Mark-up language may include but are not limited to HTML, DHTML, XHTML

Document may include online documents such as web pages, documents for CD Rom, Electronic publishing documents
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software</td>
<td>Variables may include but are not limited to: text editors such as Word pad, Notepad; commercial software applications; Dreamweaver, Homesite, Frontpage may be used as long as the code generation is not automated by these applications.</td>
</tr>
<tr>
<td>Keyboarding</td>
<td>Speed will vary according to different organisational requirements and different job roles within an organisation. The keyboard technique will be in line with OHS requirements for safe use of keyboards.</td>
</tr>
<tr>
<td>Organisational</td>
<td>Variables may include but are not limited to: personal use of emails and internet access, content of emails, downloading information and accessing particular sites.</td>
</tr>
<tr>
<td>Operating Systems</td>
<td>Command line and Graphical User Interface.</td>
</tr>
<tr>
<td>Disks</td>
<td>May include but are not limited to: diskettes, CDs, zip disks.</td>
</tr>
<tr>
<td>Cultural understanding</td>
<td>Cultural understanding requires the capacity to apply an understanding of cultures when carrying out workplace tasks, including commitment to organisational goals such as quality, safety, efficiency, teamwork, security, environmental protection, customer service and personal development, and interacting with people from widely different backgrounds and cultures in the achievement of common work goals.</td>
</tr>
<tr>
<td>Workplace environment</td>
<td>May involve a business involved in a total organisational change, a systems only change, a business improvement process, an e-commerce solution involving the total organisation or part of the organisation.</td>
</tr>
<tr>
<td>Documentation and Reporting</td>
<td>Documentation for version control may follow ISO standards. Audit trails, naming standards, version control, project management templates and report writing styles will vary according to organisational approach, information gathering processes may have associated templates.</td>
</tr>
<tr>
<td>Standards and procedures</td>
<td>Will vary from formal procedures that must be adhered to with check points and sign offs with documented procedures and templates, implementation of financial control mechanisms, communication with stakeholders, dispute resolution and modification procedures, processes for determining size and cost.</td>
</tr>
</tbody>
</table>
OH and S Standards

As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency; Occupational Health and Safety guidelines related to use of screen based equipment, computing equipment and peripherals, and ergonomic work stations; security procedures; customisation requirements.

EVIDENCE GUIDE

Related Competency Standard

The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

This unit is recommended as an underpinning skill for ICAITB137A Produce basic client side script for dynamic web pages

Critical aspects of evidence

Assessment must confirm the ability to design, create and save a simple mark-up language document using a mark-up language without the automated generation of code.

Interdependent assessment of units

The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and it is recommended that it be assessed in a holistic manner with the technical/support units.

Underpinning knowledge

- General OH&S principles and responsibilities
- Organisational benchmarks for keyboarding and for safety purposes
- Demonstrate some relevant theoretical knowledge of SGML and the associated standards
- Demonstrate some relevant theoretical knowledge of open platforms
- Demonstrate some relevant theoretical knowledge of copyright, ethics and privacy
Underpinning skills

• Basic analysis in relation to a limited range of routine areas
• Basic design skills to apply to known solutions to a variety of predictable problems
• Problem solving skills in known areas during normal routine
• Reading and writing at a level where basic workplace documents are understood
• Communication is clear and precise

Resources

Competency can be demonstrated in a simulated environment. Peers and supervisors for obtaining information on the extent and quality of the contribution made.

Candidate will need access to more than one browser/platform to test for consistency.

To demonstrate this unit of competence the candidate will require access to documents detailing:

• Organisational style guide/policy
• User requirements

Assessment of this unit of competence could include review of documents developed by the candidate. Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence

Consistency

Competence in this unit may be assessed using formative assessment to ensure consistency of performance in a range of contexts

Simulation must reflect workplace practices
Context

Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.

This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.

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 options to be applied.

An individual demonstrating these competencies would be able 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 one’s own outputs in work and learning;
• and take limited responsibility for the output of others.
## ICAITB165A Create dynamic pages

### Unit Descriptor

This unit defines the competency required to build active or dynamic web pages.

### Unit Sector

Build

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Prepare the technical environment | 1.1 Development environment and server software is available and accessible  
1.2 Access to corporate or networked server is in accordance with organisational policy and procedures  
1.3 A virtual directory is created and saved in the correct directory for server access |
| 2. Create dynamic pages | 2.1 A page is created and saved with the correct extension and stored in the correct directory /folder  
2.2 The code is added between delimiter tags  
2.3 Ensure comments are executed as part of the code  
2.4 Correctly break and indent a long line of code into rows for easier reading  
2.5 HTML tags are used to format pages and business content is added as required  
2.6 Page is saved in correct directory and the editor is minimised  
2.7 Access file/page through [http://localhost/](http://localhost/), the local IP address, or the full URL  
2.8 Modifications are made as required |
| 3. Add functions to dynamic pages | 3.1 Declare and use variables and arrays according to requirements, and if necessary variable types  
3.2 Variable values, strings and constants are assigned  
3.3 Functions such as, date, weekday, are called and used in formulas if required  
3.4 Arguments and parameters are set  
3.5 Randomised statements, integers and round functions are correctly called  
3.6 String functions are formatted as required  
3.7 Conditionals (If..Then Statements) are incorporated as required |
| 4. Test and sign off dynamic pages | 4.1 Pages are saved to correct location on server with required extension  
4.2 Pages are opened through browser and tested  
4.3 Formatting and dynamic function all perform as required by the business and customers  
4.4 Client signs off pages as meeting business requirements |
KEY COMPETENCIES

Key Competencies are competencies essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

<table>
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<tr>
<th>Key Competency</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Languages

VBScript, Jscript, Coldfusion, Perlscript

Dynamic pages

Include data driven pages, scripted applications

Servers

Internet Information Server, Personal Web Server

Development environment

For example

- Text file editors
- HTML editors
- Dreamweaver
- Microsoft Visual InterDev
- Drumbeat
### E-commerce models
Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models.

### E-Business
Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts.

### Knowledge Economy
Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

### Standards
Standards are being introduced on a regular basis it is worthwhile monitoring the following organisations in relation to XML standards Organisation for the Advancement of Structured Information Standards, ISO and IEEE to web-oriented groups like IETF and W3C, IEEE Std. 2001-1999 Web Page Engineering, The Internet Commerce Standards 1.0

### EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Related Competency</th>
<th>The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td></td>
</tr>
<tr>
<td><strong>Critical aspects of evidence</strong></td>
<td>Assessment must confirm the ability to produce dynamic web pages with a large range of functions which meet the needs of the business and their customers</td>
</tr>
</tbody>
</table>
Interdependent assessment of units

The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/support units.

Underpinning knowledge:

- Programming theory
- Built in objects/functions
- Internet technology
- Stateless programming
- Website models and technologies
- Copyright and intellectual property
- National Privacy Principle Guidelines (to be published in October 2001)
- The National Privacy Principles.
- Electronic Commerce Modelling Language
- Australian Computer Society Code Of Ethics

Underpinning skills:

- HTML
- Basic design skills

Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills.

To demonstrate competence in this unit the candidate will need access to:

- Server access
- Development environment

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence.
Context

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 requirements 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.

An individual demonstrating these competencies would be able 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 one’s own outputs in relation to specified quality standards;
• and take limited responsibility for the quantity and quality of the output of others.
ICAITB169A Use development software & IT tools to build a basic website to specification

Unit Descriptor
This unit defines the competency required to build a basic website that is consistent with the design and technical requirements and business expectations. The unit requires the use of appropriate development software and technical tools to achieve the outcome.

Unit Sector
Build

ELEMENT PERFORMANCE CRITERIA

1. Website structure developed
   1.1 Business requirements and site purpose are identified
   1.2 Appropriate development software and tools are selected and used based on technical requirements
   1.3 Site structure and navigation flow are identified and developed
   1.4 Design documentation is reviewed and design work integrated with site structure and navigation

2. Build site
   2.1 Existing information and basic content is incorporated into site based on business and customer needs
   2.2 Design specifications are consistently applied to all aspects of the site
   2.3 Feedback sought from business and modifications completed

3. Test site
   3.1 Developed site is audited against technical requirements and design specifications
   3.2 Functions, processes and navigation are tested
   3.3 Site is signed off by business as meeting their requirements

KEY COMPETENCIES
Key Competencies are competencies essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

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RANGE STATEMENT

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Web development standards

- Web Content Accessibility Guidelines 1.0 (WCAG)
- Authoring Tool Accessibility Guidelines 1.0 (ATAG)

Software

Variables may include but are not limited to: text editors such as

- Word pad,
- Notepad;

Commercial software applications;

- Dreamweaver,
- Golive,
- Fireworks,
- NetObjects Fusion
- Frontpage

Code generation

The code generation may be automated by commercial applications though the candidate will need to be able to valid the code and fix any problems.

Mark-up Language

Limited to HTML and DHTML

Hardware

Can include IT equipment of all types;

- Work stations, PCs
- Networks
- Remote sites
- Servers

E-commerce models

Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models.
### E-Business

Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts.

### Knowledge Economy

Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

### Standards

Standards are being introduced on a regular basis it is worthwhile monitoring the following organisations in relation to XML standards Organisation for the Advancement of Structured Information Standards, ISO and IEEE to web-oriented groups like IETF and W3C, IEEE Std. 2001-1999 Web Page Engineering, The Internet Commerce Standards 1.0

### Basic content

Includes: jpeg; gif, text, PDF files; it does not include streaming video, looping sound files or animation

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### EVIDENCE GUIDE

#### Related Competency Standard

The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

#### Critical aspects of evidence

Assessment must confirm the ability to develop a basic web site. Development is done in a manner that accurately reflects the business requirements. The development is audited against the business requirements and design needs prior to task completion and business sign off.

#### Interdependent assessment of units

The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.
Underpinning knowledge:

- Website architecture
- SGML and the associated standards
- Basic design principles
- Technical environment characteristics
- Read and interpret design specifications
- Appropriate software and tools are selected to meet the required specifications
- Copyright and intellectual property
- National Privacy Principle Guidelines (to be published in October 2001)
- The National Privacy Principles
- Australian Computer Society Code Of Ethics

Underpinning skills:

- Use appropriate development software and tools
- HTML
- Debugging and error handling techniques

Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills.

To demonstrate competence in this unit the candidate will need access to:

- Site development software and tools
- Business expectations brief

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competency.
Context

Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.

This competency can be assessed in the workplace or in a simulated environment. The purpose of this unit of competence is to define the standard of performance to be achieved in the workplace.

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 options to be applied.

An individual demonstrating these competencies would be able 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 one's own outputs in work and learning;
- and take limited responsibility for the output of others.
**ICAITB171A Develop cascading style sheets (CSS)**

**Unit Descriptor**
This unit defines the competency required to add a style to a mark up language in order to publish a Web document without adding more HTML Tags.

**Unit Sector**
Build

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 1. Prepare mark up pages | 1.1 HTML that the CSS will be applied to is identified  
1.2 HTML code is validated and redundant tags removed  
1.3 Business content is entered in the HTML page  
1.4 The required style of the HTML pages are determined based on business needs |
| 2. Apply styles to HTML elements | 2.1 Chosen style attributes are applied to HTML selectors /elements  
2.2 Property and values are applied to selectors (for example to define colour, font size) according to design specifications  
2.3 Multiple style declarations for single selectors are correctly separated |
| 3. Attach CSS to HTML documents | 3.1 The basic, document wide style sheet for the document is applied using the style sheet element.  
3.2 Document sheet is applied to an individual element using the style attribute  
3.3 External style sheet is linked to HTML pages using the link element  
3.4 Multiple media attributes specify the media/ medium (for example aural, Braille) to which the sheets are applied  
3.5 Style sheet is imported using the CSS @ import notation  
3.6 A range of CSS enhanced browsers are used to check the consistency of style to ensure design meets business and client expectations |
| 4. Apply CSS inheritance rules to documents | 4.1 CSS inheritance rules are developed from 'parents' to be applied generally to 'children' documents using the tree like structure  
4.2 CSS inheritance rules are applied generally  
4.3 Specific changes are made to a general rule to over ride inheritance  
4.4 Common tasks, such as fonts, links and pseudo class are applied to documents to ensure consistency with design requirements  
4.5 Accessibility guidelines are applied as general rules to pages |
5. Validate presentation style

5.1 Page style is previewed in a number of browsers to ensure business and customer expectations are meet

5.2 Aesthetic acceptability of the style is approved as meeting business requirements

5.3 Ensure accessibility guidelines are able to be meet through applied style

5.4 CSS presentation is signed off by business

KEY COMPETENCIES

Key Competencies are competencies essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

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RANGE STATEMENT

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Software

A very wide variety of CSS software is available such as:
Western Civilisation CSS editor,
Style Master 1.9 Pro,
Style Assistant,
Top Style,
Bluefish,
Cascade,
CSS Mill,
CSSize,
Dream Weaver,
602 Pro Suite,
Ace HTML 4,
W2CSS

Markup Language

HTML and DHTML

Web development standards

Web Content Accessibility Guidelines 1.0 (WCAG)
Authoring Tool Accessibility Guidelines 1.0 (ATAG)
User Agent Accessibility Guidelines 1.0 (UAAG)

Hardware

Can include IT equipment of all types;
• Work stations, PCs
• Networks
• Remote sites
• Servers

E-commerce models

Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models.
E-Business Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts.

Knowledge Economy Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

Standards /specifications Cascading Style Sheets 1 Specification

Properties and values Font Properties, Colour and Background properties, Text and Box Properties, Classification Properties and Units

EVIDENCE GUIDE

Related Competency Standard The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

Critical aspects of evidence Assessment must confirm the ability to develop an appropriate presentation style for a HTML document using embedded or linked CSS. Presentation conforms to web accessibility guidelines and meets the business needs and is signed off.

Interdependent assessment of units The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Underpinning knowledge: • Website architecture • Using a mark up language • Basic design principles • Appropriate software and tools are selected to meet the required specifications • Australian Computer Society Code Of Ethics

Underpinning skills: • HTML • Select and use a CSS enhanced browser
Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills.

To demonstrate competence in this unit the candidate will need access to:

- A Computer
- Application for creating CSS
- CSS enhanced browser
- Aesthetic presentation brief, if appropriate
- HTML documents to have CSS applied to

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence.

Context

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 options to be applied.

An individual demonstrating these competencies would be able 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 ones own outputs in work and learning;
- and take limited responsibility for the output of others.
ICAITB180A Integrate a database with a website

Unit Descriptor
This unit defines the competency required to ensure database connectivity with website

Unit Sector
Build

ELEMENT PERFORMANCE CRITERIA

1. Database(s) is prepared
   1.1 Site data needs are identified from technical requirements
   1.2 Existing database(s) are reviewed to ensure site data needs can be met
   1.3 Additions / adjustments to database are made as required

2. Database logins are created
   2.1 Site operators and site visitors are identified against business needs
   2.2 Database permission sets, authentication and authorisation parameters are determined for each class of user
   2.3 Login names are created using relevant web server utility
   2.4 Login names are added to web server using relevant server utility

3. Data source names are created
   3.1 Server utility is used to create data source names (DSN) as required by website architecture
   3.2 DSN, database login name and passwords are confirmed against business requirements
   3.3 Server utility is used to create a database connection string to connect the site to the database
   3.4 Site configuration files are amended to store site connection string

4. Database connectivity tested
   4.1 Required information can be readily retrieved from website
   4.2 Database integrity is maintained according to security benchmarks
   4.3 Access permissions function correctly
KEY COMPETENCIES

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RANGE STATEMENT

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Databases May include but are not limited to Oracle, Sybase, Microsoft SQL Server, Access connected to a SQL server, Ingres, DB2, Informix, mSQL, MySQL, SQL Server etc

Security Access privileges and passwords must reflect the business /organisational requirements in terms of roles and functions performed by different positions.

Site Server Utilities May include but not limited to Apache / MS IIS, SQL Server Enterprise Manager,
Servers

One or more servers depending on size and functionality of website and may include:

- BEA Weblogic Servers,
- Apache HTTP Server,
- IBM VisualAge and WebSphere,
- Microsoft-Internet-Information-Server, Microsoft-IIS, Microsoft-IIS-W, Microsoft-PWS-95, & Microsoft-PWS
- Windows 2000 Server,
- NetDynamics,
- Lotus Domino
- Netscape Enterprise Server, Netscape-FastTrack, Netscape-Commerce
- Sun Micro Systems iPlanet Web Server,
- iPlanet-Enterprise
- Sun Micro Systems Java Web Server
- Email Servers;
- File & Print Servers;
- FTP Servers;
- Proxy Servers

Site functionality

Volumes (hits, page views, transactions, searches), arrival rates, response times by class, user session time, number of concurrent users,

Languages

CGI languages include C, C++, Java, Perl, ASP, Vbscript, Javascript

E-commerce models

Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models

E-Business

Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
Knowledge Economy

Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

Connectivity tools

Cold Fusion? Professional 1.5, Sapphire/Web 2.0, and NetDynamics 1.0, Apple WebObjects Enterprise,

EVIDENCE GUIDE

Related Competency Standard

The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

Critical aspects of evidence

Assessment must confirm the ability to successfully ensure database to web site connectivity without compromising security and privacy.

Interdependent assessment of units

The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.

Underpinning knowledge:

- Data analysis particularly in determining data types and data structures and query and report design
- CGI
- the function and features of primary files and transaction logs
- the function and features of Open Database Connection (ODC)
- the function and features of website foundations
- the function and purpose of data source names (DSN)
- Australian Computer Society Code Of Ethics

Underpinning skills:

- Analysis skills to determine data objects required, data structures, business requirements
- registering a data source name (DSN)
- the use of website administration software and site server utilities
- how to build a database using a commercially available database product including: MS SQL server 7.0, to Oracle, Sybase
- HTML
Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills.

To demonstrate competence in this unit the candidate will need access to:

- Web servers
- E-business website
- Requirements documentation
- Business planning documentation

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence.
Context

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 requirements 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.

An individual demonstrating these competencies would be able 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 ones own outputs in relation to specified quality standards;
• and take limited responsibility for the quantity and quality of the output of others.
# ICAITB210A Analyse information and assign meta-tags

## Unit Descriptor
This unit defines the competency required to analyse material and assign meta-tags to ensure the accurate and consistent retrieval of information by clients.

## Unit Sector
Build

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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| 1. Identify requirements for meta-tags | 1.1 Scope and likely uses of material are identified from previous business and stakeholder requirements process  
1.2 Appropriate type and structure of meta-tags are determined taking into account identified client needs, requirements and expectations  
1.3 Any special client requirements or expectations are identified and incorporated |
| 2. Analyse material | 2.1 Analysis and description tools, standards, precedents and techniques are appropriate given the nature of the material  
2.2 Analysis of subject content of the material reflects the expected client usage requirements  
2.3 Significant information is clearly distinguished from minor information  
2.4 Concepts derived from analysis of material are appropriate to the business requirements and intended use |
| 3. Create meta-tags | 3.1 Meta-tags represent concepts appropriately, depending on the overall purpose and intended use of the material  
3.2 Meta-tags conform to general conventions and any business rules  
3.3 Where required, reference structure of descriptors is developed to display relationships to assist clients  
3.4 Where appropriate, meta-tags are enhanced to meet identified client needs |
| 4. Test and monitor meta-tagging practices and procedures | 4.1 Meta-tagging of material is tested and changes made if necessary  
4.2 Meta-tagging practices and procedures are reviewed regularly to ensure client needs are being met and in response to industry developments, and appropriate action is taken to improve practices  
4.3 Where required, meta-tags are checked regularly for internal consistency and compliance with established structure, rules and authorities |
KEY COMPETENCIES

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RANGE STATEMENT

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Data Variables may include but are not limited to: established files, data from mixed sources and applications

Supplementary questioning may be used during the summative assessment phase, where necessary, to ensure that all issues relating to data were considered and appropriate choices made given the business specifications and client requirements.

Ask questions about different types of data other than the data used, to ensure the application of knowledge and skills to other contexts.

Databases May include but are not limited to:
- Oracle,
- Sybase,
- Microsoft SQL Server,
- Ingres,
- DB2,
- Informix
Documentation and Reporting

Includes maintaining standards of definition, standards of format, user access information. Information should be clear and written in such a way that it will be readily understood by the target audience.

Reports meet the specific output requirements and are presented in a logical and accessible manner.

E-commerce models

Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models.

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Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

Information requirements

Variables may include but are not limited to information identified through modelling data processes and objects, business information needs will vary according to specific business needs and type of business.

Workplace environment

May involve a business involved in a total organisational change, a systems only change, a business improvement process, an e-business solution involving the total organisation or part of the organisation.

Legislation, codes

Copyright Act and amendments
Archives Act
Equal Opportunity
Privacy Legislation
Software: Tagmaster, Meta Builder 2,

**EVIDENCE GUIDE**

**Related Competency Standard**

The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

**Critical aspects of evidence**

Assessment must confirm the ability to analyse information and then assign clear meta-tags for easy retrieval of information.

**Interdependent assessment of units**

The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/support units.

