RTD02
Conservation And Land Management Training Package

Volume 2 of 2

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Version Modification History

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

<table>
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<tr>
<th>Version</th>
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<tr>
<td>1.00</td>
<td>1/06/2002</td>
<td>Primary Release</td>
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</table>

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

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

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

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

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

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

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

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

Statement of Attainment

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

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

AQF Guidelines and Learning Outcomes

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

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate II

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Characteristics of Learning Outcomes

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

Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the 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 judgement is required in planning and selecting appropriate equipment, services and techniques for self and others.

Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.

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

Distinguishing Features of Learning Outcomes

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

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

Advanced Diploma

Characteristics of Learning Outcomes

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

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

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

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

Distinguishing Features of Learning Outcomes

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

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

The Conservation and Land Management Training Package is the framework for vocational education and training for those engaged in conservation and land management work. It supports a wide range of learning pathways. These include institution-based programs, workplace and school-based training, as well as other flexible combinations of workplace and off-the-job training and assessment.

Qualifications within the Conservation and Land Management Training Package can be achieved through a variety of pathways including New Apprenticeships (traineeships).

Below is illustrated the training pathways for qualifications contained within the Conservation and Land Management Training Package.
The Conservation and Land Management Training Package provides a mechanism for the acquisition of qualifications in the Vocational Education and Training (VET) sector. Under the Australian Quality Training Framework (AQTF), competencies within the Conservation and Land Management Training Package form the basis of recognised national qualifications.

**CLM Qualification Titles and Specialisations**

The Rural Training Council of Australia, the national ITAB, has devised a qualifications model that is designed to provide maximum recognition, flexibility and portability for persons employed in the Conservation and Land Management industry.

The six qualifications are:

- Certificate I in Conservation and Land Management
- Certificate II in Conservation and Land Management
- Certificate III in Conservation and Land Management
- Certificate IV in Conservation and Land Management
- Diploma of Conservation and Land Management
- Advanced Diploma of Conservation and Land Management

Within the qualifications from Certificate II through to Diploma of Conservation and Land Management, the CLM competencies are packaged together into combinations that represent meaningful work-related foci for key industry sectors or areas of specialisation in natural resource management. The sector specialisations or occupational streams approved on endorsement of this Training Package include:

- General Land Management
- Conservation Earthworks
- Community Coordination and Facilitation
- Indigenous Land Management
- Lands, Parks and Wildlife
- Natural Area Restoration
- Weed Management
- Vertebrate Pest Management

The mechanism for accommodating these streams within each of these qualifications (Certificate II through to Diploma) has been achieved by developing three lists of units of competency in each stream:

- Category A list- these are the key technical work functions that have been designated for each sector specialisation. A limited choice from this list will be required. Units that are compulsory for each qualification are shown in Italics in this group.
- Category B list - these are the more generic work functions across a number of industry sectors and a wide choice is available from this list.
- Category C list - these include units from the Conservation and Land Management Training Package not listed in Group A or B at that level, and relevant units from other Training Packages.

A qualification for each occupational stream is achieved by selecting units of competency from each of the above lists as set out in Section 13 below.

Competency standards imported from other Training Packages are known as 'cross-industry' competency standards, and the rules attached to these competency standards from their originating Training Package must be adhered to when they are incorporated into training programs or assessments.

**CLM Qualifications Codes**

Each qualification within this Training Package is assigned a separate code for the purpose of listing on the National Training Information Service (NTIS) website [www.ntis.gov.au](http://www.ntis.gov.au). The code is defined...
through four indicators:

- a three letter alpha identifier representing the Training Package title (e.g. RTD),
- a single numeric identifier representing the nominal level (e.g. 2 for a Certificate II),
- a separate numeric identifier to establish the number of qualifications at that level,
- a numeric identifier to distinguish the year of endorsement.

For example, the code for the Certificate II in Conservation and Land Management is RTD20102 where RTD stands for 'Rural - Conservation' and is known as the Training Package identifier. The first '2' means it is a Certificate II qualification, '01' indicates it is the first (and only) qualification at this level in the Training Package, and the final '02' represents the year in which the qualification is endorsed.

Issuing Qualifications

Under the agreed arrangements of the Australian Quality Training Framework (AQTF) only Registered Training Organisations (RTOs) can issue qualifications and do so according to the AQTF Standards.

When a qualification is issued by a RTO, there will be an option to include the sector specialisation or occupational stream on the academic transcript, Statement of Attainment and the qualification parchment issued by the RTO.

Statements of Attainment

Individuals who are assessed against some of the competencies set out in the qualification are entitled to receive a Statement of Attainment which recognises partial achievement of a full qualification. The Statement of Attainment can only be issued by an RTO.

When a statement of attainment is issued by a Registered Training Organisation, there will be an option to include the sector specialisation or occupational stream on the academic transcript and Statement of Attainment.

Context of Assessment

Due to the large number of generic units in this Training Package, including imported units and those that are common with agriculture and horticulture, there may be a need to indicate the context in which units of competency or whole qualifications have been assessed.

This can be achieved by adding the industry specialisation to the Statement of Attainment (for incomplete qualification), or on the academic transcript (which lists units of competencies achieved) with the issue of a qualification. This specialisation may also be added to the qualification parchment where requested by a graduate and where approved by the relevant state training authority.

For example, RTD4403A Develop a pest management action plan for a local area may refer to weeds or to pest animals. Where this unit related to weed management and the subsequent qualification conforms with the guidelines for weed management specialisation, the following could be added to the Statement of Attainment, qualification parchment and/or academic transcript:

(Specialisation: Weed Management)

It should be emphasised that this statement does not form part of the formal qualification title, is provided as an option only, and its use and placement must be consistent with the current Training Package Development Handbook.

Rules

There is one rule that can be found detailed in each qualification:

For a Certificate . . . in Conservation and Land Management at least . . . of the units of competency presented for this qualification must relate to conservation and land management work procedures, activities or contexts.
This is designed to ensure that some 80% of units submitted for a qualification relate to land management contexts so that the integrity of the qualification is maintained.
Assessment Guidelines

Introduction

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

Assessment System Overview

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

Benchmarks for Assessment

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

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

Australian Quality Training Framework Assessment Requirements

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

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

Registration of Training Organisations

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

Quality Training and Assessment

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

Assessor Competency Requirements

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

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

Assessment Strategies

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

Mutual Recognition

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

Access and Equity and Client Services

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

Partnership Arrangements

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

Recording Assessment Outcomes

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

Issuing AQF Qualifications and Statement of Attainment

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

Pathways

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

- formal or informal education and training
- experiences in the workplace
- general life experience, and/or
- any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.
Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

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

**Learning and Assessment Pathways**

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

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

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

**Assessment-Only or Recognition of Prior Learning Pathway**

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

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

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, and work samples. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:
• authentic (the 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 Standards for Registered Training Organisations specify mandatory competency requirements for assessors. For information, Standard 7.3 from the Standards for Registered Training Organisations follows:
7.3  a  The RTO must ensure that assessments are conducted by a person who has:

i  the following competencies from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:
   a  TAAASS401A Plan and organise assessment;
   b  TAAASS402A Assess competence;
   c  TAAASS404A Participate in assessment validation;

ii  relevant vocational competencies, at least to the level being assessed.

b  However, if a person does not have all of the competencies in Standards 7.3 a (i) and the vocational competencies as defined in 7.3 a (ii), one person with the competencies listed in Standard 7.3 a (i), and one or more persons who have the competencies listed in Standard 7.3 a (ii) may work together to conduct assessments.

A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.

Designing Assessment Tools

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

Use of Assessment Tools

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

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

Using Prepared Assessment Tools

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

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

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

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

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

Mandatory Assessment Requirements

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

<table>
<thead>
<tr>
<th>8</th>
<th>RTO Assessments</th>
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<tbody>
<tr>
<td>The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.</td>
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</table>

8.1 The RTO must ensure that assessments (including RPL):

i. comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses;

ii. lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course;

iii. are valid, reliable, fair and flexible;

iv. provide for applicants to be informed of the context and purpose of the assessment and the assessment process;

v. where relevant, focus on the application of knowledge and skill to standard of performance required in the workplace and cover all aspects workplace performance, including task skills, task management skills, contingency management skills and job role environment skills;

vi. involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained;

vii. provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes;

viii. are equitable for all persons, taking account of individual needs relevant to the assessment; and

ix. provide for reassessment on appeal.

8.2 a The RTO must ensure that RPL is offered to all applicants on enrolment

b The RTO must have an RPL process that:

i. is structured to minimise the time and cost to applicants; and

ii. provides adequate information, support and opportunities for participants to engage in the RPL process.
Access and Equity

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

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

Assessor Requirements

Assessors must hold formal recognition of competence in the following units from the Training Package for Assessment and Workplace Training [BSZ98]: Plan Assessment (BSZ401A), Conduct Assessment (BSZ402A) and Review Assessment (BSZ403A). They must also be competent (and where possible hold formal recognition of competence), in the specific units of competency.

Registered Training Organisations issuing Qualifications and Statements of Attainment under this Training Package must meet the requirement to use qualified Assessors, and ensure that all assessments are conducted in accordance with the procedures outlined in Section Four.

All Assessors who are engaged in assessing against this Training Package must be either:

- employed by an RTO, or
- acting under the registration of an RTO (e.g., an Assessor working in an enterprise which has a partnership arrangement with a private or public RTO).

Designing Assessment Tools

Assessment Tools assist Assessors in the collecting and evaluating of evidence when making judgements about whether candidates have achieved competency. If using prepared materials, Assessors should ensure that the materials are "noted" materials which have met quality criteria as determined by ANTA. A key reference for Assessors engaged in developing Assessment Tools is the unit of competency BSZ507A Develop Assessment Tools.

Conducting Assessments

The industry-preferred process for conducting assessments is based on eight steps:

- Step 1 - Establish the assessment context
- Step 2 - Prepare the candidate
- Step 3 - Plan and prepare the evidence gathering process
- Step 4 - Collect the evidence and make the assessment decision
- Step 5 - Provide feedback on the assessment
- Step 6 - Record and report the result
- Step 7 - Review the assessment process
- Step 8 - Participate in the reassessment and appeals process

Assessors will need to be aware of, and in some cases possess, licences and permits to not only effectively carry out the assessment, but to protect themselves professionally.

Environmental and industry best practice, profitability and sustainability are themes that have been incorporated into the Conservation and Land Management Training Package and are essential components of the assessment process.
Where high levels of language, literacy and numeracy are not integral to successful completion of a work function (i.e. competency standard), the Assessor should provide options for determining a person's competence.

The Assessor's role is not to evaluate the language, literacy and numeracy skills of the individual, but to judge whether they are able to perform the required work function to a workplace standard as defined by the competency standards.

In Conservation and Land Management, Occupational Health and Safety (OHS) is an integral part of every work function. When assessing an individual, consideration must be made of the OHS aspects of evidence tendered for assessment.

When assessing people with different cultural backgrounds, Assessors will need to be aware of cultural protocols and approaches that will help facilitate the assessment process. These protocols may apply not only in Indigenous communities but also in groups of different ethnic backgrounds.

**Further Sources**

A comprehensive list of resources and organisations is provided to assist Assessors in the planning, design, conduct and review of assessments undertaken against the Conservation and Land Management Training Package.

**Introduction**

These Assessment Guidelines describe the assessment arrangements for determining whether an individual has achieved the units of competency and associated qualifications identified in the Conservation and Land Management Training Package.

These Guidelines are designed to ensure that these arrangements are consistent with the Australian Quality Training Framework (AQTF) and facilitate valid, reliable, flexible and fair assessment processes and outcomes.

The Assessment Guidelines comprise five sections. These are:

- Section 1: Assessment system overview
- Section 2: Assessor requirements
- Section 3: Designing assessment resources
- Section 4: Conducting assessment
- Section 5: Further sources.

**Section 1 - Assessment System Overview**

**Benchmarks for Assessment**

Assessment within the National Training Framework is the process of collecting evidence and making judgements about whether competency has been achieved. As such, the purpose of assessment is to confirm that an individual can perform to the standards expected in the workplace, as expressed in the competency standards contained in this Training Package.

When conducting assessments, Assessors must be familiar with the full text of the unit(s) of competency being assessed. In particular Assessors must ensure that the assessment arrangements:

- cover all elements of the unit of competency being assessed,
- address the four dimensions of competency, namely: task skills, task management skills, contingency management skills and job/role environment skills,
- are consistent with the Evidence Guide for the relevant unit of competency, as this specifies the context of assessment, the required underpinning knowledge and skills, and the identification of
Key Competencies and their performance level.

Role of Registered Training Organisations (RTOs)

Assessment for national recognition purposes under this Training Package must be conducted or auspiced by a Registered Training Organisation (RTO) acting in accordance with the Australian Quality Training Framework (AQTF), and the quality assurance arrangements approved by the State or Territory Recognition Authority under which the RTO is registered.

RTOs must ensure that the units of competency or qualifications identified in this Training Package are included in their scope of registration in order to issue nationally recognised qualifications under the Australian Qualifications Framework.

Where RTOs do not deliver a complete qualification, the scope of registration is to reflect this, and only the units of competency for which they are registered are to appear in their scope. In these situations, RTOs would issue Statements of Attainment to candidates listing those units for which the RTO is registered and which have been successfully completed and assessed.

RTOs are registered on the basis that they can meet the requirements of registration for the scope they are seeking as defined by the AQTF standards. Continuing registration is based on demonstration of compliance with these standards.

RTOs may be public or private organisations and may provide both on- and/or off-the-job training and/or assessment. The role of the RTO in assessment is to:

• comply with the Assessment Guidelines included in the applicable Training Package,
• lead to the issuing of a Statement of Attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package,
• comply with the principles of validity, reliability, fairness and flexibility,
• provide for applicants to be informed of the context and purpose of the assessment and the assessment process,
• where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills,
• involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained,
• provide feedback to the applicant about the outcomes of the assessment process and guidance on future options,
• are equitable for all persons, taking account of cultural and linguistic needs, and
• provide for re-assessment on appeal.

The RTO must also ensure that a process for Recognition of Prior Learning (PRL) is offered to all applicants on enrolment that:

• is structured to minimise the time and cost to applicants, and
• provides adequate information and support to enable applicants to gather reliable evidence to support their claim for recognition of competencies currently held, regardless of how, when or where the learning occurred.

Mutual Recognition

All Registered Training Organisations throughout Australia must ensure that they recognise and offer credit for the assessment outcomes of all other Registered Training Organisations. This is regardless of whether assessment was conducted through training and assessment or assessment only pathways.

Partnership Arrangements
Under the Australian Quality Training Framework (AQTF), Registered Training Organisations (RTOs) may enter into arrangements with non-registered organisations (such as schools, industry organisations, government agencies and business enterprises), for the purposes of conducting assessments against qualifications within the RTOs scope of registration.

There are two broad types of arrangements that may be established. These are where:

- assessment is managed and conducted by the RTO on behalf of the non-registered organisation and
- assessment is managed by the RTO and conducted by Assessors from the non registered organisation under quality assurance arrangements established by the RTO. Assessors from a non-registered organisation must also comply with the AQTF and Assessor requirements detailed in Section Two.

While Training Organisations registered for skill recognition (assessment only) services may establish partnership arrangements for assessment, these arrangements do not extend to the provision of training.

**Recording Assessment Outcomes**

The RTO that issues the Qualification or Statement of Attainment is responsible for the retention, archiving, retrieval and accessibility of a students assessment outcomes for the duration specified by the AQTF standards. This responsibility applies to all assessments undertaken for national recognition purposes.

Where the RTO has a formal agreement with another organisation to provide training and/or assessment under the name of the RTO, that agreement will specify how the RTO will discharge its responsibility for ensuring the quality of the training and/or assessment conducted on its behalf. The RTO maintains a register of all such agreements.

**Reporting Assessment Outcomes**

Statements of Attainment and Qualifications issued under the Australian Quality Training Framework (AQTF) must comply with the relevant provisions in the current *Australian Quality Training Framework Implementation Handbook*.

The RTO will issue a qualification once the full package of competencies specified for the relevant qualification has been achieved. If the individual leaves the training or skills recognition process before completing the full complement of competencies required to attain the qualification, he/she will receive a Statement of Attainment for work completed and assessed to date.

**Quality Assurance Mechanisms**

Registered Training Organisations involved in the assessment of the Units of Competency and Qualifications within the Conservation and Land Management Training Package are required to develop and maintain a quality assurance framework for assessment. All quality assurance mechanisms should be in line with the requirements for the registration of RTOs and other relevant arrangements as approved by the respective State/Territory Recognition Authority.

However, it is recommended that RTOs include the following procedures within a quality assurance framework:

- establishment of a standard procedure for the selection of Assessors,
- conduct of regular professional development for Assessors,
- ongoing recording, monitoring and review of the assessment process including the assessment plan, assessment outcomes and participant feedback,
- development of a comprehensive bank of resources for participants and Assessors including:
  - information about the assessment process
  - assessment instruments where appropriate
• standardised reporting and recording forms for participants, Assessors, trainers and employers
• guidelines for Assessors on the preparation of the assessment plan, conduct of the assessment process and review of the assessment process.

Assessment Pathways

Assessment of an individual's competence against the Conservation and Land Management Training Package leads to the issuing of a nationally recognised Qualification and/or Statement of Attainment under the Australian Quality Training Framework (AQTF). The Conservation and Land Management Training Package incorporates a number of assessment pathways that lead to the recognition of competencies and the issuing of a Qualification or Statement of Attainment. These pathways are illustrated in the following diagram.

As shown above, the Training Package incorporates three broad pathways to nationally recognised Qualifications and Statements of Attainment. These are:

Assessment Only Pathways that occur where assessment is conducted independently of a structured training program. This can occur in on- and off-job situations through an RPL (Recognition of Prior Learning) process. Common examples include:

• industry workers seeking formal recognition of their skills,
• individuals with overseas qualifications and,
• recent migrants with established work histories.

In assessment only situations, the candidate presents evidence to the Assessor that he or she possesses skills and knowledge that meet relevant competency standards. Evidence can include the compilation of portfolios, demonstration of workplace performance, submission of appropriate documentation, and oral and/or written testing.

Training and Assessment Pathways occur where an individual undertakes a structured program of training and assessment in a mix of on- and off-job environments. These pathways are particularly suited to traineeships where there is a mix of formal training and structured workplace experience. In this situation, training and assessment can be integrated, and assessment evidence is collected and feedback is provided to the candidate on an on-going basis.

Note that at the commencement of structured training programs, all students should be provided with the opportunity to have their prior learning recognised so that training programs can be customised to suit individual training needs and to reduce inefficiencies in unnecessary repetition of training.

In some situations, an individual who has completed an 'assessment only' pathway will be motivated to enrol in a structured 'training and assessment' pathway in order to meet identified training needs or personal aspirations.

Both assessment pathways lead to full recognition under the Australian Qualifications Framework. An individual's access to the assessment process should not be adversely affected by restrictions on the location or context of assessment which are not supported by the requirements specified in this
Training Package.

Recognition of Prior Learning (RPL)

Skills and knowledge in conservation and land management can be attained in a number of ways including:

- formal or informal training and education,
- work experience,
- general life experience,
- any combination of the above.

All assessment pathways in the Conservation and Land Management Training Package must provide for the recognition of competencies of individuals regardless of how, when or where they were achieved.

When assessing evidence, the Assessor must determine whether the candidate is currently competent against the endorsed Conservation and Land Management competency standards. Evidence may take a variety of forms such as certification, references from past employers, testimonials from clients and work samples.

The onus is on the candidate to provide sufficient evidence for the Assessor to make a judgement that standards have been met. The Assessor must ensure that the evidence presented is:

- authentic (evidence presented by the candidate is his or her own work),
- valid (evidence is directly related to the current version of the relevant endorsed competency standards),
- reliable (evidence shows that the candidate consistently meets the standards),
- current (evidence reflects the candidate's current capacity to perform the aspect of the work covered by the standards),
- sufficient (evidence of prior learning 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
  - job / role environment skills).

Under the Conservation and Land Management Training Package, individuals who are able to present sufficient evidence of prior learning must be given recognition for the relevant units of competency by the RTO.

Review and Maintenance of the Assessment System

The Rural Training Council of Australia is responsible for the ongoing monitoring and review of the Assessment Guidelines detailed in this document. This process will be incorporated in the general review and maintenance of this Training Package. Any review will ensure that these Assessment Guidelines:

- continue to meet the requirements of the industry,
- are consistent with the AQTF standards for RTOs and the relevant policy and procedures of appropriate State and Territory Training / Recognition Authorities,
- promote confidence in the system and the assessment outcomes on the part of industry, employers, enterprises, unions, employees, trainees, Assessors and trainers,
- ensure assessment processes and outcomes are valid, reliable, fair and flexible,
- support RTOs to effectively carry out their responsibilities.

Section 2 - Assessor Requirements
Assessments against the competency standards in the Conservation and Land Management Training Package will be carried out in accordance with these endorsed guidelines. The guidelines identify the necessary minimum qualifications for those conducting assessments and provide for those situations where more than one person may contribute to the assessment, and where any one person may not hold all the required technical and assessment competencies.

Assessor Qualifications

The following mandatory requirements must be met by individual Assessors or collectively between the members of an assessment team/panel conducting assessments against this Training Package:

- As a minimum, hold formal recognition of competence in the following units from the Training Package for Assessment and Workplace Training [BSZ98]:
  - Plan Assessment (BSZ401A)
  - Conduct Assessment (BSZ402A)
  - Review Assessment (BSZ403A).
- Be competent (and where possible hold formal recognition of competence) in the specific units of competency at least to the level to be assessed, or at a higher level (e.g. chemical use) where specified in the respective competency standard.

In addition to the above it is **recommended** that Assessors:

- Demonstrate comprehensive current knowledge of the industry, industry practices, and the job or role against which performance is being assessed. This may be demonstrated through evidence of one or more of the items below:
  - relevant work experience,
  - attendance at professional development/training and education activities focusing on good practice in the relevant industry competencies,
  - participation in professional/industry networks.
- Demonstrate current knowledge and skill in assessing against the Conservation and Land Management Training Package in a range of contexts. This may be demonstrated through at least one of the following:
  - familiarity with the competency standards in this Training Package to be used by the candidate as a basis of assessment,
  - recent planning, conduct and review of assessment and/or workplace training activities,
  - participation in moderation/validation processes,
  - attendance in professional development activities focused on assessment and/or workplace training,
  - understanding of the requisite Assessor qualifications within this Training Package.
- Demonstrate the necessary interpersonal and communication skills required in the assessment process. This may be demonstrated through evidence of one or more of the following:
  - attendance in professional development and/or training activities focused on effective communication in assessment and/or workplace training contexts,
  - knowledge of language, literacy and numeracy issues in the context of assessment and workplace training,
  - recent assessment and/or workplace training activities.

Gaining Formal Recognition as an Assessor

Formal recognition of competency against the Units of Competency from the Training Package for Assessment and Workplace Training and the relevant Units of Competency in this Training Package may be gained through the successful completion of:

- a recognised training program offered by a Registered Training Organisation that is based on delivery against the relevant Units of Competency, and/or
Using Qualified Assessors

Registered Training Organisations issuing Qualifications and Statements of Attainment under this Training Package must meet the requirement to use qualified Assessors and ensure that all assessments are conducted in accordance with the procedures outlined in Section Four.

All Assessors who are engaged in assessing against this Training Package must be either:

- employed by an RTO,
- acting under the registration of an RTO (e.g. an Assessor working in an enterprise which has a partnership arrangement with a private or public RTO).

This Training Package provides a range of options for meeting these Assessor requirements. The options allow assessments to be undertaken by individual Assessors, partnerships involving Assessors and technical experts, and Assessors working in team situations in a variety of workplace and institutional contexts. The following table outlines the different ways that the requirement to use qualified Assessors may be met.

<table>
<thead>
<tr>
<th>OPTIONS</th>
<th>ASSESSORS, TECHNICAL EXPERTS AND WORKPLACE SUPERVISORS</th>
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<tbody>
<tr>
<td>Single Assessor</td>
<td>The Assessor is <strong>required</strong> to:</td>
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<tr>
<td>(An individual Assessor conducts the assessment)</td>
<td>- hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training.</td>
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<td></td>
<td>- be deemed competent, and where possible, hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.</td>
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<td></td>
<td>In addition, it is <strong>recommended</strong> that the Assessor is able to:</td>
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<td></td>
<td>- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed.</td>
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<tr>
<td></td>
<td>- demonstrate current knowledge and skill in assessing against the Conservation and Land Management Training Package in a range of contexts.</td>
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<tr>
<td></td>
<td>- demonstrate the necessary interpersonal and communication skills required in the assessment process.</td>
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<tr>
<td>Partnership arrangement</td>
<td>The Assessor is <strong>required</strong> to:</td>
</tr>
<tr>
<td>(An Assessor works with a technical expert to conduct the assessment)</td>
<td>- hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training.</td>
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<tr>
<td></td>
<td>In addition, it is <strong>recommended</strong> that the Assessor is able to:</td>
</tr>
<tr>
<td></td>
<td>- demonstrate the necessary interpersonal and communication skills required in the assessment process.</td>
</tr>
<tr>
<td></td>
<td>- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.</td>
</tr>
<tr>
<td></td>
<td>The technical expert is <strong>required</strong> to:</td>
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<tr>
<td></td>
<td>- be deemed competent, and where possible, hold formal recognition of competence in the specific units of competency in conservation and land management, at least to the level being assessed.</td>
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</tbody>
</table>
| **Assessor and workplace supervisor**  
(Asessor works with a workplace supervisor in collecting evidence for valid assessment) | **The Assessor is required to:**  
- hold formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training.  
- make the assessment decision.  
In addition, it is recommended that the Assessor is able to:  
- demonstrate the necessary interpersonal and communication skills required in the assessment process.  
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.  
- communicate and liaise where appropriate with the workplace supervisor throughout the assessment process.  

**The workplace supervisor is required to:**  
- be deemed competent, and where possible, hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.  
In addition, it is recommended that the workplace supervisor is able to:  
- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed.  
- communicate and liaise where appropriate with the Assessor throughout the assessment process.  
- use agreed practices to gather and record evidence for the Assessor to make a valid judgement on competency. |

| **Assessment team/panel**  
(A team working together to conduct the assessment) | **A team which comprises assessment and industry experience and expertise which works together in the collection of evidence and making judgements about competency. The members of the team must include at least one person who:**  
- holds formal recognition of competence in the relevant units in the Training Package for Assessment and Workplace Training.  
- is deemed competent, and where possible, hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.  
In addition, it is recommended that members of the team/panel combined and involved in the assessment are able to:  
- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed.  
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts.  
- demonstrate the necessary interpersonal and communication skills required in the assessment process and liaise with other team/panel members throughout the assessment process. |

In addition, it is **recommended** that the Technical Expert is able to:  
- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed.  
- communicate and liaise with Assessor throughout assessment process.  

In addition, it is **recommended** that the Technical Expert is able to:  
- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed.  
- communicate and liaise with Assessor throughout assessment process.
Section 3 - Designing Assessment Tools

Assessment Tools assist Assessors in the collecting and evaluating of evidence when making judgements about whether candidates have achieved competency. Assessors may use prepared Assessment Tools, such as specifically developed support materials, or Assessors may develop their own Assessment Tools to meet the needs of their clients.

If using prepared materials, Assessors should ensure that the materials are "noted" materials which have met quality criteria as determined by ANTA. These are listed on the National Training Information Service website (www.ntis.gov.au).

If developing Assessment Tools, Assessors must ensure that they are:

- Benchmarked against the selected unit(s) of competency in this Training Package.
- Validated to ensure that Assessors can gather sufficient, valid and reliable information to make assessment decisions against the competency standards.
- In compliance with the standards for Registered Training Organisations.

A key reference for Assessors engaged in developing Assessment Tools is the Training Package for Assessment and Workplace Training [BSZ98], and particularly the unit of competency titled, Develop Assessment Tools (BSZ507A). There is no set format or process for the design, production or development of Assessment Tools. However, the following seven-step process that is based on the unit of competency, Develop Assessment Tools (BSZ507A), provides a general approach to the design and development of such materials.

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Select the units of competency to be assessed

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 Analyse the units of competency