**Underpinning knowledge:**

- Data modelling in relation to developing the conceptual data model
- Business operating systems in relation to data sources
- Decision support systems in relation to knowledge management strategies
- The function and features of databases
- OH&S principles and responsibilities in regard to the health and safety of oneself and others
- DBMS fundamentals in relation to overall unit of competence
- Meta standards (e.g. Dublin Core, Simple HTML Ontology Extensions)
- Document indexing and working with search engines
- Copyright and intellectual property
- National Privacy Principle Guidelines (to be published in October 2001)
- The National Privacy Principles
- ACS Code of Ethics

**Underpinning skills:**

- Communicating with clients
- Modelling of data processes
- HTML
- Analysis skills
Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills.

To demonstrate competence in this unit the candidate will need access to:

- A range of information and materials
- Business requirements

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence.

Context

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.
ICAITI189A Ensure website content meets appropriate technical protocols & standards

Unit Descriptor
This unit defines the competency required to prepare a mix of content for a website in accordance with customer specifications whilst ensuring that content is compatible with appropriate technical and infrastructure protocols.

Unit Sector
Implement

ELEMENT PERFORMANCE CRITERIA

1. Content meets required standards
   1.1 Text based content meets the customers needs and the required style standards
   1.2 Multimedia based content meets the business design standards or overall "look" of the website
   1.3 The mix between multimedia and text based content provides the required level of interaction identified in the project brief or for maintaining current levels
   1.4 Content conforms with the target audiences expectations and technology

2. The technology supports content
   2.1 The protocols required for multimedia content are available
   2.2 The bandwidth required to support the content is available
   2.3 Servers support the content and levels of interaction
   2.4 All plugins required to support content are made available
   2.5 Compression techniques support delivery of content

3. Test content
   3.1 Content displays as intended and according to business requirements
   3.2 Content encourages interaction and content interaction performs as intended
   3.3 Plugins download with a minimum of steps
   3.4 Any interactive tools are available and provide the expected results
KEY COMPETENCIES

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<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Content: Can include text based documents, multimedia content such as audio/ video streaming, animation, static graphics, sound files

Firewalls: Hardware appliances, proxy servers, individual PC solution, also: varying functionality including network address translation (NAT) / IP Masquerading, routing to specific machines

Site Design Specifications: Design specification documentation that has detailed the purpose, strategy and maintenance of the web has been provided to candidates. The candidate is to be able to determine the broad site policies and specific procedures to update the site and load new content.

E-commerce models: Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models.
E-Business

Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts.

Knowledge Economy

Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

Content standards

May include style guides, design requirements, The Standard for Internet Commerce 1.0

Legislation

Privacy Legislation, Copyright, Liability statements

EVIDENCE GUIDE

Related Competency Standard

The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.

Critical aspects of evidence

Assessment must confirm the ability to prepare and integrate a mix of content for a website. Content must operate as expected - that is the correct streaming/compression techniques were used.

Interdependent assessment of units

The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/support units.
Underpinning knowledge:
- Server operating systems
- Server access security procedures
- FTP software protocols
- Privacy principles
- Internet protocols
- Security issues - denial of service, viruses, hackers
- Copyright issues
- Streaming technologies
- Compression technologies
- IEEE Std. 2001-1999 Web Page Engineering
- Australian Computer Society Code Of Ethics
- Copyright and intellectual property
- National Privacy Principle Guidelines (to be published in October 2001)
- The National Privacy Principles

Underpinning skills:
- Web site publishing
- File transfer
- Directory maintenance
- Site testing skills

Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills.

To demonstrate competence in this unit the candidate will need access to:
- Style guides and or design brief
- Compression and streaming software

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competence.
Context

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 requirements 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.

An individual demonstrating these competencies would be able 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 ones own outputs in relation to specified quality standards;
- and take limited responsibility for the quantity and quality of the output of others.
ICAITU207A Apply a web authoring tool to convert client data

Unit Descriptor
This unit defines the competency required to use web development software in order to create web site content. The unit is designed to use web authoring tools to convert text and images to appropriate web protocols.

Unit Sector
Use

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify authoring requirements</td>
<td>1.1 Preferred web authoring tool is selected according to business preferences</td>
</tr>
<tr>
<td></td>
<td>1.2 Preferences for the web authoring tool are set including site FTP</td>
</tr>
<tr>
<td></td>
<td>1.3 The web author tool environment/ workspace is navigated and customised to meet individual requirements</td>
</tr>
<tr>
<td></td>
<td>1.4 Buttons and tools are selected correctly, opened and closed to access a full range of features</td>
</tr>
<tr>
<td></td>
<td>1.5 Site is defined, clearly named and a root folder created</td>
</tr>
<tr>
<td>2. Create files</td>
<td>2.1 A file is created and saved in correct location/ directory</td>
</tr>
<tr>
<td></td>
<td>2.2 Text content is inserted and formatted according to business information needs</td>
</tr>
<tr>
<td></td>
<td>2.3 Images are inserted and optimised as required</td>
</tr>
<tr>
<td></td>
<td>2.4 The need for framesets is identified and frameset created, if necessary</td>
</tr>
<tr>
<td></td>
<td>2.5 Frames are named and saved appropriately</td>
</tr>
<tr>
<td></td>
<td>2.6 Local formatting tools are used as required to create required business image</td>
</tr>
<tr>
<td>3. Create formatting templates</td>
<td>3.1 A basic external Cascading Style Sheets (CSS) is created</td>
</tr>
<tr>
<td></td>
<td>3.2 Styles are defined for the required tags according the business needs</td>
</tr>
<tr>
<td></td>
<td>3.3 CSS linked to the relevant files and files display the relevant formatting</td>
</tr>
<tr>
<td>4. Define library items</td>
<td>4.1 Items that recur on several pages are identified</td>
</tr>
<tr>
<td></td>
<td>4.2 Selected items are formatted according to CSS definition</td>
</tr>
<tr>
<td></td>
<td>4.3 The tags of the selected items are checked</td>
</tr>
<tr>
<td></td>
<td>4.4 Items are selected and library items created and clearly named</td>
</tr>
<tr>
<td></td>
<td>4.5 Items contained in library are updated as required by business information needs</td>
</tr>
<tr>
<td>5. Develop templates</td>
<td>5.1 Create and save a file as a template and link with CSS</td>
</tr>
<tr>
<td></td>
<td>5.2 Format the template and create and name editable regions</td>
</tr>
<tr>
<td></td>
<td>5.3 Place generic image icons in page as required by business image</td>
</tr>
<tr>
<td></td>
<td>5.4 Template is saved/ modified saved</td>
</tr>
</tbody>
</table>
6. Create simple forms

6.1 Form elements are added to page
6.2 Form element properties are set for each form element
6.3 Insert additional fields as required for processing form
6.4 Availability and location of cgi script is identified
6.5 The form is connected to a script in a server cgi bin
6.6 The form is tested to ensure no errors

7. Create simple navigation

7.1 Links between pages are created to reflect content structure using both text and images
7.2 The link is check in browsers for errors
7.3 Multiple links are created on one image
7.4 The links are checked browsers
7.5 Website content is checked across a number of different browsers and browser versions to ensure consistency of presentation and performance

KEY COMPETENCIES

Key Competencies are competencies essential for effective participation in the emerging patterns of work and work organisation. They focus on the capacity to apply knowledge and skills in an integrated way in work situations. (Mayer definition)

There are seven key competencies that have been formally identified. The Key Competencies are generic in that they apply to work generally, rather than being specific to work in particular occupations or industries.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
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</tr>
<tr>
<td>Solving problems</td>
<td>2</td>
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<tr>
<td>Using technology</td>
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</tbody>
</table>

RANGE STATEMENT

The Range of Variables section contextualises the unit of competence and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace.

Web development standards

Web Content Accessibility Guidelines 1.0 (WCAG)
Authoring Tool Accessibility Guidelines 1.0 (ATAG)
User Agent Accessibility Guidelines 1.0 (UAAG)
Software Variables may include but are not limited to: text editors such as
- Word pad,
- Notepad;

Commercial software applications;
- Dreamweaver,
- Golive,
- Adobe Photoshop
- Fireworks,
- NetObjects Fusion
- Frontpage

Markup Language Limited to HTML and DHTML

Code generation The code generation may be automated by commercial applications though the candidate will needs to be able valid the code and fix any problems

Hardware Can include IT equipment of all types;
- Work stations, PCs
- Networks
- Remote sites
- Servers

E-commerce models Includes any kind of business-related transaction conducted with the assistance of electronic tools across and within organisations or with individual customers. May include Brochure Site, Customer Service Site, Real Time Site, Quote Aggregator, Insurance Mall, Direct Channel, Virtual Carrier, Quote Mall, Agent Mall, Consumer Auction, Carrier Auction, Time Limited Information, Investor Relations, Technical Support, Pre Sales Support and Corporate Awareness, Proprietary Standard Promotion. E-commerce models are changing all the time and the above are just an example of possible models

E-Business Encompasses how organisations structure themselves and capture information, manage their workers, relate and partner with other organisations and groups to achieve effective functioning, efficient operations and cultural shifts
### Knowledge Economy

Involves all individuals participating on-line for professional or personal research and learning, communicating with friends or associates and the pursuit of leisure activities. The knowledge economy is broader than on-line participation and includes knowledge workers and organisations and recognises the value of life long learning and the need to capture knowledge within organisations to ensure effective functioning.

### EVIDENCE GUIDE

<table>
<thead>
<tr>
<th>Related Competency Standard</th>
<th>The project lifecycle and the IT methodology employed will determine which particular units of competency are relevant to this unit, some include the Project Management, Implementation, Support, the teamwork functional areas and documentation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical aspects of evidence</td>
<td>Assessment must confirm the ability to develop web content using authoring tools to meet specifications. Authoring tools are applied to create cross browser web documents.</td>
</tr>
<tr>
<td>Interdependent assessment of units</td>
<td>The interdependence of units of competency for assessment will vary with the particular project or scenario. This unit has importance to a range of IT services and should therefore be assessed in a holistic manner with the technical/ support units.</td>
</tr>
</tbody>
</table>

#### Underpinning knowledge:

- Website architecture
- SGML and the associated standards
- Basic design principles
- Technical environment characteristics
- Read and interpret authoring specifications
- Appropriate software and tools are selected to meet the required specifications
- Australian Computer Society Code Of Ethics

#### Underpinning skills:

- HTML
- Basic design
Resources

This competency can be assessed in the workplace or in a simulated environment. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills.

To demonstrate competence in this unit the candidate will need access to:

- Site authoring software and tools
- Business expectations brief

Questions related to the performance criteria and directed to the candidate, peers and business client will assist in assessing competence. Observation of skills may assist in the collection of evidence.

Consistency

Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.

Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to fully demonstrate competency.

Context

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 options to be applied.

An individual demonstrating these competencies would be able 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 ones own outputs in work and learning;
- and take limited responsibility for the output of others.
### ICAU4207B Apply web authoring tool to convert client data for websites

#### Unit Descriptor
This unit defines the competency required to use web development software to create website content. The unit is designed to use a web authoring tool to convert text and images to appropriate web protocols.

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

#### Employability Skills
This unit contains employability skills.

#### Unit Sector
Use

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Create files | 1.1 Create files and save in correct location/directory  
1.2 Insert and format text content according to **business requirements**  
1.3 Insert and optimise **images** as required  
1.4 Identify usage for, and create, templates |
| 2. Create formatting templates | 2.1 Create basic external cascading style sheets (CSS)  
2.2 Define styles for the required tags according to the **business requirements**  
2.3 Link CSS to the relevant files and display the relevant formatting |
| 3. Define library items | 3.1 Identify items that recur on several pages and include in library  
3.2 Format selected items according to CSS definition  
3.3 Check the tags of the selected items  
3.4 Selected library items are created and clearly named  
3.5 Update items contained in library as required by **business requirements** |
| 4. Develop templates | 4.1 Create and save a file as a template and link with CSS  
4.2 Format the template and create and name editable regions  
4.3 Place generic image icons in page as required by business image  
4.4 Save and modify templates |
| 5. Identify authoring requirements | 5.1 Select preferred web authoring tool according to **business requirements**  
5.2 Set preferences for the web authoring tool, including site **file transfer protocol client**  
5.3 Customise and navigate the web author tool environment/workspace to meet individual **requirements**  
5.4 Select buttons and tools correctly, both opened and closed to access a full range of features  
5.5 Define and clearly name site and a root folder |
6. Create simple forms
   6.1 Add form elements to page
   6.2 Set form element properties for each form element
   6.3 Insert additional fields as required for processing form
   6.4 Identify availability and location of CGI script
   6.5 Connect the form to a script in a server CGI bin
   6.6 Test the form to ensure no errors

7. Create simple navigation
   7.1 Create a site map to plan navigation
   7.2 Create links between pages to reflect content structure using both text and images
   7.3 Check links in multiple browsers for errors
   7.4 Check website content across a number of different browsers and browser versions to ensure consistency of presentation, performance and accessibility

REQUIRED SKILLS AND KNOWLEDGE
This describes the essential skills and knowledge and their level, required for this unit.

Required skills
   • HTML
   • Basic design
   • Read and interpret authoring specifications
   • Appropriate software and tools are selected to meet the required specifications

Required knowledge
   • Website architecture
   • SGML and the associated standards
   • Basic design principles
   • Authoring tool accessibility guidelines
   • Technical environment accessibility characteristics
   • Australian Computer Society Code of Ethics

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

Browser may include but is not limited to:
   • Netscape Navigator
   • Internet Explorer
   • Mozilla
   • Opera
   • Galleon
   • Phoenix
   • Konqueror
   • Lynx
**Images** may include but is not limited to:
- graphics
- clipart
- pictures

**Server** may include:
- Application/web servers
- BEA Weblogic servers
- IBM VisualAge and WebSphere
- Novell NDS servers
- Email servers
- File and print servers
- FTP servers
- Firewall servers
- Proxy/cache servers

**Business requirements** may include:
- customer
- supplier
- payroll
- inventory
- tax requirements of the organisation

**Requirements** may be in reference to:
- business
- system
- application
- network
- people in the organisation

**File transfer protocol client** may include:
- AxY FTP for Windows, Linux and Unix
- Cftp for Unix
- Curl for Unix supports FTP, HTTP, Telnet, etc.
- gFTP with GUI for Unix supports FTP, HTTP and SSH
- Lftp command line FTP for Solaris, IRIX, HP-UX, Digital UNIX and Linux
- Lukemftp command-line FTP supports FTP and HTTP URLs
- NcFTP Client command-line FTP and HTTP URLs for Solaris, FreeBSD, AIX and Linux
- WS-FTP

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**EVIDENCE GUIDE**

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

**Overview of assessment**
Evidence of the following is essential:

- Assessment must confirm the ability to develop web content using authoring tools to meet specifications. Authoring tools are applied to create cross browser web documents.

To demonstrate competency in this unit the person will require access to:

- Site authoring software and tools
- Business expectations brief

Using web authoring to convert data is an appropriate method for rapid data translation and prevents the need for a rewrite.

The breadth, depth and complexity of knowledge and skills in this competency 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 would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

Assessment must ensure:

- 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 would be characteristic.

- Applications may involve responsibility for, and limited organisation of, others.
Method of assessment

The purpose of this unit is to define the standard of performance to be achieved in the workplace. In undertaking training and assessment activities related to this unit, consideration should be given to the implementation of appropriate diversity and accessibility practices in order to accommodate people who may have special needs. Additional guidance on these and related matters is provided in ICA05 Section 1.

- Competency in this unit should be assessed using summative assessment to ensure consistency of performance in a range of contexts. This unit can be assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency.

- Assessment will usually include observation of real or simulated work processes and procedures and/or performance in a project context as well as questioning on underpinning knowledge and skills. The questioning of team members, supervisors, subordinates, peers and clients where appropriate may provide valuable input to the assessment process. The interdependence of units for assessment purposes may vary with the particular project or scenario.
Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

An individual demonstrating this competency would be able 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

Additionally, an individual demonstrating this competency would be able to:

• Demonstrate skills and knowledge in using a web authoring tools
• Apply solutions to a variety of data conversion 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 outputs in data conversion work
• Maintain knowledge of industry products and services
# NWP405A Contribute to contract management

**Unit Descriptor**

This unit covers the monitoring and supervision of contracts.

**Unit Sector**

No sector assigned

## ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clarify contract requirements</td>
<td>1.1 The requirements of all stakeholders are communicated to all parties</td>
</tr>
<tr>
<td>2. Allocate resources to achieve contract outcomes</td>
<td>2.1 Tasks and functions relevant to performance of the agreement are assessed and responsibilities for carrying out procedures are assigned to achieve contract outcomes</td>
</tr>
<tr>
<td>3. Develop and implement communication strategies to assist achievement of contract outcomes</td>
<td>3.1 Communication processes are established to assist communication between all stakeholders</td>
</tr>
<tr>
<td></td>
<td>3.2 Opportunities are provided for stakeholders to have input and receive feedback on progress during the performance of the contract</td>
</tr>
<tr>
<td>4. Monitor performance of the contract</td>
<td>4.1 Progress of the contract is monitored against set targets and performance measures</td>
</tr>
<tr>
<td></td>
<td>4.2 Activities are monitored according to occupational health and safety, environmental legislative, enterprise and contractor requirements</td>
</tr>
<tr>
<td></td>
<td>4.3 Non-compliance with set targets and performance measures are reported and action is taken to rectify issues</td>
</tr>
<tr>
<td>5. Negotiate and manage contract variations</td>
<td>5.1 Contract conditions are evaluated in line with work progress and opportunities to improve service are negotiated with contractors</td>
</tr>
<tr>
<td></td>
<td>5.2 Reports of any proposed contract variations are provided and approval is sought</td>
</tr>
<tr>
<td></td>
<td>5.3 Action is taken to modify targets and performance measures in light of contract variations</td>
</tr>
<tr>
<td>6. Evaluate performance of contract</td>
<td>6.1 Repair work of defects/liabilities is monitored and finalised</td>
</tr>
<tr>
<td></td>
<td>6.2 Contract performance is evaluated against agreed targets and performance measures</td>
</tr>
<tr>
<td></td>
<td>6.3 Evaluation outcomes are documented to assist improvement in future contracts</td>
</tr>
</tbody>
</table>
KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
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<td>Planning and organising activities</td>
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<td>Working with others and in teams</td>
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<tr>
<td>Using mathematical ideas and techniques</td>
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<td>Solving problems</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>2</td>
</tr>
</tbody>
</table>

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. The following variables may be present for this particular unit.

Work in this unit is typically carried out under broad or limited guidance. Differences in emphasis in the Performance Criteria will be reflected by the size and complexity of the task.

Contract planning may include specifications; schedules; phasing; services and facilities; site inspection and requirements; potential contractors.

Site inspections may be conducted to confirm planning; inspect preparation work; assess compliance with specifications; assess environmental and occupational health and safety requirements and compliance.

Evaluation of contracts may include compliance with contractual requirements; performance in relation to care of the environment; occupational health and safety.

Documents may include specifications; general conditions; briefs; permits; drawings; tenders; pricing schedules; plans of other utilities; instruments of agreement; project plans; acceptance.
EVIDENCE GUIDE

Critical Aspects of Evidence

Achievement of competency in this unit is based on all of the following conditions being met;

- demonstrating consistent performance for each element across a representative range of applications
- meeting the Performance Criteria associated with each element by employing the techniques, procedures, information and resources available in the workplace from those listed in the Range Statement
- demonstrating an understanding of the underpinning knowledge and the application of skills as described under Knowledge and Skills.

Context for Assessment

This Unit of Competency will be best assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions. Assessment should also include those aspects of core competencies that are consistent with the work environment of this unit.

Knowledge and Skills

A knowledge of-
enterprise tendering procedures; enterprise contract completion processes; enterprise reporting procedures; evaluation and investigation requirements; occupational health and safety and environmental legislation, Acts and procedures; characteristics, technical capabilities and limitations of relevant materials; investigation procedures; material handling procedures; reporting requirements; site inspection procedures; relevant legislation; enterprise contract procedures.

The ability to-
contribute to planning processes; communicate with all stakeholders; monitor work progress; order materials; apply relevant legislation; conduct investigations; conduct site inspections; prepare reports.
# PMLMAIN300B Maintain the laboratory fit for purpose

## Unit Descriptor

This unit of competency covers the general cleaning of work surfaces, cleaning and storage of equipment and the monitoring of laboratory stocks under direct supervision.

This unit of competency has no prerequisites.

This unit of competency is applicable to personnel in all industry sectors covered by this Training Package.

Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

## Unit Sector

No sector assigned

### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Clean work preparation areas | 1.1 Clean preparation areas using appropriate cleaning agents and enterprise procedures  
1.2 Remove spillages, if they occur, using appropriate agents, personal protective equipment and enterprise procedures  
1.3 Collect and segregate wastes in accordance with enterprise procedures, relevant codes and regulations |
| 2. Clean and store equipment | 2.1 Collect used equipment, inspect for faults and, where necessary, remove from service  
2.2 Use appropriate agents, apparatus and techniques to clean equipment  
2.3 Store clean equipment in the designated locations and manner |
| 3. Monitor stocks of materials and equipment | 3.1 Perform stock checks and maintain records of usage as directed  
3.2 Store labelled stocks for safe and efficient retrieval  
3.3 Inform appropriate personnel of impending stock shortages to maintain continuity of supply |
| 4. Maintain a safe work environment | 4.1 Use established safe work practices and personal protective equipment to ensure personal safety and that of other personnel  
4.2 Report potential hazards and/or maintenance issues in own work area to designated personnel  
4.3 Minimise the generation of wastes and environmental impacts  
4.4 Dispose of wastes in accordance with enterprise procedures, relevant codes and regulations. |
KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit. These are stand-alone levels and do not correspond to levels in the Australian Qualifications Framework (AQF).

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

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RANGE STATEMENT

The range of variables relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

Where reference is made to industry Codes of Practice, and/or Australian/international standards, it is expected the latest version will be used.

Personnel work in accordance with work instructions and standard operating procedures which incorporate all relevant aspects of OHS legislation and the codes, guidelines, regulations and Australian standards applying to environmental hazards and dangerous goods.

OHS legislation is state and territory based and includes general OHS Act and hazard specific regulations and Codes of Practice especially those relating to environmental hazards and dangerous goods.

Industry standards, codes and guidelines may include

- AS 2243 Safety in laboratories Parts 1-10
- AS 2982 Hand washing facilities
- AS 2243.8 Fume hoods
- AS 2252 Biological safety cabinets
- SAA HB9 Occupational personal protection, and other relevant standards for protective, clothing (for example, AS 2161, AS 2210, AS 1337 and AS 1338)
- AS 1678 Emergency procedures guide for hazardous materials
- AS 2500 Storage of goods
- AS 2503 Safety storage and handling of information cards
- AS 1940 Storage and handling of flammable and combustible liquids
- AS 3780 Storage and handling or corrosive liquids
- AS 4452 Storage and handling of toxic substances
- AS 42332 Storage and handling of gases in cylinders
- AS 4187 Code of Practice for cleaning, disinfecting and sterilising reusable medical and surgical instruments and equipment and maintenance of associated environments in health care facilities
- standards for the segregation of wastes, such as AS 2243.3 and AS 2243.4
- AS/NEC/ISO 14000
- confined space legislation
- Australian Dangerous Goods Code
- Australian Code for Transport of Dangerous Goods
- guidelines for the operation of classes of laboratories
- Australian Quarantine Inspection Service guidelines for the importation of biological products
- National Code of Practice for the labelling of workplace substances (NOHSC: 2012)

This unit of competency forms a major part of the work of laboratory assistants. Equipment, material, procedures and facilities will vary according to the scope and classification of the laboratory.
Typical equipment could include

- animal cages
- autoclaves
- balances
- blenders, centrifuges and separating equipment
- cell counters, staining machines
- dishwashers, refrigerators, freezers, ovens, microwave ovens, incubators, water baths
- fume hoods, biohazard containers, biological safety cabinets
- gas cylinders
- glassware (burettes, pipettes); plastic ware; glass, plastic, quartz cuvettes
- hotplates, mantles, burners, muffle furnaces
- light and fluorescence microscopes
- microtomes, tissue processors
- thermometers, thermohygrographs, instrument chart recorders, hydrometers, pH meters and ion selective electrodes
- ultrasonic cleaners.

Typical materials could include

- consumable items, such as syringes, pipette tips, weigh boats
- disposable clothing and PPE
- distilled water, reagents, chemicals, disinfectants, detergents, agar media and plates
- equipment spares, such as fuses, bulbs, batteries
- oils/lubricants, fuels, industrial gases, cryogenics, such as dry ice and liquid nitrogen
- paper, stationery
- reference samples and standards.

All maintenance activities, such as cleaning, storing, prevention of contamination are carried out according to established enterprise procedures.
Cleaning requirements will vary with the scope of the laboratory and may include:

- decontamination and/or disinfection
- hygiene monitoring
- operation of automatic cleaning apparatus, such as pipette washer, ultrasonic cleaners, dishwashers
- sterilisation and disposal of wastes using boiling, high pressure air or steam, microwaves, chemicals, gas, filtration, ultraviolet radiation, autoclaving
- use of specialised techniques, such as chromic acid baths, soaking in hypochlorite.

Preparation areas include benches, sinks and fume cupboards.

Agents for cleaning include decontaminants, organic solvents and cleaning solutions.

Spillages include chemicals, radioactive and biologically active materials.

Wastes include broken glass, sharps, micro-organisms, solvents, excess test samples, spent reagents, disposable PPE, and used containers, boxes, bags, palettes.

Stock records may include:

- usage, loans, breakage
- data sheets
- calibration and maintenance history
- handbooks, warranty documents, catalogues, manuals, MSDSs.

Communication could involve other people, such as:

- laboratory, production, administration, cleaning staff
- internal/external contractors
- emergency personnel.

Maintenance issues could involve:

- spillages, leakages, breakages, contamination
- stock requirements, shortages
- potential hazards, incidents and emergencies
- hygiene issues
- equipment malfunction
- recycling and waste disposal.
Hazards may include

- electric shock
- microbiological organisms and agents associated with soil, air, water, blood and blood products, human or animal tissue and fluids
- aerosols from broken centrifuge tubes, pipetting
- solar radiation, dust, noise
- sources of ignition, flammable liquids and gases
- sharps, broken glassware and hand tools
- chemicals, such as acids, heavy metals, pesticides, hydrocarbons
- cryogenics, such as dry ice and liquid nitrogen
- fluids under pressure, such as steam, industrial gas cylinders
- occupational overuse syndrome, slips, trips and falls
- manual handling, working at heights and in confined spaces
- crushing, entanglement, cuts associated with moving machinery or falling objects
- pedestrian and vehicular traffic.

Established safe work practices may include

- ensuring access to service shut off points
- recognising and observing hazard warnings and safety signs
- labelling of samples, reagents, aliquoted samples and hazardous materials
- use of personal protective equipment, such as hard hats, hearing protection, gloves, safety glasses, goggles, face guards, coveralls, gown, body suits, respirators and safety boots
- applying containment procedures through the use of appropriate equipment, such as biohazard containers, laminar flow cabinets, Class I, II and III biohazard cabinets and Class PCII, PCIII, and PCIV physical containment facilities
- use of material safety data sheets (MSDS)
- handling and storage of all hazardous materials and equipment in accordance with labelling, materials safety data sheets and manufacturer’s instructions
- identifying and reporting operating problems or equipment malfunctions
- following established manual handling procedures for tasks involving manual handling
- reporting to appropriate personnel of abnormal emissions, discharges and airborne contaminants, such as noise, light, solids, liquids, water/waste water, gases, smoke, vapour, fumes, odour and particulates
Health, safety and environment

All operations to which this unit applies are subject to stringent health, safety and environmental (HSE) requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

All operations assume the potentially hazardous nature of samples and require standard precautions to be applied. Users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health. All operations are performed in accordance with standard operating procedures.

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence.

Critical aspects of competency

Competency must be demonstrated in the ability to perform consistently at the required standard. In particular, assessors should look to see that the candidate:

- safely cleans work preparation areas and equipment using appropriate cleaning agents, apparatus and techniques
- safely removes spillages and disposes of wastes
- minimises the exposure to hazards of self, others and the laboratory
- safely stores equipment and materials using enterprise procedures, relevant codes and guidelines
- monitors and reports stock levels and the condition of laboratory materials and equipment
- keeps accurate, up to date records
- reports potential hazards and maintenance issues using enterprise procedures.

Underpinning knowledge

Competency includes the ability to apply and explain:

- enterprise procedures for the cleaning of work preparation areas, materials and equipment
- storage requirements for specific materials and equipment
- enterprise procedures for minimisation and disposal of waste
- enterprise procedures for monitoring of laboratory stocks
- information contained in material safety data sheets (MSDSs) for materials handled regularly during the performance of maintenance tasks
- relevant health, safety and environment requirements.
### Assessment context and methods

This unit of competency is to be assessed in the workplace or simulated workplace environment.

The following assessment methods are suggested:

- observation of the candidate's techniques for cleaning and/or removal of spillages and waste disposal
- review of stock records completed by the candidate
- feedback from supervisors and peers
- questioning to assess underpinning knowledge of regulations and procedures where direct observation is difficult (such as dealing with hazards) and choice of materials and equipment.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

### Interdependent assessment of unit

This unit of competency may be assessed with:

- PMLOHS302B Participate in laboratory/field workplace safety.

### Resource implications

Resources may include:

- access to work preparation areas, stocks, materials and equipment
- cleaning, decontamination and/or disinfection agents and apparatus
- personal protection equipment
- stock order firms, labels and records/forms.
This competency in practice

Manufacturing

On receipt of a bulk container of cleaning or sanitising agent, a laboratory assistant always attached to the container a description of its method of use. The assistant also attached a list of the surfaces, apparatus, utensils and machines that could be safely treated with that chemical agent as outlined in the company's quality manual. This practice reduced the likelihood of misuse of the chemical, wastage, damage to equipment and inadequate cleaning and sanitation.

Biomedical and environmental

Laboratory assistants and technical officers routinely examine fluids for micro-organisms using a microscope. They examine fluids, such as urine, seawater, chlorinated pool water, water from catchment areas and bottled water. To maintain microscopes in working order, they thoroughly clean the stage, oculars and each objective after use and sometimes between samples. The 100X objective requires particular care since this is the oil immersion objective. The oil is slightly acidic and will slowly corrode the objective if it's not cleaned thoroughly and regularly. After using the 100X objective they also take care not to drag the other objectives through the oil.

Food processing

A laboratory assistant regularly uses standard pH solutions to calibrate the laboratory's pH meters. The assistant is aware from the label that the shelf life of these solutions after opening is two months and records the opening and disposal dates on the container. The assistant is also aware that the shelf life of unopened buffer solutions is twelve months from the date of manufacture and monitors this by noting the production date on the bottle. Requests for stock replacement take into account the normal rate of use of these buffer solutions so that unopened bottles have not reached their expiry date before use.
# PMLSAMP400B Obtain representative samples in accordance with sampling plan

## Unit Descriptor
This unit of competency covers the ability to obtain a range of samples that are representative of the source material (raw ingredients, product in process, final product) and to prepare the samples for testing. All sampling activities are to be in accordance with a defined sampling plan. This unit does not cover the subsequent testing of the samples.

This unit of competency has no prerequisites.

This unit of competency is applicable to laboratory technicians in all industry sectors covered by this Training Package.

Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

## Unit Sector
No sector assigned

## ELEMENT PERFORMANCE CRITERIA

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<thead>
<tr>
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<tr>
<td>1. Prepare for sampling</td>
<td>1.1 Confirm the sampling location(s), number and type of samples, and timing and frequency of sampling from enterprise or client's sampling plan</td>
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<td>1.2 Liaise with relevant personnel to arrange site access and (if appropriate) all necessary clearances and/or permits</td>
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<td>1.3 Select sampling equipment and conditions to achieve representative samples and preserve sample integrity during collection, storage and transit</td>
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<td>1.4 Check that all procedures are in accordance with client or enterprise requirements, relevant standards and codes</td>
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<td>1.5 Identify site and sampling hazards and review enterprise safety procedures</td>
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<td>1.6 Assemble and check all sampling equipment, materials, containers and safety equipment</td>
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<td></td>
<td>1.7 Arrange suitable transport to, from and around site as required</td>
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<td>2. Conduct sampling and log samples</td>
<td>2.1 Locate sampling sites and (if required) services at the site</td>
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<td>2.2 Conduct representative sampling in accordance with sampling plan and defined procedures</td>
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<td>2.3 Record all information and label samples in accordance with traceability requirements</td>
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<td>2.4 Record environment or production conditions and any atypical observations made during sampling that may impact on sample representativeness or integrity</td>
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<tr>
<td></td>
<td>2.5 Transport all samples back to base according to standard operating procedures (SOPs) and relevant codes</td>
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3. Prepare samples for testing
   3.1 Prepare sub-samples, back-up sub-samples that are representative of the source
   3.2 Label all sub-samples to ensure traceability and store in accordance with SOPs
   3.3 Follow defined preparation and safety procedures to limit hazard or contamination to samples, self, work area and environment
   3.4 Distribute sub-samples to defined work stations maintaining sample integrity and traceability requirements

4. Address client issues
   4.1 Enter approved information into laboratory information management system (LIMS)
   4.2 Report all relevant aspects of the sampling and preparation phases in accordance with enterprise procedures
   4.3 Ensure that information provided to client is accurate, relevant and authorised for release
   4.4 Maintain security and confidentiality of all client/enterprise data and information

5. Maintain a safe work environment
   5.1 Clean all equipment, containers, work area and vehicles according to enterprise procedures
   5.2 Check serviceability of all equipment before storage
   5.3 Use defined safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel
   5.4 Minimise the generation of wastes and environment impacts
   5.5 Ensure the safe collection of all hazardous wastes for appropriate disposal.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit. These are stand-alone levels and do not correspond to levels in the Australian Qualifications Framework (AQF).

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RANGE STATEMENT

The range of variables relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

Where reference is made to industry Codes of Practice, and/or Australian/international standards, it is expected the latest version will be used.

This unit of competency may cover laboratories or processing sites and may involve

- a range of sampling plans, samples and sampling procedures, which apply to the enterprise site, plant laboratory or field sites
- enterprise products/materials, hazardous materials
- a range of sampling points and/locations
- methods and procedures which may be written to meet enterprise, client and/or regulatory/certifying body requirements.

Samplers usually have access to information, such as

- enterprise and/or client sampling schemes and sampling plans
- industry methods, such as American Association of Cereal Chemists (AACC) Preparation of samples
- enterprise and/or client procedures
- material safety data sheets (MSDSs)

Relevant Australian Standards, such as

- AS 1678 Emergency procedures guide for hazardous materials
- AS 2500 Storage of goods
- AS 2503 Safety storage and handling of information cards
- AS 1940 Storage and handling of flammable and combustible liquids
- AS 3780 Storage and handling of corrosive liquids
- AS 4452 Storage and handling of toxic substances
- Australian Dangerous Goods Code
- Australian Code for Transport of Dangerous Goods
- National Code of Practice for the labelling of workplace substances (NOHSC:2012)
- site plans, maps and specifications
- enterprise recording and reporting procedures.

Materials sampled may include

- gas or air samples
- liquid samples, such as water, groundwater, wastewater, stormwater, sludges, sewage
- solid samples, such as soil, sediments, rocks, concrete, quarry and mining material
- solid wastes
- raw materials, start-, middle-, end-of production run samples, final products, materials used in production processes, such as flocculants
- plants
- animals
- microbiological samples.
Types of samples may include

- grab samples
- composite samples
- quality control samples
- research or one-off samples
- environmental or survey samples.

Sampling tools and equipment may include but are not limited to

- shovels, augers, chain saws
- sampling frames, sampling tubes, dip tubes, spears, flexible bladders, syringes
- front-end loader, backhoe, excavator, drill rig
- sample bottles or containers, plastic containers and disposable buckets
- access valves
- sample thief
- auto samplers
- pumps, stainless steel bailers
- traps and cages
- sterile containers, pipettes, inoculating loops, disposable spoons.

Maintenance of integrity of samples could include

- use of compatible container, such as glass, plastic, amber, opaque bottles
- use of appropriate preservatives, such as sodium azide, toluene or antibiotics
- decontamination of sampling tools between collection of consecutive samples
- wrapping container in foil
- purging of sample lines and boxes
- handling and transport to avoid disturbance or damage
- temperature control which may involve insulation of sample without direct contact with the coolant
- wrapping in wet newspaper, cloth, sand or sawdust
- transfer of sterile sample into sterile container
- monitoring of storage conditions.

Site and sampling hazards may include

- solar radiation, dust and noise
- wildlife, such as snakes, spiders, domestic animals
- biohazards, such as micro-organisms and agents associated with soil, air, water, blood and blood products, human or animal tissue and fluids
- chemicals, such as acids and hydrocarbons
- aerosols
- sharps, broken glassware
- manual handling of heavy sample bags and containers
- crushing, entanglement, cuts associated with moving machinery and hand tools
- vehicular and pedestrian traffic.
Safety procedures may include

- use of material safety data sheets (MSDSs)
- use of personal protective equipment, such as hard hats, hearing protection, gloves, safety glasses, goggles, face guards, coveralls, gown, body suits, respirators, safety boots
- use of biohazard containers and laminar flow cabinets
- correct labelling of reagents and hazardous materials
- handling, and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, enterprise procedures and regulations
- regular cleaning and/or decontaminating equipment and work areas
- machinery guards
- signage, barriers, service isolation tags, traffic control, flashing lights
- lockout and tagout procedures.

Health, safety and environment

All operations to which this unit applies are subject to stringent health, safety and environmental (HSE) requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

All operations assume the potential hazardous nature of samples and require standard precautions to be applied. Users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health. All operations are performed in accordance with standard operating procedures.
EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence.

Critical aspects of competency

Competency must be demonstrated in the ability to perform consistently at the required standard. In particular, assessors should look to see that the candidate:

- collects the specified quantity of sample to enable all processing and testing to occur and backup samples to be stored
- obtains a sample that is representative of the bulk material
- preserves the integrity of samples by closely adhering to procedures
- labels samples and subsamples to satisfy enterprise/legal traceability requirements
- identifies atypical materials and samples and takes appropriate action
- maintains sampling equipment in appropriate condition
- completes sampling records using enterprise procedures
- follows safety regulations and enterprise OHS procedures during sampling, transport and storage
- follows relevant legislative requirements for the disposal of waste and the preservation of the environment.

Underpinning knowledge

Competency includes the ability to apply and explain:

- the links between correct OHS procedures and personal and environmental safety particularly at high risk sites
- the basic principles of sampling, including-
  - representative samples
  - preservation of integrity of samples
- maintaining identification of samples relative to their source, enterprise and legal traceability
- cost effectiveness of sampling
- consistency of sampling procedures
- sampling principles, including random, systematic, stratified sampling
- characteristics of product/material to be sampled and likely contaminants
- links between quality control, quality assurance and quality management systems and sampling procedures
- enterprise procedures dealing with legislative requirements for the handling, labelling and transport of hazardous goods
- enterprise and/or legal traceability requirements
- relevant health, safety and environment requirements.
Specific industry

Additional knowledge requirements may apply for different industry sectors. For example, for biomedical and environmental services:

- specific legislation on biohazards
- guidelines for infection control in the health-care setting
- OGTR Guidelines for the handling of genetically manipulated cells
- documentation procedures for the chain of custody for samples to be used as evidence or for blood transfusion.

Assessment context and methods

This unit of competency is to be assessed in the workplace or simulated workplace environment.

The following assessment methods are suggested:

- inspection of samples collected by the candidate
- review of sampling documentation completed by the candidate
- feedback from peers, customers and supervisors that sampling plans were followed
- questioning to assess underpinning knowledge of representative sampling procedures
- observation of the candidate taking a range of samples.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Interdependent assessment of unit

This unit of competency may be assessed with:

- PMLDATA400A Process and interpret data
- PMLOHS302A Participate in laboratory/field workplace safety
- any of the PMLTEST400 and PMLTEST500 series units relevant to the sampling.

Resource implications

Resources may include:

- variety of sample types
- sampling plans
- a selection of sampling containers and sampling equipment.
This competency in practice

Manufacturing

A metallurgical laboratory technician is very familiar with preparing representative samples for a range of final products in a steel-making plant. One day, he/she is asked to sample a 50 tonne small-particle coal delivery which is believed to have a higher than acceptable sulphur content. Having never prepared representative samples for such a large quantity of material, the technician consulted their supervisor and developed an appropriate sampling plan. The technician arranged for the operator of a small front end loader to take buckets of coal from five equally spaced points around the pile. The resulting material was then combined and mixed in one heap. The technician coned and quartered the heap enough times to obtain a representative sample of about 5kg. He/she arranged for the unwanted material to be returned to the stockpile. On return to the laboratory, the technician crushed the sample and repeatedly coned and quartered the material to obtain an analytical portion.

Environmental

A field technician trained in sampling natural water systems is asked to sample a bright yellow industrial wastewater discharge into a small creek. The relevant sampling plan specifies that the samples should be collected where the waste water is well mixed near the centre of the creek and at the mid-depth point. The technician also notes that the samples must be collected where turbulence is at a maximum so that the settling of solids is minimal. On arrival at the site, the technician locates where the wastewater is entering the creek. He/she moves downstream to where the waste water and creek water is well mixed and there is little apparent loss of the yellow suspended solids. The technician dons the required PPE and uses a convenient bridge to collect a set of six samples and duplicates over a half-hour period using the equipment and procedures specified in the sampling plan. Using a field notebook, the technician records all information specified in the laboratory’s chain of custody requirements and safety plan for handling potentially hazardous industrial waste.
**PMLTEST300B**

**Unit Descriptor**

Perform basic tests

This unit of competency covers the ability to perform tests using standard methods and with access to readily available advice. Personnel are required to demonstrate close attention to the accuracy and precision of measurements and the data obtained. In general, they do not calibrate equipment and make only limited adjustments to the controls. The unit of competency does not cover interpretation or analysis of results or troubleshooting equipment problems.