↓

 Identify the type and amount of evidence to be collected

↓

 Plan the assessment activities

↓

 Prepare the Assessment Tools

↓

 Validate the Assessment Tools

↓

 Prepare the final version of the Assessment Tools and recording materials
```

Step 1. Select the unit(s) of competency to be assessed

Identify the units of competency that are to be assessed. Assessment Tools may focus on either a single
unit of competency or a cluster of related units of competency.

**Step 2. Analyse the unit of competency**

The unit of competency describes the work and the required standards of performance. Read the full unit of competency carefully and familiarise yourself with the:

- **Unit Descriptor** - this outlines the aspect of work to be assessed.
- **Elements and Performance Criteria** - these describe the nature of the task to be assessed and the standard of performance that is expected of the candidate.
- **Range of Variables** - these describe the contexts under which the task should be able to be performed.
- **Evidence Guide** - this provides information on the underpinning knowledge and skills required to perform the task.

Identify the key skills that the candidate will require to perform the work activity described in the unit of competency. These are:

- **Task Skills** - these involve performing the task to the required standard as described in the unit of competency.
- **Task Management Skills** - these involve managing a number of different tasks within the job.
- **Contingency Management Skills** - these involve responding to problems, breakdowns and changes in routine.
- **Job/Role Environment Skills** - these involve fulfilling the responsibilities and expectations of the workplace.

**Step 3. Identify the type and amount of evidence to be collected**

Prepare a list of the evidence that might be collected to show that the candidate is able to perform the work activity described in the unit of competency. There are three broad categories of assessment evidence that may be used in conducting competency assessments. These are:

- **Product** - this refers to an item that is constructed or a service that is delivered.
- **Process** - this refers to the way in which a product is produced or achieved.
- **Knowledge** - this refers to the information that is required to perform the aspect of work described in the units of competency. This may include knowledge of specific information, knowledge of specific laws, regulations and Codes of Practice, and knowledge of principles, processes and procedures.

Evidence should be collected through a variety of methods. These include:

- **Observation** - observation of workplace activities, demonstration of specific tasks, observation of activities under simulated workplace conditions and/or observation of role-play.
- **Questioning** - oral questioning, written tests and/or interviews.
- **Supplementary Evidence** - supervisor reports, employer references, documentation about past or prior achievements and/or portfolios.

The Assessor must determine the type and amount of evidence that is required and how this will be collected.

**Step 4. Plan the assessment activities**

Prepare a brief written description of the assessment activities that will be used to collect the required evidence. This assessment plan should be discussed with the candidate prior to assessment taking place. This plan may include observation of a workplace activity, assessment of a product or workplace process, a role-play simulation, questioning, or some other form of evidence gathering technique. The description does not have to be detailed but should at least describe, in broad terms, the nature of the activity to be undertaken. The assessment plan should detail the:
• type of evidence gathering (e.g. observation, questioning, supplementary evidence),
• tasks which the candidate is required to do,
• location of the assessment activity (i.e. on- or off-job),
• time allocated to the activity,
• who will be involved in the assessment process,
• any assessment considerations in regard to "reasonable adjustment" for candidates with special needs.

In planning the activity, consideration should be given to using evidence gathering methods that:

• are appropriate to the industry context,
• are gender and culturally inclusive,
• take into account the language, literacy and numeracy skills of both the Assessor and the candidate,
• minimise the cost of assessment,
• are practical in regard to safety issues and resources required,
• involve the collection of a variety of forms of evidence,
• may be customised to take into account local conditions, site requirements and enterprise specific practices,
• utilise industry and enterprise reference materials, such as Standard Operating Procedures and Material Safety Data Sheets,
• allow for updating of evidence requirements and work practices in line with changes to legislation, regulations and Codes of Practice,
• take account of safety considerations and the assessment environment, especially for New Apprenticeship pathways, which are likely to have first time workers, and for assessment of high-risk operations or in high-risk industries.

Step 5. Prepare the assessment resources

Resources need to be developed to:

• prepare the candidate,
• carry out the assessment process,
• record outcomes of the assessment for the candidate, Assessor, trainer and the employer.

The resources for the assessment process are to be developed in accordance with the assessment plan. The assessment resources should:

• address the relevant units of competency,
• require the candidate to demonstrate the four components of competency,
• identify the evidence requirements and evidence collection methods,
• include instructions for candidates and those involved in administering the assessment activity,
• incorporate allowable reasonable adjustments to the assessment procedure.

Step 6. Validate the assessment resources

The Assessment Tools should be piloted with a small sample of Assessors. Information gathered through this process should be analysed and checked for ease of use, validity, reliability, fairness and flexibility to establish any amendments that may be required. The Assessment Tools are redrafted incorporating suggested amendments as appropriate.

Step 7. Prepare the final version of the Assessment Tools and recording resources

The Assessment Tools are published in an appropriate format, either print or electronic, and made available to Assessors within the relevant organisation. Arrangements are put in place for the ongoing maintenance and cyclic review of the assessment resource.
### Section 4 - Conducting Assessments

**Assessment procedures**

The following outline describes the industry-preferred process for conducting assessments against the competency standards in this Training Package. This process applies to all assessments conducted for the purposes of national recognition in both institutional and workplace contexts.

This process is consistent with the assessment procedure outlined in the Training Package for Assessment and Workplace Training [BSZ507A], and particularly the units titled, Plan Assessment (BSZ401A), Conduct Assessment (BSZ402A) and Review Assessment (BSZ403A).

<table>
<thead>
<tr>
<th>Step 1 Establish the assessment context</th>
<th>The Assessor:</th>
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<tbody>
<tr>
<td><strong>The Assessor:</strong></td>
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<tr>
<td>• establishes the context and purpose of the assessment.</td>
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<tr>
<td>• identifies the relevant competency standards, assessment guidelines and qualifications in this Training Package.</td>
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<tr>
<td>• identifies any Support Materials that have been developed to facilitate the assessment process.</td>
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<tr>
<td>• analysis the competency standards and identifies the evidence requirements.</td>
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<tr>
<td>• identifies alternative evidence collection methods.</td>
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<tr>
<th>Step 2 Prepare the candidate</th>
<th>The Assessor meets with the candidate to:</th>
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<tbody>
<tr>
<td><strong>The Assessor meets with the candidate to:</strong></td>
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</tr>
<tr>
<td>• explain the context* and purpose of the assessment and the assessment process.</td>
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<tr>
<td>• explain the competency standards to be assessed and the evidence to be collected.</td>
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<tr>
<td>• advise on self-assessment including processes and criteria.</td>
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<td>• outline the assessment procedure, the preparation which the candidate should undertake, and answer any questions.</td>
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<tr>
<td>• assess the needs of the candidate and negotiate reasonable adjustment for assessing people with disabilities, people from diverse backgrounds and gender differences.</td>
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<tr>
<td>• seek feedback regarding the candidate's understanding of the competency standards, evidence requirements and assessment process.</td>
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<tr>
<td>• determine if the candidate is ready for assessment and in consultation with the candidate, decide on the time and place of the assessment.</td>
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<tr>
<td>• develop an assessment plan.</td>
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</table>

(* the industry context in which the assessment is to be conducted must be clearly defined by the Assessor and relevant to the person being assessed.)

<table>
<thead>
<tr>
<th>Step 3 Plan and prepare the evidence gathering process</th>
<th>The Assessor must:</th>
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<tbody>
<tr>
<td><strong>The Assessor must:</strong></td>
<td></td>
</tr>
<tr>
<td>• establish a plan for gathering sufficient and quality evidence about the candidate's performance in order to make the assessment decision.</td>
<td></td>
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<tr>
<td>• source or develop assessment materials to assist the evidence gathering process.</td>
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<tr>
<td>• organise equipment or resources required to support the evidence</td>
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<tr>
<td>Step 4</td>
<td>Collect the evidence and make the assessment decision</td>
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<tr>
<td>The Assessor must:</td>
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<tr>
<td>• establish and oversee the evidence gathering process to ensure its validity, reliability, fairness and flexibility.</td>
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<tr>
<td>• collect appropriate evidence and match compatibility to the Elements, Performance Criteria, Range of Variables and Evidence Guide in the relevant units of competency.</td>
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<tr>
<td>• evaluate evidence in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/role environment skills.</td>
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<tr>
<td>• incorporate specified allowable adjustments to the assessment procedure, where appropriate.</td>
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<tr>
<td>• evaluate the evidence in terms of validity, consistency, currency, equity, authenticity and sufficiency.</td>
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<tr>
<td>• consult and work with other staff, assessment panel members or technical experts involved in the assessment process.</td>
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<tr>
<td>• record details of evidence collected.</td>
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<tr>
<td>• make a judgement about the candidate's competence based on the evidence and the relevant unit(s) of competency.</td>
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<table>
<thead>
<tr>
<th>Step 5</th>
<th>Provide feedback on the assessment</th>
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<tbody>
<tr>
<td>The Assessor must provide advice to the candidate about the outcomes of the assessment process. This includes providing the candidate with:</td>
<td></td>
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<tr>
<td>• clear and constructive feedback on the assessment decision.</td>
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<tr>
<td>• information on ways of overcoming any identified gaps in competency revealed by the assessment.</td>
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<tr>
<td>• the opportunity to discuss the assessment process and outcome.</td>
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<tr>
<td>• information on reassessment and appeals processes.</td>
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<table>
<thead>
<tr>
<th>Step 6</th>
<th>Record and report the result</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Assessor must:</td>
<td></td>
</tr>
<tr>
<td>• record the assessment outcome according to the policies and procedures of the Registered Training Organisation.</td>
<td></td>
</tr>
<tr>
<td>• maintain records of the assessment procedure, evidence collected and the outcome according to the policies and procedures of the Registered Training Organisation.</td>
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<tr>
<td>• maintain the confidentiality of the assessment outcome.</td>
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<tr>
<td>• organise the issuance of qualifications and/or Statements of Attainment+ according to the policies and procedures of the Registered Training Organisation. + The industry context of the assessment should be indicated on the Statement of Attainment or Academic Transcript (e.g., 'Specialising in lands, parks and wildlife')</td>
<td></td>
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</table>

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<thead>
<tr>
<th>Step 7</th>
<th>Review the assessment process</th>
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<tbody>
<tr>
<td>On completion of the assessment process, the Assessor must:</td>
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<tr>
<td>• review the assessment process.</td>
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<tr>
<td>• report on the positive and negative features of the assessment to those responsible for the assessment procedures.</td>
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</tr>
<tr>
<td>• make suggestions (if necessary) on improving the assessment procedures to appropriate personnel in the Registered Training Organisation.</td>
<td></td>
</tr>
</tbody>
</table>
Step 8  
Participate in the reassessment and appeals process

The Assessor must:
• provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process.
• provide the candidate with information on the reassessment and appeals process.
• report any assessment decision that is disputed by the candidate to the appropriate personnel in the Registered Training Organisation.
• participate in the reassessment or appeal according to the policies and procedures of the Registered Training Organisation.

Licences and Permits

The assessment of a number of competency standards will require Assessors to be aware of, and in some cases possess, licences and permits to not only effectively carry-out the assessment, but to protect themselves professionally.

Licences and permits are generally based on State and Territory legislation and therefore vary from state to state. In some instances, licences and permits are issued by local government bodies or even professional associations. Areas where licensing and permits may apply are:

- Operating vehicles on public roads.
- Operating forklifts and other specialised vehicles.
- Using chainsaws and other machinery.
- Storing and applying certain chemicals.
- Using and storing explosives.
- Possession and use of firearms.
- Trapping of animals.
- Vegetation clearance.
- Building structures.

Environmental Issues

Underpinning the assessment process is the notion that workplace performance should lead to viable and sustainable enterprises or organisations. This covers profitability, sustainability and observance of good industry practices. These themes have been incorporated into the revised competency standards and are therefore an essential component of the assessment process.

Many work practices in conservation and land management can have either positive or negative environmental impacts of which the Assessor should be aware, and should incorporate in judgements when assessing evidence.

For example, negative work practices can include:

- over-watering,
- overworking soil,
- overuse of chemicals and
- failure to carry out the safe disposal of chemicals, oils, greases and packaging materials.

Positive work practices can include:

- stubble retention techniques,
- effective water re-use systems and effluent disposal systems,
- fencing off areas of similar land use capabilities, and
- planting trees in re-charge areas.
Those being assessed at the higher levels are responsible for the development of processes, strategies, procedures and controls. Those at lower levels have the responsibilities to act on, observe and report on processes, strategies, procedures and controls.

Questioning strategies can be used during assessment to ascertain whether an applicant is working towards enterprise viability and sustainability and is minimising environmental impacts. Open ended questions like those below can assist in making this judgement,

- What are the main environmental issues surrounding your workplace?
- How and why do these problems occur?
- What current work practices can impact on the environment in a negative way?
- How do you minimise environmental impacts in your workplace?
- What current work practices have been adopted to limit the impact on the environment?
- How are staff informed about what constitutes good environmental practice?

Finally, evidence presented for assessment should indicate the application of good environmental practice in operational tasks, and in planning and management. Where this is not obvious, Assessors should require further evidence to be submitted that illustrates adherence to environmental principles and practices.

**Language, Literacy and Numeracy**

Conservation and Land Management competency standards have been developed to accommodate varying language, literacy and numeracy capabilities. The required levels of language, literacy and numeracy will be outlined in these standards.

Fairness in assessment means that where high levels of language, literacy and numeracy are not integral to successful completion of a work function (i.e. competency standard), the assessment should provide alternatives for determining a person's competence. For a person with low levels of language, literacy and numeracy, this could include:

- oral questioning rather than written tests or project work,
- arranging for a supervisor or colleague to assist in the evidence gathering and even the evidence interview,
- the use of signs and gestures rather than words where there exists a language barrier, and
- less reliance on written work in favour of practical demonstration and references.

In some situations it may be possible to conduct the oral part of an assessment or to assess aspects of knowledge by using a language other than English.

Where there is a requirement for basic language, literacy and numeracy such as in competency standards dealing with chemical use and application, then only the essential requirement for language, literacy and numeracy should be evaluated. For example, a person may be able to read relevant information in an operator's manual that will enable them to operate a particular machine in a safe manner and as required by the competency standard. However, it would be unfair to expect them to read and understand other written material within the manual that is not relevant to the standard.

Variations in language, literacy and numeracy can result from a range of circumstances such as culture and ethnicity, educational background, and physical, learning or intellectual disabilities.

The Assessor's role is not to evaluate the language, literacy and numeracy skills of the individual, but to judge whether they are able to perform the required work function to a workplace standard as defined by the competency standards. Making this judgement will often rely on the development of creative approaches to design techniques and tools that respect the diversity of language, literacy and numeracy skills in the workplace and training institutions.

**Occupational Health and Safety**
In conservation and land management, Occupational Health and Safety (OHS) is an integral part of every work function. This has been reflected in the competency standards for the Conservation and Land Management Training Package. When assessing an individual, consideration must be made of the OHS aspects of evidence tendered for assessment.

For example, at the lower levels, the identification of hazards and the use of Personal Protective Equipment (PPE) are essential requirements. Therefore, evidence for assessment should indicate that an individual not only performs the task as required, but also uses appropriate safety equipment and clothing and is capable of identifying hazards. While the wearing of appropriate PPE can be adjudged by observation and demonstration, the identification of hazards may require use of written or oral questioning strategies. For example,

- What things could possibly cause harm to workers in your workplace?
- What do you do when you see something that looks dangerous and may harm someone?
- How do you make sure you protect yourself from hazards in the workplace?
- What protective equipment do you use and when?

At the higher levels there is a strong focus on not only identifying hazards, but also on assessing and controlling risks (adverse outcomes associated with hazards). These risks range from death, injury and illness to financial loss and prosecution. Risk management covers facilities and equipment, planning, training, labour organisation and work practice procedures.

Evidence for assessment at the higher levels should include documentation of OHS risk assessment and management. This should be found in a range of areas including reports, business plans, OHS audits, training programs for staff, forms detailing compliance with legislation, and enterprise policies and procedures.

Questioning strategies at the higher levels should also focus on risk assessment and management. For example:

- How do you assess risks associated with workplace operations?
- What actions have you undertaken in relation to hazards identified in the workplace?
- How do you ensure that staff employed in the workplace observe OHS guidelines?
- Can you show me the OHS policies and procedures for your enterprise?

Where an individual cannot provide evidence, an Assessor may need to provide additional time for that evidence to be prepared or obtained.

Observing Cultural Protocols in Assessment

When assessing people with different cultural backgrounds, Assessors will need to be aware of cultural protocols and approaches that will help facilitate the assessment process. These protocols may apply not only in Indigenous communities but also in ethnic groups.

Prior to visiting a rural or remote community, the Assessor should:

- Consult with community decision-makers about the process of assessment and seek their advice on appropriate timing and place.
- Obtain approval to visit the community (this may include a permit to enter area).
- Establish a time and date for visiting.
- Confirm the visit in writing (letter, fax or email).
- Determine the person to meet on first arrival in the community. In Indigenous communities, there are often key people who should be contacted first when entering a community, such as an elder or administration officer.
- Arrange for required support, advocacy or mentoring for the person to be assessed. This may include engaging an interpreter.
- Arrange for active participation in the assessment process of a senior community person who has been identified by the community as having the necessary knowledge to deal with issues.
associated with cultural customs, sensitivities or special knowledge and is in a position to make decisions on behalf of the community. (Identifying the key decision-maker in a community requires good listening skills, observation and confirmation from the community).

- Remuneration for support in the assessment process where required.

Before visiting a community for the first time, an Assessor should determine whether there are specific rules or protocols governing culturally appropriate behaviour when on site. These could include:

- Appropriate clothing.
- Who it is appropriate to speak to.
- Building relationships before doing business including limiting use of direct questions in the early part of communications.
- Appropriate mannerisms such as listening rather than talking, levels of familiarity and the use of body language.
- Acceptable and appropriate use of language including forms of address and dealing with names of deceased persons.
- 'Saving face'.
- Approval for photographing people and places.
- Gender lines and their effect on communication and training activities.

Sometimes applicants will be shy or lack English language skills. In these cases it will be necessary to arrange for mentoring support from a supervisor, senior person or colleague to assist the applicant. Many of the cultural protocols and approaches outlined above will also be useful for dealing with individuals from different cultural groups.

**Subject Specific Resources**

**Rural Resources**


Rural Training Council of Australia 1999, VET Notes (Nos. 3, 4 and 5).


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

Australian Training Products Ltd
Level 25, 150 Lonsdale Street
MELBOURNE VIC 3000
PO Box 12211
A’Beckett Street Post Office
MELBOURNE VIC 8006
Telephone: (03) 9655 0600
Fax: (03) 9639 4684
Web: www.atpl.net.au
Email: sales@atpl.net.au

Innovation and Business Industry Skills Council
Building B, Level 2
192 Burwood Road
HAWTHORN VIC 3122
Telephone: (03) 9815 7000
Fax: (03) 9815 7001
Email: virtual@ibsa.org.au

General Resources

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


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

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

Australian Quality Training Framework Standards for Registered Training Organisations, Australian National Training Authority, Melbourne, 2005. Available in hard copy from State and Territory Training Authorities or can be downloaded from www.dest.gov.au


Assessment Resources

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

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

1. Training Package Assessment Materials Kit
2. Assessing Competencies in Higher Qualifications
3. Recognition Resource
4. Kit to Support Assessor Training
5. Candidate's Kit: Guide to Assessment in New Apprenticeships
6. Assessment Approaches for Small Workplaces
7. Assessment Using Partnership Arrangements
8. Strategies for ensuring Consistency in Assessment
9. Networking for Assessors
10. 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**


**Assessor Training**


**Assessment System Design and Management**


RTD4020A Plan the implementation of revegetation works

Unit Descriptor
This competency standard covers the preparation required to implement revegetation works for disturbed, degraded or remnant natural sites. Planning will involve liaison with the client/project manager, use of contract documents and specifications of works, complying with statutory obligation and responsibilities, preparation of a program of works to ensure sequential allocation of resources, and efficient use of contractors. Planning the implementation of revegetation works requires a broad range of skills and requires the application of horticultural, natural science and environmental skills. Additionally, costing, estimating and basic budgeting skills will be needed. Planning is likely to be undertaken with minimal guidance and requires responsibility for the management of timelines, and the purchasing and ordering of materials to meet contract requirements and sequences of tasks.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Carry out preliminary planning activities for revegetation works
   1.1 Client preferences and contract requirements including the scope of the work for the revegetation project are confirmed and verified.
   1.2 Specific statutory obligations and site responsibilities that may affect the implementation of works are identified.
   1.3 An initial site visit is conducted to verify the biophysical and other factors of the project area including environmental considerations and historical modifications.
   1.4 OHS obligations associated with the revegetation works are identified, OHS hazards are assessed and controls developed, costed and documented in the implementation plan according to enterprise guidelines.
   1.5 The availability, quantity and costs of plants and other materials listed in the project schedules are verified.

2. Prepare a staged plan of works
   2.1 Resources, tools and equipment required for revegetation procedures and ongoing maintenance of the site are identified, costed and availability confirmed with suppliers, contractors and appropriate personnel.
   2.2 Site access and establishment issues are investigated to consider and plan for the environmental impacts of site work practices, avoid safety hazards to workers or the public, and minimise disruption to site works during the construction period.
   2.3 A program of works is prepared to provide a sequential allocation of resources and work tasks to meet the project contract timelines.
   2.4 Timelines are developed for site establishment, the establishment period and maintenance of works.
   2.5 Seasonal factors and impacts are incorporated in the staging strategy to allow for planting supply and care, wet day access, machinery use, fire hazards and establishment period.
   2.6 Where required, special project works related to habitat resource development and enhancement are included in the staged implementation plan.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>
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<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Results of the analysis of the site, and works proposals should be communicated with the client orally and in writing. There is likely to be negotiation between the developer of the revegetation plan and the client to achieve objectives.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Some information will need to be researched and/or obtained from test results. Information addressing the specific requirements of the revegetation works should be analysed and outcomes discussed with the client and other members of the work team. Information about revegetation works should be organised and presented as a strategy plan.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>The planning process should proceed in an orderly and efficient manner. Timely and appropriate information needs to be available for decision-making. The plan for revegetation works should reflect the activities required to implement the works.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Planning the implementation of revegetation works may involve working with other members of a team to achieve the desired outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical concepts will be required to measure quantities, distances, depth, and calculate areas, resources, costs, ratios, scales, planting and application rates.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problems relating to vagaries of the planting site, revegetation plant health, planting and maintenance techniques, workplace safety, tools, equipment and machinery, team members, inclement weather, hazardous situations and environmental issues may arise during planning for the revegetation works.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology will be required to record, store and communicate ideas and information. It will also be used to research relevant information, obtain and analyse data from site evaluation tests, and to produce the revegetation plan.</td>
<td>3</td>
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## RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in particular training and assessment requirements may depend on the work situations available.

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
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<tbody>
<tr>
<td>Who may be referred to as a client?</td>
<td>Clients may include the enterprises management, or a private individual, company, community group, government agency or a combination of these entities.</td>
</tr>
<tr>
<td>What preferences and contract requirements may clients have?</td>
<td>Project works will be described in the contract specification of works documents which identifies the clients requirements on how and when works will be carried out, identifies performance conditions and expected standards of work, lists timelines, and sets out schedules of proposed materials and their unit costs.</td>
</tr>
<tr>
<td>What specific statutory obligations and site responsibilities may apply?</td>
<td>Statutory obligations require compliance with legislation, ordinances, regulations or by laws relating to the works or the work site such as prohibited plant species, restricted plant species, land use restrictions, processes and requirements for site development and work activities. Site responsibilities include OHS, industrial relations and equal opportunity and employment.</td>
</tr>
<tr>
<td>What biophysical and other factors may affect the site to be revegetated?</td>
<td>Biophysical factors may include the location of the site, site boundaries, environmental considerations, access issues, potential hazards, utility services availability and locations, adjacent landholder considerations, security issues, aspect of the site, rainfall, humidity, wind and sunlight intensity, soil types, nutrients and deficiencies, slope, natural and artificial watercourses, outcrops and the presence of indigenous or otherwise native vegetation, exotic plant (weeds) and animal (feral) species.</td>
</tr>
<tr>
<td>What environmental considerations may affect the work priorities?</td>
<td>This includes the sustainable use of materials, duty of care in conserving sites natural values, and involves work practices that will not pollute, damage or degrade the sites natural resources, biological processes and biodiversity. While site works involve disturbance and impacts, the use and movement of machinery, storage of materials, removal of weeds and movement of soil into, across and beyond the site, must be subject to control to avoid introduction or transfer of soil-borne plant or animal pathogens.</td>
</tr>
<tr>
<td>What historical modifications may influence the plan for revegetation works?</td>
<td>Historical modifications may include human intervention such as clearance, earthworks, commercial grazing and cultivation practices, fire management, buildings and structures, natural events such as wildfire, flooding, drought, and the effects of modifications at environmentally linked sites.</td>
</tr>
</tbody>
</table>
What OHS hazards may be identified as part of the planning for revegetation works?

Hazards may include disturbance or interruption of services, solar radiation, dust, noise, air and soil borne micro-organisms, chemicals and hazardous substances, sharp hand tools and equipment, manual handling, moving vehicles, machinery and machinery parts, slippery and uneven surfaces.

What controls may be introduced to minimise the risk of OHS hazards?

Controls used should be in accordance with enterprise OHS policies and procedures and may include identifying hazards, assessing and reporting risks, cleaning, maintaining and storing tools, equipment and machinery, appropriate use of personal protective equipment including sun protection, safe operation of tools, equipment and machinery, safe handling, use and storage of chemicals and hazardous substances, correct manual handling, appropriate use of safety equipment such as signage and protective barriers, basic first aid available on site, personal hygiene, and reporting problems to supervisors.

Why is forward planning required for plant availability?

The forward planning for supply of plants is critical to ensure that species are ready and mature for planting, and that they satisfy the planting works program. Seed resources may need to be collected well in advance before works commence or purchased from a reputable source. Nursery orders need to be organised to allow for propagation and hardening off.

What tools and equipment may be required for the revegetation works?

Tools, equipment and machinery may include knives, trowels, spades, forks, rakes, hoes, shovels, buckets, brooms, wheelbarrows, hoses and hose fittings, tree-planters, secateurs or snips, and machinery such as tractors and 3-point linkage or trailed equipment, pesticide and fertiliser application machinery or backpacks.

What revegetation procedures may be applied to this standard?

Revegetation procedures may include soil treatments including stabilising materials such as mesh, dead vegetative material, mulch and weed mats or conditioning additives to effect a change in the water holding capacity of the soil, pH, organic components, soil structure and texture, preparation of soil surfaces for revegetation works, installation of irrigation and/or drainage systems, planting methods such as hand sowing, direct seeding, tube planting, hand or machine assisted planting of seedlings, planting of divisions, transplanting and natural regeneration, fencing of stock and pest animals, the chemical, cultural or biological control of weeds and feral animals, protection of plants by staking, tying and guarding, and the retention of site debris.
### What environmental impacts may be associated with a revegetation works project?

Environmental impacts resulting from the development of a revegetation project will be predominantly beneficial to the surrounding environment.

Beneficial impacts may include the extension of native corridors for the travel and breeding expansion of local native flora and fauna, improved uptake of water at the site, and reduction in the destructive effects of a rising watertable at the site or environmentally linked sites, increases in carbon fixing, long-term vegetation, and the stabilisation of existing native vegetation, soil and waterways with ground covers, understorey and top storey vegetation.

Detrimental impacts may include nuisance level noise and emissions associated with large-scale earthworks and planting activities that may be required for the successful establishment of native vegetation at the site, and disturbance of existing native flora and fauna at the site during the implementation of the planned revegetation works.

### What may be considered when developing timelines for site establishment?

Ordering of materials, site protection and access, storage of materials, pre-treatment of site soils, weed management, and specific environmental amelioration.

### What may be included as the establishment period?

This is the period of time required by the contract to ensure that planting materials have successfully taken root and will continue to grow. This period can vary due to the size of plant materials, environmental conditions (such as soils, water supply, wind, sun exposure, season), and budget resources allocated.

### What is included under habitat resource development?

Habitat resources are the specific individual and integrated materials and food and water supply required to sustain insects and animals. These include adequate leaf litter, fallen logs or standing trunks for nest sites, leaving animal "highways" undisturbed, encouraging certain insect populations, nesting materials, encouragement of fauna corridors, and territorial space.

Habitat resource development may involve the introduction of natural or other materials to provide nesting places, promote food production, and to enhance micro and macro environmental conditions for species.

### What specifications for staged implementation may apply to this standard?

These may include gradual replacement of habitat, planting at different times, and provision of access for future works.
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in planning the implementation of revegetation works requires evidence that a person can assess site factors, interpret contract documentation, determine resources and equipment for planting and maintenance, and prepare revegetation staging plans and schedules. The skills and knowledge required to plan the implementation of revegetation works must be transferable to a different work environment. For example, this could include different sites, revegetation techniques and environments.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Awareness of the role of revegetation works in the restoration of the environment.
- Practical understanding of the environmental issues associated with undertaking revegetation works, and the need to comply with legislation and ensure that the impact on the environment is minimal.
- Principles of ecology including specific native plant and animal relationships and habitat requirements.
- Identification, propagation and establishment techniques of specific native plant species.
- Site evaluation techniques including methods of analysing soils, waterways and their condition.
- Practical understanding of the advantages and disadvantages of a range of revegetation procedures.
- Chemical, cultural and biological weed and feral animal control techniques.
- Soil conservation and enhancement techniques and their advantages and disadvantages in reference to specific sites and habitats.
- Soil erosion control and stormwater management techniques.
- Maintenance requirements and practices for native plants prior to and after initial establishment.
- Growth habits and cultural requirements of specific native plants under a range of soil and environmental conditions.
- OHS hazards associated with undertaking revegetation works and the controls necessary to remove or minimise risks associated with them.
- Contract documents including specifications, plans of landscape works, services, supplies and surveyors documents.
To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Research, communicate orally and in writing, negotiate, document plans and write reports for the understanding of staff, supervisors, clients and contractors.
- Assess a site for opportunities and constraints associated with implementation of revegetation works.
- Prepare schedules for implementation of revegetation works.

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

There is critical information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTD4205A Set out conservation earthworks

Unit Descriptor
This competency standard covers the process of setting out of conservation earthworks on rural lands. Conservation earthworks are low engineering standard structures which require specialised pegging/marking techniques to ensure construction can be completed to design specifications and dimensions. It requires the ability to interpret plans and specifications, relate plan to site, and peg the project. Setting out conservation earthworks requires a knowledge of different types of survey equipment and staffs, civil engineering and survey techniques, levels and levelling, earthmoving principles, principles of native topsoil conservation, interpretation of plans, and general and technical specifications.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Interpret plans and specifications
   1.1 Overall plan is determined in consultation with landholder and surveyor.
   1.2 Earthworks specifications are established in consideration of desired outcome and prevailing conditions.
   1.3 Plan is accurately verified in line with job requirements.

2. Relate plan to site
   2.1 Key plan points are located on site.
   2.2 Additional features identified on site plan.
   2.3 Site issues which affect survey and pegging are identified and recorded.

3. Peg project
   3.1 Pegging sequence is established in consultation with the site surveyor.
   3.2 Site dimensions are measured in compliance with job specification.
   3.3 Peg locations are established using prescribed methods.
   3.4 Earthworks are pegged in line with project specification.
   3.5 All construction personnel are advised of pegging and the need for site integrity.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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 discussing verbally or in writing conservation earthworks set out with supervisors and others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Setting out conservation earthworks will require information to be collected, analysed and organised by consultation with others and research of existing resources.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Set out activities are planned and organised according to plans and specifications.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Setting out conservation earthworks will require coordination of self and others in a team.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical techniques relating to setting out and measurement can be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>During set out of conservation earthworks, technical, organisational problems may arise requiring innovative solutions.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Surveying technology may be required.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What levels of site dimensions may be established? Tilting, automatic, laser.

Which construction personnel may be included? Landholder, surveyor, plant operators, regulatory personnel.

What types of locating methods may be included? Wooden pegs, marking tape, ripper marks, blaze marks, spray packs/paint.

What types of pegged works may be included? Dams, banks, waterways, access tracks, sediment traps, detention basins, flumes.
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in pegging conservation earthworks requires evidence that conservation earthworks have been satisfactorily set out from plans and specifications according to enterprise guidelines and industry best practice. The skills and knowledge required to peg conservation earthworks must be transferable to a range of work environments and contexts. For example, this could include different types of earthworks, topography and plans and specifications.

<table>
<thead>
<tr>
<th>What specific knowledge is needed to achieve the performance criteria?</th>
<th>Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Different types of survey equipment and staffs.</td>
<td></td>
</tr>
<tr>
<td>• Civil engineering and survey techniques.</td>
<td></td>
</tr>
<tr>
<td>• Erosion control and design principles.</td>
<td></td>
</tr>
<tr>
<td>• Principles of native topsoil conservation and protection.</td>
<td></td>
</tr>
<tr>
<td>• Levels and levelling.</td>
<td></td>
</tr>
<tr>
<td>• Earthmoving principles.</td>
<td></td>
</tr>
<tr>
<td>• Interpretation of plans and general and technical specifications.</td>
<td></td>
</tr>
</tbody>
</table>

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Interpret plans and specifications.
- Relate plan to site.
- Peg project.
- Protect site.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4207A Supervise on-site implementation of conservation earthworks

Unit Descriptor
This competency standard covers the implementation of conservation earthworks and erosion and sediment control plans on rural lands and construction sites, and includes the supervision of work teams, earthmoving operators and contractors. It requires the ability to plan and direct efficient implementation of earthworks, and measure and monitor job specifications. Supervising on-site implementation of conservation earthworks requires a knowledge of erosion and sediment control standards and principles, native topsoil protection and rehabilitation principles, appropriate supervision techniques, relevant legislation, earthmoving and machine operation principles, engagement of subcontractors/equipment, skills and expected outcomes, work sequence knowledge, and quality assurance systems, processes and practices.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Plan efficient implementation of works
   1.1 Plans and specifications are reviewed and related to the works site.
   1.2 Economics of operation are maximised through the deployment of trained personnel and equipment selection.
   1.3 Work sequences are planned and recorded in line with proposed work schedule.
   1.4 Materials are ordered to complete proposed works in line with construction schedule.
   1.5 Compliance with established regulatory planning and environmental legislation is maintained.

2. Direct implementation of planned works
   2.1 Equipment and personnel deployment ensures structurally sound works in line with earthworks planned.
   2.2 Job specifications and regulatory requirements are achieved in accordance with the plan or necessary modification.
   2.3 Modified techniques are adopted to minimise the effect of site limitation in achieving job requirements.
   2.4 Safe machine operations are monitored to ensure they meet relevant OHS requirements.

3. Monitor job specifications
   3.1 Progressive job checking results in achieving job specifications, contracts and targets.
   3.2 Instructions to plant operators ensure high finishing standards to earthworks.
   3.3 Modifications are made to job specifications in consultation with the landholder or works supervisor.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 transference 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 in brackets 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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<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 discussing supervision issues at meetings or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Supervising on-site implementation of conservation works will require detailed information to be collected, analysed and organised by research and consultation.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Supervising on-site implementation of conservation works requires extensive planning and organising of conservation earthworks resources.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Supervising on-site implementation of conservation works will require development and management of work teams to achieve outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical techniques relating to data gathering and interpretation can be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While supervising on-site implementation of conservation works, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Not applicable.</td>
<td>-</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Which industry sectors may be included? Local government, urban, civil construction, forestry, extractive industry, natural resource management.

Which industry sector people may be included? Construction supervisors, site superintendents, site managers, gangers, forest supervisors and foresters.

Which machine deployment issues may be included? Use of available equipment in lieu of best equipment.
### Which specified techniques may be included?

- Soil compaction testing equipment, soil classification, soil permeability, soil dispersion tests.

### Which types of projects may be included?

- Erosion control projects, farm dam construction, rural road construction, access track construction, utilities installation, stream bank stabilisation, subdivisions, highways, housing construction, infrastructure development, irrigation projects, forest harvesting operations, plantation establishment and management.

### EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supervising on-site implementation of conservation works requires evidence that conservation works have been satisfactorily supervised according to enterprise guidelines and industry best practice. The skills and knowledge required to supervise on-site implementation of conservation works must be transferable to a range of work environments and contexts. For example, this could include different construction methods, machinery, contractors and contractual arrangements.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Erosion and sediment control standards and principles.
- Natural areas topsoil protection and rehabilitation principles.
- Appropriate supervision techniques.
- Relevant legislation.
- Safety.
- Erosion control and design principles.
- Sediment control principles.
- Earthmoving principles.
- Principles for machine operation.
- Engagement of subcontractors/equipment, skills and expected outcomes.
- Work sequence knowledge.
- Equipment most suitable to the constructing of erosion and sediment control works.
- Quality Assurance systems, processes and practices.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Plan efficient implementation of works.
- Protect natural areas from damage.
- Direct the implementation of planned works.
- Monitor job specifications.
Are there other competency standards that could be assessed with this one? This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4303A Prepare safe operating procedures for calibration of equipment

Unit Descriptor
This competency standard covers the process of preparing enterprise procedures for the calibration of equipment used in the application of weed control chemicals and bioagents. It requires the ability to identify needs, compile relevant information and prepare procedures for calibration. Preparing safe operating procedures for calibration of equipment requires knowledge of relevant legislation, chemical handling and application, occupational health and safety issues involved in calibration and mechanical and electronic controls on application equipment.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify needs
   1.1 Equipment requiring calibration procedures is identified correctly in line with manufacturers' instructions, enterprise practice and regulatory requirements as appropriate.
   1.2 Skill levels of operators relating to calibration are assessed in consultation with operators and supervisors where appropriate.

2. Compile relevant information
   2.1 Information required for procedures is acquired from appropriate sources.

3. Prepare procedures
   3.1 Information in procedures complies with relevant regulatory requirements, manufacturers' instructions and industry practice as applicable.
   3.2 Procedures are in a form clearly understandable to the intended users.
   3.3 Occupational Health and Safety issues relevant to the activities in the procedures are made clear to the users.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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 operators, supervisors, suppliers and others.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>From a variety of sources such as extensions officers, government departments and chemical and equipment suppliers.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>According to industry best practice and OHS guidelines.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>As part of overall spraying operation.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Setting out calculations required for calibration.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>By sourcing information, analysing task and preparing procedures.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Obtaining, storing, retrieving and communicating information.</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Which skills relevant to calibration are included? Numeracy skills to carry out calculations and literacy skills to follow procedures.

What is the legislation relevant to this standard? Protection of the environment, Occupational Health and Safety and regulating the use of weed control agents.

How are sources of information to be accredited? According to relevant legislation where required.

What may be included in the means of presentation? Written notes, videotapes and work sheets.
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in designing calibration procedures requires evidence that a set of calibration instructions and guidelines has been developed that complies with industry and enterprise standards and expectations. The skills and knowledge required to design calibration procedures must be transferable to a range of work environments and contexts. For example, this could include different spray equipment, chemicals to be applied and land use situations.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant legislation.
- Chemical handling and application.
- Occupational health and safety issues involved in calibration.
- Mechanical and electronic controls on application equipment.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Identify needs for calibration.
- Compile relevant information.
- Analyse tasks involved in calibration.
- Prepare procedures for calibration clearly and accurately in a manner suited to the users.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4402A Define the pest problem in a local area

Unit Descriptor
This competency standard covers the process of defining the pest problem in a local area. It requires the ability to define the land use process for the local area affected by the target pest problem, analyse the pest problem in the local area, determine critical control points for management of the pest problem and document and collate the impacts of the pest. Defining the pest problem in a local area requires knowledge of pest biology, land management processes, production processes, relevant legislative and regulatory requirements and environmental protection legislation.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Define the land use process for the local area affected by the target pest problem
   1.1 Consultation with local land users and other relevant stakeholders in the affected area is documented.
   1.2 Desired land management and/or production outcomes are identified.
   1.3 Performance criteria for measuring local land management and/or production outcomes are determined.
   1.4 Critical activities required to achieve the desired outcomes are identified.
   1.5 Local land management and/or production process is mapped against the annual planning cycle.
   1.6 Local land management and/or production process budget is determined.

2. Analyse the pest problem in the local area
   2.1 Target pest population distribution within the affected local area is determined in consultation with stakeholders.
   2.2 Target pest population data supplied by stakeholders is validated.
   2.3 Other relevant data on target pest population are obtained.
   2.4 Factors which influence the target pest population and distribution within the local area are described.
   2.5 Pest life cycle is documented.

3. Determine critical control points for management of the pest problem
   3.1 Periods of greatest risk in the local land management and/or production process are identified in consultation with stakeholders.
   3.2 Periods of target pest vulnerability within the life cycle are identified.
   3.3 Local land management and/or production process map and target pest life cycle map are consolidated.
   3.4 Critical points for controlling pest populations and/or changing land management or production practices within the annual planning cycle are determined in consultation with other stakeholders.
4. Document and collate the impacts of the pest

4.1 Economic losses resulting from the pest presence are measured or estimated in consultation with stakeholders.
4.2 Environmental impacts from the pest presence are measured or estimated in consultation with stakeholders.
4.3 Potential risks relating to exotic disease are defined.
4.4 Pest problem is documented according to industry and enterprise standards and guidelines.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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 and maintaining consultation and liaison processes with land users and stakeholders.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Collecting and analysing local data relating to pest activities.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Organising survey and pest management activities.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Working with local landholders.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Collating and determining significance of data.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Analysing pest data and defining the scope of the problem.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Collating data, documenting findings and developing the report.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What pests may be relevant to this competency standard? Weeds and vertebrate pests.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which relevant Federal or State legislation and local regulations may be included?</td>
<td>Environmental protection, noxious weeds, vertebrate pests, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.</td>
</tr>
<tr>
<td>Which types of land uses may be included?</td>
<td>Agricultural production, forestry, nature and wildlife reserves, heritage areas and recreation.</td>
</tr>
<tr>
<td>What forms of land value may be relevant?</td>
<td>Economic and environmental value.</td>
</tr>
<tr>
<td>Who might the other stakeholders referred to in this standard be?</td>
<td>Land managers in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.</td>
</tr>
<tr>
<td>Which measures of potential or actual impact may be included in the management units?</td>
<td>Biological values, agricultural values, environmental values, recreational and social values and public health values.</td>
</tr>
<tr>
<td>Which methods for determining vertebrate pest population distribution may be used?</td>
<td>Animal counts (including spotlight and aerial counts, faecal counts, warren, burrow, den and nest counts), and tracking pads and feeding stations.</td>
</tr>
<tr>
<td>How may supporting and validating data be obtained?</td>
<td>From direct observation, satellite information, GIS and air-flown MSS.</td>
</tr>
<tr>
<td>What other relevant data on target vertebrate pest population may be covered?</td>
<td>Diseases, dietary habits, antibodies, viruses and ageing.</td>
</tr>
<tr>
<td>Which vertebrate pests may be relevant to this standard?</td>
<td>Kangaroo, wallaby, emu, wombat, possum, fruit bat, cockatoo/parrot, waterfowl, seagull, starlings, pigeon and other birds, goat, horse, deer, pig, camel, cat, cattle, dog, water buffalo, donkey, rabbit, red fox, brown hare, cane toads, European carp, house mouse, black rat and brown rat.</td>
</tr>
<tr>
<td>What other relevant data on target weed populations may be covered?</td>
<td>Disease and vectors.</td>
</tr>
<tr>
<td>What might weeds include?</td>
<td>Economic weeds, aquatic weeds and environmental weeds.</td>
</tr>
</tbody>
</table>
What sorts of damage and loss caused by pests may be relevant to this standard?

Loss of pasture, loss of crops, loss of livestock, loss of native fauna, loss of native flora, soil erosion, loss of recreational and social amenity, reduction in water quality, increased incidence of disease vectors and reduced tourism.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in defining the pest problem in a local area requires evidence that an analysis of pest problem has been completed and documented according to industry and enterprise standards and expectations. The skills and knowledge required to define the pest problem in a local area must be transferable to a range of work environments and contexts. For example, this could include different pests and local areas.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Pest biology.
- Land management processes.
- Production processes.
- Relevant legislative and regulatory requirements.
- Environmental protection legislation.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Define the land use process for the local area affected by the target pest problem.
- Analyse the pest problem in the local area.
- Determine critical control points for management of the pest problem.
- Document and collate the impacts of the pest.
- Analyse local problems.
- Plan strategically for local context.
- Communicate with local land users.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4403A Develop a pest management action plan within a local area

Unit Descriptor
This competency standard covers the process of developing an action plan for the management of target pests in a local area. It requires the ability to determine land use objectives, estimate costs and advantages for areas affected by target pests, define performance criteria for each land use, select management options for target pests, and negotiate strategies with relevant stakeholders. Developing an action plan for the management of target pests requires a knowledge of relevant local, regional, State and national strategies, community facilitation processes, local land management process, relevant legislative and regulatory requirements, environmental protection legislation, pest control methods and techniques, and sustainable land use principles.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Determine land management/production objectives
   1.1 Land users' and other stakeholders are consulted regarding local objectives.
   1.2 Objectives address major land uses and production activities in the local area affected by the impacts of the target pests.
   1.3 Objectives relate to the problem definition and the reduction in the pest impacts and associated losses.
   1.4 Objectives comply with National, State and regional legislation and regulations.
   1.5 Objectives support strategies for land and pest management.

2. Estimate costs and advantages for management units
   2.1 The diversity of land management and production values that the target pests affect within the local area is defined.
   2.2 The likely costs of preferred options for control of pest populations and/or changes to land management or production activities associated with each value are estimated.
   2.3 The likely costs are compared with the impacts and losses caused by the target pests.
   2.4 The management units most affected, both actually and potentially, by the target pests are defined and prioritised.

3. Define the performance criteria for each land management/production objective
   3.1 Performance criteria are defined in accordance with sustainable land use principles to address target pests population levels, economic impacts and environmental impacts.
   3.2 Performance criteria are realistic and measurable.
4. Select management options for the target pests

4.1 Options for controlling pest populations and/or changing land management or production practices are assessed in terms of economic factors, technical difficulty, practical feasibility, social and/or environmental acceptability.

4.2 A range of management options are assessed in terms of current and future financial support, when control activities are to be implemented, level of target pests population reduction required, and the most suitable control methods and techniques.

4.3 A management option is selected in accordance with sustainable land use principles, economic feasibility, environmental acceptability, integrated pest management principles, and statutory requirements for pest control.

5. Negotiate possible actions with relevant stakeholders

5.1 The action is based on the definition of the problem using data from measurement of abundance and impacts.

5.2 The action clearly documents the pest problem, the objectives, the stakeholders, the prioritised management units, the performance criteria, and the most suitable management options.

**KEY COMPETENCIES**

What processes should be applied to this competency standard?

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 in brackets 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>Establish and maintain consultation and liaison processes with land users and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Collate and analyse pest management data.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Organise pest management activities.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Build and maintain working relationships with local land users.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Collate and determine significance of data.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Analyse pest problem and explore alternative strategic solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Collate data, document planning activities and develop the strategic plan.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Who might other stakeholders be? Land managers in the region, local recreational land users, regional land management bodies, local regulatory authorities and landcare committees.

What does "local area" imply? A unit of sub-catchment size, and does not imply a linkage to local government area.

Which land uses may be relevant? Local agricultural production, local forestry industry, local nature and wildlife reserves, local heritage areas and local recreation areas.

What pests are relevant to this competency standard? Weeds, vertebrate or invertebrate pests.

Which relevant Federal/State legislation and local regulations may be included? Environmental protection, vertebrate pests, noxious weeds, activities in nature reserves and heritage areas, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, farm chemicals, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.

What strategies may be relevant to this competency standard? Local, regional, State and National strategies including those for designated pest species.

Which management units may be included? Measures of potential or actual impact on biological values, agricultural values, environmental values, recreational and social values and public health values.

What forms of production value may be relevant? Economic and environmental value.

What management options may be included? Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).

What methods and techniques for controlling pest problems may be used? Changing land management or production processes and practices (e.g., changing lambing times, changing sowing times and changing crops), modifying habitat, pasture management and pest population control (shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), and weed control (poisoning, biological controls).
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing a pest management action plan for a local area requires evidence that an action plan has been prepared for a target pest, that this plan outlines strategies for pest management, and that it complies in content, structure and format with requirements of the enterprise or other authorities. The skills and knowledge required to develop a pest management action plan for a local area must be transferable to a range of work environments and contexts. For example, this could include different pests, locations and reporting requirements.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant local, regional, State and national strategies for pest management including those for individual species.
- Motivational effects of stakeholder involvement.
- Community facilitation processes.
- Local land management process.
- Relevant legislative and regulatory requirements including statutory requirements for pest control.
- Environmental protection legislation.
- Pest control methods and techniques.
- Defining local land management and production values.
- Determining cost benefit analysis of management options.
- Sustainable land use principles.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Estimate costs and advantages.
- Communicate, negotiate and liaise with other statutory authorities, agencies and stakeholders.
- Report and document action plan.
- Determine land use objectives.

- Estimate costs and advantages for areas affected by the target pest/s.
- Define performance criteria for each land use.
- Select management options for the target pest/s.
- Negotiate tactics with relevant stakeholders.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4404A Develop monitoring procedures for the local pest management strategy

Unit Descriptor
This competency standard covers the process of developing monitoring procedures for local pest strategies. It requires the ability to develop data recording documents for monitoring the pest strategy, and to prepare monitoring schedules. Developing monitoring procedures for local pest strategies requires knowledge of pest biology, land use processes and relevant legislative, and regulatory requirements including environmental protection legislation.

Unit Sector No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Develop data recording documents for monitoring the pest strategy</td>
</tr>
<tr>
<td></td>
<td>1.1 Data obtained by local land users is assessed for relevance and usefulness in the monitoring system.</td>
</tr>
<tr>
<td></td>
<td>1.2 Data required to monitor economic impacts of pests is determined.</td>
</tr>
<tr>
<td></td>
<td>1.3 Data required to monitor environmental impacts of pests is determined.</td>
</tr>
<tr>
<td></td>
<td>1.4 Data required to monitor pest abundance is determined.</td>
</tr>
<tr>
<td></td>
<td>1.5 Data required to monitor pest strategy operating costs is determined.</td>
</tr>
<tr>
<td></td>
<td>1.6 Documents for recording data are developed.</td>
</tr>
<tr>
<td>2.</td>
<td>Develop monitoring schedules</td>
</tr>
<tr>
<td></td>
<td>2.1 Monitoring schedules are developed in accordance with the pest management strategy.</td>
</tr>
</tbody>
</table>
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Establishing and maintaining consultation and liaison processes with local land users and stakeholders.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Collecting and analysing pest management data relating to pest distribution.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Planning and monitoring activities.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Working with local landholders.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Collating and determining significance of data.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Analysing pest data and defining the scope of the problem.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Collating data, documenting findings and developing report.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What types of pests may be relevant to this competency standard?

Weeds and vertebrate pests.

What are the relevant Federal or State legislation and local regulations which may apply to this standard?

Environmental protection, vertebrate pests, noxious weeds, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, farm chemicals, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.

What forms of land value may be relevant?

Economic and environmental value.
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which measures of potential or actual impact may be relevant to this</td>
<td>Biological values, agricultural values, environmental values, recreational and social values and public health values.</td>
</tr>
<tr>
<td>competency standard?</td>
<td></td>
</tr>
<tr>
<td>What methods and techniques for determining vertebrate pest population</td>
<td>Animal counts (including spotlight and aerial counts, faecal counts, warren, burrow, den and nest counts), tracking pads and feeding stations.</td>
</tr>
<tr>
<td>distribution may be relevant to this competency standard?</td>
<td></td>
</tr>
<tr>
<td>Which vertebrate pests may be relevant to this standard?</td>
<td>Kangaroo, wallaby, emu, wombat, possum, fruit bat, cockatoo/parrot, waterfowl, seagull, starlings, pigeon and other birds, goat, horse, deer, pig, camel, cat, cattle, dog, water buffalo, donkey, rabbit, red fox, brown hare, cane toads, European carp, house mouse, black rat and brown rat.</td>
</tr>
<tr>
<td>Which land uses may be relevant?</td>
<td>Local agricultural production, local forestry industry, local nature and wildlife reserves, local heritage areas and local recreation areas.</td>
</tr>
<tr>
<td>Who might other stakeholders be?</td>
<td>Land managers in the region, local recreational land users, regional land management bodies, local regulatory authorities and landcare committees.</td>
</tr>
<tr>
<td>How might supporting and validating data be obtained?</td>
<td>By direct observation, GIS, satellite information and air-flown MSS.</td>
</tr>
<tr>
<td>What types of weeds might be relevant to this competency standard?</td>
<td>Economic and aesthetic weeds, both terrestrial and aquatic.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing monitoring procedures for the local pest management strategy requires evidence that a procedure has been developed and is relevant to local area pest management strategy, and meets industry standards in format, content and presentation. The skills and knowledge required to develop monitoring procedures for the local pest management strategy must be transferable to a range of work environments and contexts. For example, this could include different pests, areas or monitoring requirements.

<table>
<thead>
<tr>
<th>What specific knowledge is needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:</td>
</tr>
<tr>
<td>- Pest biology.</td>
</tr>
<tr>
<td>- Land management processes.</td>
</tr>
<tr>
<td>- Production processes.</td>
</tr>
<tr>
<td>- Relevant legislative and regulatory requirements.</td>
</tr>
<tr>
<td>- Environmental protection legislation.</td>
</tr>
<tr>
<td>- Monitoring procedures.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What specific skills are needed to achieve the performance criteria?</th>
</tr>
</thead>
<tbody>
<tr>
<td>To achieve the performance criteria, some complementary skills are required. These skills include the ability to:</td>
</tr>
<tr>
<td>- Analyse local problems.</td>
</tr>
<tr>
<td>- Plan strategically for local context.</td>
</tr>
<tr>
<td>- Report on and document analytical and strategic activities.</td>
</tr>
<tr>
<td>- Communicate with local land users.</td>
</tr>
<tr>
<td>- Develop data recording documents for monitoring the pest strategy.</td>
</tr>
<tr>
<td>- Prepare monitoring schedules.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are there other competency standards that could be assessed with this one?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Assessment Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.</td>
</tr>
</tbody>
</table>
**COORDINATE THE LOCAL PEST MANAGEMENT STRATEGY**

This competency standard covers the process of coordinating local pest management strategies. It requires the ability to determine the time period and milestones for the implementation of the local pest management strategy, determine specific objectives for the local pest management strategy, identify activities required to achieve specific objectives, estimate resources required to complete the required activities and develop an action plan to guide implementation of the strategic plan. Coordinating the local pest management strategy requires knowledge of land management and production processes, relevant legislative and regulatory requirements, pest control methods and techniques and community social and environmental issues.

**ELEMENT PERFORMANCE CRITERIA**

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. **Determine the time period and milestones for the implementation of the local pest management strategy** | 1.1 Local stakeholders are consulted regarding time period and milestones.  
1.2 The time period complies with the objectives in the local management strategy.  
1.3 The time period is realistic to allow achievement of the objectives while taking account of target pest's life cycle and behaviour patterns, and local land management and production activity cycles.  
1.4 Milestones are aligned to critical control points in the target pest's life cycle and behaviour patterns, and the local and management and production activity cycles.  
1.5 Milestones identify a key, measurable point in the time period. |
| 2. **Determine specific objectives for the local pest management strategy** | 2.1 Objectives to be achieved at each milestone are defined in consultation with local land users.  
2.2 Performance criteria for objectives at each milestone are determined.  
2.3 Objectives and performance criteria are measurable. |
| 3. **Identify activities required to achieve specific objectives** | 3.1 Activities required to achieve objectives by proposed deadlines are listed in consultation with local land users.  
3.2 Activities are selected and scheduled to comply with the pest management strategy, in consideration of community attitudes and in accordance with relevant statutory and regulatory requirements.  
3.3 Monitoring and measurement activities are selected and scheduled to comply with the pest management strategy and in accordance with relevant statutory and regulatory requirements. |
| 4. **Estimate resources required to complete the required activities** | 4.1 Personnel required to carry out activities are estimated.  
4.2 Plant and machinery required to carry out activities are estimated.  
4.3 Materials required to carry out activities are estimated.  
4.4 Personnel, plant, machinery and materials are sourced and costed in consultation with other stakeholders. |
5. Develop an action plan to guide implementation of the strategic plan

5.1 The action plan documents the time period, milestones, objectives, activities, required resources and budget to implement the strategy.

5.2 Potential contingencies are addressed in the action plan.

5.3 Agreement to the action plan and commitment by other stakeholders is documented.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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 and liaising with local land users.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Analysing the local pest management strategy.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Organising local land user participation in action plan development.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Working with local pest management team and stakeholders.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Interpreting data.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Analysing local pest management strategy and developing relevant actions.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Documenting action plans.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What pests may be relevant to this competency standard?

Weeds and vertebrate pests.

Which land uses may be relevant?

Local agricultural production, local forestry industry, local nature and wildlife reserves, local heritage areas and local recreation areas.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which relevant Federal or State legislation and local regulations may be included?</td>
<td>Environmental protection, noxious weeds, vertebrate pests, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.</td>
</tr>
<tr>
<td>Which land values may be included?</td>
<td>Economic and environmental value.</td>
</tr>
<tr>
<td>Who might other relevant stakeholders be?</td>
<td>Land managers in the region, local recreational land users, regional land management bodies, local regulatory authorities and landcare committees.</td>
</tr>
<tr>
<td>Which measures of potential or actual impact may be included in the management units?</td>
<td>Biological values, agricultural values, environmental values, recreational and social values and public health values.</td>
</tr>
<tr>
<td>Which management options may be relevant?</td>
<td>Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).</td>
</tr>
<tr>
<td>What methods and techniques for controlling pest problems may be used?</td>
<td>Changing land management or production processes and practices (e.g., changing lambing times, changing sowing times and changing crops), modifying habitat, pasture management and vertebrate pest population control (shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), weed control (poisoning, biological controls).</td>
</tr>
<tr>
<td>Which factors might affect pest population?</td>
<td>Soil types, soil disturbance, climate and weather and land topography.</td>
</tr>
<tr>
<td>How might supporting and validating data be obtained?</td>
<td>Direct observation, satellite information, GIS, air flown MSS and aerial photography.</td>
</tr>
<tr>
<td>What weeds may be relevant to this standard?</td>
<td>Economic weeds, aquatic weeds and environmental weeds.</td>
</tr>
<tr>
<td>Which vertebrate pests may be relevant to this standard?</td>
<td>Kangaroo, wallaby, emu, wombat, possum, fruit bat, cockatoo/parrot, waterfowl, seagull, starlings, pigeon and other birds, goat, horse, deer, pig, camel, cat, cattle, dog, water buffalo, donkey, rabbit, red fox, brown hare, cane toads, European carp, house mouse, black rat and brown rat.</td>
</tr>
</tbody>
</table>
What sorts of damage may be caused by pests?

Loss of pasture, loss of crops, loss of livestock, loss of native fauna, rootings, loss of recreational and social amenity, increased incidence of disease vectors, reduced tourism, loss of crops, damage to fences, loss of native flora, soil disturbance and erosion, reduction in water quality and pollution.

Which methods for determining vertebrate pest population distribution may be used?

Animal counts (including spotlight and aerial counts, faecal counts, warren, burrow, den and nest counts), and tracking pads and feeding stations.

What comparative data may apply to this unit?

Reduction in damage and loss observed and regeneration observed.

What forms of documentation may be included?

Poisons register, MSDS and other relevant documents.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in coordinating the local pest management strategy requires evidence that the planning of implementation of the strategy has been completed and costed within budget and according to industry and enterprise standards and expectations. The skills and knowledge required to coordinate the local pest management strategy must be transferable to a range of work environments and contexts. For example, this could include different pests, local areas or implementation of different pest management strategies.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Land management and production processes.
- Relevant legislative and regulatory requirements.
- Pest control methods and techniques.
- Social and environmental issues.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Determine the time period and milestones for the implementation of the local pest management strategy.
- Determine specific objectives for the local pest management strategy.
- Identify activities required to achieve specific objectives.
- Estimate resources required to complete the required activities.
- Develop an action plan to guide implementation of the strategic plan.
- Communicate, negotiate and liaise with other statutory authorities, agencies and stakeholders.
- Manage time.
- Monitor budgets.
- Develop documents and reports.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4406A Implement pest management action plans

Unit Descriptor
This competency standard covers the process of implementing of pest management action plans at the local level. It requires an ability to schedule activities, estimate resources required to complete the work, brief and supervise employees or contractors (where necessary), consult stakeholders, coordinate contingency management activities, and report progress in relation to the pest management action plan. Implementing pest management action plans at a local level requires knowledge of pest biology, vectors, plant survey, ecological systems and production systems.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Schedule pest management activities
   1.1 Activities identified in the action plan are scheduled within the monthly, weekly or daily work plans.
   1.2 Work time is allocated to complete the activities in accordance with the requirements of the action plan, and within realistic expectations.
   1.3 Employees or contracted personnel with relevant skills and competency are allocated for the completion of required activities.
   1.4 Plant, machinery, equipment and materials required to complete required activities are procured for the time the activities are to be carried out.
   1.5 Relevant stakeholders are consulted regarding the scheduling of activities.
   1.6 Relevant OHS standards and other Federal, State and local legislation & regulations are applied in the allocation and procurement of human and physical resources.
   1.7 Milestones are aligned to critical control points in the target pests' life cycle, behaviour patterns and the local land management and production activity cycles.
   1.8 Measurable performance criteria for objectives at each milestone are determined.
   1.9 Activities required to achieve objectives by proposed deadlines are listed in consultation with local land users.
   1.10 Activities are selected and scheduled to comply with the pest management strategy, in consideration of community attitudes, and in accordance with relevant statutory and regulatory requirements.
   1.11 Monitoring and measurement activities are selected and scheduled to comply with the vertebrate pest management strategy and in accordance with relevant statutory and regulatory requirements.

2. Estimate resources required to complete the required activities
   2.1 Personnel required to carry out activities are estimated.
   2.2 Plant and machinery required to carry out activities are estimated.
   2.3 Materials required to carry out activities are estimated.
   2.4 Personnel, plant, machinery and materials are sourced and costed in consultation with other stakeholders.
3. **Brief employees or contracted personnel regarding the pest management activities**

   3.1 Employees or contracted personnel are informed of the requirements of the pest management plan and action plan.

   3.2 Employees or contracted personnel are informed of land owner/manager expectations and reporting and recording requirements.

   3.3 Employees or contracted personnel are advised of OHS standards and other statutory and regulatory requirements to be applied in carrying out the required activities.

4. **Supervise employees or contracted personnel in carrying out the pest management activities**

   4.1 Plant, machinery and equipment are checked for serviceability in accordance with manufacturer's specifications and statutory and regulatory requirements.

   4.2 Materials are checked for compliance with OHS standards and other statutory and regulatory requirements.

   4.3 Personal protective equipment and clothing used or worn by employees or contracted personnel are checked for compliance with OHS standards and other statutory and regulatory requirements.

   4.4 Procedures and skills applied by employees and contracted personnel are monitored for compliance with OHS standards and other statutory and regulatory requirements.

   4.5 Feedback, advice and coaching are provided to employees and contracted personnel as required to improve or correct procedures and skills.

5. **Coordinate contingency management activities**

   5.1 First aid procedures are initiated and coordinated in response to accident or injury to employees or contracted personnel.

   5.2 Relevant authorities are notified and arrangements made in the event of the need for rescue of injured employees or contracted personnel.

   5.3 Activities that are not carried out due to accidents, injury, other incidents or unfavourable conditions are rescheduled within the monthly, weekly or daily work plans.

6. **Report progress in relation to pest management action plan**

   6.1 Reports and records supplied by employees and/or contracted personnel are received and assessed.

   6.2 Reports and records are compiled and documented in accordance with employer or organisational requirements and statutory and regulatory requirements.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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 and negotiating work allocation with work team.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Using the pest management strategy and action plans.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Organising work schedules.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Working with work team and supporting team activities.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Allocating realistic time to pest management activities.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Developing and implementing contingencies.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Documenting work schedules and activities.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Which types of land uses may be included? Agricultural production, forestry, nature and wildlife reserves, community lands, heritage areas and recreation.

Which relevant Federal, State legislation and local regulations may be included? Environmental protection, vertebrate pests, noxious weeds, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.

What forms of land value may be relevant? Economic and environmental value.

Who might the other stakeholders referred to in this standard be? Land managers in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which measures of potential or actual impact may be included in the</td>
<td>Biological values, agricultural values, environmental values, recreational and social values and public health values.</td>
</tr>
<tr>
<td>management units?</td>
<td></td>
</tr>
<tr>
<td>Which management options may be included?</td>
<td>Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).</td>
</tr>
<tr>
<td>What methods and techniques for controlling pest problems may be used?</td>
<td>Changing land management or production processes and practices (e.g., changing lambing times, changing sowing times and changing crops), modifying habitat, pasture management and pest population control (shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), and weed control (poisoning, biological controls).</td>
</tr>
<tr>
<td>Which factors may affect vertebrate pest population?</td>
<td>Food supply, habitat conditions, existing control by hunting and harvesting activities, climate and weather, water supply, natural predators, disease and parasites and land topography.</td>
</tr>
<tr>
<td>How might supporting and validating data be obtained?</td>
<td>By direct observation, GIS, air-flown MSS and satellite information.</td>
</tr>
<tr>
<td>Which vertebrate pests may be relevant to this standard?</td>
<td>Kangaroo, wallaby, emu, wombat, possum, fruit bat, cockatoo/parrot, waterfowl, seagull, starlings, pigeon and other birds, goat, horse, deer, pig, camel, cat, cattle, dog, water buffalo, donkey, rabbit, red fox, brown hare, cane toads, European carp, house mouse, black rat and brown rat.</td>
</tr>
<tr>
<td>Which methods for determining vertebrate pest population distribution may be used?</td>
<td>Animal counts (including spotlight and aerial counts, faecal counts, warren, burrow, den and nest counts), and tracking pads and feeding stations.</td>
</tr>
<tr>
<td>What sorts of damage or loss may be caused by pests?</td>
<td>Loss of pasture, loss of livestock, loss of crops, loss of native fauna, loss of recreational and social amenity, increased incidence of disease vectors, reduced tourism, loss of crops, damage to fences, loss of native flora, soil disturbance and erosion, reduction in water quality, pollution, increased incidence of disease vectors and reduced tourism.</td>
</tr>
<tr>
<td>What comparative data may be included?</td>
<td>Reduction in damage and loss observed and regeneration observed.</td>
</tr>
<tr>
<td>What forms of documentation may be relevant to this standard?</td>
<td>Poisons register, MSDS and other relevant documents.</td>
</tr>
</tbody>
</table>
What types of weeds may be relevant to this competency standard?

Economic weeds, aquatic weeds and environmental weeds.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in implementing pest management action plans requires evidence that a pest management action plan has been appropriately scheduled, costed, communicated to staff and stakeholders, and effectively implemented and reported. The skills and knowledge required to implement pest management action plans must be transferable to a range of work environments and contexts. For example, this could include different pests, locations and implementation procedures and protocols.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant legislative and regulatory requirements.
- Pest control methods and techniques.
- Integrated pest management.
- Pest biology.
- Social and environmental issues.
- Contingency management principles.
- First aid and rescue procedures.
- Ecological systems.
- Sustainable production systems.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Plan and manage resources and time.
- Communicate, negotiate and liaise with other statutory authorities, agencies and stakeholders.
- Organise the work of others.
- Record and report actions and work progress.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
### RTD4407A Investigate a reported pest treatment failure

#### Unit Descriptor
This competency standard covers the process of investigating cases of treatment failure as part of a program of pest management and control. It requires the ability to assess treatment failure and investigate and report on causes of failure. Investigating pest treatment failure requires a knowledge of pest treatment techniques, surveying population of pests, treatment characteristics and modes of action, basic statistical analysis and report preparation.

#### Unit Sector
No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **1. Assess treatment failure** | 1.1 Pre treatment pest infestation levels are ascertained from monitoring program records where available.  
1.2 Post treatment population is ascertained from monitoring records and/or inspection.  
1.3 Expected pest population after treatment is determined from available information.  
1.4 Significance of difference between expected and monitored population analysed consistent with enterprise guidelines where appropriate.  
1.5 Treatment used and application technique ascertained from records and assessed against manufacturers instructions. |
| **2. Investigate and report on causes of failure** | 2.1 **Conditions impacting on effectiveness of treatment** prevailing at time of treatment are ascertained from enterprise records where available.  
2.2 Known conditions at application are analysed against manufacturers' recommendations.  
2.3 Level of control required by project specifications or permit is compared against results.  
2.4 Report containing all relevant information known on application of treatment, operators' qualifications and results is produced following enterprise procedure.  
2.5 Remaining product and report are returned to supplier or manufacturers agent for investigation if treatment appears to have been within guidelines. |
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>In clear, logical reports.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Population counts and data analysis.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Organising inspections and carrying out investigations.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Reviewing treatment performance and conditions at treatment.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Analysing target plan populations, predicted populations after treatments and survival rates.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Establishing treatment performance and possible causes of poor results.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Communicating and analysing records and producing reports using word processors.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What pests may be relevant to this competency standard?

Weeds and vertebrate pests.

Which land uses may be relevant?

Local agricultural production, local forestry industry, local nature and wildlife reserves, local heritage areas and local recreation areas.

Which relevant Federal, State legislation and local regulations may be included?

Environmental protection, noxious weeds, vertebrate pests, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.
<table>
<thead>
<tr>
<th>What methods and techniques for controlling pest problems may be used?</th>
<th>Changing land management or production processes and practices (e.g., changing lambing times, changing sowing times and changing crops), modifying habitat, pasture management and vertebrate pest population control (shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), weed control (poisoning, biological controls).</th>
</tr>
</thead>
<tbody>
<tr>
<td>How might supporting and validating data be obtained?</td>
<td>Direct observation, satellite information, GIS, air flown MSS and aerial photography.</td>
</tr>
<tr>
<td>What weeds may be relevant to this standard?</td>
<td>Economic weeds, aquatic weeds and environmental weeds.</td>
</tr>
<tr>
<td>Which vertebrate pests may be relevant to this standard?</td>
<td>Kangaroo, wallaby, emu, wombat, possum, fruit bat, cockatoo/parrot, waterfowl, seagull, starlings, pigeon and other birds, goat, horse, deer, pig, camel, cat, cattle, dog, water buffalo, donkey, rabbit, red fox, brown hare, cane toads, European carp, house mouse, black rat and brown rat.</td>
</tr>
<tr>
<td>Which methods for determining vertebrate pest population distribution may be used?</td>
<td>Animal counts (including spotlight and aerial counts, faecal counts, warren, burrow, den and nest counts), and tracking pads and feeding stations.</td>
</tr>
<tr>
<td>What conditions might influence the effectiveness of treatment?</td>
<td>Temperature, rainfall and other meteorological conditions (before, during the after application), target pest species, target pest growth stage, treatment history of area, mixing and application procedures, mixing water quality and calibration of application equipment.</td>
</tr>
</tbody>
</table>

**EVIDENCE GUIDE**

What evidence is required to demonstrate competence for this standard as a whole?

Competence in investigating treatment failure requires evidence that a review of treatment failure has been undertaken, the cause/s identified and a reported prepared according to enterprise and industry standards. The skills and knowledge required to investigate treatment failure must be transferable to a range of work environments and contexts. For example this could include different pests and treatments.

<table>
<thead>
<tr>
<th>What specific knowledge is needed to achieve the performance criteria?</th>
<th>Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Pest treatment techniques.</td>
</tr>
<tr>
<td></td>
<td>• Surveying population of pests.</td>
</tr>
<tr>
<td></td>
<td>• Treatment characteristics and modes of action.</td>
</tr>
<tr>
<td></td>
<td>• Basic statistical analysis.</td>
</tr>
<tr>
<td></td>
<td>• Report preparation</td>
</tr>
</tbody>
</table>
### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Organise information in a clear manner leading to logical and defensible conclusions.
- Write clear, concise reports.
- Retrieve data from enterprise records.
- Analyse statistics on pest populations.
- Assess treatment failure.
- Investigate and report on causes of failure.

### Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

### Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4501A Contribute to the proposal for a negotiated outcome for a given area of country

Unit Descriptor

This competency standard covers the process of supporting and contributing to the development of a proposal for a negotiated outcome for a given area of country. It requires the ability to gather information to support the proposal for a negotiated outcome for a given area of land, contribute to the development of the proposal, and provide feedback on the development of proposal. Contributing to the proposal for a negotiated outcome for a given area of country requires a knowledge of cultural customs and heritage, relevant legislation, community organisations, roles of different organisations in land and sea management, and land and sea management techniques and approaches.

Note: Delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Gather information to support the proposal for a negotiated outcome for a given area of land

   1.1 Information required to support the proposal development is identified, gathered, recorded and stored as required.

   1.2 Legislation and government policies and/or plans of management relevant to the proposal are reviewed.

   1.3 Consultation about the proposal is undertaken with stakeholders according to community protocols.

   1.4 Areas of conflict between the different legislation and traditional customs are identified and notified to the proposal developer according to community protocols.

   1.5 The scope of available alternatives for management and/or resolution of land, rivers, lakes and sea use issues are defined.

   1.6 A description of the types of circumstances under which different alternatives can be applied is outlined.

   1.7 Processes that can be used to implement alternatives are defined and related to both mainstream ideas and culturally appropriate approaches for the area.

2. Contribute to the development of the proposal

   2.1 Information relating to the expected outcomes of the proposal is identified, gathered, recorded, stored and analysed.

   2.2 Information relating to the proposal development is identified, gathered, recorded, stored and analysed during its development as required.

   2.3 Information relating to the expected outcomes of the proposal is related to stakeholders during proposal development process.

   2.4 Main characteristics of any relevant State or Territory and Commonwealth Native Title Legislation and Lands Acts that apply to given area of country are identified.

   2.5 The implications of Native Title on given area of country are detailed using appropriate formats.
3. Provide feedback on the development of proposal

3.1 Oral or written feedback on the proposal is provided to the proposal developer.
3.2 The proposal is explained to key stakeholders using appropriate formats according to community protocols.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Communication of ideas and information can be applied by contributing verbally and in writing to the proposal for a negotiated outcome for a given area of country with appropriate people and others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Contributing to the proposal for a negotiated outcome for a given area of country will require detailed information to be gathered from a wide variety of sources and analysed and organised for others.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Contributing to the proposal for a negotiated outcome for a given area of country requires some limited planning and organising.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Contributing to the proposal for a negotiated outcome for a given area of country will require coordination of self and others in a team.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Not required.</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While contributing to the proposal for a negotiated outcome for a given area of country technical and organisational problems may arise requiring innovative solutions.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be required to gather and present information.</td>
<td>1</td>
</tr>
</tbody>
</table>
**RANGE STATEMENT**

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

<table>
<thead>
<tr>
<th>Which relevant laws, regulations and policies may be included in this standard?</th>
<th>Native title legislation that applies to own specific area, nature conservation act/s, fishing, gaming acts, national park (land and sea) acts, wildlife protection acts, heritage protection acts and other specific environmental laws.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What sorts of interpretive materials may be relevant?</td>
<td>Materials produced by relevant government agencies to describe the legislation, materials produced as part of the in-service training of staff that describe the legislation and its enforcement and discussions with legal and/or other qualified personnel in government agencies, land councils and other bodies involved in environmental work.</td>
</tr>
<tr>
<td>What conflicts between, and opportunities for use of, the different laws, regulations and policies may be included?</td>
<td>Inconsistencies between legislative scope, intent and regulations across the different levels of government, gaps in the powers of enforcement of legislation and associated by-laws across the different levels of legislation and gaps in the coverage of different legislation.</td>
</tr>
<tr>
<td>What are the appropriate formats used in this standard?</td>
<td>Spoken word in first language, spoken word in plain English, written technical reports and drawings and pictures conveyed in meetings, site visits, workshops and one-to-one discussions.</td>
</tr>
<tr>
<td>What conflicts between, and opportunities for use of, the different laws, regulations and policies and the application of customary law may be included?</td>
<td>Inconsistencies between legislative scope, intent and regulations across the different levels of government and those provided for under customary law, gaps in the powers of enforcement of legislation and associated by-laws across the different levels of legislation and those provided for in customary law and gaps in the coverage of different legislation and the coverage of customary law in these areas, which may relate to rights for hunting and fishing, rights of access to country, quota or permit systems, totem or dreaming species and medicine or bush foods use and management.</td>
</tr>
<tr>
<td>What are the available alternatives that may be considered?</td>
<td>Land acquisition using native title, land acquisition using other means, legislative change and reform processes and negotiated outcomes including co-existence agreements, heads of agreements, land use strategy agreements, sea use strategy agreements, contracts with government and joint management agreements.</td>
</tr>
<tr>
<td>What are the processes that can be used to implement alternatives?</td>
<td>Land Councils working on behalf of people, direct consultation processes, direct participative processes, submissions to Indigenous Land Corporation, direct negotiations with land and/or leaseholders and direct negotiation with governments.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in contributing to the proposal for a negotiated outcome for a given area of country requires evidence that a proposal has been prepared with documented contributions covering areas outlined in the above performance criteria according to community protocols. The skills and knowledge required to contribute to the proposal for a negotiated outcome for a given area of country must be transferable to a range of work environments and contexts. For example, this could include different areas of country, outcomes and proposal formats.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Cultural customs and heritage.
- Relevant State land and sea resources acts/legislation.
- Relevant Local Government land and sea resources acts/legislation.
- Relevant Commonwealth land and sea resources acts/legislation.
- Community organisations.
- Roles of different organisations in land and sea management.
- The existence of alternative forms of input and control in land and sea management.
- The existence of legislative reform processes.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Gather information to support the proposal for a negotiated outcome for a given area of land.
- Contribute to the development of the proposal.
- Provide feedback on the development of proposal.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4502A Implement land and sea management practices

Unit Descriptor

This competency standard covers the process of implementing Indigenous and non-Indigenous land and sea management practices required for a given area according to management plans and strategies, community guidelines and cultural protocols. It requires the ability to determine appropriate Indigenous land and sea management practices, determine appropriate non-Indigenous land and sea management practices, develop approach to implementation of land and sea management practices, and undertake land and sea management practices. Implementing land and sea management practices requires a knowledge of cultural protocols which apply in communities, Indigenous and non-Indigenous land and sea management practices, technology for use in environmental management, and implementation strategies for land and sea management.

Note: Delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Determine appropriate indigenous land and sea management practices
   1.1 Correct cultural protocols are observed in discussing and evaluating Indigenous land and sea management practices.
   1.2 Management plans and priorities are reviewed.
   1.3 The most appropriate Indigenous practices for a specified area are assessed.
   1.4 Comparisons are made with non-Indigenous land and sea management practices.
   1.5 Technology, materials and resources for Indigenous land and sea management practices are defined and quantified for a specific area or practice.
   1.6 Appropriate persons to provide advice and information on Indigenous land and sea management practices are identified.
   1.7 Cultural protocols and customs in relation to disclosure of information on Indigenous land and sea management practices are determined.

2. Determine appropriate non-Indigenous land and sea management practices
   2.1 Legislative, enterprise and best practice parameters governing non-Indigenous land and sea management practices are identified.
   2.2 Management plans and priorities are reviewed.
   2.3 The most appropriate non-Indigenous practices for a specified area are determined.
   2.4 Comparisons are made with Indigenous land and sea management practices.
   2.5 Technology, materials and resources for non-Indigenous land and sea management practices are defined.
   2.6 Relevant information sources on non-Indigenous land and sea management practices are identified and accessed.
3. Develop approach to implementation of land and sea management practices

3.1 Options based on comparison of Indigenous and non-Indigenous land and sea management practices are developed.

3.2 Appropriate persons, (government stakeholders and other relevant agencies) are consulted with about available options.

3.3 Staging strategy for preferred option is prepared with realistic costs.

3.4 Owners and stakeholders of specific area are consulted and involved in setting priorities for management work and practices.

4. Undertake land and sea management practices

4.1 Land and sea management practices are undertaken in compliance with agreed approach.

4.2 Work is carried out according to enterprise guidelines, industry best practice and community expectations.

4.3 Cultural customs and protocols are respected throughout performance of work.

4.4 Practices are carried out by persons appropriately authorised to conduct them according to legislative and cultural requirements and protocols.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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>Communication of ideas and information can be applied by discussing verbally and in writing Indigenous and non-Indigenous land and sea management practices with appropriate people and others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Implementing Indigenous and non-Indigenous land and sea management practices will require detailed information to be gathered from a wide variety of sources, and analysed and organised for others.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Implementing Indigenous and non-Indigenous land and sea management practices requires some planning and organising of information and resources.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Implementing Indigenous and non-Indigenous land and sea management practices will require coordination of self and others in a team.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques can be applied when analysing management practices information.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While implementing Indigenous and non-Indigenous land and sea management practices, technical and organisational problems may arise requiring innovative solutions.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be required to gather and present information.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

To what groups does the term Indigenous people refer?

Aboriginal and Torres Strait Islander peoples of Australia.
<table>
<thead>
<tr>
<th>What is country?</th>
<th>Country is an area of land with cultural significance to a group.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which Indigenous land and sea management practices may be included?</strong></td>
<td>Fire management, feral animal control, ceremonial closures, sharing/passing on of knowledge and dreaming and story places, and others as appropriate.</td>
</tr>
<tr>
<td><strong>Which non-Indigenous land and sea management practices may be included?</strong></td>
<td>Fire management, weed and feral animal control, waste management, pollution management and pest and disease management, and others as appropriate.</td>
</tr>
<tr>
<td><strong>What may be included in a specified area?</strong></td>
<td>Own country or area of choice, e.g., defined community area, National Park, state forest, nature reserves, Crown lands, marine park and private land.</td>
</tr>
<tr>
<td><strong>What forms of technology may be applied?</strong></td>
<td>GIS, satellite tracking and computer mapping skills.</td>
</tr>
<tr>
<td><strong>Which correct cultural protocols may be relevant to this standard?</strong></td>
<td>Observation of protocols for making contact with people and organisations, recognition of authority of individuals within their communities, the understanding of the special conditions associated with certain types of Indigenous knowledge and approaches to traditional owners and custodians seeking information. An understanding of the nature of sensitive information and the need to restrict the transfer this information.</td>
</tr>
<tr>
<td><strong>Which appropriate people may be included?</strong></td>
<td>Elders, Council of Elders, Local Aboriginal Lands Councils, Community Councils, medicine people, governing committees, traditional owners, and community rangers.</td>
</tr>
<tr>
<td><strong>What cultural knowledge may be relevant to this competency standard?</strong></td>
<td>Indigenous land and sea resources, their uses and the relationships between plants, animals and community.</td>
</tr>
<tr>
<td><strong>Who is an authorised person?</strong></td>
<td>An authorised person is an individual to whom certain information or knowledge can be disclosed without infringing on cultural protocols and rights to that knowledge. This can include both Indigenous and non-Indigenous people.</td>
</tr>
<tr>
<td><strong>What are the associated issues which may be relevant to this standard?</strong></td>
<td>Endangered species, pest control, weed control, rubbish disposal, pollution - terrestrial and marine, ceremonial closures, totemic responsibilities, waste disposal/control and feral animals.</td>
</tr>
<tr>
<td><strong>What management strategies may be relevant to this competency standard?</strong></td>
<td>Details of the issue, research information, a range of possible solutions, the outcomes of consultations with appropriate people, outcomes of consultations with other key stakeholders and concluding recommendations.</td>
</tr>
<tr>
<td><strong>Who could be included in groups of Indigenous people?</strong></td>
<td>Local Indigenous community, traditional owners, Elders, government agencies - State and Commonwealth, land councils, regional and State/Territory associations and legal services.</td>
</tr>
</tbody>
</table>
Who might the government stakeholders be?

State/Territory and Commonwealth government agencies such as Departments of Environment, Departments of Natural Resources, Great Barrier Reef Marine Park Authority, Aboriginal advisory Offices, State or regional industry associations and organisations (such as tourism fishing mining bodies etc.), and ATSIC.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing Indigenous land and sea management practices requires evidence that land and sea management practices have been appropriately undertaken according to community and agency guidelines and best practice procedures. The skills and knowledge required to develop Indigenous land and sea management practices must be transferable to a range of work environments and contexts. For example, this could include different areas of country and management practices.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Cultural protocols which apply in communities.
- Indigenous land and sea management practices.
- Non-Indigenous land and sea management practices.
- Technology for use in environmental management.
- Implementation strategies for land and sea management.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Determine appropriate Indigenous land and sea management practices.
- Determine appropriate non-Indigenous land and sea management practices.
- Develop approach to implementation of land and sea management practices.
- Undertake land and sea management practices.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4503A Inspect and monitor cultural places

Unit Descriptor

This competency standard covers the process of inspecting and monitoring of the fabric and setting of a heritage or culturally significant places to identify non-conformities with conservation and management plans. It requires the ability to prepare for inspection, carry out comprehensive inspection, submit report and recommendations, monitor surroundings and record stakeholder views on significance. Inspecting and monitoring cultural places requires knowledge of cultural concepts, relevant legislation and national and international charters, guidelines and best practice standards, construction techniques and materials, processes of deterioration and damage and threats to place or area.

Note: For Indigenous cultural places, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Prepare for inspection
   1.1 Significance of place is sourced from conservation and management plans.
   1.2 According to operational request, specific facilities and equipment for inspection are determined.
   1.3 Appropriate checklists relating to condition of fabric and surrounds are obtained to suit the application.

2. Carry out comprehensive inspection
   2.1 Condition of fabric is inspected for deterioration and damage.
   2.2 Non-conformity with conservation and management plans, and Occupational Health & Safety Standards are recorded.
   2.3 Observed deterioration and damage to the fabric is evaluated to determine short-term and long-term impact on the significance of the place.
   2.4 Maintenance works for the cultural place is determined and scheduled.
   2.5 Records are concise and accurate.
   2.6 Potential safety risks, hazards and situations are identified and detailed.

3. Submit report and recommendations
   3.1 Situations requiring urgent action are addressed in accordance with conservation/management plan enterprise guidelines.
   3.2 Draft reports are provided to stakeholders in oral and/or written formats.
   3.3 Concise and accurate report are prepared and submitted to management.
   3.4 Existing management systems are reviewed particularly regarding frequency and scope of inspection.
   3.5 Recommendations for future action are consistent with conservation/management plan and industry standards and best practice.
   3.6 Collected data and information is submitted for inclusion on information management system.
4. Monitor surroundings

4.1 Condition of **surrounds** and setting of the place or area is monitored for deterioration, damage and for biological or geophysical changes.

4.2 Deterioration and damage to surrounds and setting of place or area is evaluated to determine short-term and long-term impact on the significance of the place.

4.3 Required restoration or modification of biological aspects of the setting, including indigenous and exotic species, are planned to maintain the cultural and natural significance.

4.4 Required restoration or modification of geophysical aspects of the setting and surrounds, including replacement of soils and protection of landforms are planned to maintain the cultural and natural significance.

4.5 Maintenance, restoration and modification of fabric, setting and surrounds is integrated to maintain the cultural (both indigenous and non-indigenous), and natural significance of the place or area.

5. Monitor stakeholder views on significance

5.1 Stakeholders are periodically consulted to determine their views on the significance and maintenance of the place and area.

5.2 Visitors are periodically consulted to obtain their views on the place and area.

5.3 Changes in views and/or stakeholders are identified.

5.4 Changes in views are assessed for impact on **cultural significance**, approach to maintenance, restoration and modification, and current and proposed uses of the place or area.

5.5 Assessment of changed views is reported to enterprise and **Burra Charter** processes or indigenous places guidelines.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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>Maintenance schedules and reports.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Charters and legislation on cultural place fabric and site condition.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Maintenance works.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Inspecting and monitoring.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Scheduling maintenance works and resources required.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Determining works to be undertaken.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Machinery and equipment, and computers.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What may be included as places of cultural significance?

Areas of non-indigenous activity, buildings and other structures, natural areas of indigenous cultural significance, areas of indigenous activity such as burial, occupation and contact sites, engravings, grinding grooves, rock pictures, fish traps, middens and mounds.