This unit competency has no prerequisites.

This unit of competency is applicable to laboratory/field assistants working in all industry sectors.

Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.
5. Maintain a safe work environment

5.1 Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel
5.2 Minimise the generation of wastes and environmental impacts
5.3 Ensure safe disposal of laboratory and hazardous wastes
5.4 Clean, care for and store equipment and reagents as required.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit. These are stand-alone levels and do not correspond to levels in the Australian Qualifications Framework (AQF).

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RANGE STATEMENT

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Where reference is made to industry Codes of Practice, and/or Australian/international standards, it is expected the latest version will be used.

This unit of competency describes the work conducted by supervised laboratory assistants who perform a range of basic tests and measurements.

All operations must comply with relevant standards, appropriate procedures and/or enterprise requirements.

These procedures include or have been prepared from:

- Australian and international standards, such as -
  - AS ISO/IEC 17025 General requirements for the competence of testing and calibration laboratories
  - AS/NZS 2243.2 Chemical aspects
  - AS 2243.6 Mechanical aspects
  - AS 2243.10 Storage of chemicals
  - AS 2830 Good laboratory practice
  - Codes of Practice (such as GLP and GMP)
- material safety data sheets (MSDSs) and safety procedures
- standard operating procedures (SOPs)
- equipment manuals
- equipment startup, operation and shutdown procedures
- calibration and maintenance schedules
- quality manuals
- enterprise recording and reporting procedures
- production and laboratory schedules
- material, production and product specifications.
- Codes of Practice.

Preparation of samples can include:

- sub-sampling or splitting using procedures, such as riffling, coning and quartering, manual and mechanical splitters
- diluting samples
- physical treatments, such as ashing, dissolving, filtration, sieving, centrifugation and comminution
- moulding, casting or cutting specimens.
Typical tests carried out by laboratory/field assistants could include:

- Visual/optical tests of appearance, colour, texture, identity, turbidity, refractive index (alcohol content, Baume/Brix)
- Physical tests, such as:
  - Density, specific gravity, compacted density
  - Moisture content, water activity
  - Particle size, particle shape, size distribution
- Chemical tests, such as:
  - Gravimetric
  - Colorimetric
  - Electrical conductivity (EC), pH
  - Specific ions using dipsticks and kits
  - Nutrients (for example nitrates, orthophosphates) using basic kits
  - Ashes, including sulphated ashes
- Biological/environmental tests, such as:
  - pH, oxygen reduction potential (ORP), dissolved oxygen (DO), electrical conductivity
  - E. coli using test kits
  - Surface hygiene/presence of microbes
- Packaging tests, such as:
  - Tearing resistance, bursting strength, impact resistance
  - Permeability and/or leakage
- Mechanical tests, such as:
  - Emerson class
  - Concrete slump

Other measurements may include:

- Simple ground surveys
- Meteorological parameters, such as wind direction/strength, rainfall, max./min. temperature, humidity, solar radiation
- Simple background radiation survey
- Production/process parameters, such as temperature, flow, pressure
- Gas levels in a confined space.

Common measuring equipment may include:

- Dimension apparatus
- Dissolved oxygen (DO), electrical conductivity (EC)
- Analogue and digital meters, charts/recorders
- Basic chemical and biological test kits
- Dipsticks and site test kits (for example, HACK)
- Timing devices
- Temperature measuring devices, such as thermometers, thermocouples.
Hazards may include

- electric shock
- biohazards, such as microbiological organisms and agents associated with soil, air, water, blood and blood products, human or animal tissue and fluids
- solar radiation, dust, noise
- chemicals, such as sulphuric acid, fluorides, hydrocarbons
- aerosols
- sharps, broken glassware and hand tools
- flammable liquids
- dry ice and liquid nitrogen
- fluids under pressure
- sources of ignition
- occupational overuse syndrome, slips, trips and falls
- manual handling, working at heights and in confined spaces
- crushing, entanglement, cuts associated with moving machinery or falling objects.

Enterprise controls to address hazards may include

- use of material safety data sheets (MSDS)
- use of signage, barriers and service isolation tags
- use of personal protective equipment, such as hard hats, hearing protection, sunscreen lotion, gloves, safety glasses, goggles, face guards, coveralls, gown, body suits, respirators and safety boots
- use of appropriate equipment, such as biohazard containers and cabinets, laminar flow cabinets
- recognising and observing hazard warnings and safety signs
- labelling of samples, reagents, aliquoted samples and hazardous materials
- handling and storage of all hazardous materials and equipment in accordance with labelling, materials safety data sheets and manufacturer's instructions, enterprise procedures and regulations
- cleaning and decontaminating equipment and work areas regularly using recommended procedures
- following established manual handling procedures for tasks involving manual handling.

Minimising environmental impacts may involve

- recycling of non-hazardous waste, such as chemicals, batteries, plastic, metals, glass
- appropriate disposal of hazardous waste
- correct disposal of excess sample/test material
- correct storage and handling of hazardous chemicals.
Health, safety and environment

All operations to which this unit applies are subject to stringent health, safety and environmental (HSE) requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

All operations assume the potentially hazardous nature of samples and require standard precautions to be applied. Users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health. All operations are performed in accordance with standard operating procedures.

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence.

Critical aspects of competency

Competency must be demonstrated in the ability to perform consistently at the required standard. In particular, assessors should look to see that the candidate:

- interprets enterprise procedure or standard methods accurately
- uses safety information (for example, MSDSs) and performs procedures safely
- checks test equipment before use
- completes all tests within required timeline without sacrificing safety, accuracy or quality
- calculates, records and presents results accurately and legibly
- maintains security, integrity and traceability of all samples, data/results and documentation
- cleans and maintains equipment.

Underpinning knowledge

Competency includes the ability to apply and explain:

- purpose of test
- principles of the standard method
- pre-use equipment checks
- relevant standards/specifications and their interpretation
- sources of uncertainty in measurement and methods for control
- enterprise and/or legal traceability requirements
- interpretation and recording of test result, including simple calculations
- procedures for recognition/reporting of unexpected or unusual results
- relevant health, safety and environment requirements.
Assessment context and methods

This unit of competency is to be assessed in the workplace or simulated workplace environment.

The following assessment methods are suggested:

- review of the quality of test data/results achieved by the candidate over time
- inspection of records and workplace documentation completed by the candidate
- feedback from peers and supervisors
- observation of the candidate performing a range of basic tests
- oral or written questioning to check underpinning knowledge of test procedures.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Interdependent assessment of unit

This unit of competency may be assessed with:

- PMLDATA200A Record and present data.

Resource implications

Resources may include:

- standard laboratory equipped with appropriate equipment standards and materials
- enterprise procedures and standard methods, equipment manuals
- material safety data sheets (MSDSs).
This competency in practice

Manufacturing

Standard testing methods may be viewed as 'legal' requirements that must be followed to ensure that a product manufactured in a chemical plant meets the specification by which it is sold to the customer. Technical assistants perform tests in a quality control laboratory to ensure that material meets 'legal' requirements and the material is safe and effective in use. Peroxides may be present in ether as a result of light-catalysed air oxidation. Peroxides are toxic and can give rise to mixtures which are explosive when distilled. Technical assistants test ether to ensure that the level of peroxide is within acceptable limits. The test is done by shaking ether with a solution of potassium iodide. After standing for 30 minutes in the dark the yellow colour of the aqueous phase, due to the liberation of iodine, must not be more intense than a prepared standard solution. These tests ensure the quality and safety of the ether.

Food processing

A Snack Food Company produces a range of high quality, impulse purchase snack foods. Some of these products are moisture and/or oxygen sensitive and are therefore packaged in multi-layer flexible packaging to provide optimum shelf-life. The packaging must also be able to withstand the rigours of the production and distribution process. While the packaging is purchased to meet the shelf-life and distribution specifications, the quality assurance program requires the periodic evaluation of the packaging materials against these specifications. A laboratory assistant uses standard methods to test the tearing resistance, bursting strength, impact resistance and permeability and/or leakage of the snack food packaging. Tests are also conducted on aspects of the manufacturing process that can affect shelf-life. These tests involve the measuring of the heat-seam strength and the sealing performance of the closure process. The test results are recorded by the laboratory assistant to verify the conformance of the materials to the supplier specifications and of the process to the manufacturing specifications. The assistant reports any anomalies or non-conformances to the appropriate personnel.
PMLTEST303B Prepare working solutions

Unit Descriptor

This unit of competency covers the ability to prepare working solutions and to check that existing stocks are suitable for use. This unit assumes that calculations of quantities, choice of reagent grades and required dilutions will be specified by the supervisor.

This unit of competency has no prerequisites.

This unit of competency is applicable to laboratory assistants working in all industry sectors.

Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section ‘This competency in practice’.

Unit Sector

No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Safely use laboratory chemicals, glassware and equipment
   1.1 Apply appropriate safety precautions for use of laboratory equipment and hazardous chemical materials
   1.2 Use appropriate laboratory glassware and measuring equipment
   1.3 Clean and store glassware and equipment in accordance with enterprise procedures

2. Make up working solutions
   2.1 Identify the relevant standard methods for solution preparation
   2.2 Assemble specified laboratory equipment
   2.3 Select and prepare materials and solvent of specified purity
   2.4 Measure appropriate quantities of reagents for solution preparation and record data
   2.5 Prepare labels and log solution details in laboratory register
   2.6 Transfer solutions to appropriately labelled containers

3. Check existing stock of solutions
   3.1 Monitor shelf-life of working solutions as per laboratory procedures
   3.2 Replace out-of-date or reject solutions as per laboratory procedures
   3.3 Conduct routine titrimetric analyses, if appropriate, to determine if solutions are fit for purpose.
KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit. These are stand-alone levels and do not correspond to the Australian Qualifications Framework (AQF).

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

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</table>

RANGE STATEMENT

The range of variables relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

Where reference is made to industry Codes of Practice, and/or Australian/international standards, it is expected the latest version will be used.

This unit of competency describes the work conducted by supervised laboratory assistants who prepare a range of working solutions for laboratory use. Test solutions include those required to perform laboratory tests. All operations must comply with relevant standards, appropriate procedures and/or enterprise requirements.

These procedures include or have been prepared from

- Australian and international standards, such as -
  - AS 2162.1 General - volumetric glassware
  - AS 2163 Laboratory glassware - measuring cylinders
  - AS 2165 Laboratory glassware - burettes
  - industry methods, such as American Association of Cereal Chemists (AACC) Solution methods
  - Codes of Practice, such as GLP and GMP
- material safety data sheets (MSDSs)
- National Measurement Act
- standard operating procedures (SOPs)
- equipment manuals
- equipment startup, operation and shutdown procedures
- calibration and maintenance schedules
- quality manuals
- enterprise recording and reporting procedures
- production and laboratory schedules
- material, production and product specifications.
The nature of test solutions will depend on the enterprise and the range of testing carried out. Typical test solutions may include:

- solutions required for diagnostic/analytical and limit tests in food and chemical laboratories, such as sulphates, chlorides, heavy metals
- solutions, such as stains for standard diagnostic/analytical procedures in biomedical/environmental laboratories, such as cell staining, fixation of cells and tissues, suspension of cells, titrimetric indicators
- solutions required for laboratory maintenance and disinfection, such as 70% ethanol, hypochlorite.

Laboratory equipment may include:

- pH meters
- balances
- magnetic stirrers, waterbaths and hot plates
- measuring cylinders, beakers, conical flasks, volumetric flasks, pipettes, burettes
- filter papers and funnels
- fume cupboards.

Hazards may include:

- corrosive chemicals, such as acids and alkalis
- sources of heat, such as burners
- sharps, broken glassware
- spillages.

Safety precautions may include:

- use of material safety data sheets (MSDSs)
- use of personal protective equipment, such as safety glasses, gloves and coveralls
- correct labelling of reagents and hazardous materials
- handling and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer's instructions, enterprise procedures and regulations
- regular cleaning and/or decontamination of equipment and work areas.

Monitoring quality of solutions can include:

- noting turbidity to exclude absorption of moisture
- noting deposits to exclude microbial contamination or chemical degradation
- noting crystals to exclude evaporation
- conducting titrations to check concentration
- noting colour changes indicating a pH shift with solutions containing indicators
- checking expiry dates on solution containers.

Concentration terms may include: % w/w, % w/v, % v/v, ppm (mg/L), molarity.
All operations to which this unit applies are subject to stringent health, safety and environmental (HSE) requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

All operations assume the potentially hazardous nature of samples and require standard precautions to be applied. Users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health. All operations are performed in accordance with standard operating procedures.

**EVIDENCE GUIDE**

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence.

**Critical aspects of competency** Competency must be demonstrated in the ability to perform consistently at the required standard. In particular, the assessor should look to see that the candidate:

- uses appropriate materials, equipment and procedures to prepare solutions
- follows appropriate OHS (and hygiene, if appropriate) procedures
- uses all equipment safely, efficiently and in accordance with enterprise procedures
- uses enterprise procedures to calculate concentrations
- identifies solutions not fit for use
- uses titrations to determine the concentration of solutions
- labels, stores and disposes of solutions appropriately
- records and present data appropriately.

**Underpinning knowledge** Competency includes the ability to apply and explain:

- relevant biological, chemical, food and laboratory terminology
- basic theory of acids, bases, salts, buffers and neutralisation
- enterprise procedures for preparing solutions
- calculations required to prepare specified amounts of solutions of specified concentration
- appropriate OHS procedure for preparing, handling and disposal of solutions
- use of MSDSs
- relevant health, safety and environment requirements.
Assessment context and methods

This unit of competency is to be assessed in the workplace or simulated workplace environment.

The following assessment methods are suggested:

• inspection of solutions prepared, labelled and stored by the candidate
• review of solution records and workplace documentation completed by the candidate
• feedback from peers, and supervisors
• observation of the candidate preparing working solutions
• oral or written questioning.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Interdependent assessment of unit

This unit of competency may be assessed with:

• PMLDATA200A Record and present data
• PMLOHS302A Participate in laboratory/field workplace safety.

Resource implications

Resources may include:

• standard laboratory equipped with appropriate equipment and reagents
• standard operating procedures and testing methods
• access to appropriate containers and storage facilities.
Manufacturing

When starting materials used for the manufacture of common household materials are in transit from the supplier to the manufacturer, they may degrade if subjected to conditions, such as heat, moisture, light and oxygen. Even when the supplier ships quality materials to the manufacturing plant, the materials may be substandard when they arrive. Quality control tests are designed to test starting materials to ensure they are within specification. For example, aspirin forms salicylic acid when stored under adverse conditions. Laboratory assistants prepare and monitor the quality of solutions, such as ferric chloride solution, which gives an intense violet colour when added to salicylic acid but gives no colour with aspirin. Absence of the violet colouration indicates that breakdown of the aspirin hasn't occurred.

Biomedical

A laboratory assistant made up 1 litre of buffer solution using buffer tablets and a 1 litre volumetric flask as specified in the method. To ensure the solution was suitable for use, the assistant measured the pH and found it was within acceptable range. The assistant then appropriately labelled a storage vessel and stored the buffer according to requirements. By following enterprise procedures the shelf life of the buffer was maximised.

Environmental

An environmental laboratory is contracted to determine the acidity of water samples taken from local lakes and streams. A laboratory assistant is required to make up small batches of 0.01M sodium hydroxide and to determine its concentration by titrating it against a standard solution of potassium acid phthalate using phenolphthalein indicator. This procedure is carried out monthly to ensure that the concentration of the sodium hydroxide solution is accurately known. Alternatively, the laboratory assistant may be required to prepare and standardise a fresh batch of sodium hydroxide on a monthly basis. In this case, he/she must understand the underpinning knowledge of basic acid/base theory, potential problems of interferences (such as slow absorption of carbon dioxide by sodium hydroxide solution) so as to ensure that the concentrations of workup solutions are accurately known. He/she must also be skilled in calculating and performing dilution when required to prepare such low concentrations (0.01M) of working solutions.
PMLTEST402B Prepare, standardise and use solutions

Unit Descriptor
This unit of competency covers the ability to prepare, standardise and use solutions to monitor the quality of prepared solutions.

This unit of competency has no prerequisites.

This unit of competency is applicable to laboratory technicians working in all industries.

Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section ‘This competency in practice’.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Prepare solutions
1.1 Select appropriate procedure for solution preparation
1.2 Select equipment, materials and solvent of specified purity
1.3 Measure appropriate quantities of reagents for solution preparation and record data.
1.4 Select and assemble specified laboratory equipment and appropriate grade of glassware
1.5 Perform specified dilutions
1.6 Prepare solutions to achieve homogeneous mix of the specified concentration
1.7 Label and store solutions to maintain identity and stability

2. Standardise and use volumetric solutions
2.1 Assemble appropriate laboratory equipment
2.2 Perform serial dilutions as required
2.3 Standardise the solution to the required specified range and precision
2.4 Label and store solutions to maintain identity and stability
2.5 Use standard volumetric solutions to determine concentration of unknown solutions

3. Calculate and record data
3.1 Calculate specified concentrations
3.2 Use authorised procedure if data is to be modified
3.3 Record all relevant details as per laboratory procedures and report results
3.4 Report concentration with appropriate units

4. Monitor the quality of laboratory solutions
4.1 Check solutions for visual deterioration and expiry date
4.2 Restandardise or dispose of dated or deteriorated solutions
4.3 Record details and label solutions as per laboratory procedures.
5. Maintain a safe work environment

5.1 Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel

5.2 Clean up spills using appropriate techniques to protect personnel, work area and environment

5.3 Minimise generation of waste and environmental impacts

5.4 Ensure the safe collection of laboratory and hazardous waste for subsequent disposal

5.5 Store equipment and reagents as required.

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit. These are stand-alone levels and do not correspond to the Australian Qualifications Framework (AQF).

Level (1) represents the competence to undertake tasks effectively

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RANGE STATEMENT

The range of variables relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

Where reference is made to industry Codes of Practice, and/or Australian/international standards, it is expected the latest version will be used.

This unit of competency describes the work conducted by laboratory technicians who prepare, standardise and use solutions and monitor the quality of the prepared solutions.

All operations must comply with relevant standards, appropriate procedures and/or enterprise requirements.

These procedures may include or have been prepared from

- Australian and international standards, such as -
  - AS ISO/IEC 17025 General requirements for the competence of testing and calibration laboratories
  - ISO 9000 series Quality management and quality assurance standards
  - AS 2243 Safety in laboratories
  - AS 2830 Good laboratory practice
  - Codes of Practice, such as GLP and GMP
  - material safety data sheets (MSDSs)
  - National Measurement Act
  - standard operating procedures (SOPs)
  - quality manuals, equipment and procedure manuals
  - enterprise and reporting procedures
  - production and laboratory schedules
  - material, production, product and solution specifications
  - waste minimisation and safe disposal procedures.

Solutions may include but are not limited to

- solutions of strong/weak acids and bases
- oxidising/reducing agents
- solutions used for complexometric or precipitation titrations
- stains for cells and tissues, enzymes, buffers and antibodies
- diluents for maintaining isotonicity
- organic solutions and histological fixatives.

Apparatus and reagents which may be used to prepare standard solutions include

- balances
- pipettes, burettes, volumetric glassware, weighing bottles
- dessicators, filtering media
- ovens, muffle furnaces
- solutions, indicators, primary and secondary standards
- auto titrators, pH meters and other related meters and electrodes for determining equivalence points, top pan and analytical balances
- magnetic stirrers and heaters, water baths.
Checking useability of solutions could include

- examining stained samples for correct staining reactions
- performing pH checks
- confirming enzyme activity
- checking red cell suspensions for haemolysis.

Hazards may include

- chemicals, such as strong acids and bases, stains
- sharps, broken glassware
- burners, hot plates, ovens, furnaces.

Safe work practices may include

- use of material safety data sheets (MSDSs)
- use of personal protective equipment, such as gloves, safety glasses, goggles, faceguards, coveralls, gown
- use of biohazard containers, laminar flow cabinets, fumehoods
- correct labelling of reagents and hazardous materials
- handling and storing hazardous materials and equipment in accordance with labels, MSDS, manufacturer’s instructions, enterprise procedures and regulations
- regular cleaning and/or decontaminating of equipment and work areas.

Health, safety and environment

All operations to which this unit applies are subject to stringent health, safety and environmental (HSE) requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

All operations assume the potential hazardous nature of samples and require standard precautions to be applied. Users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health. All operations are performed in accordance with standard operating procedures.
EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence.

Critical aspects of competency

Competency must be demonstrated in the ability to perform consistently at the required standard. In particular, the assessor should look to see that the candidate can:

- use balances and volumetric glassware appropriately
- select and use primary and secondary standards appropriately
- select and use indicators appropriately
- select and care for electrodes appropriately
- perform QA checks for solution performance (for example, enzyme activity, ferric chloride for phenolic solutions, isotonicity for saline)
- perform titrations using laboratory procedures with required accuracy and precision and within required timelines
- calculate the concentration of the solution given the chemical reaction for the titration
- recognise control results that are not within acceptable range
- record results to enterprise standards
- label and store solutions in accordance with enterprise procedures
- interpret and follow enterprise standard operating procedures (SOPs)
- interpret and use safety information, such as that provided by material safety data sheets (MSDSs) and follow relevant safety procedures.