What may cultural significance consist of?

Cultural significance may be indigenous and/or non-indigenous.

What does condition assessment of the fabric include?

Review of wear or fretting due to the impact of weathering, wear due to use, which may either detract from the significance or be part of the significance, damage from humans, vehicles and animals, both accidental or intentional, damage from pests, including fungi, rising damp (salt damp), decay and rust, flooding and storm damage.
| **Which condition assessment processes may be included?** | Physical inspection to identify areas of deterioration and damage, discussion with users of place or area on impact of use, reports by users of deterioration or damage, comparison of photographs with current condition, non-destructive inspection techniques, which may be used by others as directed, supervision of structural or foundation engineers, architects, agricultural or horticultural specialists, pest control operators, building inspectors, electricians and plumbers and other specialists to obtain reports, obtaining quotations on maintenance costs. |
| **What might constitute surrounds?** | Support structures, paving, pathways and roadways. |
| **What may setting include?** | Gardens in a particular style, including both indigenous and exotic species, and including a particular arrangement of flora, land forms, both natural and modified, in the immediate vicinity and wider visual area. |
| **Which condition assessment of setting and surrounds may be included?** | Condition and location of flora, condition of support structures, paving, pathways and roadways, extent of erosion, silting of drains, creeks and floodways and the potential for a place of significance to be flooded. |
| **Who may be stakeholders?** | The enterprise managing place or area, Government agency with management responsibility for place or area or legislative responsibility over place or area, voluntary agencies with an interest in the place or area, research and/or historical and/or educational institutions and personnel, visitors to the place or area, indigenous peoples with an interest in the place or area, local population and general public, businesses operating in park, such as tour operators, concessionaires and accommodation operators. |
| **How may stakeholder views be monitored?** | Through appropriate culturally sensitive, protocols, processes and communication techniques. |
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in inspecting and monitoring cultural places requires evidence that cultural places have been appropriately inspected and monitored and that any maintenance activities conform to relevant legislation, charters and is according to enterprise guidelines and industry best practice. The skills and knowledge required to inspect and monitor cultural places must be transferable to a range of work environments and contexts. For example, this could include different sites, stakeholder groups, and cultural fabric.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant cultural concepts.
- Relevant aspects of Australian Heritage Commission legislation and requirements, State/Territory Heritage requirements and World Heritage requirements.
- IUCN Guidelines for protected area management categories.
- ANZECC environmental standards and best practice guidelines.
- National and international charters of the International Council on Monuments and Sites (ICOMOS), including the Burra Charter.
- Construction techniques and materials.
- Processes of deterioration and damage.
- Maintenance, restoration and modifications applied or potentially that could be applied to place or area.
- Threats to place or area, including visitor impacts.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Prepare for inspection.
- Carry out comprehensive inspection.
- Submit report and recommendations.
- Monitor surroundings.
- Monitor stakeholder views on significance.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
### RTD4504A Monitor biodiversity

**Unit Descriptor**

This competency standard covers the process of monitoring biodiversity. These changes may lead to the monitoring of critical biological and physical factors and interactions that give a basis to make corrective changes in a natural area. It requires the ability to develop monitoring techniques, prepare equipment and resources, monitor biodiversity, and review data. Monitoring biodiversity requires knowledge of ecology, plant and animal classification, monitoring systems for flora, fauna and micro-organism populations, threats to places of natural significance, accepted scientific processes and international, national and local standards and Codes of Practice.

**Unit Sector**

No Sector Assigned

### ELEMENT PERFORMANCE CRITERIA

1. **Select monitoring techniques**
   - 1.1 Monitoring operations are selected to obtain required data described in monitoring plan and enterprise requirements.
   - 1.2 Range of likely operating conditions, hazards and difficult/sensitive environments are assessed for impact on monitoring.
   - 1.3 Alternative land, sea and air operations are considered to collect data in line with enterprise procedures.
   - 1.4 Operations are trialed to test monitoring scheme for reliability, timeline and safety.

2. **Prepare equipment and resources**
   - 2.1 Appropriate certificates, licenses and authorisations are obtained according to enterprise and legislative requirements.
   - 2.2 Equipment required for monitoring is sourced according to enterprise procedures.
   - 2.3 Equipment and personnel are transported to monitoring sites without injury or damage according to enterprise procedures.
   - 2.4 Equipment is installed and protected from weather conditions according to manufacturer's specifications, safety and enterprise requirements.
   - 2.5 Equipment and monitoring procedures are tested in field conditions to enterprise and manufacturers' requirements.

3. **Monitor biodiversity**
   - 3.1 Observations are made according to monitoring plan and to enterprise procedures.
   - 3.2 Data is recorded to monitoring plan and database requirements.
   - 3.3 Location and times of observations are recorded to enterprise requirements.
   - 3.4 OHS requirements are followed to legislative requirements and enterprise policies and procedures.

4. **Review data**
   - 4.1 Records of monitored data are examined for consistency and accuracy within requirements of the monitoring plan.
   - 4.2 Records are assessed to determine whether the observations and measurements are addressing factors and issues consistent with the monitoring plan.
   - 4.3 Monitoring techniques are adjusted to overcome any deficiency or reported to enterprise procedures for adjustment to monitoring plan.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<thead>
<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>Recording and reporting on monitoring activities.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through surveys and observation according to enterprise guidelines.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>With appropriate licences and permits and using appropriate equipment.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Co-operation in surveys and preparation of reports.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Through estimation and counting in the field and presentation of monitoring results in a report.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Assessing threats and changes to area being monitored.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Use of field equipment and machinery.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What factors affecting ecosystems may be relevant to this competency standard?

Ecosystems may be youthful or unstable, varying after invasion by organisms from inside or outside the park/reserve or after destabilisation due to pollutants, changes in temperature, currents salinity with primary colonisation, and climax colonisation after a period of stability.

Which plans may be included?

Local plans and park and reserve management plans.

What types of monitoring plans may be relevant to this standard?

Plans for a place, an area, a park/reserve, an ecosystem or part of an ecosystem, a region or catchment and a species or group of species.

Which OHS requirements may be included?

Legislation and Codes of Practice, enterprise policies and procedures, certification/licensing of personnel.
Which certificates/licenses may apply to this standard? Vessel operation, diving, vehicle operation include heavy vehicles and permits to enter specific places.

Which legislative requirements may be included? Local Government, National and International, Native Title and National and International Heritage agreements.

What sorts of threats may be relevant? Interactions with human activity.

Which methods of observation and measurement may be included? Recording of incidents or events, recording of counts, recording of locations by reference to physical features or through GPS, use of monitoring equipment and manual recording of results, and checks of automatic recording equipment and telemetry links.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole? Competence in monitoring biodiversity requires evidence that biodiversity has been appropriately monitored for a given site according to current scientific procedures and principles, enterprise guidelines, and industry best practice. The skills and knowledge required to monitor biodiversity must be transferable to a range of work environments and contexts. For example, this could include different ecosystems, environments and organisms.

What specific knowledge is needed to achieve the performance criteria? Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Ecosystems.
- Plant and animal classification.
- Monitoring systems for flora, fauna and microorganism populations.
- Accepted scientific processes.
- Parks/reserves, conservation, environmental protection and heritage and tenure systems.
- Threats, both natural and from human activity, to places of natural significance.
- International, national and local standards and Codes of Practice.
- Legislation under which enterprise operates.

What specific skills are needed to achieve the performance criteria? To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Develop monitoring techniques.
- Prepare equipment and resources.
- Monitor biodiversity.
- Review data.
Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4505A  
**Participate in assessments of project submissions**

This competency standard covers the process of participating in the submission assessment process at regional and State/Territory levels for public-funded community programs. It requires the ability to participate in committees, appropriately question and discuss cultural and social issues, rank competing projects, and maintain probity of the assessment. Participating in assessments of project submissions requires knowledge of rural industries and/or natural resource management principles, scope of programs, regional areas, community and issues in areas of communities.

**Unit Sector**  
No Sector Assigned

**ELEMENT**  
**PERFORMANCE CRITERIA**

1. Research the applicable program guidelines
   1.1 Policy and program information required to participate in the assessment of projects within a region or State/Territory is obtained and reviewed.
   1.2 Own role and responsibilities are identified within applicable program guidelines and legislative requirements.
   1.3 Own knowledge of policy and program information and legislative requirements is built through involvement in development activities to achieve an understanding of the program aims and goals.
   1.4 Changes in policy and program information are identified for impact on assessment processes.

2. Review the submissions
   2.1 Project submissions are reviewed prior to the assessment committee meeting in the context of policy and program information.
   2.2 Personal review and ranking of projects is completed in preparation for the assessment committee meeting, in accordance with program guidelines.

3. Participate in committee assessment process
   3.1 Projects which meet program guidelines are identified by the committee for further assessment.
   3.2 Submissions seeking further funding for existing projects are identified and reviewed under separate criteria according to program guidelines.
   3.3 Assessments of projects, which have been processed through a local or regional assessment panel are given a balanced consideration to manage the time taken on the assessment, and to ensure equity and fairness in the process.
   3.4 Projects are reviewed and ranked by the committee in terms of the priorities and other factors defined in the program guidelines.
   3.5 Active listening approaches and appropriate questioning techniques are used to develop an understanding and a team approach across a diverse committee/panel.
   3.6 Projects are selected for recommendation in accordance with program guidelines and available funds.
4. Maintain probity of assessment
   4.1 **Confidentiality requirements** of the assessment process are maintained.
   4.2 **Ethical and legislative standards** and procedures of the assessment process are followed.

**KEY COMPETENCIES**

What processes should be applied to this competency standard?

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 in brackets 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>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Through discussions, meetings and in writing with panel members and applicants for projects.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through research and consultation on a project by project basis and electronic storage of information in a database.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>In line with project brief requirements and procedures established for assessment of projects.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>In consultation when discussing or evaluating project submissions.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Through checking and calculating costings associated with project submissions.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Through making judgements of project submissions where inadequate/unexpected information has been omitted.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Through use of computers and communication systems.</td>
<td>1</td>
</tr>
</tbody>
</table>

**RANGE STATEMENT**

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

**Which programs might be relevant to this unit?**

Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs and State Government community programs related to the environment.
What might be included in policy and program information?

Acts and regulations; explanatory documents and brochures, e.g., Partnership Agreements; regional plans both existing and draft, and the issues, concepts and goals incorporated in them; agency procedures documents; service specifications and briefs; promotional material; special material for group and/or program; training sessions and materials; verbal advice.

What sorts of projects may be relevant?

Separate project activity funded under program for specific purposes, which may require separate accounts and accounting records. Regular reporting may be required on project basis.

From which areas might legislative requirements be taken?

Natural Heritage Trust, Rural Industry, State legislation and programs, and Indigenous Heritage - especially consultation processes.

What could be included in program guidelines?

Documents, diagrams and electronic information explaining policy and program and providing examples of how to implement policy and program. Specific guidelines for assessment at local, regional and State levels, and formal and informal documents and verbal advice.

Which project submissions may be relevant to this unit?

Submissions/applications for funding for projects under one of the nominated programs. Submissions may be from a community group or a number of community groups. Submissions may be for a local area or for a wider region, and may incorporate funding from more than one program.

What are the possible assessment processes?

A series of steps during which projects are reviewed against the guidelines and policy and the projects are ranked in terms of program and local and regional priorities. They may be Regional Assessment Panel (RAP) or State Assessment Panel (SAP) in Natural Heritage Trust (NHT).

How could equity and fairness be applied?

By maintaining open approach to all groups in the community, including indigenous peoples, migrants, women and disadvantaged people, and by following procedures to ensure community can see fairness.

In which areas might confidentiality requirements be relevant to this unit?

Project details and any intellectual property, competing projects, committee considerations, preliminary ranking of projects and committee recommendations.

What ethical and legislative standards may apply?

Procedural requirements in acts and regulations to maintain fair competition, personal and committee ethics in deliberations and decisions to maintain equity, fairness, avoidance of conflict of interest and maintenance of confidences in assessment process.

What areas of literacy may be relevant to this unit?

In the interpretation of regulations, assessment procedural guidelines, in the ability to review and compare a range of documents, and in the development of ranking scales and to document ranking.
How might communication be relevant?  
Participating in committee meetings and documenting personal considerations of projects.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in participating in project assessment requires evidence that there has been successful and appropriate participation in assessing project submissions according to the elements and performance criteria of this competency standard, and in compliance with enterprise guidelines. The skills and knowledge required to participate in project assessment must be transferable to a range of work environments and contexts. For example, this could include different types of submissions, projects, communities and decision-making processes.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Rural industries and/or natural resource management principles.
- Scope of programs.
- Regional areas, community and issues in areas of communities.
- Wide understanding of legislative and program guidelines at appropriate local, regional and State levels.
- Project assessment processes.
- Program probity requirements.
- Awareness of diversity in community.
- Relevant legislation.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Participate in committees.
- Actively listen.
- Appropriately question and discuss cultural and social issues.
- Understand team development.
- Rank competing projects.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
### RTD4506A

#### Unit Descriptor

This competency standard covers the processing of applications for changes in land use for legislative compliance. It requires the ability to establish client requirements, determine scope of the request and present findings. Processing applications for changes in land use requires a knowledge of relevant Federal and State legislation, and regulations on notification, interpreting aerial photographs, maps and GIS, communicating with stakeholders, agency policies and procedures and formats for presenting information to clients.

#### Unit Sector

No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Establish client requirements | 1.1 The proposed changes in **land use** are discussed with and confirmed with the landholder.  
1.2 The catchment characteristics are reviewed and discussed considering the proposed land use.  
1.3 Current impacting legislation and policies are explained to the landholder.  
1.4 Possible strategies are discussed with the landholder and the best option confirmed. |
| 2. Determine scope of the request | 2.1 Profile of site determined from survey and aerial photographs.  
2.2 Initial inspection checks against legislative or procedures according to enterprise guidelines and industry best practice.  
2.3 Native vegetation types checked against maps and local guidelines.  
2.4 Threats to local species are checked against local resources.  
2.5 Soil and water impact reviewed against proposed land use and industry principles.  
2.6 Cultural heritage issues noted according to agency guidelines and best practice procedures. |
| 3. Present findings | 3.1 Applicant is provided with technical data following program guidelines.  
3.2 Concurrence is communicated relating to the formal application following program guidelines.  
3.3 Applicant is informed of specific requirements relating to submitting a formal application.  
3.4 Self-assessment process communicated and confirmed following program guidelines.  
3.5 Potential risks associated with proceeding with process communicated based on program guidelines. |
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Communication of ideas and information can be applied by discussing verbally and in writing applications with supervisors and others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Processing applications will require information to be gathered from a range of sources and organised for others.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Processing applications requires limited planning and organising.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Processing applications will require participation with others in a team.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques can be applied through use of data gathering technical equipment.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While processing applications, technical problems may arise requiring simple solutions.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be required to analyse data and present information.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

**What types of land use may be included?**

Clearing of native vegetation and changes to drainage.

**What are the relevant Federal or State legislation and local regulations which may apply to this standard?**

Environmental protection, noxious weeds, activities in nature reserves and heritage areas, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.

**Who might other stakeholders be?**

Land managers in the region, local recreational land users, regional land management bodies, local regulatory authorities and landcare committees.
How might supporting and validating data be obtained?

By direct observation, GIS, satellite information and air-flown MSS.

Which forms of workplace documentation may be included?

Enterprise procedures, instructions related to scientific practices and use of keys, manuals and scientific works, preparing records of observations and documenting photographs and samples.

How may applications be processed?

Either by manual or electronic means.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in processing applications for changes in land use requires evidence that requests have been appropriately processed according to agency guidelines and best practice procedures. The skills and knowledge required to processing applications for changes in land use must be transferable to a range of work environments and contexts. For example, this could include different locations, reasons for changes and landholders.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant Federal and State legislation and regulations on relevant land use.
- Interpreting aerial photographs, maps and GIS.
- Communicating with stakeholders.
- Agency policies and procedures.
- Formats for presenting information to clients.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Establish client requirements.
- Determine scope of the request.
- Present findings.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
**RTD4507A Produce maps for land management purposes**

**Unit Descriptor**
This competency standard covers the process of preparing maps by hand or using geographical information systems (GIS) for land management purposes. It requires the ability to obtain information for a specific land management purpose, assess data availability and quality, format and present data and incorporate data onto maps. Producing maps for land management purposes requires knowledge of land management processes, relevant legislative and regulatory requirements, mapping principles, and the use of mapping software and hardware.

**Unit Sector**
No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Obtain information for a specific land management purpose | 1.1 Information required to achieve result is defined and required **data sets** are correctly determined.  
1.2 Information from **stakeholders** on land management and production systems is collected and presented consistent with the local area management strategy.  
1.3 Information collected includes **temporal and spatial data**.  
1.4 Information is reviewed for relevance and accuracy. |
| 2. Assess data availability | 2.1 Availability of required data sets is ascertained through research of **internal and external sources**.  
2.2 Ownership of data is confirmed, and access and pricing determined.  
2.3 Data is obtained in line with **industry standards**, statutory requirements and enterprise policy.  
2.4 Where appropriate, procedures are developed to capture data. |
| 3. Assess data quality | 3.1 Data is assessed for **integrity** to determine suitability for task.  
3.2 Disparities between data sets are investigated and resolved to ensure integrity of data used. |
| 4. Format and present data | 4.1 Compatible format for data is identified.  
4.2 Relevant data elements are assembled.  
4.3 Data format(s) are selected to meet user's requirements.  
4.4 Information is presented to meet user requirements using suitable media in a tidy, informative and useable manner.  
4.5 Information is presented in line with appropriate enterprise and Australian standards. |
| 5. Incorporate data onto map(s) | 5.1 Information is transferred from various data sources onto map(s).  
5.2 Maps are produced showing **spatial and temporal data** consistent with development and implementation of the land management strategy.  
5.3 Maps are analysed for data to assist in development or implementation of land management plan. |
6. Review customer satisfaction

6.1 Work is completed in line with enterprise quality requirements.
6.2 Feedback is sought from users regarding satisfaction with information and presentation.
6.3 Any areas of dissatisfaction are resolved in line with enterprise policy and procedures.
6.4 Customer feedback is analysed and used as a quality improvement tool.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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 and maintaining consultation and liaison processes with local landholders and stakeholders.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Collecting and analysing local data relating to pest distribution.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Planning monitoring activities.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Working with local landholders.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Collating and determining significance of data.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Analysing pest data and defining the scope of the problem.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Collating data, documenting findings and developing the report.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Which relevant data may be included in this standard?

Reports of land management problems, salinity readings, pest infestation from stakeholders, land use maps, land title maps, maps showing topography, soil type or other factors relating to likelihood of pest infestation and output from systematic monitoring program.
### Who might other stakeholders be?
Land managers, recreational land users, land management bodies, regulatory authorities and landcare committees.

### What temporal and spatial data may be included?
Pest distribution and intensity of infestation.

### Which management units may be included?
Measures of potential or actual impact on biological values, agricultural values, environmental values, recreational and social values and public health values.

### From where may data be obtained?
Direct observation, historical records, GIS, satellite information and air-flown MSS.

### Which types of maps may be included?
Transparency overlays for air photographs or printed maps and thematic maps produced on Geographic Information Systems.

### What data is relevant to this competency standard?
Graphical, spatial, textual, hard copy and paper documents (historical records, work, registers, plans, maps), computer records using applications programs (data bases, spreadsheets, accounting packages), relating to physical or virtual features, including demographic data, census data, property ownership, property boundaries, zonings, organisations, property classifications, utilities and services.

### What features may be included in the end result specification?
Graph, map, table, equations and parameters.

### What external sources of data sets may be relevant to this competency standard?
Water authority, telecommunications industry, gas authority, electricity authority, land titles office, Valuer General, private industry, land information, council records, surveys and ortho photography.

### What internal sources of data sets may be relevant to this competency standard?
Old plans, books, surveys, aerial photographs and records owned by the enterprise.

### What may be included as industry standards?
Competency standards, protocols, de facto standards, confidentiality and privacy.

### How can the integrity of data be measured?
Accuracy, quality (may be affected by age/condition of hard copy documents), currency, completeness, resolution, confidence limits and scale.

### What procedures for manipulation of data sets may be included?
Command lines, SQL or other generic query language, scripts and programming language.
What data management tool, technique and procedures may be relevant to this competency standard?

RDBMS, GDMS, statistical packages, digital image processing packages, map algebra, geographical analysis techniques, ecological/economic models and survey computations.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in producing maps for land management purposes requires evidence that maps are produced that meet the needs of users, that timelines are achieved and that the integrity of data is maintained. The skills and knowledge required to produce maps for land management purposes must be transferable to a range of work environments and contexts. For example, this could include a range of purposes for preparing a map, different locations, client/user groups and formats for presentation.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Land management processes relevant to map being prepared.
- Relevant Commonwealth, State and Local legislative and regulatory requirements.
- Mapping principles including layout, legends, scale, media, printing and presentation styles.
- Use of software and hardware such as GIS, CAD, desktop publishing, desktop mapping, multimedia, graphic animation, plotters and printers.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Obtain information for a specific land management purpose.
- Assess data availability.
- Assess data quality.
- Format and present data.
- Incorporate data onto maps.
- Review customer satisfaction.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4508A Protect places of cultural significance

Unit Descriptor

This competency standard covers the process of protecting cultural places, particularly indigenous peoples' places of culture, in co-operation with stakeholders. It requires the ability to communicate with stakeholders, observe cultural protocols, conserve significance of place, and manage incidents and threats. Protecting places of cultural significance requires knowledge of enterprise policies and procedures for conservation of places of cultural significance, indigenous protocols and networks, non-indigenous cultural groups, enterprise budgetary and financial approval processes.

Note: For Indigenous cultural places, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Communicate with stakeholders

1.1 Working relationships are developed with stakeholders that assist in the management of culturally significant places.

1.2 Communication approaches are developed that accommodate cultural views.

1.3 Views are regularly obtained on the way in which the cultural significance and resource can be conserved and used.

1.4 Views obtained are conveyed into enterprise and park/reserve planning process.

2. Conserve significance

2.1 Enterprise conservation policies and plans are used with stakeholder views to plan ongoing conservation actions.

2.2 Operational activities are developed and implemented to implement the conservation strategies and plans in a culturally sensitive manner.

2.3 Staff are organised to implement conservation actions that minimise deterioration and damage.

2.4 Staff are supervised during restoration projects.

2.5 Resources are obtained for conservation and restoration activities.

2.6 Submissions are made to the enterprise budget process for funds to implement the conservation and restoration activities.

3. Manage incidents

3.1 Operational plans are developed to manage incidents consistent with plan of management and risk management analysis.

3.2 Staff responsibilities are assigned to manage types of incidents.

3.3 Equipment and supplies are obtained and maintained to enable effective response to incidents.

3.4 Staff are trained in the management of the types of incidents for which they have an involvement.

3.5 Submissions are made to the enterprise budget process for funds to support the incident management activities.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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>Consultation.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Views of stakeholders.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Scheduling conservation works.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Managing staff in the field.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Determining resource requirements.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Dealing with communities and their issues.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Machinery and equipment, and computer</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>applications.</td>
<td></td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Which groups may be included in the contact list for places of cultural significance?

An immigrant group, one or more of traditional custodians and owners of the place/area, a cultural reference group, a management committee, a recognised community and/or community organisations.

Which places of cultural significance may be included in this standard?

Areas of non-indigenous activity, buildings and other structures, natural areas of indigenous cultural significance, historical events and monuments, areas of indigenous activity such as burial, occupation and contact sites, engravings, grinding grooves, rock pictures, fish traps, middens and mounds.
Which stakeholders may be involved? Supervisors and managers, visitors to the park/reserve, indigenous peoples with an interest in the park/reserve, local population and general public, businesses operating in park such as tour operators, concessionaires, accommodation operators, owners/managers of the park/reserve including a trust managing the area of land, a government agency, private organisations, enterprises or individuals.

Which operational activities might be relevant to this standard? Protection of places of cultural significance, pest management, fauna management, projects to regenerate, restore, enhance, reinstate and/or preserve places and areas of natural and/or cultural significance, development and maintenance of access roads, walks etc., development and provision of interpretative materials and services, development and maintenance of visitor facilities, provision and operation of accommodation, collection of fees etc., from visitors and others, provision of events/exhibitions etc., for visitors contracting of visitor and other services, e.g., kiosks and cafes, tours, accommodation services, etc., prescribed burning, wildfire and urban fire management, management of emergencies, waste and pollution management.

What sorts of incidents may be included? Injury to visitors from tripping, falling, falling objects, animal and insect bites and scratches, dangerous animals and reptiles such as kangaroos, buffalo, crocodiles, snakes, injury to visitors from recreation activities, condition of lands, river and sea shores, cliff faces, sand hills, trees, buildings, pathways and roadways, construction works and surrounds, visitor illness, including effects from being in place/area, such as sunburn, allergic reactions, lost visitors, changes in weather, boating and vehicle accidents, food poisoning, tropical infections and diseases, and complications to other injuries.

What equipment and supplies for incident management may be relevant? First aid kit, protective barriers, firefighting equipment, security equipment including alarms, occupational health and safety and public safety protective equipment.

How may workplace communication take place? Verbal communications about work practice and organisation with supervisor and peers, short written notes relating to workplace activities and incidents, appropriate communications with and assistance provided to visitors in the form of information and directions as clients.
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in protecting places of cultural significance requires evidence that an individual can demonstrate that they have the required knowledge and skills to appropriately consult with indigenous communities to protect places of cultural significance according to community and agency guidelines and best practice procedures. The skills and knowledge required to protect places of cultural significance must be transferable to a range of work environments and contexts. For example, this could include different places, communities and reasons for protection.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Enterprise policies and procedures for conservation of places of cultural significance.
- Indigenous protocols, consultation processes and networks.
- Non-indigenous cultural groups.
- Enterprise budgetary and financial approval processes.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Communicate with stakeholders.
- Conserve significance.
- Manage incidents.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
Report on place of potential cultural significance

This competency standard covers the process of investigating, protecting and reporting on places which may have cultural significance, subject to further research. This work is undertaken in consultation with stakeholders and/or traditional owners. It requires the ability to identify evidence of past activities, implement interim protection measures and report observations. Reporting on places of potential cultural significance requires knowledge of types of cultural places, threats to cultural places, relevant legislation, legislation under which enterprise operates, accepted scientific processes and enterprise procedures for reporting.

Note: For Indigenous cultural places, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Element 1. Investigate evidence of past activities

1.1 Movement through park/reserve is managed to minimise disturbance and degradation to the park/reserve and surrounding environments; especially in relation to known and potential places of significance; and complies with legislative requirements, Codes of Practice and the park/reserve management strategy and plan.

1.2 Land forms including caves and potential sites for rock art, flora, fauna and settings are observed to identify potential places of previous human activity which could have cultural and/or natural significance, as part of operational duties.

1.3 Signs of previous human activity are assessed and documented.

1.4 Park/reserve activities are reviewed in light of potential significance and maintained, modified or halted to enterprise procedures to maintain significance.

1.5 Where activities have or may affect the potential significance, notes and records are made of the original state of the non-indigenous activities at the place, or directions are sought from indigenous stakeholders or cultural reference group in reference to indigenous activities.

1.6 Where potential places of significance are identified, field notes are taken of location in terms of other park/reserve features, survey markers, and/or global positioning.

1.7 Reasons for identifying potential significance are recorded.

1.8 Location is referred to indigenous stakeholders or cultural reference group for any directions.
2. Implement interim protection measures

2.1 Immediate and longer-term risks associated with the conservation of the place are identified according to enterprise guidelines, relevant charters and Codes of Practice.

2.2 Interim **protective measures** are taken to avoid degradation, disturbance, and deterioration, and any action which may break cultural protocols.

2.3 Existing activities of personnel and visitors are modified to reduce/eliminate risks to the significance of the place.

3. Report observations

3.1 Field notes on location are collated and recorded to enterprise requirements.

3.2 Enterprise records are reviewed to reveal any existing information about the non-indigenous significance of the place.

3.3 Colleagues are notified in a report about finding and interim protective measures.

3.4 Advice is sought on the potential cultural and natural significance of the place and any additional required protective measures from indigenous stakeholders or cultural reference group, from specialists in or external to the enterprise, according to enterprise procedures.

3.5 Interim assessment of place is reported to enterprise and legislative requirements and best practice guidelines and Codes of Practice.

**KEY COMPETENCIES**

What processes should be applied to this competency standard?

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 in brackets 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>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Field notes and reports to management, conferring with stakeholders.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through field notes and preparation of reports.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>According to enterprise guidelines and community protocols.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Through the preparation and installation of protection measures.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Assessing and recording extent and location of features.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Analysing threats to place.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Locating place.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What are the risks which may be included? Damage, deterioration, degradation and/or disturbance to significant places.

To whom do risk control measures apply? Visitors to a place or area for natural and/or cultural tourism purposes, but also may include tour guides from other enterprises, bus drivers, aircraft and vessel crew, contractors, scientific researchers, campers, hikers, friends of park/reserve committees and other voluntary agencies, cultural groups, nearby landholders and indigenous peoples.

With what should field notes comply? Enterprise procedures and the wishes of Indigenous peoples on the recording of indigenous matter.

What protective measures may be relevant to this standard? Exclusion from dangerous and/or sensitive areas, protection of fauna by physical barriers and/or administrative controls, escorting visitors, construction of works and protective barriers, visitor education, briefing of contractors and others on risks and administrative control procedures and measures.

What past activities might this standard refer to? Ancient indigenous activities.

How is potential cultural significance in parks/reserves assessed? In terms of local, State/Territory and national standards enterprise procedures and recognised Codes of Practice.

For what reasons would activities in a place be continued, suspended or modified to maintain natural significance? Access by visitors for interpretative and recreational purposes, including camping, hiking, caving and abseiling, construction and/or maintenance of works, vehicle access, scientific research, monitoring of features of park/reserve, control of pest flora and fauna, prescribed burning, minerals and oil search (where allowed by legislation), and other industry activities (where allowed by legislation and/or local leasehold).
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in reporting on place of potential cultural significance requires evidence that an individual can demonstrate that they have the required knowledge and skills to recognise, protect and appropriately report on a place of potential cultural significance according to community and agency guidelines and best practice procedures. The skills and knowledge required to report on place of potential cultural significance must be transferable to a range of work environments and contexts. For example, this could include different environments and types of places.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Types of cultural places in land based, coastal zones and/or marine parks/reserves.
- Threats to cultural places from both natural causes and human activity.
- Applicable State/Territory and Commonwealth legislation.
- International, national and local standards and Codes of Practice.
- Legislation under which enterprise operates.
- Accepted scientific processes, including conservation processes and charters.
- Enterprise procedures for reporting places of potential significance.
- Field note use.
- Relevant protective measures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Identify evidence of past activities.
- Implement interim protection measures.
- Report observations.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4510A Supervise natural area restoration works

Unit Descriptor

This competency standard covers the process of supervising natural area restoration works. It requires the ability to read and interpret documentation, calculate material and resource requirements, coordinate a team to achieve optimum performance, communicate with personnel at all levels, and minimise environmental disturbance. Supervising natural area restoration works requires knowledge of strategies to achieve natural area restoration and avoid negative environmental impacts, work programming, responsibilities and requirements of contracts, OHS and team leadership.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify scope of natural area restoration works
   1.1 Nature of restoration works and extent of responsibilities are identified and checked against relevant contract documentation.
   1.2 Personnel and other resources (in-house or by contractor) required to undertake restoration works are identified according to the scope of the project and relevant documentation provided.
   1.3 A work program is developed according to the needs of management and/or the client to ensure that project outcomes are reached within designated time lines.
   1.4 Potential environmental impacts of the proposed restoration works is determined and advised to manager/client.
   1.5 OHS hazards are identified, risks assessed and suitable controls planned,

2. Coordinate the supply of materials/equipment
   2.1 Material quantities and equipment requirements are calculated and coordinated to ensure an on-going work program is maintained according to the scope of the project.
   2.2 Materials are ordered, checked for specified quantity and quality then stockpiled according to enterprise guidelines.
   2.3 Specific delivery requirements are conveyed and confirmed with suppliers to ensure materials are delivered to suit the work program.
   2.4 Rejected materials or products are sent back to the supplier for replacement according to enterprise guidelines.
3. Monitor restoration works

3.1 The work program is monitored and adjusted, if necessary, to ensure that project outcomes are reached within designated time lines or to accommodate any client changes or directions.

3.2 Work is monitored and adjusted, if necessary, to ensure project outcomes are achieved.

3.3 Project contract direction is periodically given to the contractor for action in written instructions.

3.4 Issues likely to cause delays, or alter the scope of the works, are identified, recorded and reported to management and/or the client according to enterprise guidelines.

3.5 Alterations to the scope of the work are costed using agreed unit rates by the contractor and variations are forwarded in writing for approval by the client.

3.6 Periodic inspection of work are undertaken to ensure project outcomes are achieved and to make progress payments.

3.7 The work site is monitored to ensure it remains in a clean, tidy and safe condition throughout and on completion of restoration works.

4. Prepare site for completion

4.1 Site is inspected prior to practical completion to ensure all works have been undertaken according to contract documents and the relevant documentation.

4.2 Any works not complying are noted and rectified according to the contract specification as outstanding items.

4.3 A completed restoration works report is produced, recorded and communicated to management and/or the client according to enterprise guidelines.

4.4 Following completion of outstanding items a Practical Completion Certificate is forwarded to the contractor.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Ideas and information may need to be communicated with management and/or the client as the natural area restoration works progress.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Information on personnel and resource requirements may need to be collected, analysed and organised according to the scope of the work to be supervised.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Activities may need to be planned and organised to ensure that the needs of management and/or the client are met and that the natural area project works are completed on time.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work may be applied to ensure that all project works are completed successfully.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques may be applied when ordering the materials required for the natural area restoration works.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills may be applied when time delays are experienced due to inclement weather.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be used to communicate and record progress of natural area restoration works.</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What might be included in natural area restoration works?

Restoration works may include assisted natural regeneration, planting and direct seeding, weed and animal control, conservation earthworks, erection of structures such as signs, fencing, plant protection devices, construction of pathways and visitor facilities, and erosion control.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What documentation is likely to guide the supervision of restoration works?</td>
<td>Documentation may include species lists, vegetation maps, drawings, plans, specifications, contracts, bill of quantities and quotations, engineer reports and computations.</td>
</tr>
<tr>
<td>What might be considered potential environmental impacts in relation to proposed restoration works?</td>
<td>Damage to vegetation and habitats, soil disturbance, erosion, pollution of water courses through changes in runoff/drainage profiles, compaction of soil from vehicles, loss of topsoil condition, pollution by release of chemicals (e.g. fuel, oil, pesticide), increased fire risks, off-target herbicide impacts, and hazards from disposal of debris.</td>
</tr>
<tr>
<td>What OHS hazards may apply to those working on project works?</td>
<td>Hazards may come from the disturbance of services, from solar radiation, dust, noise, through traffic movements, dehydration, stings and bites, potential hazards from moving machinery and machinery parts, and unsafe use of powered equipment and hand tools.</td>
</tr>
<tr>
<td>What suitable controls are likely to be implemented?</td>
<td>Suitable controls should be in line with enterprise guidelines and may include workplace practices that direct cleaning and storing of materials and equipment, appropriate use of personal protective equipment such as sun, noise and dust protection, safe operation of machinery and equipment, correct manual handling of materials and equipment, appropriate use of safety equipment such as signage and protective barriers, and basic first aid services on site.</td>
</tr>
<tr>
<td>What issues that cause delays are likely to be identified?</td>
<td>Delays/alterations to the scope of works may include industrial disputes, inclement weather, site access problems, labour/material shortages, and equipment breakdowns.</td>
</tr>
<tr>
<td>What does practical completion refer to in this competency standard?</td>
<td>Practical completion occurs when all developmental works as set out in a contract have been completed to the client's satisfaction. Usually a period of consolidation or maintenance of works and a defects liability period commence at this point.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supervising natural area restoration works requires evidence that the work can be scheduled, supplies of materials and equipment can be coordinated, and the program can be monitored, and the site can be prepared for hand over within given timelines and within environmental impact tolerances. The skills and knowledge required to supervise natural area restoration works must be transferable to different work environments. For example, this could include remote areas, urban bushland, coastal or wetland areas.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Strategies and techniques to avoid negative environmental impacts.
- Work programming.
- Responsibilities and requirements of contracts and other relevant documentation.
- OHS responsibilities of an employer.
- Team leadership.
- Common and scientific names of native plants.
- Common names of weeds, native and pest animals.
- Importance and value of local provenance species.
- Natural area restoration techniques.
- Ability to assess restoration potential of sites.

- Basic plant and animal ecology.
- Knowledge of different ecosystems.
- Map and plan reading.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Inspect and assess site for restoration needs and potential.
- Inspect and assess personnel for work quality.
- Read and interpret the associated documentation for natural area restoration projects.
- Calculate material and resource requirements.
- Coordinate a team to achieve optimum performance.
- Communicate with personnel at all levels.
- Document results clearly and concisely.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.
Essential Assessment Information

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTD4802A Develop approaches to include cultural and human diversity

Unit Descriptor
This competency standard covers the process of identifying and accessing culturally diverse groups in the community so that they are included in program development and implementation. It requires the ability to identify cultural diversity in a community, develop processes to include culturally diverse groups, and communicate support for involvement of culturally diverse groups. Developing approaches to include cultural and human diversity requires knowledge of sources of culturally relevant materials and verbal information, understanding of Indigenous peoples and history, principles of equal opportunity and affirmative action, and current relationships between culturally diverse groups in the area.

Note: For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Unit Sector
No Sector Assigned

ELEMENT

PERFORMANCE CRITERIA

1. Identify potential for cultural diversity

1.1 Information on the population is used to identify the range of cultural diversity.

1.2 Potential involvement of individuals and groups of people are identified in the context of the program.

1.3 Adjustments to program and program promotional materials are identified to meet cultural frameworks of different peoples.

2. Develop processes to include culturally diverse groups

2.1 Cultural protocols are identified to ensure contacts with individuals/communities are successful.

2.2 Key persons who may influence relationships are identified.

2.3 Steps to develop and maintain contact with culturally diverse groups are formulated in line with understanding of the cultures, goals of the relationship, and any relevant enterprise guidelines.

2.4 Processes are inclusive of an equitable involvement of various sections of the community and their perspectives.

3. Communicate potential and support for culturally diverse groups

3.1 People and groups of culturally diverse background in the area are approached to promote their potential involvement in groups and programs in line with formulated steps.

3.2 Potential of program and group activities is communicated in a culturally relevant manner.

3.3 Approaches are adjusted in light of any new information on cultural groups and protocols.

3.4 Links between individuals and culturally diverse groups are facilitated to ensure good community relationships and development of the program.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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 discussing cultural and human diversity at meetings, or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through consultation with others and research of existing resources.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Activities are planned and organised by applying flexible communication procedures.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Through development and management of work teams to achieve outcomes.</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>Through dealing with conflict situations relating to cultural and human diversity.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Not applicable.</td>
<td>-</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

How would information on population be obtained?
From personal knowledge, government statistics, information on region and cultures held in libraries and other files, people with established knowledge, other cultures and government departments, especially those in contact with immigrant and Indigenous groups.

Which groups are included in cultural diversity?
Indigenous peoples, immigrant peoples of overseas birth, people born in Australia who conform with overseas cultures, practices and beliefs in part or in full, and male and female perspectives in the communities.

Which programs may be included?
Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, business programs and State Government community programs related to the environment.
| **What program promotional materials may be relevant?** | Government or government agency written materials describing program (Commonwealth, State, Territory or Local), local group written materials, brochures and guidelines, advertising and explanatory booklets. |
| **What is included in cultural protocols?** | Beliefs and worldviews, practices, concepts of family and community, family and community leadership and relationships between community members and sexes. |
| **Which are the relevant enterprise guidelines for this standard?** | All relevant legislation, agency guidelines, program guidelines and community group guidelines. |
| **Which sections of the community may be included?** | Migrants, Indigenous peoples, women (including affirmative action), men and disadvantaged people. Approach to these groups includes legislative requirements but exceeds these to demonstrate equity principles. |
| **Which approaches are adjusted in this standard?** | Program promotions and personal approaches to individuals, groups and communities. |
| **Which areas of legislation are included?** | Equal opportunity, anti-discrimination and protection of places and items of cultural heritage. |
| **What levels of literacy are included?** | Redrafting materials into plain English, some understanding of works and phrases used in other languages, and catering for the viewpoints of both sexes. |
| **What forms of communication may be relevant?** | Use of restricted vocabulary according to listeners, use of culturally appropriate body language in conjunction with spoken language, modified sentence structures in spoken language, use of diagrams, pictures and plain English for Indigenous and other groups, and communication with people who have disabilities. |
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing approaches to include cultural and human diversity requires evidence that culturally diverse groups have been identified and appropriately consulted and involved in programs. The skills and knowledge required to develop approaches to include cultural and human diversity must be transferable to a range of work environments and contexts. For example, this could include different groups, cultural protocols and perspectives.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Sources of culturally relevant materials and verbal information.
- Understanding of Indigenous peoples and history.
- Cultural protocols and perspectives.
- Relevant legislation and guidelines.
- Principles of equal opportunity and affirmative action.
- Current relationships between culturally diverse groups in the area.
- Understanding of the role of various sections of the community in historical and relationship terms.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Apply flexible communication procedures.
- Identify and modify procedures and processes.
- Adjust written materials to audience.
- Be flexible in the application of program guidelines and policy.
- Resolve conflict.
- Negotiate.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4804A Develop community networks

Unit Descriptor
This competency standard covers the process of developing relationships that support the establishment and development of the group, and providing support from within the community for the group. It requires the ability to identify community cultures and goals, communicate with people of different ages, cultures and sexes, give presentations to diverse groups of people, and handle contentious issues raised by others in conjunction with strong views. Developing community networks requires a knowledge of community structures, organisations and cultures, relevant government community action programs, rural industry operations and structures, and affirmative action and anti-discrimination policies.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Make contacts within community
   1.1 Connections are made through business, social and personal contacts, and programs to the community.
   1.2 Connections are identified for the potential in regard to some group program or activity.