Underpinning knowledge

Competency includes the ability to apply and explain:

- solution terminology, chemistry of acids, bases, buffers, redox reactions and complexometric reactions
- grades of glassware, reagents and their use
- reactions used for standardisation and desirable characteristics
- determination of equivalence points using indicators and graphical methods
- calculation methods, including appropriate units, uncertainties and balancing equations
- enterprise communication and reporting procedures
- OHS procedures, including those for using corrosive materials
- relevant health, safety and environment requirements.
Assessment context and methods

This unit of competency is to be assessed in the workplace or simulated workplace environment.

The following assessment methods are suggested:

- inspection and/or testing of solutions prepared by the candidate
- review of records and workplace documentation completed by candidate
- review of work outputs by the candidate over time to ensure accuracy, consistency and timeliness
- feedback from peers and supervisors
- observation of the candidate preparing, standardising and using a range of solutions
- oral or written questioning.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Interdependent assessment of unit

This unit of competency may be assessed with:

- PMLTEST400 and PMLTEST500 series units dealing with sampling, tests and measurements.

Resource implications

Resources may include:

- standard laboratory equipped with appropriate volumetric equipment
- laboratory reagents and equipment
- standard operating procedures (SOPs) and testing methods.
Manufacturing

A standard solution is used to determine the concentration of unknown solutions. The quality of these analyses is critically related to the accuracy with which the concentration of the standard solution is known. Therefore, laboratory technicians spend considerable effort to ensure that the materials and methods used for the preparation and standardisation will lead to a solution of accurately known concentration. For example, anhydrous sodium carbonate is often used to prepare solutions to determine the concentrations of acids. The sodium carbonate is heated at a suitable temperature to remove any trace of moisture and cooled in a desiccator. An appropriate quantity is dissolved in distilled water and made up to volume in a volumetric flask. This solution of known concentration is then titrated with acids of unknown concentration and the concentration of the acids determined.

Biotechnology

A technical officer arrived at work on Monday morning and discovered that the freezer had been turned off over the weekend and the restriction nucleases had thawed. These enzymes were to be used that morning. The technician needed to check the enzyme activity to determine whether the enzymes had been denatured by the rise in temperature. The technician quickly set up a digestion mix of affected enzyme with some viral DNA of known sequence. The digest produced DNA fragments of expected length, showing the enzyme still had activity. The technician reported the incident along with the results to the supervisor, who decided that the enzymes could be used for that day.

Environmental

A laboratory technician was required to determine the total acidity of a water sample as part of a quality control program. The total acidity was measured by titrating the water sample with sodium hydroxide of known concentration using an appropriate indicator. The concentration of the sodium hydroxide was determined via a volumetric titration against a primary standard of potassium hydrogen phthalate.

The value of the total acidity was determined by multiplying the volume of sodium hydroxide used with a numerical ‘factor’ which had been determined by the laboratory supervisor in order to save time. The value of the ‘factor’ was displayed on the titration equipment. However, a new technical assistant did the full calculation and found that his/her result differed slightly from that obtained using the ‘factor’. After discussion with the laboratory supervisor it was agreed that the error was in the ‘factor’ and the assumption that each new batch of sodium hydroxide prepared was exactly the same concentration as all previous batches. This was incorrect as the concentration of
each batch differed slightly and its actual concentration was determined accurate, using the primary standard. The procedure was changed so that the full calculation was required for all tests.
Assess competence

This unit specifies the competence required to assess the competence of a candidate.

Application of the Unit

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

1. Establish and maintain the assessment environment

1.1 The assessment plan is interpreted and assessment system policies and procedures and organisational/legal/ethical requirements for conducting assessment are confirmed with relevant people

1.2 The relevant benchmarks for assessment and nominated assessment tools 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, reasonable adjustment, re-assessment and appeals

1.4 Proposed changes to the assessment process are negotiated and agreed with the candidate, where relevant
2. Gather quality evidence

2.1 The assessment plan is followed to guide the conduct of assessment and assessment methods and assessment tools are used to gather, organise and document evidence in a format suitable for determining competence

2.2 The principles of assessment and rules of evidence are applied in gathering quality evidence

2.3 Opportunities for evidence gathering in work activities/simulated work activities are determined with the candidate and relevant personnel

2.4 Opportunities for integrated assessment activities are identified and assessment tools are modified, where required

2.5 Identified assessment system policies and procedures and organisational / legal / ethical and requirements for assessment are addressed

3. Support the candidate

3.1 Candidates are guided in gathering their own evidence to support recognition of current competence

3.2 Appropriate communication and interpersonal skills are used to develop a professional relationship with the candidate which reflects sensitivity to individual differences and enables two-way feedback

3.3 Decisions on reasonable adjustment/s, where applicable, are made with the candidate, based on candidate's needs and characteristics

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

3.5 Specialist support is accessed, where required, in accordance with the assessment plan

3.6 Any occupational health and safety (OHS) risk to person or equipment is addressed immediately

4. Make the assessment decision

4.1 Limitations in obtaining and evaluating quality evidence are identified and assistance is sought, where required, from relevant people

4.2 Collected evidence is examined and evaluated to ensure that it reflects the evidence required to demonstrate competency and which:

4.3 encompasses all component parts of the competency standards and the dimensions of competency (where competency standards are the benchmarks for assessment)

4.4 addresses other related documentation

4.5 complies with the rules of evidence

4.6 Judgement is used to infer whether competence has been demonstrated, based on the available evidence

4.7 Relevant assessment system policies and procedures and organisational/legal/ethical considerations are addressed in making the assessment decision

4.8 Clear and constructive feedback is provided to the candidate regarding the assessment decision and a follow-up action plan is developed, where required
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

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<tr>
<td>Communicating ideas and information</td>
<td>confirming assessment arrangements with relevant people</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>clarifying context and purpose of assessment process</td>
<td></td>
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<tr>
<td></td>
<td>providing and receiving feedback</td>
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<td></td>
<td>listening to and translating feedback into assessment practice</td>
<td></td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>locating information to interpret evidence requirements</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>using assessment tools to source and collate evidence</td>
<td></td>
</tr>
<tr>
<td></td>
<td>analysing documents and relevant information in developing assessment activities</td>
<td></td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>following assessment plan and timetable for assessment activities</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>collaborating with peers, colleagues, supervisors and other relevant people to generate ideas, obtain advice and receive feedback through the assessment process</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>identifying and confirming resource requirements</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>applying reasonable adjustment to assessment activities to suit candidates with specific needs</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>maintaining effective relationships with candidates and other relevant personnel</td>
<td></td>
</tr>
<tr>
<td>Using technology</td>
<td>recording the assessment decision and following reporting procedures</td>
<td>1</td>
</tr>
</tbody>
</table>
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, polices and procedures

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
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
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.
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
<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</thead>
</table>
| 1. Organise instruction and demonstration   | 1.1 *Information about learner characteristics* and their learning needs is gathered  
1.2 *A safe learning environment* is confirmed  
1.3 Learners are notified of the training details  
1.4 *Instruction and demonstration* objectives are gathered and checked and assistance is sought if required  
1.5 Relevant *learning resources and learning materials* are obtained and checked for relevance and assistance is sought if required in interpreting the contextual application  
1.6 Any equipment or physical resources required for the demonstration are organised |
| 2. Conduct instruction and demonstration     | 2.1 *Interpersonal skills* are used to establish a safe and comfortable learning environment  
2.2 The *learning program and/or delivery plan* is followed to ensure all learning objectives are covered  
2.3 Learners are briefed on any *occupational health and safety (OHS)* procedures and requirements prior to and during training  
2.4 *Techniques* are used to structure, pace and enhance learning  
2.5 *Communication skills* are used to provide information, instruct learners and demonstrate relevant work skills  
2.6 Opportunities for practice are provided during instruction and through work activities  
2.7 Feedback on learner performance is provided and discussed to support learning |
| 3. Check training performance                | 3.1 *Measures* are used to ensure learners are acquiring and can use new technical/generic skills and knowledge  
3.2 Personal delivery style and performance in providing instruction and demonstration is *reviewed* and strategies for improvement are *reflected* upon  
3.3 Learner records are maintained, stored and secured in accordance with legal/organisational requirements |
KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
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<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>questioning, listening, discussing information, providing clear directions</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>gathering resources and information for training, organising learning sequence and pace</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>organising opportunities for practice, planning learning activities</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>working with others involved in the training, working with learners to achieve outcomes</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>ensuring correct numbers of resources and materials are available</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>dealing with group conflict, working with unreliable resources</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>using computers to source information or store records, using equipment for demonstration</td>
<td>1</td>
</tr>
</tbody>
</table>

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.
TAADEL404A Facilitate work-based learning

Unit Descriptor

This unit specifies the outcomes required to use work effectively as a learning process.

Application of the Unit

Learning through work is an ongoing and everyday reality of being in work. However, the effectiveness of that learning can be shaped by interventions and actions that modify, direct and provide support to the workplace learner. This guided learning ensures a planned approach to learning through work activities, effective strategies to support the learning and appropriate monitoring and safeguards.

- This unit addresses the processes, skills and knowledge involved in using the work process and the work environment as the basis for learning in the workplace.
- Learning though work may contribute to an educational outcome, such as a qualification or Statement of Attainment; and/or a work outcome, such as learning how to use a new piece of equipment; and/or a personal outcome, such as extending an individual's self-esteem.
- Providing a guided approach to work-based learning is an essential component of any apprenticeship or traineeship arrangement and also has application in induction processes, change management processes and ongoing employee development.
- The competency specified in this unit is typically required by trainers/facilitators, teachers, workplace supervisors, team leaders, human resource or industrial relations managers, consultants and any employee responsible for guiding learning through work.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

1. Establish an effective work environment for learning

1.1 The purpose or objectives of the work-based learning are established and agreed with appropriate personnel

1.2 The areas of work encompassed by the work-based learning are defined and documented

1.3 Work practices and routines are analysed to determine their effectiveness in meeting the work-based learning objectives

1.4 Changes are proposed to work practices, routines and the work environment to support more effective learning, where appropriate, and discussed with relevant persons

1.5 Occupational health and safety (OHS) and industrial relations implications of using work as the basis for learning are identified and addressed
2. Develop a work-based learning pathway

| 2.1 | The documented work areas are analysed to determine an **effective work-based learning pathway** |
| 2.2 | **Organisational strategies** to support the work-based learning are proposed |
| 2.3 | Any **contractual requirements and responsibilities** for learning at work are addressed |
| 2.4 | Connections are made with the training and/or assessment organisation to integrate and monitor the **external learning activities** with the work-based learning pathway where relevant |
| 2.5 | The proposed work-based learning pathway is evaluated against **appropriate criteria** |
| 2.6 | Agreement is obtained from relevant personnel to implement the work-based learning pathway |

3. Implement the work-based learning pathway

| 3.1 | The learners' **profile and characteristics** are evaluated to determine **possible requirements for support** |
| 3.2 | The purposes/objectives for undertaking work-based learning and the processes involved are clearly explained to the learners |
| 3.3 | The introduction of workplace tasks, activities and processes is sequenced to reflect the agreed work-based learning pathway |
| 3.4 | Agreed organisational strategies are put into effect |
| 3.5 | Relations with other work personnel affected by the work-based learning pathway are managed to ensure effective implementation |
| 3.6 | **Appropriate communication and interpersonal skills** are used to develop a collaborative relationship with learners |

4. Monitor learning and address barriers to effective participation

| 4.1 | **Access and equity considerations** are addressed, where appropriate |
| 4.2 | The readiness of the worker to participate in and/or take on new tasks and responsibilities is effectively monitored |
| 4.3 | Work performances are observed and alternative approaches suggested where needed |
| 4.4 | Learners are encouraged to take responsibility for learning and to self-reflect |
| 4.5 | Techniques for learners to demonstrate transferability of skills and knowledge are developed |
| 4.6 | **OHS requirements** are monitored to ensure health, safety and welfare |
| 4.7 | **Feedback** is provided to learners about work performance and success is communicated and acknowledged |
5. Review the effectiveness of the work-based learning pathway

5.1 Work performance and learning achievement are documented and recorded in accordance with legal/organisational requirements

5.2 Learners are encouraged to provide critical feedback on their learning experiences

5.3 The effectiveness of the work-based pathway is evaluated against the objectives, processes and models used

5.4 The effectiveness of any integration of work-based learning and external learning activities is assessed

5.5 Improvements and changes to work-based practice are recommended in light of the review process

KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>reporting issues that require attention providing feedback</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>monitoring individual needs analysing work for learning opportunities</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>planning learning around work organising opportunities for learning around work processes</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>redefining individual and/or team requirements around work-based learning briefing and monitoring the team</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>not applicable</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>matching work tasks to learning needs addressing workplace issues as appropriate</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>using appropriate technology to communicate and to provide feedback</td>
<td>1</td>
</tr>
</tbody>
</table>
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.

The purpose or objectives of the work-based learning may include:

- introduction of new technology
- new product / service
- new organisational direction/workplace change
- new position or job roles
- addressing identified skills gap/deficit
- OHS requirements
- quality improvements
- competency achievement
- part of traineeship/apprenticeship

Appropriate personnel may include:

- workplace supervisor/frontline manager
- training/human resources/industrial relations manager
- trainer/facilitator/assessor
- learner
- training and/or assessment organisation personnel
- group training company personnel

Areas of work may include:

- work or job tasks
- work activities
- processes to carry out work
- use/operation of equipment to carry out work
- projects
- team-based or individual work

Work practices and routines may include:

- work schedules
- work timelines
- work performance expectations
- work organisation/organisational change
- work models/multi-skilling
- work structures and systems
- operational/organisational guidelines
- OHS guidelines, systems and safeguards
- work demarcations and industrial relations concerns
- English language, literacy and numeracy (LLN) requirements

Relevant persons may include:

- workplace supervisor/frontline manager
- training/human resources/industrial relations manager
- union representatives/delegates
- workers whose own jobs may be affected by the proposed changes
| OHS implications may include:                           | • OHS legal obligations  
|                                                      | • workplace OHS policies and procedures  
|                                                      | • ensuring work practices, routines and proposed changes do not pose a risk to the learner and others  
| Industrial relations implications may include:       | • work demarcations created through changes to work practices  
|                                                      | • ensuring compliance with an award or enterprise bargaining agreement  
|                                                      | • licensing requirements  
| An effective work-based learning pathway may include: | • identifying specific goals for work-based learning  
|                                                      | • identifying job tasks or activities to be included in the learning process  
|                                                      | • appropriate sequencing of job tasks/activities to reflect learner incremental development  
|                                                      | • direct guidance and modelling from experienced co-workers and experts  
|                                                      | • opportunities for practice  
| Organisational strategies may include:               | • appropriate supervision during learning  
|                                                      | • appropriate time to observe and talk to others in work  
|                                                      | • use of co-workers to model or demonstrate tasks and activities or to teach technical terminology and language of the workplace  
|                                                      | • use of internal work experts/mentors/coaches with whom the learner is comfortable  
|                                                      | • sufficient time for practice  
|                                                      | • job rotation  
| Contractual requirements and responsibilities may include: | • training plans under apprenticeships/traineeships  
|                                                      | • Workplace English Language and Literacy (WELL) or other government funded training program requirements  
| External learning activities may include:            | • external courses e.g. institution-based  
|                                                      | • off-the-job components of apprenticeship/traineeship  
|                                                      | • equipment supplier training  
|                                                      | • online learning  
|                                                      | • conferences/seminars/workshops  
|                                                      | • self-directed learning  

Appropriate criteria may include:
- breadth and depth
- inclusion of a range of routine and non-routine work tasks/activities
- appropriate sequencing of work tasks/activities
- sufficient learning and practice time
- capacity to address learning that underpins knowledge within the work tasks/activities
- identified relationship/synthesis with learning provided by other sources

Learners' profiles and characteristics may include:
- language, literacy and numeracy needs
- specific needs
- employment status
- past learning experiences
- work roles
- level of maturity
- culture

Possible requirements for support may include:
- referral to an external agency for assistance with language, literacy and numeracy
- use of interpreters
- mentor/coach
- peer support
- physical support needs
- other support mechanisms

Appropriate communication skills may include:
- using icebreakers as appropriate
- building rapport with the learner/s
- using effective verbal and body language
- demonstrating a capacity to communicate clearly to facilitate the individual/s learning
- using critical listening and questioning techniques
- giving constructive and supportive feedback
- accurately interpreting verbal messages
- assisting learners to paraphrase advice/instructions back to the trainer/facilitator
- providing clear and concrete options/advice
- using appropriate terminology and language of the industry/profession
- ensuring language, literacy and numeracy (LLN) used is appropriate to learner/s
Interpersonal skills may include:
- showing respect for the expertise and background of learner/s
- demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
- modelling facilitation and learning behaviours
- engaging in two-way interaction
- encouraging the expression of diverse views and opinions
- negotiating complex discussions by establishing a supportive environment
- using language and concepts appropriate to cultural differences
- accurately interpreting non-verbal messages

Access and equity considerations may include:
- minimising physical barriers
- identifying and addressing direct and indirect barriers to learning
- building on learner strengths
- providing access to a range of resources and/or equipment
- making referrals to a range of relevant agencies

Techniques for learner/s to demonstrate transferability may include:
- problem solving
- situated learning
- hypothetical questioning
- opportunities for learner/s to demonstrate autonomy in learning
- opportunities for learner/s to apply the knowledge and skills in different contexts

OHS requirements may include:
- reporting procedures
- emergency procedures

Feedback may include:
- performance reviews
- formal or informal group or individual discussions
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 have developed work-based learning pathways that integrate learning through work.

This includes identifying learning needs, analysing work practices, the environment and work tasks; organising and allocating work in a way that reflects the learning needs and provides effective learning opportunities, and monitoring the effectiveness of the selection of work-based learning pathway.

Required knowledge includes:

- work organisation systems, processes, practices within the organisation where work-based learning is taking place
- operational demands of the work and impact of changes on work roles
- organisational work culture including industrial relations environment
- systems for identifying skill needs, for example:
  - performance reviews
  - training needs analysis
  - identifying additional training needs of learners
- learning principles, 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
- individual facilitation techniques to support and guide learning
- change processes, for example:
  - how people work through change
  - behaviours associated with change
- introductory knowledge of different learning styles and how to encourage learning in each, for example:
  - visual learners
  - audio learners
  - kinaesthetic learners
  - theoretical learners
- relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
  - industrial awards
  - enterprise bargaining agreements
  - licensing requirements
  - industry/workplace requirements
  - duty of care under common law
  - information and confidentiality requirements
  - anti-discrimination including equal opportunity, racial vilification and disability discrimination
workplace relations
National Reporting System
OHS relating to the work role, including:
- hazards relating to the industry and specific workplace
- reporting requirements for hazards and incidents
- specific procedures for work tasks
- safe use and maintenance of relevant equipment
- emergency procedures
- sources of OHS information
organisational strategies that provide support to the workplace learning

Required skills and attributes include:
- communication skills to:
  - identify needs
  - communicate suggestions
  - give feedback constructively
  - ask open-ended questions to tease out required knowledge and information
  - evaluate learner profiles and characteristics
  - coach learners
- literacy skills to:
  - read and interpret organisational documents, legal documents and contracts
  - complete and maintain documentation
- monitor and manage work environment and individual dynamics, for example:
  - assess the climate of the group
  - facilitate employee acceptance
  - ensure each individual feels valued
- organisational skills to:
  - allocate and reorganise work
  - organise changes with relevant persons
  - provide guidance and feedback to individuals
- cognitive skills to:
  - set learning outcomes through work
  - interpret and analyse competency standards and/or other performance specifications to actual work processes
  - design a learning process through work

Products that could be used as evidence include:
- redesigned individual/group work plans
- documented individual work-based learning pathways
- training gap identification materials
- documented reviews of work-based learning pathways
- performance management feedback

Processes that could be used as evidence include:
- how learning needs were identified and why
- how learning opportunities were matched to work
- how work was organised/reorganised to reflect learning needs
- how learning was promoted
Resource implications for assessment include:

- work opportunities
- learning opportunities in work
- time to support learner needs e.g. organised time for learner to watch work and talk with work colleagues and trainer/facilitator and reflect on learning

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 two examples of developing work-based learning pathways, that includes:
  - identifying needs for learning
  - analysing work practices, work environment and work activities
  - organising and allocating work in a way that reflects the learning needs and which provides effective learning opportunities through work processes

Integrated assessment means that:

- this unit can be assessed alone or as part of an integrated assessment activity involving other relevant units in the TAA04 Training and Assessment Training Package. Suggested units include but are not limited to:
  - TAADEL403A Facilitate individual learning
  - TAADES401A Use Training Packages to meet client needs.
**TDTA4101A**

**Unit Descriptor**

This unit involves the skills and knowledge to manually sort mail and parcels in accordance with workplace requirements, including carrying out required preparations of the work area, manually sorting mail and parcels, and finalising the required sorting processes. The sorting processes include accurately and efficiently organising mail and parcels into groups for further processing or distribution and containerising processed mail and parcels ready for transfer to the next processing or distribution point.

**Unit Sector**

Handling Cargo/Stock

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**ELEMENT**

**PERFORMANCE CRITERIA**

1. Prepare to sort mail and parcels manually

   1.1 Individual and work team priorities and responsibilities are identified and confirmed
   1.2 All OHS and environment protection procedures and requirements for the workplace are identified, accessed and applied
   1.3 The availability of mail and parcels to be processed is identified and confirmed
   1.4 Mail and parcels to be processed are transferred to processing point
   1.5 Labels for identifying the destination of mail are created and affixed to trays

2. Sort mail and parcels manually

   2.1 Internal operating procedures and standards are applied to the manual processing of parcels and mail
   2.2 Mail and parcels are inspected to ensure that all criteria have been met
   2.3 Mail and parcels are sorted accurately and correctly in compliance with priority for processing and manual sorting procedures
   2.4 Mail and parcels are handled safely to minimise risk of injury to people and damage to mail and parcels
   2.5 Mail and parcels that are damaged, underpaid, incorrectly classified, or are non-conforming items are identified, separated and re-processed in accordance with workplace procedures
   2.6 Legal requirements and workplace policies and procedures in relation to the security of mail and parcels are followed

3. Complete process for manually sorting mail and parcels

   3.1 Mail and parcel sorting frames/bag racks are cleared down, and mail and parcel containers/bags are sealed and labelled in accordance with workplace procedures
   3.2 Mail and parcels are transferred to next processing or distribution point using appropriate shifting equipment and labels scanned as required
   3.3 Information required to complete records of mail and parcels processed is provided and recorded
   3.4 Excess equipment is removed and work area prepared for next activity/shift
KEY COMPETENCIES

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</tr>
<tr>
<td>Using technology</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

General context
- Work must be carried out in compliance with the regulations and workplace requirements pertaining to the processing of mail and parcels
- Work is normally performed under general supervision, usually in a team or outstation environment
- Work involves the application of workplace procedures and regulatory requirements to the manual sorting of mail and parcels as part of work activities in the postal and allied industries
Worksite environment

• Work may be conducted in a range of work environments by day or night
• Workplaces may comprise large, medium or small worksites
• Operations may include shiftwork
• Customers may be internal or external
• Hazards may include:
  • vehicular traffic and pedestrians
  • dust and vapours
  • hazardous or dangerous materials
  • humidity, air temperature
  • lighting conditions
  • machinery/equipment moving parts
  • noise
• Weighing devices may be:
  • mechanical
  • automated
  • weighbridge
• Work priorities may be communicated through:
  • briefings
  • noticeboards
  • announcements
• Equipment may include:
  • mail trays, tubs and bags
  • sorting frame/bag rack
  • scanners
  • tipping belt
  • knife
  • pallet jack/maverick
  • powered lifters
  • king fishers
  • scales
  • carousel
  • Unit Load Device (ULD) and Wheeled Unit Load Device (WULD)
  • Vertical Sorting Frame (VSF) and Vertical Sorting Division (VSD)
  • ULD tipper
  • conveyor belts
  • strapping machine
• Personal protection equipment may include:
  • gloves
  • safety headwear and footwear
  • safety glasses
  • two-way radios
  • protective clothing
  • high visibility clothing
• Communication in the work area may include:
  • phone
  • fax
  • email
  • electronic data transfer (EDI)
  • RF systems
• radio
• oral, aural or signed communications

• Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
  • company procedures
  • enterprise procedures
  • organisational procedures
  • established procedures

Sources of information/documents

• Information/documents may include:
  • workplace policies, operating procedures and practices
  • Management Operating System (MOS)
  • Management Information System (MIS)
  • sorting system information which may include:
    • postcode book, national sort plan and State sort plan
    • post guide
    • international postcode directory
    • labels chart
    • mail identification numbers, codes and labels
  • manifests, consignment notes, bar codes, mail and container identification
  • quality assurance procedures
  • induction documentation
  • competency standards and training materials
  • job specifications and procedures
  • award, enterprise bargaining agreement or other industrial arrangements
  • manufacturer's specifications
  • codes of practice, including national standards for manual handling and the industry safety code
  • supplier and/or/client instructions
  • HAZCHEM chart/material safety data sheets
  • safety observation feedback program
  • emergency procedures

Applicable regulations and legislation

• Applicable regulations and legislation may include:
  • relevant codes and regulations pertaining to mail operations
  • Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
  • relevant State/Territory OHS and environmental protection legislation
  • workplace relations regulations
  • workers compensation regulations
  • Equal Opportunity, Equal Employment Opportunity and Affirmative Action Legislation
EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
  - manually sort mail and parcels in accordance with workplace standards and procedures
  - identify workplace hazards and safely handle equipment and mail
  - maintain security of mail in accordance with legislative and workplace requirements.
  - 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

- Australian and international codes and regulations relevant to mail operations
- Relevant OHS and environmental protection procedures and guidelines
- Workplace procedures and policies for the manual sorting of mail and parcels
- Focus of operation of work systems, equipment, management and site operating systems for the manual sorting of mail and parcels
- Problems that may occur when manually sorting mail and parcels and appropriate action that can be taken to resolve/avoid the problems
- Requirements of mail sorting systems, operations and relevant equipment
- Hazards that may occur during the manual sorting of mail and parcels and ways of controlling the risks involved
- Site layout
- Relevant personal protection equipment and procedures for its use
- Ability to:
  - identify, select and use relevant equipment, processes and procedures when manually sorting mail and parcels
  - modify activities depending on differing workplace contexts, risk situations and environments
  - read and interpret instructions, procedures and labels relevant to the manual sorting of mail and parcels
  - interpret and apply relevant agreements, codes of practice or other legislative requirements
  - plan own work including predicting consequences and identifying improvements
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 manually sort mail and parcels, and/or
  - manually sort mail and parcels in an appropriate range of operational workplace situations

Consistency in performance

- Applies underpinning knowledge and skills when:
  - establishing effective working relationships with colleagues
  - following workplace requirements for manual sorting activities
  - maintaining confidentiality of customers, clients and items sorted
  - modifying work practices to cater for variations in workplace contexts and environments in accordance with workplace parcels and mail guidelines
  - maintaining workplace records
- Shows evidence of application of relevant workplace procedures including:
  - relevant codes of practice and legislative requirements pertaining to mail operations
  - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances (where applicable)
  - workplace procedures and instructions
  - OHS policies and procedures
  - issue resolution procedures
  - obtaining assistance from other team members when required
  - relevant guidelines relating to the safe use of equipment
  - customer service and quality assurance procedures and policies
  - environmental protection procedures
- Action is taken promptly to report any accidents, emergencies or operational problems in accordance with 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 mail, parcels, 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
TDTA4301A Consolidate mail

Unit Descriptor
This unit involves the skills and knowledge to consolidate mail in accordance with workplace requirements, including carrying out required preparations, consolidating mail in accordance with workplace procedures, and completing the consolidation operations. The process includes the initial identification and separation of mail prior to movement to the despatch dock.

Unit Sector
Handling Cargo/Stock

ELEMENT PERFORMANCE CRITERIA

1. Prepare for consolidation of mail
   1.1 Individual and work team priorities and responsibilities are identified and confirmed
   1.2 All OHS and environment protection procedures and requirements for the workplace are identified, accessed and applied
   1.3 Mail to be consolidated is identified and accessed

2. Consolidate mail
   2.1 Internal operating procedures and standards are applied to the consolidation of mail
   2.2 Mail is consolidated accurately and correctly in compliance with workplace requirements
   2.3 Mail is handled safely to minimise risk of injury to people and damage to mail
   2.4 Mail to be consolidated is placed into mail containers for movement to next process point

3. Complete consolidation of mail
   3.1 Mail containers are sealed and labelled accurately and correctly in accordance with workplace procedures
   3.2 Information required to complete records of mail processed is provided and recorded
   3.3 Mail containers are transferred to designated storage area to await movement to next processing point using appropriate shifting equipment
   3.4 Excess equipment is removed from work area and stored appropriately

KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
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</table>
RANGE STATEMENT

General context

- Work must be carried out in compliance with the regulations and workplace requirements pertaining to the processing of mail and parcels
- Work is performed under some supervision generally within a team environment
- Work involves the application of workplace procedures and regulatory requirements to consolidation of mail as part of work activities in the postal and allied industries
Worksite environment

- Work may be conducted in a range of work environments by day or night
- Workplaces may comprise large, medium or small worksites
- Facilities may be within an airport environment
- Customers may be external (including international) or internal
- Hazards may include:
  - vehicular traffic and pedestrians
  - dust and vapours
  - hazardous or dangerous materials
  - humidity, air temperature
  - lighting conditions
  - machinery/equipment moving parts
  - noise
  - insects
- Weighing devices may be:
  - mechanical
  - automated
  - weighbridge
- Work priorities may be communicated through:
  - briefings
  - noticeboards
  - announcements
- Equipment may include:
  - forklift
  - BT lifting equipment
  - kingfishers
  - plastic and cardboard trays
  - bags
  - flute trays
  - bins
  - pallet jacks
  - stillages
  - Unit load device (ULD)
  - Wheeled unit load device (WULD)
  - strapping machine
  - TMS (Tray Management System)
  - scanners
  - label printers
- Personal protection equipment may include:
  - gloves
  - safety headwear and footwear
  - safety glasses
  - two-way radios
  - protective clothing
  - high visibility clothing
- Communication in the work area may include:
  - phone
  - fax
  - email
  - electronic data transfer (EDI)
  - RF systems
• radio
• oral, aural or signed communications
• Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
  • company procedures
  • enterprise procedures
  • organisational procedures
  • established procedures

Sources of information/documents

• Information/documents may include:
  • workplace policies, operating procedures and practices
  • Management Operating System (MOS)
  • Management Information System (MIS)
  • manifests, consignment notes, bar codes, mail and container identification
  • mail identification numbers, codes and labels
  • machine/equipment operations manuals
  • air and surface movement schedules
  • international aviation codes (IATA)
  • quality assurance procedures
  • induction documentation
  • competency standards and training materials
  • job specifications and procedures
  • award, enterprise bargaining agreement or other industrial arrangements
  • manufacturer's specifications
  • codes of practice, including national standards for manual handling and the industry safety code
  • supplier and/or client instructions
  • HAZCHEM chart/material safety data sheets
  • safety observation feedback program
  • emergency procedures

Applicable regulations and legislation

• Applicable regulations and legislation may include:
  • relevant codes and regulations pertaining to mail operations
  • Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
  • relevant State/Territory OHS and environmental protection legislation
  • workplace relations regulations
  • workers compensation regulations
  • Equal Opportunity, Equal Employment Opportunity and Affirmative Action Legislation
EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
  - locate, interpret and apply relevant information, which may include OHS regulations and codes and agreed operating procedures and policies
  - consolidate mail in accordance with workplace standards and agreed benchmarks
  - transfer parcels to the next process
  - convey information in written and verbal form
  - 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

- Australian and international codes and regulations relevant to mail operations
- Relevant OHS and environmental protection procedures and guidelines
- Workplace procedures and policies for the consolidation of mail
- Focus of operation of work systems, equipment, management and site operating systems for the consolidation of mail
- Problems that may occur when consolidating mail and appropriate action that can be taken to resolve/avoid the problems
- Requirements of mail consolidation systems, operations and relevant equipment
- Hazards that may occur during the consolidation of mail and ways of controlling the risks involved
- Site layout
- Relevant personal protection equipment and procedures for its use
- Ability to:
  - identify, select and use relevant equipment, processes and procedures when consolidating mail
  - modify activities depending on differing workplace contexts, risk situations and environments
  - read and interpret instructions, procedures and labels relevant to the consolidation of mail
  - interpret and apply relevant agreements, codes of practice or other legislative requirements
  - plan own work including predicting consequences and identifying improvements
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 consolidate mail, and/or
  - consolidate mail in an appropriate range of operational workplace situations

Consistency in performance

- Applies underpinning knowledge and skills when:
  - establishing effective working relationships with colleagues
  - following workplace requirements for consolidating mail
  - maintaining confidentiality of customers, clients and items carried
  - modifying work practices to cater for variations in workplace contexts and environments in accordance with workplace guidelines
  - maintaining workplace records
- Shows evidence of application of relevant workplace procedures including:
  - relevant codes of practice and legislative requirements pertaining to mail operations
  - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances (where applicable)
  - workplace procedures and instructions
  - OHS policies and procedures
  - issue resolution procedures
  - obtaining assistance from other team members when required
  - relevant guidelines relating to the safe use of equipment
  - customer service and quality assurance procedures and policies
  - environmental protection procedures
- Action is taken promptly to report any accidents, emergencies or operational problems in accordance with 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 mail, parcels, 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
### TDPA601A

**Unit Descriptor**
This unit involves the skills and knowledge to manually process parcels and letters in accordance with workplace requirements, including carrying out all required preparations, processing parcels and mail manually, and completing the processing operations. The process includes all actions after receipt from streaming up to immediately prior to despatch.

**Unit Sector**
Handling Cargo/Stock

#### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</table>
| 1. Prepare to process parcels and mail manually | 1.1 Individual and work team priorities and responsibilities are identified and confirmed  
1.2 All OHS and environment protection procedures and requirements for the workplace are identified, accessed and applied  
1.3 The availability of parcels and mail to be processed is identified and confirmed  
1.4 The appropriate sort plan is identified, accessed and applied  
1.5 Parcels and mail to be processed are transferred to processing point  
1.6 Labels for identifying the destination of mail are created and affixed to trays |
| 2. Process parcels and mail manually | 2.1 Internal operating procedures and standards are applied to the manual processing of parcels and mail  
2.2 Parcels and mail are processed accurately and correctly in compliance with priority for processing  
2.3 Parcels and mail are handled safely to minimise risk of injury to people and damage to parcels  
2.4 Parcels and mail that are incorrectly classified and non-conforming items are identified, separated and re-processed  
2.5 Parcels and mail are sorted to their correct destination and placed in appropriate mail container for distribution |
| 3. Complete process for parcels and mail | 3.1 Parcel and mail containers/bag racks are cleared down, sealed and labelled  
3.2 Parcel and mail containers are weighed and labelled to ensure compliance with workplace procedures  
3.3 Information required to complete records of parcels and mail processed is provided and recorded  
3.4 Parcels and mail are transferred to next processing point using appropriate shifting equipment, and labels scanned as required  
3.5 Excess equipment is removed and work area prepared for next activity/shift |
KEY COMPETENCIES

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RANGE STATEMENT

General context

- Work must be carried out in compliance with the regulations and workplace requirements pertaining to the processing of mail and parcels
- Work is performed under some supervision generally within a team environment
- Work involves the application of workplace procedures and regulatory requirements to the processing of parcels and letters as part of work activities in the postal and allied industries
Worksite environment

- Work may be conducted in a range of work environments by day or night
- Workplaces may comprise large, medium or small worksites
- Facilities may be within an airport environment
- Customers may be external (including international) or internal
- Hazards may include:
  - vehicular traffic and pedestrians
  - dust and vapours
  - hazardous or dangerous materials
  - humidity, air temperature
  - lighting conditions
  - machinery/equipment moving parts
  - noise
- Weighing devices may be:
  - mechanical
  - automated
  - weighbridge
- Work priorities may be communicated through:
  - briefings
  - noticeboards
  - announcements
- Equipment may include:
  - pipe wheelers
  - bag rack
  - scanners
  - tipping belt
  - knife
  - pallet jack/maverick
  - powered lifters
  - bags
  - scales
  - labels
  - forklift
  - sorting frames
  - carousel
  - bins
  - strings
  - stillages
  - Unit load devices (ULDs) and Wheeled unit load devices (WULDs)
  - ULD stands and lifters (dollys)
  - Vertical Sorting Frames (VSFs) and Vertical Sorting Divisions (VSDs)
  - flute tubs
  - ergonomic chairs
  - bags
  - spectrum
  - ULD tipper
  - conveyor belts
  - strapping machine
  - plastic and cardboard trays
• barcode sorter (BCS)
• parcel machines
• TMS
• label printer
• Optical Character Reader (OCR)
• Letter Mail labelling Machine (LMLM)
• Letter Indexing Desks (LIDS)
• flat multi-line optical character reader (FSM)
• scissor jacks
• kingfishers
• tray tipper

• Personal protection equipment may include:
  • gloves
  • safety headwear and footwear
  • safety glasses
  • two-way radios
  • protective clothing
  • high visibility clothing

• Communication in the work area may include:
  • phone
  • fax
  • email
  • electronic data transfer (EDI)
  • RF systems
  • radio
  • oral, aural or signed communications

• Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
  • company procedures
  • enterprise procedures
  • organisational procedures
  • established procedures
Sources of information/documents

- Information/documents may include:
  - workplace policies, operating procedures and practices
  - Management Operating System (MOS)
  - Management Information System (MIS)
  - sorting system information including:
    - postcode book, national sort plan and State sort plan
    - postal guide
    - international postcode directory
    - label charts
  - quality assurance procedures
  - induction documentation
  - competency standards and training materials
  - job specifications and procedures
  - award, enterprise bargaining agreement or other industrial arrangements
  - manufacturer's specifications
  - codes of practice, including national standards for manual handling and the industry safety code
  - supplier and/or/client instructions
  - HAZCHEM chart/material safety data sheets
  - safety observation feedback program
  - emergency procedures

Applicable regulations and legislation

- Applicable regulations and legislation may include:
  - relevant codes and regulations pertaining to mail operations
  - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
  - relevant State/Territory OHS and environmental protection legislation
  - workplace relations regulations
  - workers compensation regulations

EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
  - locate, interpret and apply relevant information, which may include OHS regulations and codes and agreed operating procedures and policies
  - process parcels and mail to agreed workplace standards and procedures
  - transfer parcels to the next process
  - convey information in written and verbal form
  - 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

- Australian and international codes and regulations relevant to mail operations
- Relevant OHS and environmental protection procedures and guidelines
- Workplace procedures and policies for the processing of parcels and letters
- Focus of operation of work systems, equipment, management and site operating systems for the processing of parcels and letters
- Problems that may occur when processing parcels and letters and appropriate action that can be taken to resolve/avoid the problems
- Requirements of parcels processing systems, operations and relevant equipment
- Hazards that may occur during the processing of parcels and letters and ways of controlling the risks involved
- Site layout
- Relevant personal protection equipment and procedures for its use
- Ability to:
  - identify, select and use relevant equipment, processes and procedures when processing parcels and letters
  - modify activities depending on differing workplace contexts, risk situations and environments
  - read and interpret instructions, procedures and labels relevant to the processing of parcels and letters
  - interpret and apply relevant agreements, codes of practice or other legislative requirements
  - plan own work including predicting consequences and identifying improvements

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 process parcels and letters, and/or
  - process parcels and letters in an appropriate range of operational workplace situations
Consistency in performance

- Applies underpinning knowledge and skills when:
  - establishing effective working relationships with colleagues
  - following workplace requirements for parcels and mail processing activities
  - maintaining confidentiality of customers, clients and items carried
  - modifying work practices to cater for variations in workplace contexts and environments in accordance with workplace guidelines
  - maintaining workplace records
- Shows evidence of application of relevant workplace procedures including:
  - relevant codes of practice and legislative requirements pertaining to mail operations
  - Australian regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances (where applicable)
  - workplace procedures and instructions
  - OHS policies and procedures
  - issue resolution procedures
  - obtaining assistance from other team members when required
  - relevant guidelines relating to the safe use of equipment
  - customer service and quality assurance procedures and policies
  - environmental protection procedures
- Action is taken promptly to report any accidents, emergencies or operational problems in accordance with 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 mail, parcels, 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
TDATA4701A Stream mail

Unit Descriptor

This unit involves the skills and knowledge to stream mail in readiness for the next stage of processing in accordance with workplace requirements, including preparing to stream mail, streaming mail in accordance with workplace procedures, and finalising all required streaming operations. The process may include opening, facing up and traysing mail.