   1.3 Plans for developing contacts and relationships are formulated in conjunction with relevant group members and leaders.
   1.4 Equity requirements and cultural backgrounds of people being contacted are respected.
   1.5 Appropriate cultural protocols are observed to establish positive contacts.
   1.6 Appropriate mechanisms are followed to establish contacts with Indigenous communities.
   1.7 Community requests for information on or participation in programs or activities are addressed to promote the group(s) and program.

2. Form and create links
   2.1 Contact is developed through promotional activities, programs and activities of mutual interest to community members and groups.
   2.2 Activities, programs and personal contact are structured to allow trust and understanding to develop within group and community.
   2.3 Working relationships are developed in areas of common interest and goals to bring benefit to all parties.
   2.4 Feedback on programs and community group activities is sought from participants and community, and used to modify their application.
   2.5 Appropriate records are developed to maintain ongoing contracts and relationships.
3. Build networks

3.1 Individual contacts and contacts with other groups are used to establish networks of common interest.

3.2 Programs and activities are reviewed to incorporate networks and the network resources in areas of common interest and goals.

3.3 Progress in establishing links and networks is evaluated and opportunities for further action are identified.

3.4 Relationships and networks are managed to ensure compliance with cultural protocols and with agency/enterprise procedures and guidelines.

4. Report on community liaison

4.1 Community liaison activities are evaluated in terms of their costs, benefits to the group(s) program and contribution to the community.

4.2 Reports on community liaison activities are prepared and submitted in line with group and program/agency guidelines.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Through meetings, community events and functions, and informal discussions with individuals and groups.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through research and consultation with community people, groups and networks, and printed media.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Through planning of schedules to attend meetings and community functions and events.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Through co-operative sharing of information and development of strategies with colleagues.</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>Where technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Through use of computers and communications equipment.</td>
<td>1</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

**What reasons for contacts may be included?**
To obtain financial and community support, build public awareness, provide assistance (e.g., expertise, training or advice), become clients of group and to work with State agencies.

**Who might be included in personal contacts?**
Private friends and relatives, contacts made through other private or business transactions, social contacts within structured or unstructured settings, promotional activities and in formal and informal settings.

**What sort of program or activity might be relevant?**
Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry programs, business programs, State Government community programs related to the environment, project activities, fundraising and submissions, on-ground works, and monitoring and evaluation.

**How could equity requirements be applied in this unit?**
By including box sexes, people with disabilities, and those with a non-English speaking background.

**What do cultural protocols refer to?**
Expected demeanour within a particular setting or with individuals or groups of another cultural background, cultural groups within an area of operation and contact, and may include immigrants and Indigenous people.

**What are the appropriate mechanisms relevant to this unit?**
Contact with Land Councils or other organisations, contact via government agencies and maintaining any privacy requirements relating to Indigenous communities.

**How might promotional activities be applied?**
By improving awareness of program, raising awareness of issues and desirable community response, and raising the profile of the community group.

**What is meant by working relationships?**
Continuing co-operation between individuals and/or groups to mutual benefit. They may be formal or informal relationships and may include exchange of ideas and/or resources.

**Which agency/enterprise procedures and guidelines may be relevant?**
Those relating to representing agency in community, avoiding conflicts of interest, management of contractual arrangements and use of agency information, records and resources.

**How could communication be relevant in this unit?**
Ability to present ideas and concepts to individuals and small groups, identify ideas and issues from discussion, negotiate and obtain agreement in areas of common interest and benefit, and to deal with people who have strong opinions/characters.
How might literacy be useful?

In the use of contacts index or electronic contacts files.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing community networks requires evidence that community networks have been successfully established and evaluated according to elements and performance criteria for this competency standard. The skills and knowledge required to develop community networks must be transferable to a range of work environments and contexts. For example, this could include different community groups and types of networks.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Community structures, organisations and cultures.
- Relevant government community action program(s).
- Process of delivery of program(s).
- Broad Australian and regional history.
- Current social and environmental affairs for local community and wider region.
- Rural industry operations and structures (for rural programs).
- Relevant legislation.
- Affirmative action and anti-discrimination policies.
- Occupational health and safety requirements.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Identify community cultures and goals.
- Use manual or electronic index systems.
- Communicate with people of all ages, cultures and sexes.
- Give presentations to diverse groups of people.
- Handle contentious issues raised by others in conjunction with strong views.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4805A Facilitate ongoing group development

Unit Descriptor
This competency standard covers the process of supporting a community group in its ongoing management and resolution of issues. It requires the ability to maintain contact and provide fresh input into group activities, establish a network of contacts, and facilitate resolution of group operating difficulties. Facilitating ongoing group development requires knowledge of group development and facilitation techniques, legislative requirements for group operations, programs and projects, committee and group procedures, and community and sector cultures and perspectives.

Unit Sector
No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Maintain contact on group activities | 1.1 Contact is maintained with group leaders/officers on current and proposed group activities and projects.  
1.2 Advice on group operation and opportunities is provided when sought by leaders/officers.  
1.3 Role of facilitator/coordinator in group operations is clearly defined with the management committee to avoid misunderstanding. |
| 2. Provide fresh input into group | 2.1 Relevant new initiatives and ideas from other groups and program areas are identified for input into/suggestion to the group.  
2.2 New initiatives and ideas are systematically sought from appropriate sources.  
2.3 Any suggestions are developed before submission to include local group and program context. |
| 3. Maintain network of contacts | 3.1 Contacts with members of the group and community are maintained to provide interchange of ideas and information. |
| 4. Facilitate resolution of group operating difficulties | 4.1 Group issues with potential to hinder group operations are identified before damage has occurred.  
4.2 External threats are assessed to facilitate negotiation of solutions between the group and external parties.  
4.3 Internal operating difficulties are resolved where possible through facilitation and use of relevant expert advice.  
4.4 Groups requiring major restructuring are identified to implement change management processes. |
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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 discussing ongoing group development at meetings, or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Facilitating ongoing group development will require detailed information to be collected, analysed, and organised by research and consultation.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Facilitating ongoing group development requires extensive planning and organising of group processes.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Facilitating ongoing group development will require development and management of work teams to achieve outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Basic mathematical techniques could be applied.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While facilitating ongoing group development, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Information presentation technology may be required.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

In this standard, what sorts of contact are relevant?

Personal visits to group and committee meetings, individual discussions in person and by telephone, letters, newsletters and e-mail.

Who could be the group leaders/officers in this unit?

Formal office bearers, project leaders and informal leaders.
<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the projects that might be included?</td>
<td>Discrete series of actions leading to defined outcome(s) which are eligible for funding under a relevant program, or for which private funding may be sourced.</td>
</tr>
<tr>
<td>For which projects might advice on group operation and opportunities be required?</td>
<td>Activities, operations including finances, program information, potential for projects, conferences and training opportunities.</td>
</tr>
<tr>
<td>What are new initiatives and ideas?</td>
<td>Program developments, technology developments, innovative solutions including activities of other groups, and ideas of individuals.</td>
</tr>
<tr>
<td>What could be included in the program?</td>
<td>Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs and State Government community programs related to the environment.</td>
</tr>
<tr>
<td>What could be included in contacts with members of the group and community?</td>
<td>Group members and wider network in community, visits to farms and homes, written letters and newsletters, informal meetings and telephone calls.</td>
</tr>
<tr>
<td>What are some of the group issues relevant to this standard?</td>
<td>External threats, internal operating difficulties, tension between individuals and sections of group or with other groups in community and program, project difficulties, contentious issues, assertive personalities, minority interests and conflicts of interest, and loss of clear direction for the group.</td>
</tr>
<tr>
<td>What sorts of external threats may be encountered?</td>
<td>Changes and scale-down of programs, changes in community attitudes, poor image of the group in community and risks from activities.</td>
</tr>
<tr>
<td>What could be included in internal operating difficulties?</td>
<td>Financial, planning and organising activities, interpersonal conflict, segmentation of group, minority interests and conflicts of interest.</td>
</tr>
<tr>
<td>What forms of facilitation may be included?</td>
<td>Development of relationships with committee and individual members, negotiation, facilitation of meetings, provision of information, situation analysis, and clear problem solving approaches.</td>
</tr>
<tr>
<td>When might expert advice be relevant?</td>
<td>In the areas of financial, program, group facilitation and technical.</td>
</tr>
<tr>
<td>How could change management processes be achieved?</td>
<td>Group members to identify extent of difficulties and options, assist group members manage change, work with other agency personnel to facilitate change, and implement suitable change management processes.</td>
</tr>
</tbody>
</table>
What levels of literacy are included? Preparation of letters, newsletters, preparation of advice and answers to questions, review and identification of relevant written materials, and understand financial documents.

What forms of communication may be relevant? Informal discussions to achieve objectives, networking, participation in committee and general meetings, conflict resolution and group facilitation, and development activities.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in facilitating ongoing group development requires evidence that a range of facilitation techniques have been appropriately used in supporting group development, according to community and agency guidelines and best practice procedures. The skills and knowledge required to facilitate ongoing group development must be transferable to a range of work environments and contexts. For example, this could include different groups, facilitation techniques and community perspectives.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Group development and facilitation techniques.
- Basic financial statements and procedures.
- Program guidelines.
- General understanding of natural resource management, sciences and technologies associated with program.
- Legislative requirements for group operations, programs and projects.
- SWOT analyses.
- Risk analysis.
- Committee and group procedures.
- Legislative requirements associated with operation of incorporated groups.
- Community and sector cultures and perspectives.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Develop network of contacts in groups and communities.
- Resolve conflict.
- Negotiate within the group.
- Negotiate on behalf of the group.
- Implement change management processes.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.
Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4806A Obtain and manage sponsorship

Unit Descriptor

This competency standard covers the process of planning and obtaining sponsorship for a community program. It requires the ability to conduct effective presentations, undertake face-to-face and written promotional techniques, develop presentation support materials, negotiate and close contracts, coordinate others to develop presentation and coordinate others to deliver commitments. Obtaining and managing sponsorship requires a knowledge of sources of information about the community and organisations, businesses, groups and individuals, strategy, goals, ethics, program and activities of community group and/or agency, effective marketing techniques and approaches that create professional image.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify sponsorship opportunities

1.1 Potential sponsors are targeted on the basis that they would be appropriate partners to the program.

1.2 A rationale for sponsoring the program and/or activities is developed which achieves a balance between the sponsors' requirements and the program goals, and benefits to the sponsor and program.

1.3 Feasibility of sponsorship opportunities is confirmed by research and analysis.

1.4 Mutual benefits are itemised and list of targets is developed.

1.5 Community, cultural and equity requirements in the group operations are considered in developing list of targets.

2. Prepare and deliver sponsorship pitch

2.1 Contact with potential sponsor is made in accordance with program and enterprise procedures and guidelines.

2.2 The best interests of the program, group and agency are maintained in sponsorship approach.

2.3 Presentation support materials are prepared with appropriate accuracy, style and degree of information.

2.4 Presentation and approach demonstrates an understanding of and respect for sponsors' business, and shows how sponsorship will be mutually beneficial.

2.5 Outcomes of any prior sponsorship arrangements are appropriately included in pitch and negotiations.

2.6 Presentation is followed up in a professional manner that preserves the integrity of the negotiations.

3. Successfully negotiate sponsorship deal

3.1 Terms are agreed which satisfy both the sponsor and the program and the associated agency where appropriate.

3.2 Nature of sponsorship and of the benefits to the sponsor are expressed in explicit terms and understood by both parties.

3.3 Commitments under the sponsorship arrangements are clearly identified to assist maintenance of relationship.
4. Maintain sponsorship deal

4.1 **Legal, financial, cultural, ethical, equity and other requirements** are met throughout the sponsorship period.

4.2 Commitments under the sponsorship arrangements are met promptly and benefits are delivered to the sponsor as agreed.

4.3 Role of sponsor in supporting program/project is recognised in literature, reports and on-site as appropriate.

4.4 Timing for the start of discussions to extend or complete the sponsorship is identified.

**KEY COMPETENCIES**

What processes should be applied to this competency standard?

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 in brackets 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>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Through meetings, presentations and discussions with prospective/current sponsors.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through research and consultation of sponsors likely to be able to assist.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Through identification of sponsorship requirements, acquisition, handling and storage.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>In developing strategies to approach and present to sponsors.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Though determining sponsorship needs and costs, including estimation of contribution in kind where required.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>In dealing with conflict situations or where there is community concern regarding scope and type of sponsorship.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Through use of computers and communication systems.</td>
<td>2</td>
</tr>
</tbody>
</table>

**RANGE STATEMENT**

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

**How might sponsorship be included in this unit?**

May be in cash or kind and may be offered in support of a particular event, activity or project, or towards the general running costs of the community group, program or park/reserve.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who might be considered a potential sponsor/sponsors?</td>
<td>A business, Commonwealth, State and Local Government department and bodies, non-profit organisations and private individuals.</td>
</tr>
<tr>
<td>What sorts of programs or activities might be relevant?</td>
<td>Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry programs, business programs, State Government community programs related to the environment, specific program or activity associated with the conservation of park/reserve or with areas of land and water sponsored by owner of land/water, whether private, Lands Council or government agency, park/reserve facilities, project activities, fundraising and submissions, on-ground works, monitoring and evaluation, and integrity and requirements of program are respected.</td>
</tr>
<tr>
<td>What benefits to the sponsor could be included?</td>
<td>Naming rights, signage, free admissions, public acknowledgment verbally or in documents, newsletters etc., work completed on sponsor's premises and information provided to sponsor.</td>
</tr>
<tr>
<td>What research or analysis might be relevant in this unit?</td>
<td>Formal or informal, community networks, research related to particular business or private sector of community, existing sponsors to other groups, approaches to groups or organisations and analysis of interest or potential interest in programs.</td>
</tr>
<tr>
<td>Which agency might be included in this unit?</td>
<td>Commonwealth, State or Territory department or statutory body managing a program.</td>
</tr>
<tr>
<td>What legal, financial, cultural, ethical, equity and other considerations could be relevant to this unit?</td>
<td>Acts governing operation of program, activities, limits on signage, etc., public and occupational health safety and welfare, equal opportunity, structure of contracts, agreements between sponsor and program management of sponsorship funds, match between sponsor's business/goals/image and the program goals and activities, and cultural sensitivity of sponsorship arrangement.</td>
</tr>
<tr>
<td>What could be included as program and enterprise policies and procedures?</td>
<td>Restrictions on suitable sponsors, guidelines on sponsor approach and agreements, may be community group policies or agency promoting Natural Heritage Trust program.</td>
</tr>
<tr>
<td>What sorts of presentation support materials might be included?</td>
<td>Kits, statistics, plans and maps, financial information including project budgets and audio-visuals.</td>
</tr>
<tr>
<td>How might literacy be relevant to this unit?</td>
<td>In developing sponsorship proposal, negotiating and documenting sponsorship agreements and contracts, and researching contacts through records, indexes, computer files and internet.</td>
</tr>
<tr>
<td>What forms of communication may be included?</td>
<td>Effective presentations or organisations, managers, boards and individuals, and negotiation of agreements and contracts.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in obtaining and managing sponsorship requires evidence that a sponsorship deal has been negotiated and maintained for a community program. The skills and knowledge required to obtain and manage sponsorship must be transferable to a range of work environments and contexts. For example, this could include different sponsors, community programs and negotiated arrangements.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Sources of information about the community and organisations, businesses, groups and individuals.
- Strategy, goals, ethics, program and activities of community group and/or agency.
- Effective marketing techniques.
- Acts, policies and guidelines governing programs and activities.
- Relevant OHS and public safety requirements.
- Sources of legal and financial advice.
- Understanding of operation of contracts and agreements.
- Approach to other people that creates professional image.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Conduct effective presentations.
- Undertake face-to-face and written marketing techniques.
- Develop presentation support materials.
- Negotiate and close contracts.
- Coordinate others to develop presentation.
- Coordinate others to deliver commitments.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4807A Obtain resources from community and group

Unit Descriptor

This competency standard covers the process of sourcing of resources from within the community and group to support group activities and projects. It requires the ability to identify potential resources, seek commitment of resources and coordinate use of resources. Obtaining resources from communities and groups requires knowledge of project resource requirements, network of resources in the community, program guidelines, project contract, group liability and licensing requirements.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify potential resources
   1.1 Potential resources in the group, community and agency are identified to match project requirements as documented in plan.
   1.2 Likely conditions under which alternative resources can be sourced are identified to determine suitable sources and conditions of sourcing.

2. Seek commitment of resources
   2.1 Owners of resources are approached to discuss resource availability and conditions of availability.
   2.2 Costs of alternative arrangements are reviewed in context of the project or group budget to determine which arrangements can be accepted or renegotiated.
   2.3 Arrangements are reached with resource owners on the use of resources within overall project plan and budget.
   2.4 Approach and relationship with resource owners caters for range of viewpoints to ensure a positive image of program is maintained.

3. Coordinate use of resources
   3.1 Provision of resources is coordinated to suit project and project plan and any changes in timing and availability of complementary resources.
   3.2 Use of resources is documented to program and project requirements.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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 discussing community and group resources at meetings, or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Obtaining resources from communities and groups will require detailed information to be collected, analysed and organised by research and consultation.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Obtaining resources from communities and groups requires planning and organising in the identification, acquisition, handling and storage of resources.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Obtaining resources from communities and groups will require development and management of work teams to achieve outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical techniques relating to data gathering and interpretation can be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While obtaining resources from communities and groups, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Information gathering and presentation technology may be required.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What sorts of resources may be relevant to this standard?

Paid, trainee and volunteer labour, labour and equipment from clients, equipment borrowed, hired and bought, materials bought, donated and discounted, and occupational health and safety equipment, and may include the discussion and negotiation of what volunteers will do and with whom.

What may be included in the term community?

Town, village, regional area, suburb or group of suburbs in a city or a coastal area.
<table>
<thead>
<tr>
<th><strong>Which agencies might be relevant?</strong></th>
<th>Commonwealth, State or Territory department or statutory body managing a program.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How may a project be described in this standard?</strong></td>
<td>As a discrete series of actions leading to defined outcome(s) which are eligible for funding under a relevant program and/or for which private funding may be sourced.</td>
</tr>
<tr>
<td><strong>What alternative resources may be included?</strong></td>
<td>Equivalent resources available from alternative sources.</td>
</tr>
<tr>
<td><strong>What provision of resources may be required?</strong></td>
<td>Scheduling of paid and volunteer labour within availability, coordinating labour and equipment required for task, scheduling materials to arrive in time for tasks, maintenance of security for equipment and materials, maintenance of occupational health and safety and public safety, rescheduling resources and activities to cater for interruptions and emergencies and borrowing, leasing and hiring of equipment.</td>
</tr>
<tr>
<td><strong>What might be included in the project plan?</strong></td>
<td>Documentation describing project stages, tasks, resource requirements and timing.</td>
</tr>
<tr>
<td><strong>What are complementary resources?</strong></td>
<td>Resources required at the same time or in sequence to complete tasks.</td>
</tr>
<tr>
<td><strong>What could be included in the program?</strong></td>
<td>Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs, and State Government community programs related to the environment.</td>
</tr>
<tr>
<td><strong>What methods of documentation may be included?</strong></td>
<td>Records of resource use, including donations, discounts according to program and project contract requirements.</td>
</tr>
<tr>
<td><strong>What forms of communication may be relevant?</strong></td>
<td>Negotiation and completion of agreements, networking and catering for a diverse range of viewpoints including Indigenous, migrant and women.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in obtaining resources from community and group requires evidence that resources have been obtained from the community to support group programs and activities according to community and agency guidelines and best practice procedures. The skills and knowledge required to obtain resources from community and group must be transferable to a range of work environments and contexts. For example, this could include different groups, community activities and programs.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Project resource requirements.
- Task analysis, including hazard and risk analysis.
- Occupational health and safety and public safety obligations.
- Network of resources in the community.
- Program guidelines.
- Project contract.
- Group liability.
- Basic skills analysis.
- Licensing requirements.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Negotiate and complete agreements.
- Network.
- Develop alternative plans.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
**RTD4808A Promote community programs**

**Unit Descriptor**
This competency standard covers the process of promoting community programs within a local or regional context that raises public interest and commitment, and attracts user, clients or customers of the program and group services. It requires the ability to develop a strategy to promote community programs, prepare written/graphic materials, present in a range of direct promotional situations, present a specific proposal, overcome objections, maintain office records and provide customer service. Promoting community programs requires knowledge of program services, basic marketing principles, local advertising channels and local or regional communities and industries.

**Unit Sector**
No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify target markets</td>
<td>1.1 Potential of <em>program</em> to appeal to sections of community or industry is identified in terms of benefits and costs.</td>
</tr>
<tr>
<td></td>
<td>1.2 <em>Sectors of local community and industry</em> that are potential users/customers/audiences of program are identified.</td>
</tr>
<tr>
<td></td>
<td>1.3 A plan to promote program and/or local <em>projects and/or group activities</em> is developed in conjunction with <em>other communication activities</em>.</td>
</tr>
<tr>
<td>2. Develop promotional materials</td>
<td>2.1 Range of <em>promotional channels</em> to reach target sectors is identified.</td>
</tr>
<tr>
<td></td>
<td>2.2 Promotional materials to suit promotional channels and target sectors are sourced or developed.</td>
</tr>
<tr>
<td></td>
<td>2.3 Impact of promotional materials is tested with group or community members.</td>
</tr>
<tr>
<td></td>
<td>2.4 <em>Specialist marketing support</em> is obtained to address specific marketing issues within budget, and program and <em>agency</em> guidelines.</td>
</tr>
<tr>
<td>3. Promote program to potential users</td>
<td>3.1 Potential users of program and services are approached through promotional channels and directly.</td>
</tr>
<tr>
<td></td>
<td>3.2 Impact of promotional activities is assessed to determine any changes required.</td>
</tr>
<tr>
<td></td>
<td>3.3 <em>Promotional plan</em> and activities are adjusted to achieve an improved impact.</td>
</tr>
<tr>
<td>4. Obtain commitment to use program services where appropriate</td>
<td>4.1 <em>Proposals for delivery of program services</em> are presented to interested potential users in terms of benefits, costs and other factors.</td>
</tr>
<tr>
<td></td>
<td>4.2 Issues raised by potential users are addressed to overcome objections.</td>
</tr>
<tr>
<td></td>
<td>4.3 Commitments to use program services or support program are obtained to agency or program guidelines.</td>
</tr>
</tbody>
</table>
5. Respond to enquiries

5.1 Enquiries by members of community, industry and program are addressed in terms of good customer service and to program and agency guidelines.

5.2 Records are kept of contacts, enquiries and presentations for reporting and follow-up.

5.3 Enquiries and presentations are followed up to obtain commitments to program services and objectives.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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 discussing verbally or in writing community program promotion with supervisors and others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Promoting community programs will require information to be collected, analysed and organised by consultation with others and research of existing resources.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Community program promotional activities are planned and organised by working with others in meetings or groups.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Promoting community programs will require coordination of self and others in a team.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Basic mathematical techniques could be applied.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>During community program, promotional technical problems may arise requiring simple solutions.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Information gathering and presentation technology may be required.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Which programs may be included?

Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry programs, business programs and State Government community programs related to the environment.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Which sectors of the local community and industry may be relevant to this standard?</strong></td>
<td>Sections in general community, i.e., individuals or family groups or other existing groups, people and enterprises in a specific industry or group of industries, people and groups of cultural background, e.g., migrant groups or Indigenous peoples, and different ages and sexes, e.g., women, students and retirees.</td>
</tr>
<tr>
<td><strong>Which projects and/or group activities may be included?</strong></td>
<td>Group projects funded under program, group social activities, sponsorship and fundraising activities and communication activities.</td>
</tr>
<tr>
<td><strong>What other communication activities may be relevant?</strong></td>
<td>Presentations, stalls/displays in community and at events, speeches and training session at schools, etc., provision of materials for students’ projects, provision of materials and press releases to media, and interviews with media and others.</td>
</tr>
<tr>
<td><strong>What may be included as promotional materials?</strong></td>
<td>Brochures, both locally prepared and provided by agency, articles in newspapers, newsletters, magazines and special printing, government or government agency written materials describing program (Commonwealth, State, Territory or Local), local group written materials, brochures and guidelines, advertising, explanatory booklets and materials from Indigenous communities which should only be used with their permission.</td>
</tr>
<tr>
<td><strong>What are promotional channels?</strong></td>
<td>Local newspapers, both editorial and advertising, newsletters, both group and others, posters in community, schools, etc., displays/stalls, demonstrations, field days, distribution of brochures and window displays.</td>
</tr>
<tr>
<td><strong>What specialist marketing support may be included?</strong></td>
<td>Development of marketing, writing of promotional materials and articles, editing of promotional materials and articles, access to promotional channels, which may be provided on paid or voluntary basis by personnel with marketing/promotional/advertising skills.</td>
</tr>
<tr>
<td><strong>Which organisations may be referred to as agency?</strong></td>
<td>Commonwealth, State or Territory department or statutory body managing a program.</td>
</tr>
<tr>
<td><strong>What may the promotional plan consist of?</strong></td>
<td>List of objectives in note form, list of activities in note form, part or all of formal plan completed by group, and delegated activities by group members.</td>
</tr>
<tr>
<td><strong>What may be included in proposals for delivery of program services?</strong></td>
<td>Provision of services to an enterprise, e.g., farmer in terms of advice, on-ground works, property planning advice, provision of services in an area/region, e.g., catchment plan, involvement in group activities and/or training, commitment of resources to a project for community benefit or part of sponsorship.</td>
</tr>
<tr>
<td><strong>What is part of good customer service?</strong></td>
<td>Response within a suitable time, pleasant and appropriate response and behaviour, identification of needs or complaint in enquiry, active listening and provision of information or service within committed timeframe.</td>
</tr>
</tbody>
</table>
What may be included in records of enquiries and presentations

Contact register or database and diary notes.

What are ethics and equity in terms of this standard?

Ethical approaches to people, ensuring marketing approach is suitable for diverse groups of people and including both sexes, cultural groups and people with disabilities.

What promotional impact may be relevant?

Attendance at activities and number of enquiries.

What levels of literacy are included?

Written/graphic material for specific groups in terms of attractiveness and readability to suit expected audience, reading skills to interpret program guidelines and related documents, and record keeping.

What forms of communication may be relevant?

Presenting information/promotion in terms of audience understanding and interest, active listening, overcoming objections with reasoned responses, responding effectively to contentious issues, and dealing with people who have strong opinions/characters.

What issues may be raised by potential users?

Costs, understanding of benefits, time commitment and appropriateness of program.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in marketing the program requires evidence that a promotional plan has been prepared and implemented according to community and agency guidelines and best practice procedures. The skills and knowledge required to market the program must be transferable to a range of work environments and contexts. For example, this could include different community groups and activities, and promotional strategies.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Program services, objectives, goals and guidelines.
- Group goals and plans.
- Project and other activities.
- Basic marketing principles.
- Local advertising channels.
- Local or regional community and industries.
To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Develop a promotional plan.
- Develop a range of written/graphic materials.
- Present in a range of direct promotional situations.
- Present a specific proposal.
- Overcome objections.
- Maintain office records, especially of programs, enquiries, contacts and presentations.
- Provide customer service.

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4809A Record and document community history

Unit Descriptor
This competency standard covers the process of recording oral and community history for natural and cultural resource management purposes. It requires the ability to prepare for interviews and group sessions, conduct interviews, conduct group sessions, transcribe and edit information and store records. Recording and documenting community history requires a knowledge of subject areas covered in the interviews/sessions, objectives of the natural and/or cultural resource research, range of communication approaches, relevant cultural protocols, recording techniques and media, and use of microphones, video and still cameras.

Note: For Indigenous contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines, and be supported by elders and custodians of country.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Prepare for interviews and group sessions
   1.1 Topic and events in research are identified according to enterprise guidelines.
   1.2 People who may be able to provide information on topic and events (narrators) are identified according to enterprise procedures and cultural protocols.
   1.3 Process of individual and/or group sessions with narrators is developed according to enterprise requirements, cultural protocols and topic and events to be covered.
   1.4 Basic questions for interviews with narrators are developed and checked according to enterprise procedures, cultural protocols and best practice.
   1.5 Equipment, locations and other resources are obtained and checked according to enterprise guidelines.
   1.6 Selected narrators are invited according to enterprise procedures and prior arrangements.
2. Conduct interviews

2.1 Oral history process is explained to narrators to obtain their consent to record and use information provided.
2.2 Recording equipment is set up and tested for operation.
2.3 Recording media is uniquely identified for later reference according to enterprise procedures.
2.4 Basic questions are used to initiate the interview.
2.5 Notes are taken to identify supplementary questions and to support recording media.
2.6 **Interview process** is managed to obtain expected and unexpected information, including memories of incidents.
2.7 Narrator is supported to express memories and opinions in an uncritical and positive setting.
2.8 Interviewer provides positive feedback on the narrator’s assistance, in line with enterprise procedures and cultural protocols.
2.9 Interviewer manages the environment and distractions to maintain a positive response from the narrator.
2.10 Session lengths are managed to avoid tiring narrators and interviewer.

3. Conduct group sessions

3.1 Oral history process is explained to group of narrators to obtain their consent to record and use information provided.
3.2 Recording equipment is set up and tested for operation to cover all group members.
3.3 Recording media and members voices are uniquely identified for later reference according to enterprise procedures.
3.4 Basic questions are used to initiate the group session.
3.5 Interaction between narrators and interviewer is managed to maintain flow of information from all narrators.
3.6 Notes are taken to identify supplementary questions and to support recording media.
3.7 Group discussion process is managed to obtain expected and unexpected information, including memories of incidents.
3.8 Narrators are supported to express memories and opinions in an uncritical and positive setting, including identification of different aspects of one incident.
3.9 Interviewer manages the environment, group interactions and distractions to maintain a positive response from the group.
3.10 Interviewer provides positive feedback on the narrators’ assistance, in line with enterprise procedures and cultural protocols.
3.11 Session lengths are managed to avoid tiring narrators and interviewer.
4. Transcribe and edit information

4.1 Recorded media and transcripts are handled to maintain recording quality and accuracy, and security and privacy requirements, according to enterprise procedures.

4.2 Interviews and/or group sessions are transcribed to provide a draft transcription according to enterprise procedures and agreement(s) with narrator(s).

4.3 Draft written and/or oral transcripts are provided to narrator(s) for editing according to enterprise procedures and agreement(s) with narrator(s).

4.4 Editing is completed according to narrator(s) wishes.

4.5 Information on narrator(s) doubts/hesitancy on certain facts, and conflicting information between interviews is recorded separately from transcripts and managed according to enterprise procedures and cultural protocols.

5. Store records

5.1 Recorded media and transcripts are stored to maintain recording quality and accuracy, and security and privacy requirements, according to enterprise procedures.

5.2 Access to records is controlled according to the narrator(s) wishes.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Recording equipment.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Oral stories.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Arranging group sessions.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Community interaction.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Not applicable.</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Dealing with cultural protocols.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Recording equipment.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

| **Which people considered for involvement may be included?** | Eyewitnesses to events relating to natural and/or cultural resource management, long time residents of a place or area who have observed natural and/or cultural processes, and those knowledgeable about stories or customs handed down through generations. |
| **Which narrators may be included as part of this standard?** | Those having respect in the community, frail and elderly people, and people of other cultures who may or may not be English language speakers and who may require the use of interpreters. |
| **What equipment and other resources may be required?** | Audio tape recorders and quality recording media, video recorders and quality recording media, recording assistants, cameras and stationery. |
| **Which methods of storage may be relevant?** | Management in a standard office under lock, storage in a safe, storage in single and multiple locations, and storage in recognised archives. |
| **What types of notes may be included?** | Informal, covering key words or phrases, and formal transcripts in long hand or in shorthand. |
| **How might the interview process and environment be included in this standard?** | By limiting access by others, controlling noise and interruptions, managing intrusions by the recording equipment and any assistants, scheduling breaks, responding to 'stage-fright' and other narrator emotions. |
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in recording and documenting community history requires evidence that oral history of a community has been appropriately recorded and documented according to community and agency guidelines and best practice procedures. The skills and knowledge required to record and document community history must be transferable to a range of work environments and contexts. For example, this could include different communities, recording methods and consultative processes.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Subject areas covered in the interviews/sessions.
- Objectives of the natural and/or cultural resource research.
- Range of communication approaches.
- Relevant cultural protocols.
- Enterprise procedures relating to the recording, management and storage of oral and community information.
- Recording techniques and media.
- Set-up of microphones and video cameras.
- Use of still cameras.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Prepare for interviews and group sessions.
- Conduct interviews.
- Conduct group sessions.
- Transcribe and edit information.
- Store records.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD4810A  Support individuals in resource management change processes

Unit Descriptor
This competency standard covers the process of providing support for a person or business to change their management of resources within the context of the program. It requires the ability to identify change processes, conceptualise impact of changes, implement support techniques, and review support outcomes. Supporting resource management change processes requires a knowledge of relevant rural business practices and best practice, local natural resource management issues, community lifestyle and practices, relevant approaches to different cultures, change management theory and practices, action learning approaches and networks of assistance.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify change processes

1.1 Changes that will impact individuals' and families' business operations and private lives are identified to assess their impact.

1.2 Impacts are assessed in terms of the degree of impact on businesses and personal lives.

2. Conceptualise impact of changes

2.1 Discussions are initiated with individuals and families to identify their life-style, values and views on resource management and program issues to identify potential for change.

2.2 Potential difficulties individuals and families may have in implementing change in their business and private lives are identified.

2.3 Appropriate information and support approaches that address potential difficulties and are inclusive of cultural and equity are identified as part of change process.

3. Implement support techniques

3.1 Information is obtained to support individuals and families facing change.

3.2 Information is provided in appropriate format and context to support individuals and families considering the change.

3.3 Individuals and families are given positive encouragement and support as they consider and implement change.

3.4 Support approach and information given is provided in a culturally sensitive and equitable manner.

3.5 People are invited to seek additional assistance and provided with avenues of assistance where this will assist in their management of change.

4. Review support outcomes

4.1 Results of support provided are progressively assessed in terms of resources spent, change achieved and potential for further change.

4.2 Support approach is modified in light of results.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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 discussing resource management change processes at meetings, or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Supporting resource management change processes will require detailed information to be collected, analysed and organised by research and consultation.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Resource management change process activities are planned and organised by convening meetings and working individually with clients and stakeholders.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Supporting resource management change processes will require development and management of work teams to achieve outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical techniques relating to data gathering and interpretation can be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While supporting resource management change processes technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Information gathering and presentation technology may be required.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Where are changes likely to occur which are relevant to this standard?

In business practice to conserve natural resources and in private lives and activities.

What forms of individuals’ and families’ business operations may be included?

Farms and related rural occupations involving land and water resources, tourism, fishing, other industry and pollution/environmental impacts, management of pollution and degradation, management of weeds, pests etc., and fencing areas of natural resources/heritage.
<table>
<thead>
<tr>
<th>What forms of individuals' and families' private lives may be included?</th>
<th>General lifestyle in use of resources, recreational activities e.g., camping, fishing, 4WD use, disposal of garbage, recycling and contribution to programs and projects.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What impacts may be relevant?</td>
<td>Voluntary change, change for long term sustainability of rural property and/or resource, change to meet current or future legislative requirements and management of risks in current or proposed practices.</td>
</tr>
<tr>
<td>What are some potential difficulties that may be encountered?</td>
<td>Personal views, business finances and operations not compatible with change, requirement for expenditure to implement change and range of views or disagreement among family members including strong views and personalities.</td>
</tr>
<tr>
<td>What sort of information may be collected?</td>
<td>Written information about new processes and techniques, brochures on programs, technical information and verbal information.</td>
</tr>
<tr>
<td>What is the meaning of the term format and context?</td>
<td>Verbal explanations to relate to current business practices or lifestyle converting technical information to everyday language in a local context.</td>
</tr>
<tr>
<td>What could be the results of support?</td>
<td>Changed working practices, changed approach to natural resources and changed private lifestyle.</td>
</tr>
<tr>
<td>What might be considered to be a community?</td>
<td>Town, village, regional area, suburb or group of suburbs or self-defined group of families.</td>
</tr>
<tr>
<td>What levels of literacy are included?</td>
<td>Sourcing appropriate information, use of technical indexes, assessing level of complexity of written materials, and redrafting information into local context.</td>
</tr>
<tr>
<td>What forms of communication may be relevant?</td>
<td>Use of networks to obtain information, discussions with individuals and families to identify attitudes, current practices, issues, personalities and authority structures, negotiation, conflict resolution, personal support and use of plain English.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting individuals in resource management change process requires evidence that change management processes have been successfully supported according to community and agency guidelines and best practice procedures. The skills and knowledge required to support individuals in resource management change process must be transferable to a range of work environments and contexts. For example, this could include different communities, individuals, businesses and change management approaches.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant rural business practices and best practice within local context.
- Local natural resource management issues.
- Community lifestyle and practices, some with impact on natural resources.
- Relevant approaches to different cultures.
- Change management theory and practices.
- Action learning approaches.
- Networks of assistance.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Conduct informal discussions/interviews.
- Develop networks.
- Implement personal support techniques and processes.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
## RTD4811A Provide information on environmental issues and policies

### Unit Descriptor
This competency standard covers the process of researching, extracting and providing information on environmental issues and policies. It requires the ability to process a request for information on environmental issues and policies, identify information sources, organise self or others, ensure information meets request, prepare and finalise reports. Researching, extracting and providing information on environmental issues and policies requires knowledge of environment issues and environment policies, international treaties, agreements and charters, and researching and accessing data.

### Unit Sector
No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Process a request for information on environmental issues and policies | 1.1 Request is documented using the appropriate recording system.  
1.2 Approval to access information is sought when necessary.  
1.3 Appropriate response methods and format are researched and identified.  
1.4 Request for information is forwarded to another person where appropriate. |
| 2. Identify information sources | 2.1 Relevant sources and locations of information are identified and researched.  
2.2 Access to identified sources is obtained. |
| 3. Organise self or others to extract information on environmental issues and policies | 3.1 Information relevant to the particular request is located and extracted.  
3.2 Resolutions to problems accessing information are discussed with designated person and implemented where appropriate.  
3.3 Copy of extracted information is made. |
| 4. Ensure information meets request | 4.1 Information is assessed for its validity and reliability.  
4.2 Where information is unclear or difficult to understand, clarification and assistance is sought.  
4.3 Where available information is inadequate, additional information is obtained.  
4.4 Different types of information are combined, where appropriate, to provide a response to a request. |
| 5. Prepare report/correspondence | 5.1 Report/correspondence format, plan and structure are developed.  
5.2 Report/correspondence is written using clear and concise language.  
5.3 Spelling, punctuation and grammar is checked and errors are amended.  
5.4 Report/correspondence is formatted according to enterprise policies and procedures.  
5.5 Report/correspondence is checked for accuracy and to ensure that it's intended meaning is readily understood by recipient. |
6. Finalise report/correspondence

6.1 Review and sign off of report/correspondence is arranged with designated person where required.
6.2 Record of report/correspondence is made.
6.3 Report/correspondence is forwarded to client.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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 preparation of reports.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through extracting and filing of data.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>In response to requests for information and established processes and timelines.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Co-operation and collaboration in researching, extracting and reporting information.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Assembling and calculations based on data on environmental issues.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>In dealing with potential conflict situations especially where there is community concern regarding issues and legislation.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Through use of computers and communication systems.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

Where may request for information come from?

Individuals, landholders, schools, community groups and government employees.

What recording systems might be relevant to this standard?

Paper-based and electronic.
What appropriate responses may be included in this unit? Letters, reports, personal presentations, sending original information and sending copies of original information.

What sources of information may be relevant to this standard? Personal files, government reports, relevant legislation, Codes of Practice, national and international protocols and charters, statistics, local knowledge, original research, media (television, video, audio), articles (academic, on-line, newspaper, journal), specialist texts, letters, internal correspondence, and libraries.

What policies and procedures may be relevant to this standard? Report/correspondence format, information sources, document recording procedures, customer service protocol, security/confidentiality/privacy procedures, verifying and authorising information, recording information, and protocol for accommodating special client needs.

Who may be classified as a designated person? Supervisor, manager, colleague, nominated representative of community group, mentor or relevant senior person.

What environmental issues are relevant to this standard? Issues relating to land, vegetation, rivers, coasts and marine, biodiversity, and weed and vertebrate pest management.


What formats may be included in this unit? Photocopies, preparation of original documents and completion of proforma.
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in providing information on environmental issues and policies requires a report/correspondence to be prepared detailing local, regional and national environmental issues and policies as requested by the client. The skills and knowledge required to provide information on environmental issues and policies must be transferable to a range of work environments and contexts. For example, this could include different environmental issues and policies, client groups and pertaining to different regions and areas.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant local, regional, state and national environment issues.
- Relevant local, regional, state and national environment policies.
- International treaties, agreements and charters.
- Types of information sources.
- Methods and means of accessing data.
- Means of validating information.
- Types of reports and their uses.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Follow the enterprise's policies and procedures; make notes from spoken and written texts in chosen fields of knowledge; sequence writing with attention to organising principles of time, importance or other workplace relevant system; use vocabulary and grammar appropriate to register, and to create nuances of meaning.
- Research, elicit and source correct information; check and validate information with peers/teacher/external source; consider aspects of context, purpose and audience when comprehending or generating texts; draw together information gathered from a range of sources, then summarise data in a logically coherent report/brief.
- Listen and question to clarify and elicit information; participate effectively in spoken interactions; communicate ideas, arguments and conclusions logically, clearly and concisely in an appropriate form using appropriate vocabulary; provide clear sequenced oral instructions to others.
- Identify gaps in information and gather necessary information from external sources; select alternative methods to locate information.
- Proofread and edit reports/correspondence.
- Record and file data, and adhere to designated deadlines.
Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTD4906A Develop work practices to accommodate cultural identity

Unit Descriptor

This competency standard covers the process of developing work practices to accommodate cultural identity and recognising the role that history has had in shaping cultural identity in relation to work within an Indigenous community or organisation. It requires the ability to investigate government policies and practices relating to Indigenous peoples since European settlement, synthesise changes that have occurred in Indigenous societies, outline effects of current work related issues, determine the impacts of competing factors on self esteem/identity, and design work practices to accommodate cultural identity. Developing work practices to accommodate cultural identity requires knowledge of Indigenous communities and protocols, cultural customs and heritage, connections between self-esteem, identity, community and work, Indigenous history, legislation and policies impacting on Indigenous communities and organisations, and designing work practices.

Note: Delivery and assessment against this competency standard must comply with community protocols and guidelines, and be supported by elders and custodians of country.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Investigate government policies and practices relating to Indigenous peoples since European settlement