Unit Sector

Handling cargo stock

ELEMENT PERFORMANCE CRITERIA

1. Prepare to stream mail
   1.1 Individual and work team priorities and responsibilities are identified and confirmed
   1.2 All OHS and environment protection procedures and requirements for the workplace are identified, accessed and applied
   1.3 Mail to be streamed is identified, accessed and prepared

2. Stream mail
   2.1 Internal operating procedures and standards are applied to the streaming of mail
   2.2 Mail is categorised and streamed accurately and correctly in compliance with priority for streaming
   2.3 Mail is handled safely to minimise risk of injury to people and damage to mail

3. Complete streaming of mail
   3.1 Mail containers are loaded onto appropriate mail movement device and labelled
   3.2 Information required to complete records of mail processed is provided and recorded
   3.3 Mail containers are transferred to next processing point using appropriate shifting equipment
   3.4 Excess equipment is removed and work area is prepared for next activity shift

KEY COMPETENCIES

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RANGE STATEMENT

General context

- Work must be carried out in compliance with the regulations and workplace requirements pertaining to the streaming of mail and parcels.
- Work normally performed under general supervision, usually within a team environment.
- Work involves the application of workplace procedures and regulatory requirements to the streaming of mail as part of work activities in the postal and allied industries.
Worksite environment

• Work may be conducted in a range of work environments by day or night
• Workplaces may comprise large, medium or small worksites
• Facilities may be within an airport environment
• Customers may be internal or external
• Hazards may include:
  • vehicular traffic and pedestrians
  • dust and vapours
  • hazardous or dangerous materials
  • humidity, air temperature
  • lighting conditions
  • machinery/equipment moving parts
  • noise
  • insects
• Weighing devices may be:
  • mechanical
  • automated
  • weighbridge
• Work priorities may be communicated through:
  • briefings
  • noticeboards
  • announcements
• Equipment may include:
  • streaming indicators
  • kingfishers
  • plastic and cardboard mail trays tubs receptacles
  • BT lifting equipment
  • label printer
  • opening knife
  • belts
  • trolleys
  • bins
  • Unit load device (ULD)
  • Wheeled unit load device (WULD)
  • stillages
  • forklifts
  • pallet jack
• Personal protection equipment may include:
  • gloves
  • safety headwear and footwear
  • safety glasses
  • two-way radios
  • protective clothing
  • high visibility clothing
• Communication in the work area may include:
  • phone
  • fax
  • email
  • electronic data transfer (EDI)
  • RF systems
  • radio
  • oral, aural or signed communications
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:

- company procedures
- enterprise procedures
- organisational procedures
- established procedures

Sources of information/documents

- Information/documents may include:
  - workplace policies, operating procedures and practices
  - Management Operating System (MOS)
  - Management Information System (MIS)
  - sorting system information including:
    - postcode book, national sort plan and State sort plan
    - postal guide
    - international postcode directory
    - label charts
  - manifests, consignment notes, bar codes, mail and container identification
  - mail identification numbers, codes and labels
  - machine equipment operations manuals
  - quality assurance procedures
  - induction documentation
  - competency standards and training materials
  - job specifications and procedures
  - award, enterprise bargaining agreement or other industrial arrangements
  - manufacturer's specifications
  - codes of practice, including national standards for manual handling and the industry safety code
  - supplier and/or/client instructions
  - HAZCHEM chart/material safety data sheets
  - safety observation feedback program
  - emergency procedures

Applicable regulations and legislation

- Applicable regulations and legislation may include:
  - relevant codes and regulations pertaining to mail operations
  - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
  - relevant State/Territory OHS and environmental protection legislation
  - workplace relations regulations
  - workers compensation regulations
EVIDENCE GUIDE

Critical aspects of evidence to be considered

• Assessment must confirm appropriate knowledge and skills to:
  • locate, interpret and apply relevant information, which may include OHS regulations and codes and agreed operating procedures and policies
  • stream mail and operate machines equipment to workplace standards and agreed benchmarks
  • identify and safely handle equipment and parcels
  • transfer parcels to the next process
  • convey information in written and verbal form
  • 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

• Australian and international codes and regulations relevant to mail operations
• Relevant OHS and environmental protection procedures and guidelines
• Workplace procedures and policies for the streaming of mail
• Focus of operation of work systems, equipment, management and site operating systems for the streaming of mail
• Problems that may occur when streaming mail and appropriate action that can be taken to resolve avoid the problems
• Requirements of mail streaming systems, operations and relevant equipment
• Hazards that may occur during the streaming of mail and ways of controlling the risks involved
• Site layout
• Relevant personal protection equipment and procedures for its use
• Ability to:
  • identify, select and use relevant equipment, processes and procedures when streaming mail
  • modify activities depending on differing workplace contexts, risk situations and environments
  • read and interpret instructions, procedures and labels relevant to the streaming of mail
  • interpret and apply relevant agreements, codes of practice or other legislative requirements
  • plan own work including predicting consequences and identifying improvements
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 stream mail, and/or
  • stream mail in an appropriate range of operational workplace situations

Consistency in performance

• Applies underpinning knowledge and skills when:
  • establishing effective working relationships with colleagues
  • following workplace requirements for the streaming of mail
  • maintaining confidentiality of customers, clients and items carried
  • modifying work practises to cater for variations in workplace contexts and environments in accordance with workplace guidelines
  • maintaining workplace records
• Shows evidence of application of relevant workplace procedures including:
  • relevant codes of practice and legislative requirements pertaining to mail operations
  • Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances (where applicable)
  • workplace procedures and instructions
  • OHS policies and procedures
  • issue resolution procedures
  • obtaining assistance from other team members when required
  • relevant guidelines relating to the safe use of equipment
  • customer service and quality assurance procedures and policies
  • environmental protection procedures
• Action is taken promptly to report any accidents, emergencies or operational problems in accordance with 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 mail, parcels, 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
TDTP998B Plan and maintain warehouse layouts and inventory locations

Unit Descriptor
This unit involves the skills and knowledge required to plan and maintain warehouse layouts and inventory locations in accordance with relevant regulatory requirements and workplace procedures. This includes identifying space requirements, identifying safety and security needs, developing the required documentation system, designing storage zones, and evaluating warehouse utilisation.

Unit Sector
Business Planning

ELEMENT PERFORMANCE CRITERIA

1. Identify space requirements
   1.1 The medium and long-term needs of the organisation are assessed to facilitate planning in accordance with the business plan of the workplace and regulatory requirements
   1.2 Product type, picking frequencies, value, fragility, weight, handling characteristics, quantity and holding periods are assessed to consider type and amount of storage
   1.3 Warehouse throughput is assessed to determine the stock holding and handling requirements for each inventory item
   1.4 Volume requirements are calculated to ensure the ongoing stock holding needs are met
   1.5 The total space requirement is calculated and used to formulate plan for space utilisation

2. Identify safety and security requirements
   2.1 An assessment is made of risks to ensure maximum safety and security for personnel, stock and facilities
   2.2 Storage handling security and incident/emergency procedures for each class or type of product are identified and documented
   2.3 Procedures to safely use equipment and substances in the workplace are identified and documented
   2.4 Fire prevention and fire fighting systems are identified in accordance with building code regulations and storage material requirements
   2.5 An evacuation plan is developed in accordance with the safety program of the workplace

3. Develop documentation system
   3.1 A system for recording and tracing stock location, receival, throughput and despatch is developed and implemented to enable reporting, quality assurance and financial requirements to be met
   3.2 A system for recording communication with carriers, customers and employees is developed and implemented to assess operational effectiveness and to provide data for system improvement
4. Design storage zones

4.1 Space requirements and equipment operation are accurately assessed to facilitate the planning of warehouse zones

4.2 An assessment is made of the warehouse environment to enable the most effective use of available space

4.3 Positioning of storage areas, bays, work stations and the like is undertaken in accordance with data obtained from the planning process

5. Evaluate warehouse utilisation

5.1 A continual system of review is used involving regular checks to ensure storage areas and systems are functioning at optimum levels

5.2 Receival and despatch systems are appropriately assessed to ensure that they provide adequately for efficient operations

5.3 Storage and handling systems are inspected to confirm that they provide ease of access and follow ergonomic principles

5.4 Product handling and storage processes are evaluated to minimise product damage, contamination and stock losses

5.5 Warehouse layout is checked to confirm that it remains sufficiently flexible to meet changing storage and handling requirements

5.6 Adequate provision is made for maintenance and cleaning

5.7 Appropriate reporting systems are established and used to maintain data for the design of improved facilities and systems

KEY COMPETENCIES

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RANGE STATEMENT

General context

- Work must be carried out in compliance with the relevant Australian and international regulations, standards and codes of practice
- Works under general guidance on progress and outcomes of work
- Work requires discretion and judgment for self and others in planning and using resources, services and processes to achieve required outcomes within workplace policy and procedures
- A range of opportunities may be used to develop the work area and to support the development of work systems, innovative strategies to deal with contingencies and to encourage the achievement of the workplace’s goals and key performance objectives by the work area and the individuals and teams within it
- The unit generally applies to those with responsibility for resource coordination and allocation and who provide leadership of others individually or in teams
Worksite environment

- Work may be undertaken in various work environments in transport, warehousing, storage and distribution industries
- Customers may be internal or external
- Operations may be conducted by day or night an any weather conditions
- The workplace environment may involve:
  - twenty-four hour operation
  - single and multi-site locations
  - large, medium and small workplaces
- Warehouse or storage facility may be purpose designed or adapted for particular purpose
- Layout and inventory locations may be planned for short or long terms
- Planning for refurbishment of existing warehouse or storage facilities may be constrained by structural, regulatory or safety issues
- Consultative processes may involve:
  - employees, supervisors and managers
  - customers and suppliers
  - contractors
  - relevant authorities, government departments and institutions
  - representatives of other enterprises and organisations
  - industrial relations and OHS specialists
  - other professional or technical staff
- Communications systems may involve:
  - fixed and mobile telephone
  - radio
  - fax
  - email
  - electronic data transfer of information
  - mail and internal memo
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
  - company procedures
  - enterprise procedures
  - organisational procedures
  - established procedures
Sources of information/documents

- Documentation/records may include:
  - Australian codes of practice and regulations relevant to business unit operations
  - workplace policies and operating procedures
  - operations manuals, job specifications and procedures and induction documentation
  - supplier and/or client instructions
  - relevant Australian Standards, criteria and certification requirements
  - communications technology equipment and oral, aural or signed communications
  - quality assurance standards and procedures
  - emergency procedures
  - relevant competency standards and training materials
  - QA plans, data and document control
  - conditions of service, legislation and industrial agreements including workplace agreements and awards

Applicable regulations and legislation

- Applicable regulations and legislation may include:
  - regulations and codes of practice relevant to warehouse operations
  - relevant codes and regulations for the storage of hazardous substances and dangerous goods, where applicable
  - relevant Australian Standards and certification requirements
  - relevant State/Territory OHS legislation
  - relevant State/Territory environmental protection legislation
  - relevant Workplace Relations legislation
  - relevant Workers Compensation legislation
EVIDENCE GUIDE

Critical aspects of evidence to be considered

• Assessment must confirm appropriate knowledge and skills to:
  • apply leadership skills to the completion of planning and reorganisation of warehouse layouts
  • suggest improvements to warehouse operations and negotiate changes
  • identify space, safety and security requirements
  • design storage zones
  • evaluate warehouse utilisation
  • resolve issues surrounding effective and efficient storage of goods
  • locate, interpret and apply relevant information
  • develop effective documentation and inventory systems

Interdependent assessment of units

• This unit of competency may be assessed in conjunction with other units that form part of a worker's job
Required knowledge and skills

- Australian and international regulations, codes of practice and legislative requirements relevant to warehouse activities
- Relevant OHS and environmental procedures and regulations
- Workplace policies and processes for the planning and maintenance of warehouse layouts and inventory locations
- Problems that may occur when planning and maintaining warehouse layouts and inventory locations and action that can be taken to report or resolve the problems
- Hazards and risks that may arise during the planning and maintenance of warehouse layouts and inventory locations and ways of controlling the risks involved
- Operational knowledge and understanding may include:
  - workplace policies, plans and priorities
  - information on warehouse throughput and storage requirements for inventory
  - focus of operation of warehouse systems, resources, management and workplace operating systems
  - quality and customer service standards, policies and procedures
  - application of relevant Australian and international standards and associated certification requirements
  - resource availability including the competencies of individuals in the team/group
  - understanding and knowledge of the application of current competencies within functional activity
  - coaching and mentoring approaches to support team members to share knowledge and skills
- Ability to:
  - prioritise work and coordinate self and others in relation to workplace activities
  - access, read and interpret technical data, regulatory requirements, plans and layouts, and workplace policies and procedures
  - identify and solve problems that may arise during the planning and maintenance of warehouse layouts and inventory locations
  - identify opportunities for improvements to services, resource allocation and use
  - apply strategies to implement continuous improvement processes
  - provide leadership to others
  - select and apply appropriate workplace technology, information systems and procedures
  - select and use computer aided drawing software programs
  - maintain workplace records and documentation
  - modify activities to cater for variations in workplace contexts and environment
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 plan and maintain warehouse layouts and inventory locations, and/or
  - plan and maintain warehouse layouts and inventory locations in an appropriate operational transport, warehousing, storage and/or distribution context involving relevant systems, personnel, equipment, work instructions and deadlines

Consistency in performance

- Applies underpinning knowledge and skills when:
  - planning and reorganising warehouse layouts
  - suggesting improvements to warehouse operations and negotiating changes
  - identifying space, safety and security requirements
  - designing storage zones
  - evaluating warehouse utilisation
  - resolving issues surrounding effective and efficient storage of goods
  - locating, interpreting and applying relevant information
  - developing effective documentation and inventory systems
- Shows evidence of application of relevant workplace procedures including:
  - relevant codes of practice and legislative requirements
  - OHS and environmental protection policies and procedures
  - workplace procedures and instructions (including customer service, quality assurance, security and housekeeping procedures)
  - issue resolution procedures
  - standards and guidelines relating to the safe use of vehicles, machinery and equipment
- Consistently considers when allocating tasks competency requirements, size of tasks, development opportunities and requirements of workplace policy and operating procedures and makes appropriate adjustments when required
- Action is taken promptly to report and/or rectify any identified incidents and 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
- Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
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
TDTW601A Operate computerised mail and parcels sorting equipment

Unit Descriptor
This unit involves the skills and knowledge to operate computerised mail and parcels sorting equipment in accordance with workplace requirements including setting up mail and parcels sorting equipment for operation, operating the equipment in accordance with workplace procedures, and completing the sorting process for mail and parcels as required. The process includes containerising processed mail and parcels for transfer to the next processing or distribution point.

Unit Sector
Carrying out Operations on Equipment and Systems

ELEMENT PERFORMANCE CRITERIA

1. Set up mail and parcels sorting equipment for operation
   1.1 Individual and work team priorities and responsibilities are identified and confirmed
   1.2 All OHS and environment protection procedures and requirements for the relevant mail and parcels sorting equipment are identified, accessed and applied
   1.3 The availability of mail and parcels to be sorted is identified and confirmed
   1.4 The appropriate equipment configuration and sort plan is identified, accessed and applied
   1.5 Mail and parcels to be sorted are transferred to sorting point
   1.6 Labels for identifying the destination of mail are created and affixed to trays

2. Operate mail and parcels sorting equipment
   2.1 Internal operating procedures and equipment operating procedures are applied
   2.2 Mail and parcels are sorted accurately and correctly in compliance with priority for sorting
   2.3 Mail and parcels are handled safely to minimise risk of injury to people and damage to mail and parcels and processing equipment
   2.4 Mail and parcels that are incorrectly classified and non-conforming items are identified, separated and re-processed
   2.5 Mail and parcels that have been sorted to their correct destination are placed in appropriate mail container for distribution

3. Complete sorting process for mail and parcels
   3.1 Mail and parcels stackers/containers/bags are cleared down, sealed and labelled in accordance with workplace procedures
   3.2 Mail and parcels are transferred to next sorting point using appropriate shifting equipment, and labels scanned as required
   3.3 Information required to complete records of mail and parcels processed is provided and recorded
   3.4 Excess equipment is removed and work area prepared for next activity/shift
KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

General context

- Work must be carried out in compliance with the regulations and workplace requirements pertaining to the processing of mail and parcels
- Work is normally performed under general supervision, usually in a team or out-station environment
- Work involves the application of workplace procedures and regulatory requirements to the operation of computerised mail and parcels sorting equipment as part of work activities in the postal and allied industries
Worksite environment

- Work may be conducted in a range of work environments by day or night
- Workplaces may comprise large, medium or small worksites
- Operations may include shiftwork
- Customers may be internal or external
- Hazards may include:
  - vehicular traffic and pedestrians
  - dust and vapours
  - hazardous or dangerous materials
  - humidity, air temperature
  - lighting conditions
  - machinery/equipment moving parts
  - noise
- Weighing devices may be:
  - mechanical
  - automated
  - weighbridge
- Work priorities may be communicated through:
  - briefings
  - noticeboards
  - announcements
- Equipment may include:
  - mail trays, tubs and bags
  - multi-line OCR
  - AEG OCR
  - bar code sorter
  - flat sorting machine
  - large parcels sorting machine
  - small parcels sorting machine
  - large letters sorting machine
  - flat mail OCR
  - scanners
  - tipping belt
  - pallet jack/maverick
  - powered lifters
  - kingfishers
  - scales
  - Unit Load Devices (ULDs) and Wheeled Unit Load Devices (WULDs)
  - Vertical Sorting Frame (VSF) and Vertical Sorting Divisions (VSDs)
  - ULD tipper
  - conveyor belts
  - strapping machine
- Personal protection equipment may include:
  - gloves
  - safety headwear and footwear
  - safety glasses
  - two-way radios
  - protective clothing
  - high visibility clothing
- Communication in the work area may include:
Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:

- company procedures
- enterprise procedures
- organisational procedures
- established procedures

Sources of information/documents:

- Information/documents may include:
  - workplace policies, operating procedures and practices
  - Management Operating System (MOS)
  - Management Information System (MIS)
  - sorting system information including:
    - postcode book, national sort plan and State sort plan
    - postal guide
    - international postcode directory
    - label charts
  - mail identification numbers, codes and labels
  - manifests, consignment notes, bar codes, mail and container identification
  - quality assurance procedures
  - induction documentation
  - competency standards and training materials
  - job specifications and procedures
  - award, enterprise bargaining agreement or other industrial arrangements
  - manufacturer's specifications
  - codes of practice, including national standards for manual handling and the industry safety code
  - supplier and or/client instructions
  - HAZCHEM chart/MSDS
  - safety observation feedback program
  - emergency procedures
Applicable regulations and legislation

- Applicable regulations and legislation may include:
  - relevant codes and regulations pertaining to mail operations
  - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances,
  - relevant State/Territory OHS and environmental protection legislation
  - workplace relations regulations
  - workers compensation regulations

EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
  - operate computerised mail or parcels processing equipment in accordance with workplace procedures and standards
  - identify workplace hazards and safely handle equipment and mail
  - maintain security of mail in accordance with legislative and workplace requirements.
  - 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

- Australian and international codes and regulations relevant to mail operations
- Relevant OHS and environmental protection procedures and guidelines
- Workplace procedures and policies for the operation of computerised mail and parcels sorting equipment
- Focus of operation of work systems, equipment, management and site operating systems for the operation of computerised mail and parcels sorting equipment
- Problems that may occur when operating computerised mail and parcels sorting equipment and appropriate action that can be taken to resolve/avoid the problems
- Requirements of automated mail processing systems, operations and relevant equipment
- Hazards that may occur during the operation of computerised mail and parcels sorting equipment and ways of controlling the risks involved
- Site layout
- Relevant personal protection equipment and procedures for its use
- Ability to:
  - identify, select and use relevant equipment, processes and procedures when operating computerised mail and parcels sorting equipment
  - modify activities depending on differing workplace contexts, risk situations and environments
  - read and interpret instructions, procedures and labels relevant to the operation of computerised mail and parcels sorting equipment
  - interpret and apply relevant agreements, codes of practice or other legislative requirements
  - plan own work including predicting consequences and identifying improvements

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 operate computerised mail and parcels sorting equipment, and/or
  - operate computerised mail and parcels sorting equipment in an appropriate range of operational workplace situations
Consistency in performance

• Applies underpinning knowledge and skills when:
  • establishing effective working relationships with colleagues
  • following workplace requirements for manual sorting activities
  • maintaining confidentiality of customers, clients and items sorted
  • modifying work practices to cater for variations in workplace contexts and environments in accordance with workplace parcels and mail guidelines
  • maintaining workplace records
• Shows evidence of application of relevant workplace procedures including:
  • relevant codes of practice and legislative requirements pertaining to mail operations
  • Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances (where applicable)
  • workplace procedures and instructions
  • OHS policies and procedures
  • issue resolution procedures
  • obtaining assistance from other team members when required
  • relevant guidelines relating to the safe use of equipment
  • customer service and quality assurance procedures and policies
  • environmental protection procedures
• Action is taken promptly to report any accidents, emergencies or operational problems in accordance with 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 mail, parcels, 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
WRRO2B Manage sales and service delivery

Unit Descriptor
This unit encompasses the competencies required to monitor, maintain and improve sales and service delivery. It involves market research, developing new markets and marketing products and services within the culture of the overall store policy.

Unit Sector
Operations

ELEMENT

PERFORMANCE CRITERIA

1. Maintain and improve operations

1.1 Policies and procedures for sales and service delivery implemented, communicated and reviewed on a regular basis.

1.2 Resource allocation for client service provision is adequate and maintained in line with store policy.

1.3 Customer complaints which have been referred by staff, resolved according to store policy.

1.4 Sales and service targets/plans consistent with quality and functional specifications.

1.5 Sales and service targets/plans monitored to ensure that customer requirements are met and appropriate remedial action taken if required.