   1.1 The intentions of government policies and practices since European settlement are outlined.

   1.2 The effects of these policies and practices on Aboriginal and Torres Strait Islander communities are summarised.

   1.3 How these policies and practices affected own community and/or family are outlined.

2. Identify changes that have occurred in Indigenous societies

   2.1 Government policies operating since European settlement are summarised and documented.

   2.2 The changes that have occurred to Aboriginal and Torres Strait Islander societies as a result of policies and practices, the responses and the views of Indigenous groups are outlined.

   2.3 The impacts of these changes on the Indigenous community and/or family are described.

3. Outline effects of current work related issues on Indigenous societies

   3.1 Key work related issues that impact on Aboriginal and Torres Strait Islander societies today are defined.

   3.2 The people involved in key issues are described and recorded.

   3.3 The community views on issues are summarised and recorded.

   3.4 Methods of addressing the keys issues are summarised.

   3.5 The future outcomes and/or resolutions for these issues are predicted.
4. Determine the impacts of competing factors on self esteem/identity

4.1 Events/occurrences in everyday life that give rise to feelings of both positive and negative self-esteem are described.
4.2 **Elements which affect self-esteem** are listed.
4.3 How these elements impact on self are described and recorded.
4.4 Positive strategies for dealing with impacts on self-esteem/identity are developed.

5. Design work practices to accommodate cultural identity

5.1 **Work practices**, which enhance individual's morale, are defined and implemented.
5.2 Elements which affect self-esteem in work environments are incorporated into the work practices.
5.3 Staff are consulted in the preparation and design of these work practices according to community and organisational protocols and guidelines.
5.4 Positive strategies for dealing with impacts on self-esteem/identity are developed.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Communication of ideas and information can be applied in consultation with staff members, community organisations, committees and fellow workers.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Information can be collected, analysed and organised through research of historical documents, and oral history of community members including consultation with elders.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Activities can be planned and organised according to community and organisational guidelines and best practice procedures.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Teamwork can be applied through working within an Indigenous organisation or community.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques can be applied through completion of simple mathematical tasks required by Indigenous organisation or community.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills can be applied through negotiating works practices with staff and committees.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology can be applied through accessing and recording hard copy or electronic information.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

How should the specified periods of time be broken up?

What historical and current government policies have impacted on cultural identity?
Colonisation, protectionism, assimilation, integration, self-determination, self-management and reconciliation.

What are some of the work related issues relevant to this standard?
Selection procedures, promotion procedures, enforcement of legislation and regulations, consultative or participative mechanisms, cultural and intellectual property rights, training processes, work ethic, and procedures and policies of the workplace.

What elements which affect self-esteem may be considered?
Communication patterns of colleagues or clients, perceptions of culture, perceptions of Aboriginality or Torres Strait Islander identity, gender roles and stereotypes, racial stereotypes, roles and responsibilities at work, family upbringing, organisational cultural norms, and perceptions of value of different work roles and their complexity.

Which work practices may be included?
Selection procedures, promotion procedures, enforcement of legislation and regulations, consultative or participative mechanisms, training processes, procedures and policies of the workplace, and leave provisions and their application.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?
Competence in determining impacts of cultural identity at work requires evidence that the work practices and procedures have been prepared and are designed to accommodate cultural identity within Indigenous communities and/or organisations. The skills and knowledge required to determine impacts of cultural identity at work must be transferable to a range of work environments and contexts. For example, this could include different work practices, community groups and organisations.

What specific knowledge is needed to achieve the performance criteria?
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Indigenous communities and protocols.
- Cultural customs and heritage.
- Connections between self-esteem, identity, community and work.
- Indigenous history.
- Legislation and policies impacting on Indigenous communities and organisations.
- Key work issues
- Work practices.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Investigate government policies and practices relating to Indigenous peoples since European settlement.
- Identify changes that have occurred in Indigenous societies.
- Outline effects of current work related issues.
- Determine the impacts of competing factors on self-esteem/identity.
- Design work practices to accommodate cultural identity.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
### RTD4907A Establish an office

**Unit Descriptor**
This competency standard covers the process of defining office requirements and establishing a small office for a group either as an independent office or as an annexe to an agency office. It requires the ability to identify preferred list of locations, negotiate arrangements for office and with suppliers, complete or supervise completion of layouts and plan, schedule and coordinate a series of related events, and to set up office. Establishing an office requires knowledge of requirements for office in terms of space, furniture and equipment and services, leasing and leases, requirements of relevant legislation, office procedures, occupational health and safety, and public safety.

**Unit Sector**
No Sector Assigned

**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
1. Establish location | 1.1 Potential locations for office are canvassed with agency and/or group to identify **advantages and disadvantages**.
 | 1.2 Office requirements in terms of space and office service are determined for use in selection process.
 | 1.3 Lease/office sharing arrangements are negotiated for preferred office locations to determine feasibility.
 | 1.4 Recommendations for office location are submitted for approval according to **agency, program and group requirements**.
 | 1.5 Lease/accommodation arrangements are completed according to approval and within budget.
 | 1.6 Applications for planning approval and service installations are arranged, where required, to legislative, group and commercial requirements.
 | 1.7 Office layout is prepared to obtain a safe and efficient workplace.
 | 1.8 Plans for office establishment are implemented after required approvals have been obtained.

2. Organise services | 2.1 Office services and connection locations are arranged with suppliers according to agency, program and group requirements.
 | 2.2 Installations are planned to provide an efficient office commencement and to comply with **legislative requirements**.
 | 2.3 Work of service suppliers is monitored to ensure instructions are complied with.
 | 2.4 Contact numbers and addresses for communications are obtained in time for **printing** of stationery.
 | 2.5 Signs and sign writing are sourced to layout, legislative and budget requirements.

3. Organise furniture and equipment | 3.1 Requirements for furniture and equipment are determined from operating plans.
 | 3.2 Additional requirements for furniture and equipment are sourced according to operating plans and agency or enterprise procedures.
 | 3.3 **Delivery** of furniture and **equipment** is scheduled in time for office start-up.
4. Organise initial supplies

4.1 Requirements for initial stock of **office supplies** are estimated for sourcing.

4.2 Initial stock of office supplies is sourced according to approval and enterprise procedures.

4.3 Requirements from printer are ordered to reflect the new office location.

4.4 Delivery of office supplies is scheduled in time for office start-up.

5. Start up office operations

5.1 Personnel are briefed on office start-up arrangements.

5.2 Furniture, equipment and supplies are located according to office plan.

5.3 Initial **office operating procedures** are established in accordance with agency or enterprise requirements.

5.4 Group members, agency, network of contacts, suppliers and clients are advised of new office location and contact details.

5.5 Adjustments are made to office layout and operations to achieve operational efficiency and comfort of personnel.

**KEY COMPETENCIES**

What processes should be applied to this competency standard?

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 in brackets 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>
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</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Through telephone, email, written correspondence, and discussions with clients and suppliers.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>With standard office procedures and equipment.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>In accordance with best administrative and ethical practices, and by consulting clients and suppliers.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Through working with others in establishing the office and its administrative systems and physical components.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Through costing of equipment and furniture, measuring office space, and determining the scope and extent of administrative requirements for the office.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>In responding to issues associated with Occupational Health and Safety, and with unforeseen situations in the establishment period.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>In sourcing materials and supplies, and setting up office equipment and communication systems.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

<table>
<thead>
<tr>
<th>What types of location may be relevant to this unit?</th>
<th>Separate office or attached to an agency or other business office, or an office in the premises of a group member.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the advantages and disadvantages which might apply?</td>
<td>Costs of set-up and operation, proximity to group(s), range of services available in or near office, space and arrangement of space, services already installed, and availability for storage of equipment.</td>
</tr>
<tr>
<td>What could the agency, program and group requirements include?</td>
<td>Type of office accommodation allowed, budget and agency/program guidelines, and proposed personnel and services.</td>
</tr>
<tr>
<td>Which services might be included in this unit?</td>
<td>Power, water, sewerage, gas, telephone and cabling, and plumbing internally to office and individual areas.</td>
</tr>
<tr>
<td>What are the legislative requirements which might be relevant?</td>
<td>Town planning, building, occupational health and safety, public safety, fire and acts under which services are provided.</td>
</tr>
<tr>
<td>What items may be included in printing?</td>
<td>Letterheads, envelopes, business cards, etc.</td>
</tr>
<tr>
<td>What might furniture and equipment include?</td>
<td>Existing, donated, borrowed or leased office furniture, and that shared with an existing tenant.</td>
</tr>
<tr>
<td>What could be included in delivery?</td>
<td>Existing and new office furniture, equipment and files.</td>
</tr>
<tr>
<td>Which forms of equipment may be relevant to this unit?</td>
<td>Computing equipment, telephone equipment, general office equipment, e.g., kitchen equipment, guillotines, copiers, facsimiles and typewriters.</td>
</tr>
<tr>
<td>What office supplies may be included?</td>
<td>Consumables and stationery, which may be supplied as part of a tenancy agreement with agency.</td>
</tr>
<tr>
<td>Which types of office procedures may apply to this unit?</td>
<td>Formal or informal, and may include opening hours, after hours arrangements, collection of mail and reception.</td>
</tr>
<tr>
<td>What forms of literacy may be necessary?</td>
<td>Reading and comprehending contract documentation, development of layouts, plans and schedules, and development of new stationery.</td>
</tr>
<tr>
<td>How might communication be relevant in this unit?</td>
<td>In negotiating arrangements for the office, with suppliers, and in coordinating a team.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in establishing office requires evidence that an office has been successfully established according to the elements and performance criteria of this standard and according to best practice and enterprise procedures and guidelines. The skills and knowledge required to establish an office must be transferable to a range of work environments and contexts. For example, this could include different locations, types of offices and enterprises.

| What specific knowledge is needed to achieve the performance criteria? |
| Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below: |
| - Basic requirements for office in terms of space, furniture, equipment and services. |
| - Leasing and leases. |
| - Requirements of relevant legislation. |
| - Office procedures. |
| - Occupational health and safety. |
| - Public safety. |

| What specific skills are needed to achieve the performance criteria? |
| To achieve the performance criteria, some complementary skills are required. These skills include the ability to: |
| - Identify preferred list of locations from advantages and disadvantages. |
| - Negotiate arrangements for office and with suppliers. |
| - Complete or supervise completion of layouts. |
| - Plan, schedule and coordinate a series of related events to set up office. |

| Are there other competency standards that could be assessed with this one? |
| This competency standard could be assessed on its own or in combination with other competencies relevant to the job function. |

| Essential Assessment Information |
| For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package. |
RTD4909A Prepare project acquittal

Unit Descriptor

This competency standard covers the process of preparing an acquittal report according to program guidelines. It requires the ability to establish acquittal records, identify transactions and reports relating to projects, prepare an acquittal in required format, and arrange audit of financial transactions. Preparing a project acquittal requires knowledge of program objectives and guidelines, basic financial reporting format, and procedures and knowledge of capability of word processing and spreadsheet packages.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Establish acquittal records
1.1 Records of materials, equipment and labour that are provided by group for project are established prior to project commencement to obtain information for acquittal report.

2. Identify transactions and reports relating to project
2.1 Accounting transactions and reports incorporated in group accounts and relating to project are identified for use in acquittal.
2.2 Funds provided by program and the group are identified to develop separate statements of program and group contributions.
2.3 In kind donations of materials, loan of equipment and donation of labour are identified and financial values are estimated for use in acquittal statements.

3. Prepare acquittal in required format
3.1 Acquittal is prepared from accounting and other information to program and contract requirements.
3.2 Program funds and expenditure are reported to show use on project and group operations, separately from group contributions to project.
3.3 Group contributions to project are reported to program and contract requirements.
3.4 Report is consolidated for approval and auditing.

4. Arrange audit of acquittal and transactions
4.1 Audit of report is arranged to program and contract requirements.
4.2 Approval of report is arranged to group, program and contract requirements.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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 discussing verbally or in writing a project acquittal with managers and others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Preparing a project acquittal will require detailed information to be collected, analysed and organised by research and consultation.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>In accordance with project guidelines issued by funding body, agreement and/or management committee.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Preparing a project acquittal will require coordination of self and others in a team.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical techniques relating to finance and budgets can be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>During project acquittal preparation, technical and organisational problems may arise requiring innovative solutions.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Accounting software technology may be required.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

**What might make up the group in this standard?**

Local group working within a program or a number of local groups working together for the purpose of completing the project. Groups may be incorporated or unincorporated according to the program requirements.

**How may a project be described in this standard?**

Separate project activity funded under program for specific purposes which may require separate accounts and accounting records. Regular reporting may be required on project basis.

**What could be included in the program?**

Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs and State Government community programs related to the environment.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How might records of group contributions be included?</td>
<td>Formally as part of project or accounting records, recorded by project supervisors or by group members, and would meet requirements of program and contract for accuracy and ability to be audited.</td>
</tr>
<tr>
<td>What accounting records would be required?</td>
<td>Those established by the group and those that meet program and contract requirements. Separate sub-accounts and bank accounts for project may be required.</td>
</tr>
<tr>
<td>What does the audit cover?</td>
<td>Completed by a person who is external to group according to the program guidelines and contract, assurance that the person had the appropriate qualifications for the project requirements, and covers management and security of funds, and ethical issues such as conflict of interest.</td>
</tr>
<tr>
<td>How is the value of contribution estimated?</td>
<td>According to program guidelines and contract, and may include fixed rates or current commercial rates and value of trainees where included in project.</td>
</tr>
<tr>
<td>What acquittal format may be included?</td>
<td>In a format defined by agency or contract or program guidelines, and conforms to requirements for accounting audit.</td>
</tr>
<tr>
<td>Which agencies might be relevant?</td>
<td>Commonwealth, State or Territory department or statutory body managing a program.</td>
</tr>
<tr>
<td>What levels of literacy are included?</td>
<td>Interpretation of contracts and guidelines, understanding of financial reports and reporting procedures, review, analysis and collation of transactions, financial and supporting data, and development of framework and text for report.</td>
</tr>
<tr>
<td>What forms of communication may be relevant?</td>
<td>Consultation with group committee, stakeholders, agency and representatives, and explanation of financial requirements and reports.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in preparing project acquittal requires evidence that a project has been properly acquitted according to community and agency guidelines and best practice procedures. The skills and knowledge required to prepare project acquittal must be transferable to a range of work environments and contexts. For example, this could include different projects, community groups, reporting formats and agencies.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Program objectives and guidelines.
- Group procedures and recording, including group management and committee procedures.
- Project background, processes and outcomes.
- Agency procedures.
- Basic financial reporting format and procedures.
- Knowledge of capability of word processing and spreadsheet packages.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Research through records.
- Collate financial and quantitative information.
- Develop report framework to suit requirements.
- Prepare report text within framework.
- Implement consultation processes to obtain information and obtain consensus on report.
- Use word processing and spreadsheet packages.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
# RTD4910A

## Unit Descriptor
This competency standard covers the process of preparing a report on a community project for future group and program reference. It requires the ability to identify project processes and outcomes, prepare report and revise report for distribution. Reporting on projects requires knowledge of program objectives and guidelines, group procedures and recording, monitoring approaches, project background, processes and outcomes, agency procedures, and knowledge of capability of word processing packages.

## Unit Sector
No Sector Assigned

## ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify project processes and outcomes</td>
<td>1.1 <strong>Scope of report and target audience</strong> is identified in contract, program guidelines, agency procedures, and group committee decisions.</td>
</tr>
<tr>
<td></td>
<td>1.2 Background to <strong>project</strong> is researched from available records.</td>
</tr>
<tr>
<td></td>
<td>1.3 Information is collated from project records, monitoring records, and information provided by group and <strong>other stakeholders</strong>.</td>
</tr>
<tr>
<td>2. Prepare report</td>
<td>2.1 <strong>Framework of report</strong> is prepared to required scope, target audience and guidelines.</td>
</tr>
<tr>
<td></td>
<td>2.2 Project report is prepared from researched information to contract, agency and group requirements.</td>
</tr>
<tr>
<td></td>
<td>2.3 Conclusions are prepared in consultation with informed personnel.</td>
</tr>
<tr>
<td></td>
<td>2.4 Draft report is circulated to identified stakeholders for comment according to group requirements and agency procedures.</td>
</tr>
<tr>
<td>3. Revise report for distribution</td>
<td>3.1 Draft report is revised to address comments from consultation.</td>
</tr>
<tr>
<td></td>
<td>3.2 Any unresolved issues are submitted to group committee for decisions.</td>
</tr>
<tr>
<td></td>
<td>3.3 Approval is obtained for revised report in accordance with contract, group and agency requirements.</td>
</tr>
</tbody>
</table>
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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 discussing verbally or in writing project reports with supervisors and others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Reporting on projects will require detailed information to be collected, analysed and organised by research and consultation.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Reporting activities are planned and organised in accordance with project brief/agreement and management committee requirements.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Reporting on projects will require coordination of self and others in a team.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical techniques relating to data gathering and interpretation can be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While reporting on projects, technical and organisational problems may arise requiring innovative solutions.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Word processing technology may be required.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What might the scope of report and target audience include?

It may be one or more local reports for use within a group or region, a report for use internally within the agency, a report defining outcomes for submission at the conclusion of a project, the group’s own evaluation of the project processes and outcomes, a report of project processes and outcomes for publication, documentation of new or modified processes used in the project, a summary for use in a regional evaluation or a program evaluation, and it may include collation and analysis of both qualitative and quantitative information.

How may a project be described in this standard?

Separate project activity funded under program for specific purposes which may require separate accounts and accounting records. Regular reporting may be required on project basis.
<table>
<thead>
<tr>
<th><strong>What is meant by the term contract?</strong></th>
<th>It is the contract under which the project funds were provided.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What are the program guidelines relevant to this standard?</strong></td>
<td>Guidelines published by department/authority administering the program.</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Which agencies might be relevant?</strong></td>
<td>Commonwealth, State or Territory department or statutory body managing a program.</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Which group might be included?</strong></td>
<td>Local group working within a program or a number of local groups working together for the purpose of completing the project, and groups may be incorporated or unincorporated according to the program requirements.</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>What monitoring records may be included in this standard?</strong></td>
<td>Records monitoring conditions before, during and after the project, or monitoring covering factors considered important in terms of the program and/or project. They may be numeric data, samples, photographs, and descriptions, and may include biodiversity, state of soil, water and/or air, health and behaviour of living things, or comments and observations by clients.</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Who might the other stakeholders within this standard include?</strong></td>
<td>People within the group, clients of the group and/or program, local government, other groups, regional facilitators/coordinators as agents of agency, and the agency.</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>What might be included in the framework of report?</strong></td>
<td>Report headings, may be provided or determined by report writer(s), and report abstract.</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>What could be included in the program?</strong></td>
<td>Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs and State Government community programs related to the environment.</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>What levels of literacy are included?</strong></td>
<td>Interpretation of contracts and guidelines, review, analysis and collation of data, and development of framework and text for report.</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>What forms of communication may be relevant?</strong></td>
<td>Identifying and recording oral information and consultation with group committee, stakeholders, agency and representatives.</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in preparing project report requires evidence that a report has been completed and distributed on a community project that has been prepared according to community and agency guidelines and best practice procedures. The skills and knowledge required to prepare project report must be transferable to a range of work environments and contexts. For example, this could include different community groups, projects and reporting formats.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Program objectives and guidelines.
- Group procedures and recording, including group management and committee procedures.
- Monitoring approaches.
- Project background, processes and outcomes.
- Agency procedures.
- Knowledge of capability of word processing packages.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Research through records and oral reports.
- Collate qualitative and quantitative information.
- Develop report framework to suit requirements.
- Prepare report text within framework.
- Implement consultation processes to obtain information and obtain consensus on report.
- Use word processing and spreadsheet packages.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
Contribute to association governance

This competency standard covers the process of contributing to association governance to be an effective committee member of an incorporated association. It requires the ability to monitor association activities, identify opportunities, threats and risks, and participate in board/committee meetings. Contributing to association governance requires knowledge of relevant legislation, basic financial statements, committee meeting and members meeting procedures, objectives and rules of association and community goals and plans, and diversity in community and range of views and goals.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Monitor association activities

   1.1 Activities undertaken by group are monitored to ensure:
      1.1.1 association objectives are being adhered to,
      1.1.2 resolutions of committee and members meetings are being followed,
      1.1.3 finances are properly managed,
      1.1.4 any employees are managed and volunteers are appropriately supervised,
      1.1.5 legislative requirements are being met,
      1.1.6 ethical requirements are being met,
      1.1.7 group operations and approaches are sensitive to and inclusive of community and sections within the community.

   1.2 Variations from expected standards are noted, and where required, immediate or routine action taken.

2. Identify opportunities, threats and risks

   2.1 Opportunities for the group to commence new projects or activities are identified and submitted to the committee.
   2.2 Threats to the ongoing operation of the group are identified and raised at committee meetings.
   2.3 Risks associated with the group's activities and ongoing operation are identified.
   2.4 Risks and proposed risk control measures are submitted to the committee.

3. Participate in board/committee meetings

   3.1 Committee agendas are reviewed prior to meetings.
   3.2 Agenda items and reports to committee are submitted as required.
   3.3 Committee meetings are attended and issues discussed as placed on the agenda or as modified.
   3.4 Good communications are established and maintained with other committee members to ensure competent management of group affairs.
   3.5 Personal observations and concerns including opportunities, threats and risks are raised at committee meetings.
   3.6 Actions are taken on personal commitments made at committee meeting and reported to the committee.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Through discussions at meetings or formally in writing with stakeholders and association office holders.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through the association offices and networks, and in accordance with legislative, ethical and association guidelines and practices.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Through convening meetings and standing committees, and working individually with stakeholders.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Through working with committees in decision-making.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical techniques relating to data gathering and interpretation can be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Through committee work, technical, organisational and other problems may arise requiring complex solutions.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Information gathering and presentation technology can be applied.</td>
<td>-</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What might be described as association objectives? Any listed in the articles/constitution and rules procedures, those that comply with legal, financial and group requirements, and any specialist advice sought.

What finances may be relevant to this unit? Those reported or discussed at meetings, any answers to questions, budgets and actual reports, and any procedures to comply with legislative and program requirements.
| **What areas of employee supervision may apply in this unit?** | Direct supervision and appropriateness, recruitment of paid employees and volunteers, appraisal of paid employees including any disciplinary actions, employment conditions including remuneration and benefits, training provided, relationships and co-operation between employees, employees and volunteers, and with committee. |
| **What legislative requirements may be included?** | Association incorporation, taxation and audit, programs, industrial relations and employment, occupational health and safety, public safety, relevant business law and relevant common law. |
| **What could be the ethical requirements in relation to this unit?** | Equal opportunity, disability issues, fair dealing with community and employees, and conflict of interest. |
| **How could approaches sensitive and inclusive of community and sectors of community be relevant?** | Group does not offend sectors of community, sensitive to Indigenous communities, migrants, and particular perspectives of women and men. |
| **What immediate or routine action may take place?** | Immediate action may involve a request to stop work or change practices, request for urgent committee meeting, action to rectify error or fault. Routine action may involve a request for committee agenda item or the recording of a complaint by a group member, employee, volunteer or member of the public. |
| **What could the opportunities include?** | To expand activities of the group or to commence new activities or projects. |
| **What are the threats which may apply to this unit?** | To the group finances or viability, image, ongoing activities and employment from external source, group not having clear goals, and the direction of group influenced by minority interests. |
| **Where could risks that may affect the group come from?** | The activities of the group, requiring risk assessment and risk control measures, e.g., occupational health and safety and public safety, use of copyright/proprietary material, provision of incorrect advice and safety of works and work sites, etc. Risk can be managed through procedures and insurances. |
| **How might communication be of benefit to this unit?** | With group members and public on issues and activities with employees and volunteers, at committee meetings, and handling people who have strong opinions/characters. |
| **How could personal commitments be relevant?** | To take action on committee information requirements or decisions, e.g., prepare report, obtain circulars, form part of sub-committee, or to complete some action on behalf of group. |
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in contributing to association governance requires evidence that effective contributions have been made according to elements and performance criteria for this competency standard and according to enterprise guidelines. The skills and knowledge required to contribute to association governance must be transferable to a range of work environments and contexts. For example, this could include different community associations, locations and types of contributions.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Requirements of relevant legislation.
- Interpretation of basic financial statements.
- Requirements of programs.
- Committee meeting and members meeting procedures.
- Objectives and rules of association.
- Basic management practice including practices in employing people.
- Community goals and plans, and diversity in community and range of views and goals.
- Occupational health and safety.
- Public safety requirements.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Make contributions at meetings.
- Communicate with individuals and small groups on issues.
- Prepare brief verbal and written reports.
- Contribute to conflict resolution.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
Manage natural area restoration programs

This competency standard covers the process of managing natural area restoration programs. It requires the ability to inspect and assess site for the replacement of vegetation, plan natural area restoration program, monitor natural area restoration works, and review the natural area restoration program. Managing natural area restoration programs requires a knowledge of natural area restoration techniques, identification of plant and animal threats to treated areas, soils and nutrients, plant selection and culture, calculations for materials, preparation of plans and specifications and project management.

ELEMENT PERFORMANCE CRITERIA

1. Inspect and assess site for replacement of vegetation

1.1 A vegetation assessment report is prepared.
1.2 Site conditions, level of degradation and potential for natural area restoration are determined.
1.3 Threats to existing ecosystem, flora, fauna and property from natural area restoration works are assessed.
1.4 Range of likely operating conditions, hazards and difficult/sensitive environments are assessed for impact on natural area restoration works.

2. Plan natural area restoration program

2.1 Plans and specifications for natural area restoration works are prepared according to program/management aims and objectives.
2.2 Natural area restoration techniques are selected to meet management plans and enterprise requirements.
2.3 Staging strategy for works is outlined.
2.4 Protective structures are planned to ensure compliance with OHS and relevant legislation.
2.5 Appropriately skilled personnel are selected.
2.6 Equipment and personnel are transported to natural area restoration sites without injury or damage according to enterprise procedures.
2.7 Appropriate permits/licenses and authorisations are obtained according to legislative and enterprise requirements.
2.8 Equipment and materials required for natural area restoration work is sourced according to enterprise procedures.
3. Monitor natural area restoration works

3.1 **Observations** are made according to natural area restoration plans and to enterprise procedures.

3.2 Checks are made that the site is prepared according to specifications.

3.3 Plant materials, machinery and equipment are checked to ensure compliance with enterprise guidelines and natural area restoration plan.

3.4 Natural area restoration works are effected according to enterprise guidelines.

3.5 Work is monitored to ensure remedial action is undertaken as required.

3.6 Occupational health and safety management conforms to legislative requirements and enterprise policies and procedures.

4. Review natural area restoration program

4.1 Site is monitored to ensure compliance with **maintenance** program plans and specifications or enterprise guidelines.

4.2 Site is assessed to determine whether natural area restoration works are addressing factors and issues consistent with management plans.

4.3 Changes to **natural area restoration techniques** are reported to enterprise procedures for adoption in future works.

**KEY COMPETENCIES**

What processes should be applied to this competency standard?

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 in brackets 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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<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 written and verbal briefing of field staff.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising</td>
<td>Preparation of plans and specifications from site assessment and analysis.</td>
<td>2</td>
</tr>
<tr>
<td>Plannning and organising activities</td>
<td>Scheduled and resourced according to enterprise guidelines.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Collaborating with and supporting those involved in restoration programs.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Calculation and costing of materials, labour, machinery.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Reviewing works and making recommendations for changes in future programs.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Communication systems and information management systems.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

<table>
<thead>
<tr>
<th>What site conditions may be included?</th>
<th>Plant and animal community health, soil types, moisture content, pH levels, salinity, texture, compaction, aspect, pollutants, toxicity, climate, buildings, road works and shade.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which natural area restoration techniques are relevant to this standard?</td>
<td>Assisted natural regeneration, hand planting, mechanical planting, direct seeding and mechanical sowing.</td>
</tr>
<tr>
<td>Which methods of maintenance are included?</td>
<td>Watering, mulching, fertilising, protection, staking and weeding.</td>
</tr>
<tr>
<td>What protective structures may be necessary?</td>
<td>Signs, fences, barriers, clothes, stakes and mulches.</td>
</tr>
<tr>
<td>What areas may be included in the plans?</td>
<td>Local plans and park and reserve management plans.</td>
</tr>
<tr>
<td>Which OHS requirements may be applicable to this standard?</td>
<td>Codes of practice, enterprise policies and procedures, and certification/licensing of personnel.</td>
</tr>
<tr>
<td>What permits/licences may be included?</td>
<td>Permits/licences may cover fire, vehicle operation (including heavy vehicles), access to specific places, working near threatened species, and for herbicide application.</td>
</tr>
<tr>
<td>What sorts of legislative requirements might be relevant to this standard?</td>
<td>Local Government, National and International, Native Title, National and International Heritage agreements.</td>
</tr>
<tr>
<td>What would constitute a threat within the context of this standard?</td>
<td>Interactions with human activity, fire, seasonal flooding.</td>
</tr>
<tr>
<td>Which methods of observation and measurement may be included?</td>
<td>Recording of incidents or events, recording of counts, recording of locations by reference to physical features or through GPS, use of monitoring equipment and manual recording of results, checks of automatic recording equipment and telemetry links.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in managing natural area restoration programs requires evidence that a natural area restoration program has been successfully managed according to enterprise guidelines and industry best practice. The skills and knowledge required to manage natural area restoration programs must be transferable to a range of work environments and contexts. For example, this could include different environments, plant species, timelines and natural area restoration techniques.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Plant species and community recognition.
- Natural regeneration potential and limits.
- Ecological restoration theory and techniques.
- Factors affecting the timing and method of plant establishment.
- Identification of plant and animal threats to treated areas.
- Principles and methods relating to the prevention and control of pests and diseases.
- Safety requirements when handling and using hazardous goods.
- Soils and nutrients, plant selection and culture.
- Calculations for materials.
- Legislative requirements.
- Preparation of plans and specifications.
- Occupational Health and Safety.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Inspect and assess site for restoration.
- Plan natural area restoration program.
- Monitor natural area restoration works.
- Review natural area restoration program.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
### RTD5102A Manage fauna populations

#### Unit Descriptor
This competency standard covers the process of managing fauna populations. It requires the ability to assess fauna populations, prepare management plan, and control or maintain fauna populations. Managing fauna populations requires knowledge of legislative and enterprise requirements, biology of the species and its habitats, predators and competitors, field monitoring and assessment techniques, firearms and/or trapping license requirements, fauna capture and disposal techniques, and animal care and ethics committee license requirements.

#### Unit Sector
No Sector Assigned

#### PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Access fauna populations | 1.1 Conduct surveys for distribution, ecology, viability, genetic diversity and threats.  
1.2 Increase or decrease in species population size and range is determined.  
1.3 Desirability of the population change is assessed in terms of impact on immediate environment.  
1.4 Condition of the environment and habitats is assessed for ongoing support of the species.  
1.5 Overall species numbers and other locations are researched to determine significance of local population.  
1.6 Attitudes of stakeholders to the species are assessed to determine acceptable range of population management options.  
1.7 Cost/benefit analysis of population management options is completed. |
| 2. Prepare management plan | 2.1 Plan of management is developed from assessment according to enterprise procedures.  
2.2 Submissions for funds are made to implement the plan of management according to enterprise procedures.  
2.3 Plan of management is assessed, endorsed and recommended according to enterprise procedures, costs and funds. |
3. Control or maintain fauna populations

3.1 Plan to control or maintain species is developed into a series of intervention measures in accordance with enterprise policy and resource constraints.

3.2 Measures to manage population are implemented according to legislative and enterprise requirements.

3.3 Permits for population management are obtained according to legislative requirements.

3.4 Stakeholders and staff are informed about population management measures according to enterprise procedures.

3.5 Staff are trained, and where required, licensed to manage population.

3.6 Occupational health and safety and public safety requirements are met during process to manage population.

3.7 Incidents with species are managed according to legislative, enterprise, occupational health and safety and public safety requirements.

3.8 Plan of management is monitored and adjusted and results recorded in accordance with legislative requirements and enterprise procedures.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Written and verbal instructions to agency management, field staff and contractors.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through fauna research and population size assessment according to agency guidelines.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Development of control strategies and techniques.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Operations involving assessment of fauna populations and management activities.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Analysis of statistics regarding fauna populations.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Identification of appropriate management strategies for managing fauna.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Use of field equipment and communication systems.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

In which areas might the management of species be relevant?
- Park, reserve, community lands or over a wider area, e.g., region, State or National.

What does viability include?
- The ability of species to maintain biodiversity and to breed in face of threats.

Which threats may be included in this standard?
- Damage to habitats, predators, damage to food sources, fire, unseasonal weather conditions, pests and disease, human presence and interventions (including hunting, killing, injury to species and other actions), habitat loss and fragmentation, and competition with introduced species for food, shelter, sites, etc.

How is genetic diversity determined?
- Through research into history of communities in the area under review, field monitoring and assessment, and genetic testing of individuals within populations.

How is the significance of local population assessed?
- In terms of overall population, viability of populations and habitats and its genetic diversity.

How is the local environment impacted?
- By population expansion or contraction through other species of flora and fauna, soils, water and land forms.

How is the condition of the environment determined?
- By an assessment of its natural integrity, habitats, ecosystem diversity, species diversity, community diversity and viability, earth processes and succession.

How might the plan of management be defined?
- By internal memos, letters or reports, or by formal report and funding submissions.

What forms of records may be included?
- Records of observations, formal reporting documents, electronic databases and records, incident reports and formal progress reports.

Who might be the stakeholders relevant to this standard?
- The enterprise managing place or area, Government agency with management responsibility for place or area or legislative responsibility over place or area, voluntary agencies with an interest in the place or area, research and/or historical and/or educational institutions and personnel, visitors to the place or area, Indigenous peoples with an interest in the place or area, local population and general public, international communities, businesses operating in park such as tour operators, concessionaires and accommodation operators, future generations, primary producers, Departments of Primary Industry, tourists and those with commercial interests (e.g., kangaroo shooters).
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What methods might be used to obtain stakeholders' views?</td>
<td>Through interviews, meetings with groups of stakeholders, media, visitor surveys, mailed letters or questionnaires.</td>
</tr>
<tr>
<td>What are the views of stakeholders that may be included?</td>
<td>Impact on region of place/area, cultural values, views based on historical events, desire to protect indigenous species and geophysical areas of value, access for environmental protection, cultural, tourism, recreation, and other resource use purposes, economic and social.</td>
</tr>
<tr>
<td>How might population decrease be managed?</td>
<td>By poisoning, shooting, trapping, physical removal of habitats, transfer to another location, biological agents, and sterilisation.</td>
</tr>
<tr>
<td>How might population increase be managed?</td>
<td>By control of predators, physical protection, removal of competitors, breeding programs, management of genetic diversity, protection/regeneration/restoration of habitats and re-introduction to areas.</td>
</tr>
<tr>
<td>Which permits and licences may be included?</td>
<td>Firearm, license to trap, shoot or capture, license to keep in captivity, permit to sell, permit to remove young or eggs, scientific license, Animal Care and Ethics Committee or equivalent license, and Commercial harvesting license.</td>
</tr>
<tr>
<td>What sorts of incidents may be relevant to this standard?</td>
<td>Accidents while assessing, monitoring or capturing species and attacks by species on staff.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in managing fauna populations requires evidence that a fauna population has been successfully managed according to enterprise guidelines and industry best practice. The skills and knowledge required to manage fauna populations must be transferable to a range of work environments and contexts. For example, this could include different species, environments and management techniques and approaches.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Legislative and enterprise requirements.
- Biology of species, habitats, predators, competitors.
- Field monitoring and assessment techniques.
- Basic veterinary understanding of species.
- Management planning.
- National and international research on fauna populations and genetic diversity.
- Firearms and/or trapping license requirements.
- Fauna capture and disposal techniques.
- Source information and implement instructions on the care of fauna.
- Animal Care and Ethics Committee license requirements.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Assess fauna populations.
- Prepare management plan.
- Control or maintain fauna populations.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5202A Design control measures and structures

Unit Descriptor
This competency standard covers work functions associated with the formal engineering design of erosion and sediment control measures, and structures including farm dams. The work is carried out on land disturbing projects in both urban and rural environments. It requires the ability to identify measures to be designed, apply design procedures, and prepare specification schedule. Designing control measures and structures requires a knowledge of relevant environmental, planning and groundwater legislation, erosion control and design principles, soils and soil formation, earthmoving principles, total catchment issues, managing peak water flows, and subsurface and surface drainage principles and systems.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify measures to be designed
   1.1 Plan or strategy is reviewed for technical accuracy and environmental impacts.
   1.2 Adherence to regulations and legislation is confirmed and noted on works plans.
   1.3 Design criteria are applied in line with industry standards.

2. Apply design procedures
   2.1 Catchment characteristics are calculated to required accuracy in line with industry standards.
   2.2 Methods to determine design specifications are in accordance with industry standards.
   2.3 Measures are modified in response to applying design procedures and follow accepted industry practises.

3. Prepare specification schedule
   3.1 Documentation provided aligns with the plan and follows industry standards.
   3.2 Suitability of design specifications are confirmed to comply with the category of work.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 transferrable 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 in brackets 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>By discussing control measures and structures unit at meetings, or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Designing control measures and structures will require detailed information to be collected, analysed and organised by research and consultation.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Designing control measures and structures requires following industry best practice design processes and procedures.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Designing control measures and structures will require development and management of work teams to achieve outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Complex mathematical techniques relating to design and construction could be applied.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While Designing control measures and structures, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Design and information presentation technology may be required.</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What is the industry standard for design measures and structures?

Australian Rainfall & Runoff 1987.

Which industry sectors may be included?

Local government, urban, civil construction, forestry, extractive industry, rural, natural resource management.

Which industry people may be included?

Site engineers, project managers, advisers, consultants, earthmoving contractors, site supervisors, forest supervisors of foresters.
**What types of measures designed may be included?**

Sediment basins, containing banks, waterways, run-off control structures, revegetation, rural road and track drainage structures, top soil stripping, stock piling and respreading, silt fencing, hay bales, raised pondage around drop inlet drains, netting windbreaks, watering for dust control, dams, flumes, pipe structures, drop structures, diversion banks, catch drains, graded banks.

**EVIDENCE GUIDE**

What evidence is required to demonstrate competence for this standard as a whole?

Competence in designing control measures and structures requires evidence that designs and specifications have been prepared and documented according to enterprise guidelines and industry best practice. The skills and knowledge required to design control measures and structures must be transferable to a range of work environments and contexts. For example, this could include different measures and structures, environments and locations.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant environmental, planning and groundwater legislation.
- Erosion control and design principles.
- Soils and soil formation.
- Levels and levelling.
- Earthmoving principles.
- Total catchment issues.
- Legal requirements - permits.
- Environmental issues.
- Managing peak water flows.
- Subsurface and surface drainage principles and systems.
- Awareness of the limitations of design aids provided for industry.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Identify measures to be designed.
- Apply design procedures.
- Prepare specification schedule.
- Cost and provide recommendations.
- Collaborate with planner.
- Use computer design programs.

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.
Essential Assessment Information

For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package.
RTD5203A  Plan erosion and sediment control measures

Unit Descriptor

This competency standard covers the development of erosion and sediment control plans, which address the relevant legislation and issues associated with land disturbing projects. It requires the ability to establish the suitability of a development proposal, develop erosion and sediment control strategies, and to prepare an erosion and sediment control plan. Planning erosion and sediment control measures requires knowledge of relevant environmental, planning and ground water legislation, erosion and sediment control techniques, design principles, soils and soil formation, levels and levelling, earthmoving principles, total catchment and other issues, subsurface and surface drainage principles, and systems and awareness of the limitations of design aids provided for industry.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Establish suitability of development proposal
   1.1 Data concerning suitability of development site is compiled using industry methodology.
   1.2 Alterations or modifications to the development plan are noted and reported to developer or consent authority.
   1.3 Compliance is established with relevant regulatory planning authority or environmental legislation following industry procedures.
   1.4 Concurrence is established relating to suitability of development proposal and conforms with erosion and sediment control guidelines.

2. Develop erosion and sediment control strategy
   2.1 Erosion control measures are developed consistent with industry principles and selection criteria.
   2.2 Sediment control measures are developed consistent with industry principles and selection criteria.
   2.3 Erosion and sediment control strategies are established and documented in co-operation with the developer and relevant consent authority.

3. Prepare an erosion and sediment control plan
   3.1 Selection criteria for earthwork structures or measures are checked against industry guidelines.
   3.2 Design specifications for structures incorporated in plan details.
   3.3 Erosion and sediment control plan and documentation supporting the plan follow industry guidelines.
**KEY COMPETENCIES**

What processes should be applied to this competency standard?

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 in brackets 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>By discussing erosion and sediment control measures at meetings, or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Planning erosion and sediment control measures will require detailed information to be collected, analysed and organised by research and consultation.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Planning erosion and sediment control measures requires extensive planning and organising of resources and others.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Planning erosion and sediment control measures will require the development and management of work teams to achieve outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Complex mathematical techniques relating to erosion control design could be applied.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While Planning erosion and sediment control measures, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Analysis, design and presentation technology may be required.</td>
<td>3</td>
</tr>
</tbody>
</table>

**RANGE STATEMENT**

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

**Which industry sectors may be included?**

Local government, urban, civil construction, forestry, extractive industry, rural, natural resource management.
<table>
<thead>
<tr>
<th><strong>What are the nine industry standard planning principles for erosion and sediment control?</strong></th>
</tr>
</thead>
</table>
| • Measures taken to ensure compatibility of land capability and proposed development.  
  • Erosion and sediment control plans prepared.  
  • Land exposure is the smallest area for the shortest possible time.  
  • Topsoil is saved for re-use.  
  • Runoff controlled onto, through and from the site.  
  • Erosion control measures utilised to prevent on-site damage.  
  • Sediment control measures utilised to prevent off-site damage.  
  • Disturbed area rehabilitated quickly.  
  • Erosion and sediment control measures maintained. |

<table>
<thead>
<tr>