1.6 Sales and service targets/plans communicated to relevant personnel according to implementation schedules.

1.7 Feedback given to staff on operations and outcomes.

1.8 Staff encouraged to take responsibility for meeting customer requirements.

1.9 Feedback from customers sought and used to improve future operations.

1.10 Corrective measures taken to minimise factors which may cause operations to be disrupted.

1.11 Corrective actions monitored and evaluated for effectiveness and used for future operational planning.

1.12 Current and accurate records on sales are available to authorised personnel.

1.13 Relevant reports interpreted and acted upon as required.
2. Negotiate supply of goods

2.1 Arrangements with suppliers negotiated and implemented according to store policies and procedures and communicated to relevant personnel.

2.2 Special pricing arrangements and customer payment agreements authorised and communicated to relevant staff and management personnel according to store policy.

2.3 Records of suppliers and stock monitored for accuracy and legibility and appropriate action taken where necessary.

2.4 Market factors affecting supply identified and communicated to relevant personnel.

2.5 Complete and accurate records of negotiations and agreements conveyed to appropriate personnel within designated time limits.

2.6 Immediate corrective action taken where potential or actual problems with supply indicated.

2.7 New suppliers identified and developed to maintain and improve sales and service delivery.

3. Establish customer requirements

3.1 Strategies planned and developed to enhance customer service provision according to store policy.

3.2 Customer needs researched and analysed accurately in regard to local geographic and cultural issues.

4. Provide productive work environment

4.1 Sufficient supply of resources of the necessary quantity and quality established and maintained to meet customer requirements.

4.2 Access to, and use of, resources regulated and monitored for maximum efficiency.

4.3 Staff working conditions meet current legislation and store policy.

4.4 Maintenance frequency and use of equipment conform to recommended schedules and procedures.

4.5 Resources which do not meet requirements replaced, repaired or adapted as soon as is practicable and with minimum disruption to work activity.

4.6 Recommendations for improving conditions communicated to relevant personnel within designated time frame.

4.7 Complete, accurate records maintained and made available to authorised personnel.
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 competency standard. 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.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>By communicating policies and procedures to suppliers, staff and management.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Monitoring sales and service targets/plans requires information to be collected, analysed and organised.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Through identifying suppliers, monitoring stock and pricing arrangements.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Communicating with staff and maintaining sales and service requires team work.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Maintaining sales and service targets/plans requires use of mathematical ideas and techniques.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Identifying and resolving customer complaints requires problem solving skills.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Completing accurate records and maintaining equipment requires use of technology.</td>
<td>3</td>
</tr>
</tbody>
</table>
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:
  - sales and service delivery
- Policies and procedures may involve:
  - service standards
  - staff presentation
  - customer complaints
  - staff induction
  - customer service and sales training
- Sources of supply may include:
  - people
  - external organisations
  - internal departments/teams
- Resources may include:
  - people
  - material
  - equipment/technology
  - financial
  - external consultants
- Customers may include:
  - external
  - internal
- Service and products may include:
  - current
  - potential
- Negotiations may be conducted by:
  - face to face contact
  - correspondence
  - meetings
  - telephone
  - email
- Specifications for services and products may involve:
  - quality
  - quantity
  - coverage/content
  - time schedules/scales
  - cost
- Specifications may include:
  - customer agreements
  - operational means for meeting agreements
  - specific functional duties within the organisation
- Specifications, recommendations and information may be communicated to:
  - higher level managers
  - subordinates
  - colleagues, specialists, staff from other departments
  - external organisations which have a health, safety or
environmental responsibility
• government bodies
• Feedback may be sought and given:
  • verbally
  • in writing
• Analysis methods may be:
  • quantitative
  • qualitative
• Factors which disrupt operations may include:
  • supply
  • operational resources
  • quality of materials

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:
• Maintains, monitors and evaluates sales and service delivery.
• Communicates sales and service targets/plans and provides feedback on operations and outcomes to relevant personnel.
• Proactively improves sales and service delivery operations.
• Interprets and maintains data on sales and services delivery.
• Negotiates and arranges supply of goods according to store policies and procedures.
• Authorises pricing and payment agreements according to store policies and procedures.
• Maintains, monitors and evaluates supply of stock.
## 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:
  - sales and service delivery
  - supply specifications
  - quality assurance and control
  - stock maintenance and control
  - pricing
- Store merchandise and service range
- Store merchandising plan
- Range and availability of new products and services
- Customer demand and market trends
- Product quality standards
- Relevant legislation and statutory requirements
- Relevant industry codes of practice
- Occupational health and safety legislation/regulations/codes of practice
- Pricing procedures including Goods and Services Tax (GST) requirements
- Principles and techniques in:
  - purchasing and supply specifications
  - stock control

**Skills in:**
- Interpersonal communication skills
- Negotiating with suppliers and customers
- Presentation skills
- Using new technology
- Literacy skills in regard to:
  - researching, analysing and interpreting a broad range of written material
  - preparing reports
  - documenting results
- Numeracy skills in regard to:
  - interpreting and maintaining data

## 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 WRRO2B can be assessed with other units that make up a particular 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 manuals
  - sales and service delivery targets/plans
  - records of sales service
  - legislation and statutory requirements
  - industry codes of practice
  - occupational health and safety
    - legislation/regulations/codes of practice
  
- Access to suppliers
- Access to a team
WRRS1B Sell products and services

Unit Descriptor

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.

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<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Relaying product features and benefits to customers requires the communication of ideas and information.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Establishing customer requirements requires information to be collected, analysed and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Identifying opportunities to make additional sales requires activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work will be applied when referring to other staff members or seeking product information.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques may be required when reviewing personal sales outcomes.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills may be applied when overcoming customer objections.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology may not be required in this unit.</td>
<td>-</td>
</tr>
</tbody>
</table>
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
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- Customer types and needs including:
  - customer buying motives
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  - reading and understanding product information
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- 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 Advise on products and services**

**Unit Descriptor**
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**

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.

<table>
<thead>
<tr>
<th>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Recommending specialised products to customers requires ideas and information to be communicated.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Developing product knowledge requires information to be collected, analysed and organised.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Developing knowledge of competitor’s products and services may require activities to be planned and organised.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work may be required when developing and relaying product knowledge to other team members.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Making comparisons with competitor's pricing structure will require the use of mathematical ideas and techniques.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving will be applied when evaluating merchandise according to customer requirements.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology will be applied when developing product knowledge through accessing the Internet.</td>
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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
WRWMK507A Develop a sales strategy

Unit Descriptor
This unit covers the development of a sales strategy to underpin the attainment of targets within a marketing plan.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Review existing sales plans
   1.1 Current sales strategies reviewed for all products and services.
   1.2 Current sales strategies for products and services compared and contrasted.
   1.3 Joint business sales strategies identified.

2. Devise a sales strategy
   2.1 Efficient decision making on sales planning enhanced through securing:
       • Relevant information
       • Current performance data
       • Sales and contracts
       • Forecasted trends and opportunities
       • Available resource commitments and capacity
   2.2 Appropriate tools used to complete sales planning and analysis activities for a specific market.
   2.3 Sales targets devised.
   2.4 Sales targets reviewed and set through involvement of relevant people using latest data

3. Implement sales strategy
   3.1 Sales targets underpin business goals and outcomes.
   3.2 Sales strategies support marketing and promotional plans.

KEY COMPETENCIES

This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

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RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole. The variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve:
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act
Sources of information may include but are not limited to:

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer’s specifications
- Supplier and/or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols
Work site environment factors may include but are not limited to

Products and services may be grouped by:
- Brand
- Merchandise classification
- Category
- Range
- Customer.

Key elements of a sales strategy may include:
- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

Sales objectives/targets may vary with:
- Product and/or service
- Merchandising/sales strategy
- Sales
- Promotional strategies and their duration, cycle, territory coverage and product or service focus.

Types of plans may include but not be limited to:
- Sales
- Marketing
- Strategic
- Business
- Purchasing/procurement
- Disposal
- Human resource
- Public relations
- Contingency
- Risk management
- Environmental

Business outcomes may include:
- Key performance indicators
- Strategic objectives
- Price
- Market and sales indicators
- Brand value
- Quality standards and criteria
- Performance benchmarks
- Milestones

Joint business objectives will vary based on:
- Product, range, line, or category performance
requirements
• Objectives such as those for price, profit, brand share, market share

Markets may include:
• Local
• National
• Regional
• International

Monitoring markets may include:
• Market control
• Market information
• Market planning
• Market structure
• Market share

Evaluation of marketing strategies may include:
• Location
• Product/service mix
• Packaging or presentation
• Quality factors (time, cost, variations)
• Access
• Continuity

EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program. This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence
Assessment requires evidence of the following be collected:
• Develop a successful sales strategy for a product or service
• Ability to establish procedures and mechanisms to collect and report on sales strategy during the development stage
• Analysis and synthesis of information with respect to development of a sales strategy
• Realistic sales strategy targets that tie back to strategic and business planning targets
• Consultative processes for the development of a sales strategy
• Implementation procedures and review mechanisms for a sales strategy

Interdependent assessment of units
This unit may be assessed in conjunction with other units that form part of a job role or function.
### Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Existing sales plans
- Joint promotional programs
- Business and direct customer different requirements
- Information sources and reliability/accuracy
- Marketing and promotional planning targets
- Business policy and procedures
- Occupational health and safety aspects of job
- Relevant commercial law and legislation

### Display skills in terms of job role or function, including the ability to:

- Research skills
- Determining current market position
- Success of current sales strategy
- Review existing strategies and propose improvements
- Check relevant business, industrial and legislative requirements
- Define and obtain information for use in making effective decisions
- Develop plans to implement sales strategies

### Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities

### Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

### Context for assessment

Assessment may occur on the job, or off-the-job.
WRWWS302A Maintain business to business relationships

Unit Descriptor
This unit encompasses the knowledge and skills required to develop and maintain enduring relationships with a business customer focusing on identification of customer needs.

Unit Sector
No sector assigned

ELEMENT

PERFORMANCE CRITERIA

1. Develop techniques to maintain close contact with business customers
   1.1 Relevant contact personnel at each business and/or account customer confirmed.
   • Participate and contribute to team efforts to service business customer(s).
   1.2 External relationships built to improve supply chain efficiency including:
   • Product/service supply
   • Account management
   • Product management
   • Supply arrangements
   • Distribution systems
   • Information and communication
   1.3 Business customer contact maintained consistent with business procedures and guidelines.

2. Identify business customer needs
   2.1 Means to identify business customer needs confirmed.
   2.2 Relevant customer contacts consulted to review business needs.
   2.3 Current business and promotional activities analysed and future directions determined.
   2.4 Trading terms outlined and confirmed for specific customers.
   2.5 Pricing policies and procedures confirmed.
   2.6 Business reviews processed using latest forecasts on current and future trends.

KEY COMPETENCIES
This refers to the seven areas of generic competency that underpin effective workplace practices. The Key Competencies cover the three levels of performance in the following areas:

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RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole. The variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to:

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to:

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve:
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to:

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act
Sources of information may include but are not limited to:

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols
Work site environment factors may include but are not limited to:

**Merchandise guides may include:**
- Plan-o-grams
- Layout guides
- Merchandise guides
- Site plans

**Key elements of a commercial strategy may include:**
- Consultation with key stakeholder
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

**Benefits sold to a business partner may include:**
- Market share
- Price
- Quality
- Volume of sales
- Presentation or merchandising of the product
- Associated sales
- Associated promotions
- Promotional 'tie ins' or co-location

**Supply arrangements may include:**
- Delivery of products
- Provision of services
- Maintenance and support agreements
- Leasing agreements/ consultancies
- Research and development

**Business relationships and trading terms may be influenced by:**
- Due diligence requirements
- Value or money
- Risk sharing
- Market position
- Planning cycles and the time of the year
- Terms and conditions agreed
- Intellectual property and technology rights
- Value management
- Continuous improvement
- Supply chain management
- Infrastructural and capital outlay requirements
- Organisational systems integration and compatibility

**Meetings may be:**
• Single location - Face to face
• Multi-locational (eg. Videoconferencing or virtual means, Internet)
• Minuted or informal

EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program. This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

• Build sustainable business relationships that deliver agreed business outcomes
• Documentary evidence of key contact personnel for businesses with a given territory/ customer account and their specific needs
• Documentary evidence of businesses customer's specific needs
• Confirmation of trading terms for customers

Interdependent assessment of units

This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

• Prioritising work schedule
• Business policy and procedures for building relationships with business customers
• Pricing policies
• Trading terms
• Information sources on product and supply arrangements for customers
• Occupational health and safety aspects of job
• Relevant consumer law, commercial law and legislation
**Display skills in terms of job role or function, including the ability to:**

- Identify and maintain key contact personnel at customer businesses
- Contribute to team service to specific customers
- Confirm trading terms, pricing policies and other relevant procedures to customers
- Process business forecasts for implementation
- Interpersonal skills
- Review business needs and basic forecasts
- Collect and organise information
- Effectively use of technology
- Literacy skills to carry out tasks required by performance criteria
- Flexibility when communicating within teams, and responding to customers

**Resource Implications**

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

**Consistency in performance**

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

**Context for assessment**

Assessment may occur on the job, or off-the-job.
WRWWS504A Manage business customers

Unit Descriptor
This unit encompasses the knowledge and skills required to manage contracts, reinforce trading terms and negotiate deals with a business customer.

Unit Sector
No sector assigned

ELEMENT PERFORMANCE CRITERIA

1. Negotiate deals
   1.1 Special deals established according to business policy and procedures.
   1.2 Deals negotiated and completed according to business policy and procedures.
   1.3 Supporting promotional and merchandising activities determined.
   1.4 Optimal sales and distribution arrangements negotiated with customer prior to completion of deal.
   1.5 Special deals falling outside company policy and procedures approved according to business guidelines.
   1.6 Arrangement for supply of goods of services under special deals confirmed prior to completion of deal.
   1.7 Deals conform to business performance and marketing objectives.
   1.8 Deals are legally valid and binding.

2. Verify trading terms
   2.1 Trading terms set for product and services.
   2.2 Trading terms set for customers and accounts.
   2.3 Procedures and policies established to approve new or amended trading terms.
   2.4 Trading terms communicated to internal and external personnel according to legislative and business procedures.
   2.5 Procedures and policies for processing breaches to trading terms confirmed and communicated to relevant staff.
   2.6 Processes for reviewing trading terms established.
   2.7 Policy and procedures for managing trading terms to achieve business and customer service objectives established.
3. Manage business contracts

   3.1 Contractual obligations and terms with business customer confirmed.
   3.2 Terms and conditions of contract with business account customer applied.
   3.3 Requirements for amendment or variation to existing contract with a business completed according to business procedures and legal requirements.
   3.4 Performance of contract is monitored against agreed business outcomes and standards
   3.5 Contract variations investigated and resolved in accordance with contractual and business outcomes.
   3.6 Disputes over contracts resolved to obtain business and customer outcomes.
   3.7 Contract reviews completed regularly with customers, stakeholders and contract holder.

KEY COMPETENCIES

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RANGE STATEMENT

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole. The variables listed should be considered indicative rather than exhaustive and should be used as applicable to the job role or function.

General Contexts may include but are not limited to

- Type of products and services provided
- Business policy and procedures with regard to the acquisition and sale of products and services
- Size, type and location of business
- Business merchandise range
- Strategic measurement and evaluation systems and processes
- Characteristics of the specific product(s) or service(s)
- Management structure and communication relationships
- Business service range
- Customers including other businesses or end consumers serviced through business customers or directly
- Varying levels of staff training
- Worksite specific context, variations and environments

Workplace Contexts may include but are not limited to

- Workplace-specific guidelines, policies and practices
- Conditions of service, legislation and industrial agreements
- Consultative processes may involve:
  - Staff members
  - Teams
  - Management
  - Union representatives
  - Industrial relations, Occupational Health & Safety specialists
  - Other professional or technical staff
- Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to

- Occupational Health and Safety
- Workplace relations
- Workers compensation
- Industry codes of practice
- License, patent or copyright arrangements
- Environmental protection legislation
- Equal Employment Opportunity and anti-discrimination law
- Emergency procedures
- Transport, storage and handling of goods
- Goods and Services Tax
- Australian Competition and Consumer Commission provisions
- Trade Practices Act
Sources of information may include but are not limited to

- Legislation and regulations
- Work procedures and internal manuals
- Company operating procedures and instructions
- Manufacturer's specifications
- Supplier and/or customer instructions
- Manifests
- Codes of practice
- Quality assurance systems, procedures and policies
- Awards, workplace agreements, and other industrial arrangements
- Oral/verbal communication including face to face, telephone, Internet, radio, and such like
- Written instructions and communication such as data exchange, letters, e-mails
- Non-verbal communication
- Feedback
- Safety instructions and workplace signage
- Direct or indirect
- Electronic or hard copy
- Policy and protocols
Work site environment factors may include but are not limited to

**Key elements of a commercial strategy may include:**

- Consultation with key stakeholders
- Expenditure budget meets organisational requirements for probity
- Procurement process agreed by users, documented, and meets legal and probity requirements
- Approvals obtained
- Contractual arrangements that capture and address identified risks, protection of all parties, and include performance indicators which provide the basis for due performance

**Business customers include:**

- Commercial companies
- Public agencies or organisations
- Governments
- Community and not-for-profit organisations
- Internal business units/divisions

**Supply arrangements may include:**

- Delivery of products
- Provision of services
- Maintenance and support agreements
- Leasing agreements/consultancies
- Research and development

**Business relationships and trading terms may be influenced by:**

- Due diligence requirements
- Value or money
- Risk sharing
- Market position
- Planning cycles and the time of the year
- Cost/Price analysis
- Terms and conditions agreed
- Intellectual property and technology rights
- Value management
- Continuous improvement
- Supply chain management
- Infrastructural and capital outlay requirements
- Organisational systems integration and compatibility

**Benefits sold to a business partner may include:**

- Market share
- Price
- Quality
- Volume of sales
- Presentation or merchandising of the product
- Associated sales
- Associated promotions
- Promotional 'tie ins' or co-location
Special expertise and advice sources may include:

- Internal or external experts on:
  - Legal
  - Financial
  - Trade
  - Insurance
  - Economics
  - Technical and scientific
  - Probity
  - Other as required

Methods for requesting and receiving offers may include:

- Open or restricted tendering and contracting
  - Expressions of interest
  - Request for proposal
  - Request for quotation
  - Request for tender; request for offer
  - Direct purchases using existing supply agreements such as standing offers
  - Common use arrangements
  - Oral quotations
  - Written quotations
  - Direct purchase from retail or wholesale outlets
  - Electronic commerce

Contractual arrangements may include:

- Letters of appointment or intent
  - External contracts
  - Trade partners
  - People contracts
  - Verbal and written orders
  - Purchase order
  - Petty cash
  - Memoranda of understanding/ memoranda of agreement
  - In-house service level agreements
  - Contracts
  - Common use arrangements/ standing offers
  - Contracts as detailed under the Trade Practices Act

Contract negotiation issues may include:

- Contract variations including ability to vary or modify targets, processes and/or clauses
  - Innovations
  - Modification and amendment rights
  - Scope
  - Non-compliance
  - Consequences
## EVIDENCE GUIDE

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program. This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

### Critical aspects of evidence

Assessment requires evidence of the following be collected:

- Negotiation and finalisation of legally binding deals
- Attainment of business targets and strategic goals through contractual agreements
- Establishment of trading terms with customers (individual and account)
- Management of contacts and trading terms to achieve agreed business targets and strategic outcomes
- High level ethical and personal integrity in conduct of negotiations and management of contractual relationships
- Adherence to business and industry codes of conduct, policies and procedures.

### Interdependent assessment of units

This unit may be assessed in conjunction with other units that form part of a job role or function.

### Underpinning knowledge and skills

Display knowledge in terms of job role or function:

- Prioritising work schedule
- Use and maintenance of standard business technology
- Configuration of management systems
- Public and private sector purchasing and procurement guidelines and rules
- Purchasing management practices and codes of conduct
- Law of contract
- Trade Practice law
- Relevant commercial law and legislation
- Financial accounting and reporting systems
- Approval processes
- Negotiation techniques
- Features and advantages of a contractual relationship
- Elements that make a successful business partnership/relationship
- Internal and external management systems
- Determining competitor activities
- Flexibility in attitude towards learning for self-improvement
- Dealing with external and internal groups and teams, and the response to this in reviewing
- Information sources on product and supply arrangements for customers
- Business policy and procedures impacting job role or function
- Occupational health and safety aspects of job
Display skills in terms of job role or function, including the ability to:

- Analytical and research skills
- Articulate current business policy and procedures
- Project and contract management skills
- Negotiate and secure deals
- Determine appropriate support for promotional and merchandising activities
- Create guidelines for approving and implementing special deals
- Establishing, confirming and reviewing trading terms
- Developing and amending contracts according to business procedures and legal requirements
- Resolving contract disputes and variations
- Conducting regular contract reviews
- Anticipate factors impacting contractual arrangements
- Actioning opportunities to improve business contractual relationships

Resource Implications
Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities.

Consistency in performance
The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be completed in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products.

Context for assessment
Assessment may occur on the job, or off-the-job.