<th><strong>Which industry sector people who access development sites may be included?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contractors, designers, planners, site engineers, project managers, advisers and consultants that plan erosion and sediment control works and practices, foresters.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Which components of erosion and sediment control strategy may be included?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Control of run-on water above the site, existing and formed drainage patterns, preventing on-site damage, rapid revegetation and mulching.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Which site data relating to suitability may be included?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Site physical features, soil particle size and erodibility, existing drainage patterns.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Which types of projects may be included?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Control of land degradation, dune reclamation, mine rehabilitation, water conservation, drainage systems, ponding schemes, (rural) road and track construction and maintenance.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in planning erosion and sediment control measures requires evidence that erosion and sediment control measures have been planned and documented according to enterprise guidelines and industry best practice. The skills and knowledge required to plan erosion and sediment control measures must be transferable to a range of work environments and contexts. For example, this could include different soils, situation and topography.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant environmental, planning and groundwater legislation.
- Planning process for erosion and sediment control.
- Erosion control and design principles.
- Soils and soil formation.
- Levels and levelling.
- Earthmoving principles.
- Total catchment issues.
- Legal requirements - permits.
- Environmental issues.
- Country code.
- Managing peak water flows.
- Subsurface and surface drainage principles and systems.
- Awareness of the limitations of design aids provided for industry.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Establish suitability of development proposal.
- Collaborate with designers.
- Prepare reports on erosion and sediment control plans.
- Effectively communicate.
- Develop erosion and sediment control strategy.
- Prepare an erosion and sediment control plan.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
**RTD5204A Plan conservation earthworks**

**Unit Descriptor**
This competency standard covers the development of conservation works plans featuring erosion control for the protection of rural lands. It requires the ability to establish client needs, develop a strategy to utilise earthworks, and prepare a detailed works plan. Planning conservation earthworks requires knowledge of relevant environmental, planning and ground water legislation, erosion control and design principles, natural areas (particularly topsoil) protection, soils and soil formation, levels and levelling, earthmoving principles, total catchment and other issues, subsurface and surface drainage principles, and systems and awareness of the limitations of design aids provided for industry.

**Unit Sector**
No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Establish client needs | 1.1 The proposed land use is discussed and confirmed in writing with the landholder.  
1.2 The catchment characteristics are reviewed and discussed considering the proposed land use.  
1.3 Current impacting legislation and policies are explained to the landholder.  
1.4 Possible strategies are discussed with the landholder and the best option confirmed in writing. |
| 2. Develop the strategy to utilise earthworks | 2.1 Property ownership and boundary are confirmed by checking maps and titles.  
2.2 Profile of catchment is determined from survey and aerial photographs.  
2.3 Earthworks concept is developed consistent with industry principles and selection criteria.  
2.4 Final water disposal points are established in line with proposed strategy.  
2.5 Proposed location of structures are tested by survey and discussed with landholder.  
2.6 Preferred strategy is documented according to enterprise guidelines. |
| 3. Prepare a detailed works plan | 3.1 Plan is prepared according to enterprise guidelines and industry best practice.  
3.2 Selection criteria applied for earthwork structures or measures aligns with industry standards.  
3.3 Design of relevant structures are communicated with specific details to qualified designer.  
3.4 Relevant documentation is prepared and presented, and is consistent with category of work and industry standards. |
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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 discussing conservation earthworks planning at meetings or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Planning conservation earthworks will require detailed information to be collected, analysed and organised by research and consultation.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Planning conservation earthworks requires designing strategies and processes.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Planning conservation earthworks will require development and management of work teams to achieve outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Complex mathematical techniques relating to surveying, planning and design could be applied.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While planning conservation earthworks, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Planning, presentation and design technology may be required.</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Which impacting legislation may be included? State soil conservation acts, relevant OHS provisions, environmental, pollution control acts, native vegetation and water reform acts, local government act.

Which earthworks constructions may be included? Dams, bank and drain, waterways, land rehabilitation and water ponding schemes.

Which water requirements may be included? The consideration of the volume of run off from the catchment profile, size and shape of storage.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which types of dams may be included?</td>
<td>Gully embankment, hillside, excavated, ring, turkey nest, spread bank.</td>
</tr>
<tr>
<td>Which types of banks may be included?</td>
<td>Graded, diversion, trainer, back push, absorption, water spreading, water ponding.</td>
</tr>
<tr>
<td>Which factors involved in dam planning may be included?</td>
<td>Site attributes, soil investigations, proposed storage capacities, predicted run off, cost considerations.</td>
</tr>
<tr>
<td>Which factors involved in determining bank profiles may be included?</td>
<td>Specification, dimensions, spacing, optimum gradients, cost considerations.</td>
</tr>
<tr>
<td>Which category of treatment for land rehabilitation may be included?</td>
<td>Gully fill and shaping, pipe installation, contour ripping, tree planting along rip lines.</td>
</tr>
<tr>
<td>Which works plans may be included?</td>
<td>Maps, supporting documentation, construction details (including surveys), specific notes, soil disturbance minimisation.</td>
</tr>
<tr>
<td>What maps may be relevant to this standard?</td>
<td>Site map detailing relevant physical and environmental site conditions.</td>
</tr>
<tr>
<td>Which factors should be considered in selecting the dam site and shape?</td>
<td>S/E (storage/excavation) ratio, ground slope, soil type, stability of spillway, type and volume of material available.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in planning conservation earthworks requires evidence that conservation earthworks have been appropriately planned according to enterprise guidelines and industry best practice. The skills and knowledge required to plan conservation earthworks must be transferable to a range of work environments and contexts. For example, this could include different structures, soil types and topography.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant environmental, planning and groundwater legislation.
- Relevant environmental, planning and earthwork construction standards and Codes of Practice.
- Earthwork structures.
- Erosion control and design principles.
- Natural areas (particularly topsoil) protection and rehabilitation principles.
- Soils and soil formation.
- Levels and levelling survey plans and titles.
- Earthmoving principles.
- Total catchment issues.
- Land use and land development strategies.
- Legal issues.
- Environmental issues.
- Country code.
- Managing peak water flows.
- Subsurface and surface drainage principles and systems.
- Limitations of design aids provided for industry.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Establish client needs.
- Carry out site investigations including surveying.
- Develop a strategy to protect natural areas.
- Develop the strategy to utilise earthworks.
- Recommend appropriate construction equipment.
- Prepare detailed project costing.
- Prepare a detailed works plan.
- Negotiate agreed project outcome.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.
| Essential Assessment Information | For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package. |
RTD5401A Define the pest problem in a regional or broader context

Unit Descriptor

This competency standard covers the process of analysing information on pest impacts and land management or production processes to define the scope of a pest problem within a regional or broader context. It requires the ability to define the land management and/or production process for the area affected by the target pest problem, analyse the pest problem, determine critical control points for management of the pest problem, and analyse the impacts of the pest. Defining the pest problem in a regional or broader context requires a knowledge of plant and animal identification, ecological systems and legislation, pest biology, vectors, plant survey, ecological systems and production systems.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Define the land management and/or production process for the area affected by the target pest problem
   1.1 Consultation with other land users, regional land management bodies and other relevant stakeholders in the affected area is documented.
   1.2 Desired land management and/or production outcomes are identified.
   1.3 Performance criteria for measuring land management and/or production outcomes are determined.
   1.4 Critical activities required to achieve the desired outcomes are identified.
   1.5 Land management and/or production process is mapped against the annual planning cycle.
   1.6 Land management and/or production process budget is determined.

2. Analyse the pest problem
   2.1 Target pest(s) distribution within the affected area is determined in consultation with other stakeholders.
   2.2 Target pest distribution data supplied by stakeholders is validated.
   2.3 Factors that influence the target pest(s) population and distribution within the affected area are described.
   2.4 Pest life cycle is mapped.

3. Determine critical control points for management of the pest problem
   3.1 Periods of greatest risk in the land management and/or production process are identified in consultation with other stakeholders.
   3.2 Periods of target pest vulnerability within its life cycle are identified.
   3.3 Land management and/or production process map and target pest life cycle map are consolidated.
   3.4 Critical points for controlling pest populations and/or changing land management or production practices within the annual planning cycle are determined in consultation with other stakeholders.
4. Analyse the impacts of the pest

4.1 Economic losses resulting from the pest presence are measured or estimated in consultation with other stakeholders.

4.2 Environmental impacts from the pest presence are measured or estimated in consultation with other stakeholders.

4.3 Potential risks relating to disease or toxicity are defined.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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 and maintaining consultation and liaison processes with stakeholders, and facilitating stakeholder meetings and discussions.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Establishing, directing and coordinating information gathering and analysis methods and techniques.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Organising stakeholder's participation in analysis activities.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Building and maintaining pest management team and support team activities.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Collating and determining significance of data.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Analysing pest data and defining the scope of the problem.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Collating data, documenting findings and developing the report.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What pests may be relevant to this competency standard?

Weeds and vertebrate pests.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which relevant federal, state legislation and local regulations may be included?</td>
<td>Environmental protection, noxious weeds, vertebrate pests, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.</td>
</tr>
<tr>
<td>Which types of land uses may be included?</td>
<td>Agricultural production, forestry, nature and wildlife reserves, heritage areas and recreation.</td>
</tr>
<tr>
<td>What forms of land value may be relevant?</td>
<td>Economic and environmental value.</td>
</tr>
<tr>
<td>What economic costs may be caused by vertebrate pests?</td>
<td>Loss of pasture, loss of livestock, loss of crops, loss of native fauna, rootings, loss of recreational and social amenity, increased incidence of disease vectors, reduced tourism, loss of crops, damage to fences, loss of native flora, soil disturbance and erosion, reduction in water quality and pollution.</td>
</tr>
<tr>
<td>Who might the other stakeholders referred to in this standard be?</td>
<td>Land managers in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.</td>
</tr>
<tr>
<td>What methods and techniques for controlling pest problems may be used?</td>
<td>Changing land management or production processes and practices (e.g., changing lambing times, changing sowing times and changing crops), modifying habitat, pasture management and pest population control (shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), and weed control (chemical, cultural).</td>
</tr>
<tr>
<td>Which measures of potential or actual impact may be included in the management units?</td>
<td>Biological values, agricultural values, environmental values, recreational and social values, and public health values.</td>
</tr>
<tr>
<td>Which methods for determining vertebrate pest population distribution may be used?</td>
<td>Animal counts (including spotlight and aerial counts, faecal counts, warren, burrow, den and nest counts), and tracking pads and feeding stations.</td>
</tr>
<tr>
<td>Which vertebrate pests may be relevant to this standard?</td>
<td>Kangaroo, wallaby, emu, wombat, possum, fruit bat, cockatoo/parrot, waterfowl, seagull, starlings, pigeon and other birds, goat, horse, deer, pig, camel, cat, cattle, dog, water buffalo, donkey, rabbit, red fox, brown hare, cane toads, European carp, house mouse, black rat and brown rat.</td>
</tr>
<tr>
<td>Which factors may affect pest population?</td>
<td>Food supply, water supply, habitat conditions, natural predators, existing control, hunting and harvesting activities, disease and parasites, climate and weather and land topography.</td>
</tr>
</tbody>
</table>
How might supporting and validating data be obtained? Direct observation, satellite information, GIS, air flown MSS and aerial photography.

What types of weeds might be relevant to this competency standard? Economic weeds, aquatic weeds and environmental weeds.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in defining the pest problem in a regional or broader context requires evidence that the scope of a pest problem within a regional or broader context and its impacts on land management or production processes has been analysed, defined and reported according to industry and enterprise standards and expectations. The skills and knowledge required to define the pest problem in a regional or broader context must be transferable to a range of work environments and contexts. For example, this could include a different pest, region or reporting format.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Land use processes, ecological systems and production systems.
- Relevant legislative and regulatory requirements.
- Environmental protection legislation.
- Plant and animal identification.
- Ecological systems and legislation.
- Pest biology.
- Survey techniques.
- Target pest distribution and characteristics.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Analyse problems.
- Plan strategically.
- Define the land management and/or production process for the area affected by the target pest problem.
- Analyse the pest problem.
- Communicate with stakeholders.
- Facilitate communication between stakeholders.
- Determine critical control points for management of the pest problem.
- Analyse the impacts of the pest.
- Report on and document analytical and strategic activities.
Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5402A Develop a strategy for the management of target pests

Unit Descriptor
This competency standard covers the process of assessing pest and land management information and developing a strategic plan for the management of the pests. It requires the ability to determine land management/production objectives, estimate costs and advantages for the management units most affected, define the performance criteria for each land management/production objective, select management options for the target pests, and negotiate strategies with relevant stakeholders in the affected area. Developing a strategy for the management of target pests requires knowledge of relevant legislative and regulatory requirements, pest control methods and techniques, social and environmental issues, land use processes, plant and animal identification and pest biology.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Determine land management/production objectives

   1.1 Other land users, regional land management bodies, landcare committees and relevant stakeholders are consulted regarding regional and local objectives.

   1.2 Outcomes of consultation incorporating regional and local objectives are recorded according to enterprise guidelines.

   1.3 Objectives address major land uses and production activities affected by the impacts of the target pests.

   1.4 Objectives relate to the problem definition and the reduction in the pest impacts and associated losses.

   1.5 Objectives comply with national, State and regional strategies for land and pest management.

2. Estimate costs and advantages for the management units most affected by the target pests

   2.1 The diversity of land management and production values that the target pests affect within the affected region or area is defined.

   2.2 The likely costs of preferred options for control of pest populations and/or changes to land management or production activities associated with each value are documented.

   2.3 The likely costs of control are compared with the impacts and losses caused by the target pests.

   2.4 The management units most affected, both actually and potentially, by the target pests are defined and prioritised.

3. Define the performance criteria for each land management/production objective

   3.1 Performance criteria are defined in accordance with sustainable land use principles to address target pests population levels, economic impacts and environmental impacts.

   3.2 Performance criteria are realistic and measurable.
4. Select management options for the target pests

4.1 Options for controlling pest populations and/or changing land management or production practices are assessed and documented in terms of economic factors, technical difficulty, practical feasibility, social and/or environmental acceptability.

4.2 A range of management options are assessed in terms of current and future financial support, when control activities are to be implemented, level of target pests population reduction required, and the most suitable control methods and techniques.

4.3 A management option is selected in accordance with sustainable land use principles, economic feasibility, integrated pest management principles, environmental acceptability, and statutory requirements for pest control.

5. Negotiate strategies with relevant stakeholders in the affected area

5.1 The strategy is based on the definition of the problem using data from measurement of abundance and impacts.

5.2 The strategy clearly documents the pest problem, the objectives, the prioritised management units, the performance criteria, and the most suitable management options.

5.3 Strategies are agreed and confirmed through relevant stakeholder consultation and negotiation.

5.4 Strategies are published and distributed to relevant stakeholders, organisations and interest groups.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<td>Communicating ideas and information</td>
<td>Establishing and maintaining consultation and liaison processes with stakeholders, and facilitating stakeholder meetings and discussions.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Establishing, directing and coordinating information collation and analysis.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Organising stakeholder's participation in planning activities.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Building and maintaining management team and supporting team activities.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Collating and determining significance of data.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Analysing pest problem and exploring alternative strategic solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Collating data, documenting planning activities, and developing the strategic plan.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What pests may be is relevant to this competency standard?
Weeds and vertebrate pests.

In what context are planning activities undertaken?
Whole-farm and sustainable land management principles.

Which types of land uses may be included?
Crown land, agricultural and horticultural properties, forestry, nature and wildlife reserves, heritage areas and recreational land.

Which relevant Federal or State legislation and local regulations may be included?
Environmental protection, noxious weeds, vertebrate pests, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.

What forms of land value may be relevant?
Economic and environmental value.

Who might the other stakeholders referred to in this standard be?
Land managers in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.

Which measures of potential or actual impact may be included in the management units?
Biological values, agricultural values, environmental values, recreational and social values, and public health values.

What management options may be relevant?
Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).

What strategies for controlling pest problems may be used?
Changing land management or production processes and practices (e.g., changing lambing times, changing sowing times and changing crops), modifying habitat, pasture management and pest population control (shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), and weed control (poisoning, biological controls).
Which vertebrate pests may be relevant to this standard?

Kangaroo, wallaby, emu, wombat, possum, fruit bat, cockatoo/parrot, waterfowl, seagull, starlings, pigeon and other birds, goat, horse, deer, pig, camel, cat, cattle, dog, water buffalo, donkey, rabbit, red fox, brown hare, cane toads, European carp, house mouse, black rat and brown rat.

Which methods for determining vertebrate pest population distribution may be used?

Animal counts (including spotlight and aerial counts, faecal counts, warren, burrow, den and nest counts), and tracking pads and feeding stations.

What might weeds include?

Economic weeds, aquatic weeds and environmental weeds.

What sorts of damage and loss caused by pests may be relevant to this standard?

Loss of pasture, loss of crops, loss of livestock, loss of native fauna, loss of native flora, soil erosion, loss of recreational and social amenity, reduction in water quality, increased incidence of disease vectors and reduced tourism.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing a strategy for the management of target pests requires evidence that a costed strategy based on available data and stakeholder has been documented to industry and enterprise standards. The skills and knowledge required to develop a strategy for the management of target pests must be transferable to a range of work environments and contexts. This could include different regions and pests.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant legislative and regulatory requirements.
- Environmental protection legislation.
- Pest control methods and techniques.
- Social and environmental issues.
- Statutory requirements for pest control.
- Land use processes, ecological systems and production systems.
- Pest management options and strategies.
- Plant and animal identification.
- Pest biology.
What specific skills are needed to achieve the performance criteria? To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Estimate costs and advantages.
- Communicate, negotiate and liaise with other statutory authorities, agencies and stakeholders.
- Plan.
- Report and document strategies.

Are there other competency standards that could be assessed with this one? This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5403A  Develop a system for monitoring the pest management strategy

Unit Descriptor
This competency standard covers the process of developing of systems to monitor pest management strategies. It requires the ability to research and identify pest strategy monitoring requirements, and to document monitoring programs. Developing a system for monitoring the pest management strategy requires knowledge of land management processes, production processes, procedures for monitoring and recording, pest biology, relevant legislative and regulatory requirements, and environmental protection legislation.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Research and identify pest strategy monitoring requirements
   1.1 Attitudes and management practices of other land users, regional land management bodies and other relevant stakeholders are assessed for relevance and usefulness in the monitoring system.
   1.2 Procedures for monitoring and recording economic impacts of pests are developed.
   1.3 Procedures for monitoring and recording environmental impacts of pests are developed.
   1.4 Procedures for monitoring and recording pest abundance are developed.

2. Document a monitoring program
   2.1 Monitoring procedures are documented and accessible to relevant personnel.
   2.2 Recording systems are documented and accessible to relevant personnel.
   2.3 Monitoring program includes schedule for monitoring activities aligned to milestones in the pest management strategy.
   2.4 Reporting procedures are defined.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<td>Establishing and maintaining consultation and liaison processes with stakeholders, and facilitating stakeholder meetings and discussions.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Establishing, directing and coordinating information gathering, and analysis methods and techniques.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Organising stakeholder's participation in monitoring activities.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Building and maintaining pest management team and supporting team activities.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Collating and determining significance of data.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Analysing pest problem and defining the scope of the problem.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Collating data, documenting findings and developing the report.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What pests may be relevant to this competency standard?

Weeds and vertebrate pests.

What land uses may be relevant?

Agricultural production, nature and wildlife reserves, recreation, forestry and heritage areas.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which relevant Federal or State legislation and local regulations may be included?</td>
<td>Environmental protection, noxious weeds, farm chemicals, vertebrate pests, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.</td>
</tr>
<tr>
<td>Which types of land value may be included?</td>
<td>Economic and environmental value.</td>
</tr>
<tr>
<td>Who might the other stakeholders referred to in this standard be?</td>
<td>Land managers in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.</td>
</tr>
<tr>
<td>How might supporting and validating data may be obtained?</td>
<td>By direct observation, satellite information, GIS, and air-flown MSS.</td>
</tr>
<tr>
<td>Which vertebrate pests may be relevant to this standard?</td>
<td>Kangaroo, wallaby, emu, wombat, possum, fruit bat, cockatoo/parrot, waterfowl, seagull, starlings, pigeon and other birds, goat, horse, deer, pig, camel, cat, cattle, dog, water buffalo, donkey, rabbit, red fox, brown hare, cane toads, European carp, house mouse, black rat and brown rat.</td>
</tr>
<tr>
<td>Which methods for determining vertebrate pest population distribution may be used?</td>
<td>Animal counts (including spotlight and aerial counts, faecal counts, warren, burrow, den and nest counts), and tracking pads and feeding stations.</td>
</tr>
<tr>
<td>What sorts of damage and loss may be caused by vertebrate pests?</td>
<td>Loss of pasture, loss of livestock, loss of crops, loss of native fauna, rootings, loss of recreational and social amenity, increased incidence of disease vectors, reduced tourism, damage to fences, loss of native flora, soil disturbance and erosion, reduction in water quality and pollution.</td>
</tr>
<tr>
<td>What might weeds include?</td>
<td>Weed in production systems (crops, pastures, rangelands, forestry), and environmental weeds (including terrestrial and aquatic vegetation).</td>
</tr>
<tr>
<td>What comparative data may apply to this unit?</td>
<td>Reduction in damage and loss observed, and regeneration observed.</td>
</tr>
<tr>
<td>What forms of documentation may be included?</td>
<td>Maps and plans.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing a system for monitoring the pest strategy requires evidence that the developed monitoring procedures and record keeping processes comply with industry and enterprise standards and expectations. The skills and knowledge required to develop a system for monitoring the pest strategy must be transferable to a range of work environments and contexts. For example, this could include different pest species and monitoring procedures.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Land management processes.
- Production processes.
- Procedures for monitoring and recording.
- Pest biology.
- Relevant legislative and regulatory requirements.
- Environmental protection legislation.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Analyse problems.
- Plan strategically.
- Report on and document monitoring activities.
- Communicate with stakeholders.
- Facilitate communication between stakeholders.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5404A Coordinate the pest management strategy in a regional or broader context

**Unit Descriptor**
This competency standard covers the process of identifying the activities required to meet the objectives of the strategic plan, and the coordination of human and physical resources in order to achieve those objectives. It requires the ability to determine the time periods and milestones, define specific objectives for the pest management strategy, identify activities required to achieve specific objectives, estimate resources required to complete the required activities, and develop an action plan to guide implementation of the strategic plan. Coordinating the pest management strategy in a regional or broader context requires knowledge of land management processes, relevant legislative and regulatory requirement, pest control methods and techniques, social and environmental issues, and human and resource management principles.

**Unit Sector**
No Sector Assigned

**ELEMENT** | **PERFORMANCE CRITERIA**
--- | ---
1. Determine the time period and milestones for the implementation of the pest management strategy | 1.1 Stakeholders are consulted regarding time period and milestones.<br>1.2 Time period and milestones are documented according to enterprise guidelines.<br>1.3 The time period complies with the objectives in the management strategy.<br>1.4 The time period is realistic to allow achievement of the objectives while taking account of target pests life cycle and behaviour patterns, and land management and production activity cycles.<br>1.5 Milestones are aligned to critical control points in the target pest's life cycle, and the land management and production activity cycles.<br>1.6 Milestones identify a key, measurable point in the time period.
2. Determine specific objectives for the pest management strategy | 2.1 Objectives to be achieved at each milestone are defined in consultation with **other relevant stakeholders**.<br>2.2 Performance criteria for objectives at each milestone are documented.<br>2.3 Objectives and performance criteria are measurable.
3. Identify activities required to achieve specific objectives | 3.1 Activities required to achieve objectives by proposed deadlines are determined and documented in consultation with other stakeholders.<br>3.2 Activities are selected and scheduled to comply with the pest management strategy, in consideration of community attitudes, and in accordance with relevant statutory and regulatory requirements.<br>3.3 Monitoring and measurement activities are selected and scheduled to comply with the pest management strategy, and in accordance with relevant statutory and regulatory requirements.
4. Estimate resources required to complete the required activities
   4.1 Estimates of personnel required to carry out activities are documented.
   4.2 Plant and machinery required to carry out activities are estimated.
   4.3 Materials required to carry out activities are estimated.
   4.4 Personnel, plant, machinery and materials are sourced and costed in consultation with other stakeholders.

5. Develop an action plan to guide implementation of the strategic plan
   5.1 The action plan documents the time period, milestones, objectives, activities, required resources and budget to implement the strategy.
   5.2 Potential contingencies are addressed in the action plan.
   5.3 Agreement to the action plan and commitment by other stakeholders is documented.

KEY COMPETENCIES
What processes should be applied to this competency standard?

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 in brackets 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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<tr>
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<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Consulting and liaising with stakeholders, and facilitating stakeholder meetings and discussions.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Analysing the local pest management strategy.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Organising stakeholder participation in action plan development.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Working with local pest management team and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Estimating resource needs and developing timelines.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Analysing pest management strategy and developing relevant actions.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Documenting action plans.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT
The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Which land uses may be relevant?
Agricultural production, forestry, nature and wildlife reserves, heritage areas and recreation.
Which pests may be relevant to this competency standard?  
Weeds and vertebrate pests of crops, pastures, rangelands, native vegetation and waterways.

Which relevant Federal or State legislation and local regulations may be included?  
Environmental protection, noxious weeds, farm chemicals, vertebrate pests, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.

What forms of land value may be relevant?  
Economic and environmental value.

Who might the other stakeholders referred to in this standard be?  
Land managers in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.

Which measures of potential or actual impact may be included in the management units?  
Biological values, agricultural values, environmental values, recreational and social values, and public health values.

What management options may be relevant?  
Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).

What methods and techniques for controlling pest problems may be used?  
Changing land management or production processes and practices (e.g., changing lambing times, changing sowing times and changing crops), modifying habitat, pasture management and pest population control (e.g., shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), and weed control (e.g., chemical, cultural).

Which factors may affect pest population?  
Food supply, water supply, habitat conditions, natural predators, existing control, hunting and harvesting activities, disease and parasites, climate and weather, and land topography.

How might support and validating data be obtained?  
By direct observation, GIS, satellite information and air-flown MSS.

Which vertebrate pests may be relevant to this standard?  
Kangaroo, wallaby, emu, wombat, possum, fruit bat, cockatoo/parrot, waterfowl, seagull, starlings, pigeon and other birds, goat, horse, deer, pig, camel, cat, cattle, dog, water buffalo, donkey, rabbit, red fox, brown hare, cane toads, European carp, house mouse, black rat and brown rat.
Which methods for determining vertebrate pest population distribution may be used?
Animal counts (including spotlight and aerial counts), faecal counts, warren, burrow, den and nest counts, and tracking pads and feeding stations.

What sorts of damage and costs may be caused by vertebrate pests?
Loss of pasture, loss of livestock, loss of crops, loss of native fauna, rootings, loss of recreational and social amenity, increased incidence of disease vectors, reduced tourism, loss of crops, damage to fences, loss of native flora, soil disturbance and erosion, reduction in water quality and pollution.

What comparative data may be included?
Reduction in damage and loss observed and regeneration observed.

What forms of documentation may be relevant?
Poisons register, MSDS and other relevant documentation.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?
Competence in coordinating the pest management strategy in a regional or broader context requires evidence that there is documentary verification of the effective and efficient coordination of human and physical resources in order to achieve objectives of the pest management strategy. The skills and knowledge required to coordinate the pest management strategy in a regional or broader context must be transferable to a range of work environments and contexts. For example, this could include different, pests and regional areas.

What specific knowledge is needed to achieve the performance criteria?
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Land management and production processes.
- Relevant legislative and regulatory requirements.
- Pest control methods and techniques.
- Social and environmental issues.
- Exotic diseases.
- Human resource management principles.
- Budgetary management.
- Pest biology.
- Project planning and management processes.
- Development of objectives and timelines.
### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Communicate, negotiate and liaise with other statutory authorities, agencies and stakeholders.
- Determine the time period and milestones for the implementation of the pest management strategy.
- Determine specific objectives for the pest management strategy.
- Identify activities required to achieve specific objectives.
- Estimate resources required to complete the required activities.
- Develop an action plan to guide implementation of the strategic plan.
- Development documents and reports.

### Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

### Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5405A Evaluate the pest management strategy

Unit Descriptor
This competency standard covers the process of evaluating pest management strategies and making recommendations for improvements. It requires the ability to collate available data, assess data against objectives and performance criteria, compile reports of strategy evaluation, and recommend modifications to the pest management strategy. Evaluating the pest management strategy requires knowledge of land management and production processes, relevant legislative and regulatory requirements, environmental protection legislation, pest control methods and techniques, social and environmental issues, and statutory requirements for pest control.

Unit Sector No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Collate all available data
   1.1 Data on pest abundance are collated.
   1.2 Data on economic impacts of pests are collated.
   1.3 Data on environmental impacts of pests are collated.
   1.4 Data on pest strategy operating costs are collated.

2. Assess data against objectives and performance criteria
   2.1 Actual results are compared with objectives and performance criteria for the strategy.
   2.2 Actual costs are compared with budget for the strategy.
   2.3 Cost and benefits of the strategy are analysed and documented.

3. Compile report of strategy evaluation
   3.1 Report includes discussion of results of data analysis.
   3.2 Indicators of good performance of the strategy are isolated and discussed.
   3.3 Indicators of poor performance of the strategy are isolated.
   3.4 Causes of poor performance are examined.
   3.5 Conclusions about pest management strategy in relation to changes in pest abundance and impacts are clearly stated.
   3.6 Conclusions are supported by the data.

4. Recommend modifications to pest management strategy
   4.1 Recommendations and relevant issues are documented in a report according to enterprise guidelines.
   4.2 Recommendations to modify or eliminate causes of poor performance, or to enhance current performance are made.
   4.3 Recommendations to enhance the strategy to continue to reduce impacts on land management and/or production processes are made.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<td>Establishing and maintaining consultation and liaison processes with stakeholders, and facilitating stakeholder meetings and discussions.</td>
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</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Establishing, directing and coordinating information collations and analysis.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Organising stakeholder's participation in evaluation activities.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Building and maintaining pest management team and supporting team activities.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Collating and determining significance of data.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Analysing pest problem and exploring alternative strategic solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Collating data, documenting planning activities, developing the strategic plan, and documenting project activities.</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What land uses may be relevant?

Agricultural production, nature and wildlife reserves, recreation, forestry and heritage areas.

Which relevant Federal or State legislation and local regulations may be included?

Environmental protection, noxious weeds, vertebrate pests, use of firearms (including licensing requirements and exemptions), humane treatment of animals, farm chemicals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.
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<td>Who might the other stakeholders referred to in this standard be?</td>
<td>Land managers in the region, recreational land users, regional land management bodies, local regulatory authorities and landcare committees.</td>
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<tr>
<td>Which measures of potential or actual impact may be relevant to this competency standard?</td>
<td>Biological values, agricultural values, environmental values, recreational and social values, and public health values.</td>
</tr>
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<td>What management options may be relevant?</td>
<td>Commercial management, crisis management, no management, local eradication and strategic management (sustained, targeted and one-off).</td>
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<tr>
<td>What methods and techniques for controlling pest problems may be used?</td>
<td>Changing land management or production processes and practices (e.g., changing lambing times, changing sowing times and changing crops), modifying habitat, pasture management and pest population control (e.g., shooting, poisoning, trapping, mustering, relocation, fumigation, sedation, exclusion fencing, biological controls, harvesting and tagging), and weed control including chemical, biological control and mechanical removal.</td>
</tr>
<tr>
<td>Which pests may be relevant to this standard?</td>
<td>Weeds and vertebrate pests.</td>
</tr>
<tr>
<td>Which vertebrate pests may be relevant to this standard?</td>
<td>Kangaroo, wallaby, emu, wombat, possum, fruit bat, cockatoo/parrot, waterfowl, seagull, starlings, pigeon and other birds, goat, horse, deer, pig, camel, cat, cattle, dog, water buffalo, donkey, rabbit, red fox, brown hare, cane toads, European carp, house mouse, black rat and brown rat.</td>
</tr>
<tr>
<td>Which methods for determining vertebrate pest population distribution may be used?</td>
<td>Animal counts (including spotlight and aerial counts), faecal counts, warren, burrow, den and nest counts, and tracking pads and feeding stations.</td>
</tr>
<tr>
<td>What sorts of damage and costs may be relevant to this competency standard?</td>
<td>Loss of pasture, loss of livestock, loss of crops, loss of native fauna, rootings, loss of recreational and social amenity, increased incidence of disease vectors, reduced tourism, damage to fences, loss of native flora, soil disturbance and erosion, reduction in water quality and pollution.</td>
</tr>
<tr>
<td>Pests found in which areas may be included?</td>
<td>Rangelands, conversation areas, crops, pastures and aquatic zones.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in evaluating the pest management strategy requires evidence that recommendations are based on appropriate evaluation of available data and meet industry and enterprise best practice standards in their structure, content and presentation. The skills and knowledge required to evaluate the pest management strategy must be transferable to a range of work environments and contexts. For example, this could include different pests and regional areas.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Land management process.
- Production process.
- Relevant legislative and regulatory requirements.
- Environmental protection legislation.
- Pest control methods and techniques.
- Social and environmental issues.
- Statutory requirements for pest control.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Estimate costs and advantages.
- Communicate, negotiate and liaise with other statutory authorities, agencies and stakeholders.
- Collate available data.
- Assess data against objectives and performance criteria.
- Report and document evaluation activities.
- Recommend modifications to the pest management strategy.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5501A Assess applications for legislative compliance

**Unit Descriptor**

This competency standard covers the process of assessing applications for legislative compliance relating to changes in land use and/or management. It requires the ability to prepare for assessment, collect site evidence and compile final report. Assessing applications for legislative requirements requires knowledge of relevant Federal and State legislation and regulations on vegetation clearance, interpreting aerial photographs, maps and GIS, communicating with stakeholders, agency policies and procedures, and formats for compiling reports.

**Unit Sector**

No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare for assessment</td>
<td>1.1 Existing data concerning suitability of application for changes in land use is reviewed and confirmed consistent with legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>1.2 Intention to process formal application is communicated following program guidelines.</td>
</tr>
<tr>
<td></td>
<td>1.3 Title search completed in line with program standards.</td>
</tr>
<tr>
<td></td>
<td>1.4 Specific issues relating to collection of evidence communicated aligning with technical guidelines.</td>
</tr>
<tr>
<td></td>
<td>1.5 Timing of inspection and data collection established with client following program policy.</td>
</tr>
<tr>
<td>2. Collect site evidence</td>
<td>2.1 Accuracy of site details checked in line with program guidelines.</td>
</tr>
<tr>
<td></td>
<td>2.2 Relevant data collected following legislative requirements.</td>
</tr>
<tr>
<td></td>
<td>2.3 Potential threats to species diversity are checked in line with procedures according to enterprise guidelines and industry best practice.</td>
</tr>
<tr>
<td></td>
<td>2.4 Soil and water impact assessed consistent with proposed land use and industry principles.</td>
</tr>
<tr>
<td></td>
<td>2.5 Cultural heritage issues investigated and recorded according to enterprise guidelines and industry best practice.</td>
</tr>
<tr>
<td>3. Compile final report</td>
<td>3.1 Detail and accuracy of site data collected checked against assessment criteria</td>
</tr>
<tr>
<td></td>
<td>3.2 Report recommendations supported by evidence following assessment criteria and legislative requirements or procedures according to enterprise guidelines and industry best practice</td>
</tr>
<tr>
<td></td>
<td>3.3 Final report and supporting documentation presented in line with policy guidelines</td>
</tr>
</tbody>
</table>
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Communication of ideas and information can be applied by assessing applications verbally and in writing with supervisors and others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Assessing applications will require information to be gathered from a variety of sources and organised for others.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Assessing applications requires limited planning and organising.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Assessing applications will require participation with others in a team.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques can be applied through use of data gathering technology.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While assessing applications, technical and organisational problems may arise requiring innovative solutions.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be required to gather and present information.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What types of land use may be included? Clearing of native vegetation and changes to drainage practices.

What are the relevant Federal, State legislation and local regulations which may apply to this standard? Environmental protection, noxious weeds, activities in nature reserves and heritage areas, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.

Who might other stakeholders be? Land managers in the region, local recreational land users, regional land management bodies, local regulatory authorities and landcare committees.
How might supporting and validating data be obtained? By direct observation, GIS, satellite information and air-flown MSS.

Which forms of workplace documentation may be included? Enterprise procedures, instructions related to scientific practices and use of keys, manuals and scientific works, preparing records of observations, and documenting photographs and samples.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole? Competence in assessing applications for legislative compliance requires evidence that applications for legislative compliance have been appropriately assessed according to enterprise guidelines and industry best practice. The skills and knowledge required to assess applications for legislative compliance must be transferable to a range of work environments and contexts. For example, this could include different locations, landform characteristics, reasons for changes in land use and landholders.

What specific knowledge is needed to achieve the performance criteria? Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant Federal and State legislation and regulations on vegetation clearance.
- Interpreting aerial photographs, maps and GIS.
- Communicating with stakeholders.
- Agency policies and procedures.
- Formats for compiling reports.
- Assessment approaches for area of notification.

What specific skills are needed to achieve the performance criteria? To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Prepare for assessment.
- Collect site evidence.
- Compile final report.

Are there other competency standards that could be assessed with this one? This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTD5502A Conduct field research into natural and cultural resources

Unit Descriptor
This competency standard covers the process of conducting field research into natural resource and cultural areas for resource management and related purposes. This work is often done prior to, or in conjunction with, the development of a resource management plan. It requires the ability to review existing knowledge, identify stakeholders, develop a research approach, conduct field investigations, develop process for involving decision-makers and report on the field investigation. Conducting field research into natural and cultural resources requires knowledge of relevant legislation, charters, Codes of Practice relating to natural and cultural resource areas, ecology, geological and biological diversity, population dynamics and control approaches, accepted scientific processes and historical research processes, and links between Indigenous heritage and natural resources.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Review existing knowledge
   1.1 Existing information gathered through investigation and enterprise recording processes is examined to determine key features.
   1.2 **Oral evidence**, where it exists, is reviewed.
   1.3 Sites are inspected to assess condition and availability of further information.
   1.4 Information, records and places previously destroyed or damaged or under threat are identified as factors to be incorporated in the assessment process, strategies and plans.
   1.5 Scope of information is assessed for adequacy against the requirements of legislation, Codes of Practice and protocols.
   1.6 Appropriate database, geographic information system and other electronic and manual recording systems are identified for data collection according to enterprise procedures.
   1.7 Sources of expertise in research environments, identification of pollution, degradation and disturbance, and national and international issues and agreements are identified and accessed within and external to the enterprise.
   1.8 Areas of inadequate information are identified and recorded.
### 2. Identify stakeholders

2.1 Stakeholders are identified in conjunction with local communities and groups, and government documentation and interviews.

2.2 The current and relevant past land tenure for the place/area is investigated and recorded.

2.3 Indigenous interests are determined through culturally appropriate approaches to regional and community organisations and individuals.

2.4 Proper protocols are applied and key consultations conducted in approaches to regional and community organisations and individuals.

2.5 **Privacy** requirements are complied within, according to the directions of stakeholders and according to legislative and enterprise requirements.

2.6 Process of identifying stakeholders may be completed under the direction of a relevant cultural reference group.

### 3. Develop research approach

3.1 Objectives of the field research are determined in conjunction with those commissioning the research according to enterprise procedures.

3.2 Objectives are used to identify specific types of investigation, techniques to be used, and physical areas of investigation.

3.3 The types of investigation and techniques selected are assessed for hazards and risks in designated environment, including the special OHS requirements, access issues, and management of the research in a range of weather and area conditions.

3.4 Existing information and data records are reviewed to determine the starting point(s) for the fieldwork.

3.5 Research methodology is consistent with the research objectives and in accordance with established natural resource management practice.

3.6 Required resources are identified to establish and maintain the research program within the required time schedules and are appropriate to the environments that will be encountered.

3.7 Personnel are selected for their competency in research techniques and safe operation in the expected environmental/cultural conditions.

3.8 Stakeholders to be included in the consultation process are identified.

3.9 Costs of field research are estimated and submitted for approval according to enterprise procedures.

3.10 Sampling and recording processes are established for research information according to enterprise requirements, best practice and scientific standards.
4. Conduct field investigations

4.1 Consultation and fieldwork undertaken to obtain information required to meet investigation objectives.

4.2 Previously determined methodology is adjusted in light of progressive results and stakeholder feedback.

4.3 Observations, records and monitoring are in accord with scientific practice and coordinated to meet research objectives.

4.4 Impacts from areas external to area under investigation are identified.

4.5 Equipment, techniques and people deployed to carry out investigations.

4.6 Each field operation is documented and approved according to legislative and enterprise requirements for work in the research environment.

4.7 Where required, appropriate equipment and skills are sourced for the capture, management and sampling of animal species.

4.8 Information is analysed for impact on previously held hypothesis and other resources.

5. Develop process for involving decision-makers

5.1 Information on stakeholders is used to determine interests held by organisations, groups and individuals, and cultural dimensions.

5.2 Issues to be addressed with interest groups are defined.

5.3 Consultation and decision-making process is developed to address the issues with individuals, groups and organisations in a culturally appropriate manner.

5.4 Appropriate time is provided for consultative processes within groups and between individuals to occur and to obtain feedback on issues.

5.5 Decision-making group, such as cultural reference groups and other groups are formed where assistance is required to direct investigation, access information, to address issues and/or review the significance of place/area.

6. Report on the field investigation

6.1 Results of investigations are presented in a format that addresses the research objectives according to enterprise guidelines.

6.2 Stakeholders are consulted on draft findings.

6.3 The basis for the determination of outcomes is documented to legislative requirements, the organisation's policies and practices, and international and national processes.

6.4 The determination of significance is submitted to the organisation and its external review processes, as required by legislation and Codes of Practice.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Reports, briefing of staff and consultants.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Field notes, electronic means, surveying, sampling and photographic.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>According to enterprise guidelines</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>In decision-making, conducting research and consultation processes.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Statistics incorporated into report.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Threats and adjustments to research methodology.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Computer and scientific equipment.</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What research objectives may be included?

Gathering of information for the purpose of determining significance, information for the development of conservation strategies and plans for a natural resource area, enterprise objectives for an area or place of significance, completion of aspects of a regional conservation plan, ongoing investigations to meet legislative and enterprise requirements as part of parks/reserves, or other types of resource management and special investigations for stakeholders.

Which techniques may be used in this standard?

Identification of ecosystems and mapping of cycles and species, recording species, populations, densities and health of the species, field observations and manual recording, taking, preserving and examining samples, capturing and examining wildlife, taking photographic records, tracking individual specimens by manual and electronic means, establishing databases and loading records, planning information collection to cover specific seasonal impacts and to obtain longitudinal data.
What is meant by threats? Threats are those actions or processes which may result in degradation or disturbance to places or ecosystems of natural significance and/or deterioration of places of cultural significance.

Which processes are applied in determining significance? They may be as provided in legislation or Codes of Practice, according to the Australian Natural Heritage Charter, to accepted scientific and conservation practice and principles, modified to comply with cultural resource management requirements.

What may be included in documentation of significance? Enterprise records of processes used, consultation and conclusions in file notes, internal memos, formal reports and/or advice, part of a park/reserve management plan and part of a regional management plan.

Who may be part of the cultural reference group? A formal or informal meeting/group of Indigenous stakeholders and representatives formed for the purposes of communication with cultural resource personnel, provision of advice on cultural matters and directing the gathering, management and release of cultural information.

Which groups of Indigenous people may be included? Communities, clans, land councils, resource groups, and regional or State/Territory associations.

Which groups with an interest in place/area may be included? Those with traditional responsibility as traditional owners and custodians involving various cultural forms such as traditions, dance and ritual, legal, historic, economic, scientific, contemporary, professional and researchers.

How can the sharing of information be determined? At a local level and/or under the direction of Indigenous people.

Which people may constitute stakeholders? Visitors to the park/reserve, Indigenous peoples with an interest in the park/reserve, local population and general public, businesses operating in park such as tour operators, concessionaires, accommodation operators, future generations, owners/managers of the park/reserve including: a trust managing the area of land, a government agency, private organisations, enterprises or individuals.

What culturally sensitive approaches may be included? Observation of protocols for making contact with people and organisations, recognition of interests of individuals and peoples and authority assigned by Indigenous peoples within their communities, appropriate language, dress, deportment and communication techniques, sensitive use of recording methods, written, photographic, graphical and electronic, appropriate allowances of time for meetings and consultations, and are adjusted to suit the cultural backgrounds of groups and individuals.
| **What areas of privacy are relevant to this standard?** | The rights of individuals, the special conditions associated with certain types of traditional knowledge, and approaches to traditional owners and custodians seeking information. Processes may be required to avoid recording or to restrict access to recorded sensitive information and to limit the oral or written transfer of sensitive information. |
| **What would be included in the decision-making process?** | A single decision-making group such as a cultural reference group, or a decision making group working in association with a working party, heritage group, project team and elders groups or a custodians group. |
| **What evidence of activity may be included?** | Physical evidence in the form of buildings (both complete and incomplete), earthworks, other structures, cemeteries, changes to the native flora and the existence of exotic flora in man-made settings, hidden evidence in the form of evidence of previous existence of buildings, buried articles and disturbance to the natural geophysical features. |
| **Which archaeological techniques may be used?** | Photographic, non-destructive techniques such as ultra-sound, X-ray and ground radar, planned dig for underground evidence, complying with legislation and Codes of Practice and enterprise procedures and use of dating techniques. |
| **What documentary sources of non-Indigenous activities may be included?** | Government records, records of non-government organisations such as clubs, political parties and churches, newspapers and magazines, graphical information such as maps, plans, drawings, sketches, normal histories and historical research in published and unpublished form, family records such as diaries, photographs, heirlooms, libraries and genealogies. |
| **From whom might oral evidence be gathered?** | Verbal information provided by other staff, volunteers, long-term residents of nearby properties or within area and Indigenous people with a connection to the place/area. |
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in conducting field research into natural and cultural resources requires evidence that research has been appropriately carried according to community and agency guidelines and best practice procedures. The skills and knowledge required to conduct field research into natural and cultural resources must be transferable to a range of work environments and contexts. For example, this could include different stakeholder groups, environments, reasons for and scope of research work.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Conservation legislation, charters, Codes of Practice relating to natural and cultural resource areas.
- Various systems and processes for assessing significance.
- Ecology and biological diversity including aspects of living organisms, habitats and communities, and interactions between species.
- Geological diversity including aspects of stratigraphy, palaeontology, paedology, and soil classification.
- Relationships between geology and flora/fauna in natural resource environments.
- Microbiology including entomology for the area under assessment.
- Population dynamics and control approaches.
- Monitoring including life cycles and food chains.
- General understanding of range of cultural issues.
- Accepted scientific processes, including conservation processes and charters.
- Historical research processes.
- Research processes into cultures, religions, political systems, and arts and crafts.
- Geography, societies and related economics.
- General understanding of impacts of natural resources, such as geological settings, ecological processes, and interaction between natural and cultural processes.
- Monitoring including fabric deterioration, damage and likely causes of deterioration and damage.
- Relevant international, national and local legislation and agreements as applying to park/reserve, including a good understanding of the concepts and potential operation of the Burra Charter, guidelines associated with the Charter and other ICOMOS.
- Legislation under which enterprise operates and research is commissioned.
- Grouping of Indigenous peoples appropriate to the area under review, and their cultural heritage.
- Processes defined in the Draft Guidelines for the Protection, Management and Use of Aboriginal and Torres Strait Island...
Heritage Places.
• Links between Indigenous heritage and natural resources.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:
• Review existing knowledge.
• Identify stakeholders.
• Develop research approach.
• Conduct field investigations.
• Develop process for involving decision-makers.
• Report on the field investigation.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5503A Design a natural area restoration project

Unit Descriptor
This competency standard covers the process of preparing a design for a restoration project in a natural area. It requires the ability to assess ecological restoration needs and prescribe solutions, use a range of graphic techniques, interpret legislation and regulations in relation to natural area restoration works, prepare a bill of quantities, estimate labour, machinery and equipment needs and costs, and use CAD software. Designing a natural area restoration project requires a knowledge of the design process, basic construction and engineering principles, drafting techniques, cost estimating, calculations of materials, labour, machinery and equipment, and environmental implications of restoration works.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Develop a design brief
   1.1 The client is consulted to establish the purpose and requirements of design.
   1.2 The ecological aims and objectives for the restoration project are developed and confirmed with client.
   1.3 The design brief is developed and scope of extent of project is agreed with the client.
   1.4 The project budget is prepared in liaison with the client.
   1.5 A base plan of the site is obtained or prepared.
   1.6 Existing site data and information is reviewed prior to visiting the site.

2. Undertake a site analysis
   2.1 The project site is visited and inspected at the first stage of the design work.
   2.2 Physical elements and features of the site, its physical and biological condition and the presence of threats are quantified and mapped onto the base plan.
   2.3 Soil, topography, aspect, habitat resources, existing vegetation and climatic factors are recorded on the base plan and in the site report.
   2.4 Legal requirements and constraints on restoration work are assessed.
   2.5 The potential for natural regeneration is assessed and the limiting factors are identified and recorded.
   2.6 Options for passive and active interventions are determined.
   2.7 Other relevant information is assessed and recorded.

3. Develop a concept design
   3.1 Concept design is prepared to illustrate location and layout of the proposed restoration project according to the design brief.
   3.2 Consultation with the client is undertaken to establish agreement on options and approaches for development in accord with the proposed ecological aims and goals.
   3.3 A professional graphic format is used to present the concept design with supporting written information and justification or reasons for the proposed actions.
4. Produce a final design

4.1 A detailed plan is prepared and drafted according to the design brief, concept design and enterprise guidelines.

4.2 Information on the design is relevant and precise and must clearly communicate the project works is a sequential manner.

4.3 Plan, **notes and specifications** are included on the design to give an interpretation of the plan, to establish the quality and standard of the works, and the responsibilities of the contractor during implementation.

4.4 Appropriate construction and engineering principles are applied to restoration design according to accepted industry standards and regulations.

4.5 Further **design documentation** is organised and/or prepared according to the design brief and enterprise guidelines.

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**KEY COMPETENCIES**

What processes should be applied to this competency standard?

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 in brackets 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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<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>Communication of ideas and information may need to be applied when discussing the design brief with the client.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Information may need to be collected, analysed and organised after a site analysis has taken place.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Activities would be planned and organised around the time frame for the production of a natural area restoration concept design.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Team work may be applied when preparing the final design.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques may be applied when using drafting techniques.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem-solving skills may need to be applied if legislation or regulations dictate changes to the design.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>The use of technology may be applied in the production of the final design.</td>
<td>3</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

What physical elements and features are likely to be recorded?

Physical elements and features may include site boundaries, fences, roadways, tracks, footpaths, buildings and other structures, water features, recreational facilities, public access, adjacent land uses, easements and rights of way, built structures, overhead/underground services and utilities, existing vegetation and sites of cultural interest.

What threats may impact on the sites physical and biological condition?

Weeds, feral animals, erosion and exposure of ground surfaces, compaction of soils, debris or foreign matter.

What passive and active interventions may be relevant to this competency standard?

Passive interventions include changing management regimes, while active interventions may include habitat development, releasing regeneration niches, applying regeneration triggers such as tillage, fire or smoke products, wetting and drying cycles, installing biological foci, and mycorrhiza inoculation.

What other relevant information may need to be identified and analysed?

Other relevant information may include opportunities and constraints on restoration, human intrusions (such as vehicles, bikes, utility access and pedestrians), historical and cultural factors, laws and regulations impacting on restoration work, site for material storage and compound area, proximity to services and utilities, OHS issues, stakeholder/community involvements, and environmental impacts of proposed restoration works.

What activities may be included in a restoration project?

Seeding/planting of vegetation, release and/or protection of native animal species, weed and pest animal control, assisted natural regeneration, protection of remnant plant species and communities, construction, maintenance or repair of structures such as signs, tracks and boardwalks, conservation earthworks, maintenance and protection of sites of cultural or natural significance.

What notes and specifications might be included on a final design to assist interpretation?

Notes and specifications may include the direction of North, the scale, legend of existing structures and features, technical specifications for structural components, client details, who developed the plan, lists of plant and animal species, threatened species, maintenance issues and compliance regulations.

What further landscape documentation may need to be prepared?

Further landscape documentation may include contracts, construction details, specifications, quotations and bills of quantities such as contracts unit costs, sub-contractor estimates, quantity calculations, brief specification of materials, contingency items, prime cost items, development and/or consolidation works.
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?
Competence in designing a natural area restoration project requires evidence that a design brief can be developed, a site analysis can be undertaken, and a concept design and final plan can be produced. The skills and knowledge required to design a natural area restoration project must be transferable to a different work environment. For example, this could include different natural areas and environments, design approaches, and restoration techniques.

What specific knowledge is needed to achieve the performance criteria?
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this competency standard are listed below:

- Design process.
- Graphical presentation and drafting techniques.
- Recognition of plant species and a range of ecological communities.
- Natural regeneration potential and limits.
- Ecological restoration theory and techniques.
- Construction principle and practices.

What specific skills are needed to achieve the performance criteria?
To achieve the performance criteria, appropriate literacy and numeracy levels as well as some complementary skills are required. These include the ability to:

- Use a range of graphic techniques for illustrating design concepts.
- Interpret legislation and regulations in relation to natural area restoration works.
- Prepare a Bill of Quantities.
- Estimate labour, machinery and equipment needs and costs.
- Operate CAD software.

Are there other competency standards that could be assessed with this one?
This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information
There is critical information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
**RTD5507A Develop conservation strategies for cultural resources**

**Unit Descriptor**
This competency standard covers the process of development of conservation strategies and management policies for cultural resources as part of the overall park management and planning process. It requires the ability to define components of cultural heritage significance, review past strategies, plans and activities, review current and potential resource uses, identify threats to cultural places, and develop strategies for management of cultural resources. Developing conservation strategies for cultural resources requires knowledge of the range of conservation strategies for cultural areas, policies applying across all levels of government and within the specific region, national and international treaties, agreements and charters, design and implementation of consultation processes, policy analysis and impact statements, and tendering and contracting processes.

Note: For Indigenous cultural places, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

**Unit Sector**
No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Define components of cultural heritage significance | 1.1 Geographic and operational boundaries for conservation policy are defined.  
1.2 Results of studies of cultural significance for places and areas within the boundaries are reviewed and collated to develop park/reserve/region significance.  
1.3 Limits of acceptable change in the forms of deterioration and damage to the places of cultural significance are developed to legislative and enterprise requirements. |
| 2. Review past strategies, plans and activities | 2.1 Previous strategies and plans are compared with collated assessment of significance to determine compatibility.  
2.2 Current activities in the area are reviewed to assess their compatibility with the collated assessment of significance.  
2.3 Areas of incompatibility are documented to enterprise procedures. |
| 3. Review current and potential resource uses | 3.1 Impact of current uses on the cultural resources, including setting and surrounds, is assessed against the set limits of acceptable change to determine success of conservation approach.  
3.2 Feasible uses and/or client requirements are assessed.  
3.3 Possible changes to uses are developed to ensure cultural values are maintained. |
4. Identify threats to cultural places

4.1 Threats to cultural significance, both external and internal to the area under consideration, are identified.

4.2 A risk assessment is made of all threats to determine potential impact on strategies.

4.3 Policy changes required to address the threats are documented to enterprise requirements.

5. Develop strategies for management of cultural resources

5.1 Draft policy is developed to address the cultural significance that meets any shortfalls in previous strategies, allows for compatible resource uses, and addresses risks associated with any threats to the cultural values of the area.

5.2 Consultations are conducted with stakeholders on draft policy in accordance with legislative, enterprise and good practice requirements.

5.3 Consultations comply with cultural protocols and enterprise approaches to stakeholders.

5.4 Draft strategies are modified to reflect stakeholder views as required in legislation, enterprise strategies and procedures and good practice.

5.5 Strategies are submitted for approval to legislative and enterprise requirements.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Key Competency</th>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Submissions and reports.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Previous and existing policies and strategies.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Review policy.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Consultation with stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Estimating resource requirements and budgets.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Conservation and management strategies.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Computers and field equipment.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

<table>
<thead>
<tr>
<th>What areas might the strategies be written for?</th>
<th>A place, an area, a park or group of parks, and may be separate documents, internal memos or included in a formal report or plan of management.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which places of cultural significance may be included?</td>
<td>Areas of non-indigenous activity, buildings and other structures, natural areas of indigenous cultural significance, historical events and monuments, areas of indigenous activity such as burial, occupation and contact sites, engravings, grinding grooves, rock pictures, fish traps, middens and mounds, buildings and other structures such as jetties and piers, wrecks of vessels, and tidal movement and fresh water springs above and below low tide/high tide.</td>
</tr>
<tr>
<td>What feasible uses might be relevant to this standard?</td>
<td>Interpretation, tourism, recreation, camping and other accommodation, kiosks and cafes, hiking, and controlled use of resources such as minerals and timber.</td>
</tr>
<tr>
<td>How might communication with clients, residents and stakeholders be carried out?</td>
<td>By distribution of draft documents for comment, newsletters, brochures, letters, questionnaires, consultation meetings, and through interviews with individuals and small groups.</td>
</tr>
<tr>
<td>What might constitute threats in this standard?</td>
<td>Degradation and disturbance due to human activities within and around the park, pests including weeds and feral animals, disease, pollution in waters and air, noise, inappropriate works, impacts from nearby rural and aquaculture activities, deterioration and damage due to weather, impact of flora and fauna and uses of the area.</td>
</tr>
<tr>
<td>What are compatible uses?</td>
<td>Compatible uses are those uses and volume of uses whose impacts on the places or areas are within the acceptable limit of change.</td>
</tr>
<tr>
<td>What is the acceptable limit of change?</td>
<td>Acceptable limit of change is that change to key conservation and/or ecological indicators regarded as acceptable within the long-term sustainability of the place/area.</td>
</tr>
<tr>
<td>What policies may be relevant?</td>
<td>National, international, State/Territory, enterprise and site specific.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in developing conservation strategies for cultural resources requires evidence that a conservation strategy has been prepared according to enterprise guidelines and industry best practice and in compliance with national and international charters, treaties, guidelines and relevant legislation. The skills and knowledge required to develop conservation strategies for cultural resources must be transferable to a range of work environments and contexts. For example, this could include different strategies, resources, stakeholder groups and agencies.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- The range of conservation strategies for cultural areas.
- The range of scientific and other concepts that are to be integrated into the policies.
- Policies applying across all levels of government and within the specific region, including those under catchment plans.
- International treaties, agreements and charters.
- Australian Natural Heritage Charter and the Burra Charter and the interpretation of the charters.
- Enterprise policies and procedures.
- Design and implementation of consultation processes.
- Policy analysis and impact statements.
- Tendering and contracting processes.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Define components of cultural heritage significance.
- Review past strategies, plans and activities.
- Review current and potential resource uses.
- Identify threats to cultural places.
- Develop strategies for management of cultural resources.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5508A **Develop strategies for Indigenous land or sea management**

**Unit Descriptor**
This competency standard covers the process of developing strategies for contemporary land or sea management from an Indigenous perspective. It requires the ability to research contemporary Indigenous land and sea management practices, develop management strategies for a specified area, source and apply for funds, and consult with others on strategies, priorities and project works. Developing strategies for Indigenous land or sea management requires a knowledge of Indigenous land/sea management practices, cultural customs and heritage, application of protocols, Native Title acts, relevant state land acts/legislation, interaction between natural and cultural processes, and cultural knowledge on plants, animals and relationship to country.

Note: Delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

**Unit Sector**
No Sector Assigned

**ELEMENT**

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Research contemporary Indigenous land and sea management practices</strong></td>
</tr>
<tr>
<td>1.1 Relevant contemporary <strong>Indigenous land and sea management</strong> practices are outlined according to community guidelines and cultural protocols.</td>
</tr>
<tr>
<td>1.2 Relevant issues connected with this practice are defined.</td>
</tr>
<tr>
<td>1.3 Relevant and appropriate people are consulted according to community guidelines and cultural protocols.</td>
</tr>
<tr>
<td>1.4 <strong>Associated issues</strong> related to contemporary Indigenous land and sea management practices are identified.</td>
</tr>
<tr>
<td>1.5 Details of consultation/research are documented.</td>
</tr>
<tr>
<td><strong>2. Develop management strategies for a specified area</strong></td>
</tr>
<tr>
<td>2.1 Strategies are based on contemporary Indigenous land and sea management practices.</td>
</tr>
<tr>
<td>2.2 Priorities for management are identified according to level of importance or threats to area.</td>
</tr>
<tr>
<td>2.3 New approaches to management are developed to address priorities within the context of legislation, cultural protocols and community needs.</td>
</tr>
<tr>
<td>2.4 Timelines and steps to implementation of strategies are developed.</td>
</tr>
<tr>
<td>2.5 Costs of resources, labour and materials required to action management strategies are defined.</td>
</tr>
<tr>
<td>2.6 Preliminary <strong>project design</strong> is completed to identify project steps and funding requirements.</td>
</tr>
<tr>
<td>2.7 Arrangements for project implementation are made to enterprise requirements and legislation.</td>
</tr>
<tr>
<td><strong>3. Source and apply for funds</strong></td>
</tr>
<tr>
<td>3.1 Appropriate finding sources are investigated and identified.</td>
</tr>
<tr>
<td>3.2 Applications are made for funds according to legislative, community and enterprise requirements.</td>
</tr>
<tr>
<td>3.3 Applications are endorsed by appropriate persons before submission.</td>
</tr>
</tbody>
</table>
4. Consult with others on strategies, priorities and project works

4.1 Authorised persons are briefed on the strategies, priorities and actions planned according to community guidelines and cultural protocols.

4.2 Staff are trained in new procedures developed to address strategies.

4.3 Project implementation details are developed in consultation with staff, appropriate persons and communities.

4.4 Endorsement from appropriate persons, groups and communities, and relevant government stakeholders is gained before works commence.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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>Communication of ideas and information can be applied through consultation with appropriate persons and government stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Information can be collected, analysed and organised through research and development of priorities.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Activities can be planned and organised according to developer strategies, and within time and budgetary constraints.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Teamwork can be applied through interaction with government stakeholders, community people and staff.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques can be applied through preparation of costs and timelines for implementation of strategies.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Problem solving skills can be applied through determining risks and threats to country and proposing strategies to address these.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology can be applied through recording of strategies electronically and management practices.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

| To what groups does the term Indigenous people refer? | Aboriginal and Torres Strait Islander peoples of Australia. |
| What is country? | Country is an area of land with cultural significance to a group. |
| Which appropriate people may be included? | Elders, Council of Elders, medicine people, governing committees, traditional owners, community rangers, National park rangers and marine park rangers. |
| What cultural knowledge may be relevant to this competency standard? | Indigenous land and sea resources, their uses and the relationships between plants, animals and community. |
| Which specific areas could be relevant to this standard? | Own country or area of choice, e.g., defined community area, National Park, state forest, nature reserves, Crown lands, marine park and private land. |
| Who is an authorised person? | An authorised person is an individual to whom certain information or knowledge can be disclosed without infringing on cultural protocols and rights to that knowledge. This can include both Indigenous and non-Indigenous people. |
| Which Indigenous land and sea cultural management practices may be included? | Flora and fauna management, fire regimes, site protection, ceremonial practices, rehabilitation, endangered species management, replanting projects, education of non-Indigenous people to carry on management practices, aqua and vivi-culture techniques and spiritual maintenance of country. |
| What are the associated issues which may be relevant to this standard? | Endangered species, pest control, weed control, rubbish disposal, pollution - terrestrial and marine, ceremonial closures, totemic responsibilities, waste disposal/control and feral animals. |
| What management strategies may be relevant to this competency standard? | Details of the issue, research information, a range of possible solutions, the outcomes of consultations with appropriate people, outcomes of consultations with other key stakeholders, and concluding recommendations. |
| Who could be included in groups of Indigenous people? | Local Indigenous community, government agencies - State and Commonwealth, land councils, regional and State/Territory associations and legal services. |
Who might the government stakeholders be?
State/Territory and Commonwealth government agencies such as Departments of Environment, Departments of Natural Resources, Great Barrier Reef Marine Park Authority, State or regional industry associations and organisations (such as tourism fishing mining bodies), and ATSIC.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?
Competence in developing strategies for Indigenous land or sea management requires evidence that appropriate research has been conducted, funding sources have been applied for, and that management strategies have been developed that are costed and endorsed according to community guidelines and cultural protocols and legislative requirements. The skills and knowledge required to develop strategies for Indigenous land or sea management must be transferable to a range of work environments and contexts. For example, this could include different strategies, areas of country, funding arrangements and consultative approaches.

What specific knowledge is needed to achieve the performance criteria?
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Indigenous land/sea management practices.
- Cultural customs and heritage.
- Application of protocols.
- Native Title Acts.
- Relevant state land acts/legislation.
- Research processes.
- Interaction between natural and cultural processes.
- Cultural knowledge on plants, animals and relationship to country.

What specific skills are needed to achieve the performance criteria?
To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Conduct research.
- Work to prescribed community protocols.
- Coordinate and work within teams in community environments.
- Research contemporary Indigenous land and sea management practices.
- Develop management strategies for a specified area.
- Source and apply for funds.
- Consult with others on strategies, priorities and project works.

Are there other competency standards that could be assessed with this one?
This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.
| Essential Assessment Information | For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package. |
### RTD5509A Evaluate project submissions

**Unit Descriptor**

This competency standard covers the process of participating in the submission assessment process for government funded community-based programs at regional and State/Territory levels. It requires the ability to review previously planned project outcomes, develop evaluation approaches, organise data collection, analyse data and report on conclusions. Evaluating project submissions requires knowledge of evaluation techniques and reporting methods, concepts of maintaining valid evaluations, identifying and documenting limitations, natural resource management technologies, and data collection methods.

**Unit Sector**

No Sector Assigned

### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Review previously planned project outcomes | 1.1 Proposed **project outcomes** and evaluation approaches are identified from original **approved application** and any updates.  
  1.2 Consultations are conducted with community group leaders, coordinators and facilitators as required to identify any changes to original plan, timelines, outcomes, and to evaluation.  
  1.3 **Timing and evaluation** in terms of project progress are determined to identify availability of data and suitable range of evaluation methods. |
| 2. Develop evaluation approach | 2.1 Evaluation approach is developed to include **resources used** and **processes** applied within the available data collection opportunities.  
  2.2 Evaluation approach is developed around prior project evaluations, and **program and agency requirements**.  
  2.3 Proposed evaluation approach is discussed with **stakeholders** to obtain comments and consent.  
  2.4 Proposed evaluation approach is modified to cater for **stakeholder views** without compromising program and agency requirements and the evaluation results.  
  2.5 Approval is obtained for evaluation approach and timing according to program and agency requirements. |
| 3. Organise data collection | 3.1 Data is collected on project inputs, processes and outcomes according to evaluation approach.  
  3.2 Appropriate instructions are provided to others for them to collect data on behalf of the evaluator.  
  3.3 Appropriate forms and questionnaires are designed to implement the evaluation.  
  3.4 Interviews are conducted and observations made according to the planned evaluation approach.  
  3.5 Data is recorded in format suitable for analysis and reporting.  
  3.6 Accuracy of data is checked according to evaluation practice and program and agency requirements. |
4. Analyse data
   4.1 Data is analysed according to the evaluation plan to obtain required information on inputs, processes and outputs.
   4.2 Data is analysed progressively during evaluation to identify any deficiencies.
   4.3 Any deficiencies in data are rectified where possible by changes in evaluation and data collection methods.
   4.4 Appropriate software is used for quantitative analysis.
   4.5 Analysis is recorded to program and agency requirements.

5. Report on conclusions
   5.1 Report is prepared to program, agency and project requirements.
   5.2 Analysis and report conclusions are checked with key stakeholders to identify any deficiencies to be removed, or additional information that should be included.
   5.3 Report meets required program and agency standards in terms of layout, format, style and process.
   5.4 Data collection, analysis and reporting are timely to project agency requirements.
   5.5 Report is submitted according to project, program and agency requirements.

6. Implement conclusions
   6.1 Report conclusions are implemented to project, program and agency requirements and within the scope of the group resources and authority.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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 participation in meetings, presentations and discussions with those submitting or evaluating project submissions.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through evaluation of submissions against pre-established criteria.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>In consultation with others and in accordance with accepted procedures for evaluation of project submission evaluation.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Through participation with other in evaluating project submissions.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Though checking calculations in the project submissions.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>In dealing with conflict/conflict of interest situations or where there is community concern regarding project.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Through use of computers and communication systems.</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What projects may be included in this unit?

Separate project activity funded under program for specific purposes that may require separate accounts and accounting records, regular reporting may be required on project basis.

What are the project outcomes which may be relevant?

Project deliverables as defined in contract or agreement with agency.

What could be meant by an approved application?

Application upon which the contract or agreement is based.
How could the timing of evaluation be important to this unit?
Evaluation is ideally designed at commencement of project to capture data as it becomes available and is not lost. There may be a need to obtain 'before and after' comparison data. Evaluation may be commenced after project commences or even after it concludes, requiring use of alternative data collection and evaluation methods.

What types of evaluation methods may be used?
May be custom or according to a documented method, or to a program or agency requirement. Where a predefined method is used, it is customised to suit specific project. Evaluation may have specific inputs, processes and outcomes to be reported, and/or may require an evaluation of efficiency or effectiveness.

What are the project requirements?
Those specified in the project agreement and supplementary papers.

What might be included as resources used?
Project inputs, measure of which may give an indication of efficiency or project method. May include personnel, equipment, materials, information and technology.

In this unit what are the project processes?
Any steps or methodology or technology used to obtain project outcomes. May be included in evaluation to determine effectiveness of project.

What program and agency requirements may be covered?
May cover: evaluation, data collection, recording and storage, and reporting.

Who are the possible stakeholders relevant to this unit?
The group delivering project and related/associated groups, program coordinators, community and community groups, agency, industry or local government.

How might stakeholder views be included?
May be reported as part of evaluation, and may be diverse.

What type of software may be included?
Word processing, spreadsheets, databases, farm analysis and internet and networks.

Which programs may be relevant to this unit?
Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs State Government community programs related to the environment.

What agency could be included?
Commonwealth, State or Territory department or statutory body managing a program.

How might records be kept?
Manually or electronically, archived and/or backed-up.
How might literacy be part of this unit? Preparation of reports including quantitative, qualitative and graphical data and analysis, preparation of appropriate forms, interview sheets and questionnaires, reading and understanding documents explaining technologies.

What forms of communication may be relevant? Written documents to cater for diverse groups of people and to cater for a range of cultures and viewpoints, implementation of a range of consultative processes, interview techniques, facilitative approaches and presentations.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole? Competence in evaluating project submissions requires evidence that submissions for programs have been appropriately evaluated and reported on according to best practice and enterprise guidelines. The skills and knowledge required to conduct project evaluations must be transferable to a range of work environments and contexts. For example, this could include different projects, types of submissions and evaluation and reporting requirements.

What specific knowledge is needed to achieve the performance criteria? Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Evaluation techniques and appropriate reporting methods.
- Concepts of maintaining valid evaluations.
- Identifying and documenting limitations.
- Natural resource management technologies.
- Data collection methods.
- Program and agency requirements, including reporting requirements.
- Agency procedures.
- Standard form of contract and agreement requirements.

What specific skills are needed to achieve the performance criteria? To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Develop evaluation approach.
- Organise data collection.
- Prepare reports including quantitative, qualitative and graphical data and analysis.
- Prepare appropriate forms, interview sheets and questionnaires.

Are there other competency standards that could be assessed with this one? This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.
Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5510A Implement plans of management

Unit Descriptor
This competency standard covers the process of implementing plans of management for a natural or cultural resource. It requires the ability to determine priorities within the plan, develop projects to priorities, obtain and manage funds, and brief staff on plan, priorities and projects. Implementing plans of management requires knowledge of natural and cultural resource management approaches, human resource and financial management, works and project management, regional tourism activities, relevant legislation and government and enterprise policies, international treaties, agreements and charters, and enterprise planning procedures and timelines.

Note: For Indigenous cultural places and contexts, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Determine priorities within the plan
1.1 Priorities in conservation or resource management plan are identified to conserve places/area of high significance before those of lower significance, address threats to significance, manage risks, and generate revenue from the resources.
1.2 Priorities in the plan are expressed in terms of new or continuing investigations into natural and/or cultural significance, new procedures, and new or continuing development or maintenance projects.
1.3 New procedures are developed and address conservation priorities within the context of legislation, enterprise procedures and Codes of Practice.

2. Develop projects to priorities
2.1 Projects are defined from the plan requirements in terms of development and maintenance.
2.2 Project definition is developed to identify outcomes and key project steps.
2.3 Preliminary project design is completed to identify project steps and funding requirements.
2.4 Arrangements for project implementation are made according to Occupational Health and Safety, legislative and enterprise requirements.

3. Obtain and manage funds
3.1 Funds requirements to develop operations and projects to the plan are estimated.
3.2 Applications are made for funds according to legislative and enterprise requirements.
3.3 Funds are managed to budget and in accordance with enterprise procedures.
4. Brief staff on plan, priorities and projects
   4.1 Staff are briefed on the plan objectives, priorities and actions planned.
   4.2 Staff are trained in new procedures developed to address plan objectives.
   4.3 Project implementation details are developed in consultation with staff, and/or by staff under supervision.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Briefing staff.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Management strategies.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Schedules and projects.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Implementation of works.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Estimates and budgets.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Issues related to management plan implementation.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Computers and field equipment.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What may be included in the conservation or resource management plan?

Natural and/or cultural resources contained in a park/reserve, assessment of places and areas within the park/reserve of natural and/or cultural significance, strategies to conserve the significant places and areas, planned activities and projects to conserve the significance of the places and areas, plans to utilise the resources within the park including the significant places and areas, and other areas.
### What activities may be included in the conservation or resource management plan?

Protection of places of natural or cultural resource significance, e.g., rare species or rock art with fencing, pest management, fauna management, projects to regenerate, restore, enhance, reinstate and/or preserve places and areas of natural significance, projects to maintain, preserve, restore, reconstruct and/or adapt the fabric of a place of cultural significance, development and maintenance of access roads, walks etc., development and provision of interpretative materials and services, development and maintenance of visitor facilities, provision and operation of accommodation, collection of fees, etc., from visitors and others, provision of events/exhibitions, etc., for visitors, contracting of visitor and other services, e.g., kiosks and cafes, tours, accommodation services, etc., burning for natural resource management, wildfire and urban fire management, management of emergencies, waste and pollution management.

### What might constitute risks in this standard?

Natural events and/or activities within or outside the plan that will result or potentially result in any damage, deterioration, degradation and/or disturbance to significant places.

### What procedures might be relevant to this standard?

Protection of places of significance, pest management, flora and fauna management, provision of interpretative materials and services, operation of visitor facilities including accommodation facilities, collection of fees, etc., from visitors and others, prescribed burning, wildfire and urban fire management, management of emergencies, and waste and pollution management.

### How might communication with clients, residents and stakeholders be undertaken?

By distribution of draft documents for comment, newsletters, brochures, letters, questionnaires, consultation meetings, and through interviews with individuals and small groups.

### What sorts of projects might be included?

Protection of places of natural or cultural resource significance, e.g., rare species or rock art with fencing, pest management, fauna management, projects to regenerate, restore, enhance, reinstate and/or preserve places and areas of natural significance, projects to maintain, preserve, restore, reconstruct and/or adapt the fabric of a place of cultural significance, development and maintenance of access roads, walks, etc., development and provision of interpretative materials and services, development and maintenance of visitor facilities, provision of events/exhibitions, etc., for visitors, and waste and pollution management.

### What forms of project design and estimation of funds requirements may be included?

Several stages of work, and be performed by staff and/or contractors.

### What format might the plan take?

It might be a basic informal document, part of an overall enterprise plan, separate plan and separately published, and may cover one or more place or area or region.
# EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in implementing plans of management requires evidence that a plan of management for a natural or cultural resource has been appropriately implemented according to enterprise guidelines and industry best practice. The skills and knowledge required to implement plans of management must be transferable to a range of work environments and contexts. For example, this could include different environments, legislation and policy, planning approaches and resources.

## What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Park/reserve management approaches.
- Human resource and financial management.
- Works and project management.
- Regional tourism activities.
- The range of scientific, cultural, historical and other concepts that are to be integrated into the plan.
- Policies applying across all levels of government and within the specific region, including those under catchment plans.
- International treaties, agreements and charters.
- *Australian Natural Heritage Charter* and the *Burra Charter* and the interpretation of the charters.
- Enterprise policies and procedures.
- Good planning practice and enterprise planning procedures and timelines.
- Occupational Health and Safety.

## What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Determine priorities within the plan.
- Develop projects to priorities.
- Obtain and manage funds.
- Brief staff on plan, priorities and projects.

## Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

## Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
**RTD5511A Manage restoration of cultural places**

**Unit Descriptor**

This competency standard covers the process of managing the restoration of cultural places. It requires the ability to plan required restoration measures, restore fabric and clean up after restoration work. Managing restoration of cultural places requires knowledge of the relevant legislation, conservation architecture, historic archaeology, relevant oral and community history, traditional and current building practices, and project management.

Note: For Indigenous cultural places, the delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

**Unit Sector**

No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Plan required restoration measures | 1.1 Prior assessment of significance incorporated into strategies and plans for area and place are accessed to determine range of required and appropriate actions.  
1.2 Short term *plan of management and conservation* is developed from area strategies and plans according to legislative requirements, enterprise procedures, and national and international charters.  
1.3 Traditional building techniques and materials, and material availability are researched to plan maintenance of fabric in traditional styles.  
1.4 Any prior works not in keeping with significance are identified to determine appropriate maintenance actions.  
1.5 Any necessary structural engineering maintenance is determined from experts to incorporate actions into maintenance schedule.  
1.6 Maintenance schedule is developed to meet *plan of management and conservation* according to enterprise procedures.  
1.7 Submissions are made to obtain appropriate funds to complete works according to enterprise procedures.  
1.8 Restoration work is planned in compliance with Occupational Health and Safety and relevant legislative requirements. |
| 2. Managing restoration works | 2.1 *Expert advice* is obtained on specific maintenance works and associated contracts to meet *plan of management and conservation*.  
2.2 Special building and conservation requirements to maintain significance are specified in maintenance *documentation*.  
2.3 Workers/contractors are informed and supervised to ensure significance of place is maintained in terms of no damage to surroundings, environment, fabric or building, re-use of traditional materials, use of traditional building techniques, introduction of appropriate new materials, and management of work areas, debris and working materials. |
3. Clean-up after work

3.1 Workers/contractors are informed and supervised to ensure significance of place is maintained in terms of no damage to surrounds, environment, fabric or building, and removal of materials, equipment and tools.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Verbal and written instructions to staff and contractors.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through setting priorities and scheduling of works.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Through development of restoration strategies according to enterprise policies.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Collaboration with and support for field staff.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Estimates of materials and costs and building specifications.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Ensuring maintenance complies with fabric of place according to national and international charters and Codes of Practices.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Computers, tools and equipment associated with restoration works.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What might the plan of management and conservation include?

Strategies and actions included in the park/reserve plan of management for the maintenance and use of the place for activities such as tourism, actions requested by stakeholders, actions resulting from site inspection and actions to record current state of the place.

What fabric restoration methods may be included?

Preparation of drawings to show current state of fabric, identification of materials used in fabric, review availability of materials and relevant skills, and input into the conservation plan/plan of management.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What may be included in the restoration of the fabric?</td>
<td>Repair of wear or fretting due to the impact of weathering, wear due to use, which may either detract from the significance, damage from humans, vehicles and animals, both accidental or intentional, damage from pests, including fungi, rising damp (salt damp), decay and rust, flooding and storm damage, age and deterioration.</td>
</tr>
<tr>
<td>From what areas might expert advice be sought?</td>
<td>Cultural resource management, architectural and heritage, engineering such as structural, mechanical or electrical and building trades, especially in terms of traditional skills.</td>
</tr>
<tr>
<td>How may documentation be prepared?</td>
<td>Plan of management and conservation, maintenance schedule and project management documents, funding submissions, and contracts and specifications.</td>
</tr>
<tr>
<td>Which OHS requirements may be applicable to this standard?</td>
<td>Codes of Practice, enterprise policies and procedures, and certification/licensing of personnel.</td>
</tr>
<tr>
<td>What certificates/licences may be included?</td>
<td>Fire permits, vehicle operation including heavy vehicles, and permits to enter specific places.</td>
</tr>
<tr>
<td>What methods of communication may be included?</td>
<td>Discussions with experts, peers, stakeholders, local and State/Territory government agencies, provision of information and instructions to workers/contractors.</td>
</tr>
</tbody>
</table>
## EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in managing restoration of cultural places requires evidence that a cultural site has been appropriately restored according to enterprise guidelines and industry best practice and in compliance with relevant charters, guidelines and legislation. The skills and knowledge required to manage restoration of cultural places must be transferable to a range of work environments and contexts. For example, this could include different cultural sites, building materials, restoration works and historical fabric.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- *Burra Charter*, heritage and building acts, and other relevant legislation.
- Conservation architecture.
- Historic archaeology.
- Relevant oral and community history.
- Traditional and current building practices.
- Managing projects.
- Building/maintenance requirements and specifications.
- Occupational Health and Safety.
- Risk Management.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Plan required restoration measures.
- Restore fabric.
- Clean up after work.

### Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

### Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5512A Manage the implementation of legislation

Unit Descriptor

This competency standard covers the process of administering legislation and involves the provision of both support and advice to landholders to ensure compliance within enterprise guidelines or legislative requirements. It requires the ability to establish procedures to identify infestations and location, and to administer the implementation of ruling legislation. Managing the implementation of legislation requires knowledge of legislation relating to pest management, protection of the environment, and use of pest control agents, ecological systems, production systems and conflict resolution.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Establish procedures to identify infestations and location

1.1 Monitoring program identifies infestations in contravention of existing legislation.
1.2 Procedures to establish land ownership and responsibilities of all parties are established in line with State legislation.
1.3 Procedures to contact landowners and notify of infestation and control requirements are prepared consistent with enterprise and regulatory guidelines.
1.4 Policies detailing right of entry in communicating with landowners are explained clearly to relevant workers.
1.5 Record keeping documents are in line with agency policies.

2. Administer the implementation of ruling legislation

2.1 Procedures for the serving of notices complying with relevant legislation and regulations and agency policy are prepared and implemented.
2.2 Guidelines on the collection of evidence and reporting of findings are prepared and implemented in accordance with legislation or legal advice where appropriate.
2.3 Pest management advice is provided to landholders consistent with enterprise guidelines and legislative requirements.
2.4 Enterprise policy providing assistance and advice to landholders in the implementation of pest management programs is established.
2.5 Evidence and findings are collated for presentation in court or to legal representatives following enterprise policy.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Advice and assistance to landholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through monitoring programs and activities.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>According to enterprise guidelines.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>In the preparation for presentation in court of evidence and findings.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>In collation of evidence and use of record-keeping systems.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>In investigation of breaches and non-compliance of legislation.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>In the collection and presentation of evidence.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.


Which pests may be relevant to this competency standard? Weeds and vertebrate pests of crops, pastures, rangelands, native vegetation and waterways.

Which relevant Federal or State legislation and local regulations may be included? Environmental protection, noxious weeds, farm chemicals, vertebrate pests, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.
What pest control advice may be relevant to this standard? Providing an interpretation of legislative requirements and reference to appropriate source of advice where required.

What enterprise policies and procedures developed may be specified? Accurate record keeping, observation procedures, inspection procedures, storage protocols and protocols for preparation and serving of notices.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole? Competence in managing the implementation of legislation requires evidence that correct legal procedures and protocols have been observed in the implementation of legislation. The skills and knowledge required to manage the implementation of legislation must be transferable to a range of work environments and contexts. For example, this includes different legislation and situations.

What specific knowledge is needed to achieve the performance criteria? Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant Commonwealth, State and Local legislation and regulations.
- Pest control treatments relating to pests dealt with under legislation and regulation.
- Integrated Pest Management principles.
- Legislation relating to gathering and presentation of evidence.
- Conflict resolution.
- Group skills relating to presentation of advice.
- Record keeping systems.
- Time management for self and others.
- Protection of the environment.
- Use of pest control agents.
- Ecological and production systems.
- Policy and procedure development.
- Presenting evidence in court.

What specific skills are needed to achieve the performance criteria? To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Establish procedures to identify infestations and location.
- Administer the implementation of ruling legislation.
- Negotiate with stakeholders.

Are there other competency standards that could be assessed with this one? This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.
Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5513A Manage wildfire hazard reduction programs

Unit Descriptor
This competency standard covers the process of administering legislation and involves the provision of both support and advice to landholders to ensure compliance within enterprise guidelines or legislative requirements. It requires the ability to establish procedures to identify infestations and location, and to administer the implementation of ruling legislation. Managing the implementation of legislation requires knowledge of legislation relating to pest management, protection of the environment, and use of pest control agents, ecological systems, production systems and conflict resolution.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Establish procedures to identify infestations and location
   1.1 Monitoring program identifies infestations in contravention of existing legislation.
   1.2 Procedures to establish land ownership and responsibilities of all parties are established in line with State legislation.
   1.3 Procedures to contact landowners and notify of infestation and control requirements are prepared consistent with enterprise and regulatory guidelines.
   1.4 Policies detailing right of entry in communicating with landowners are explained clearly to relevant workers.
   1.5 Record keeping documents are in line with agency policies.

2. Administer the implementation of ruling legislation
   2.1 Procedures for the serving of notices complying with relevant legislation and regulations and agency policy are prepared and implemented.
   2.2 Guidelines on the collection of evidence and reporting of findings are prepared and implemented in accordance with legislation or legal advice where appropriate.
   2.3 Pest management advice is provided to landholders consistent with enterprise guidelines and legislative requirements.
   2.4 Enterprise policy providing assistance and advice to landholders in the implementation of pest management programs is established.
   2.5 Evidence and findings are collated for presentation in court or to legal representatives following enterprise policy.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Performance Level</th>
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<td>Communicating ideas and information</td>
<td>Advice and assistance to landholders.</td>
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</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through monitoring programs and activities.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>According to enterprise guidelines.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>In the preparation for presentation in court of evidence and findings.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>In collation of evidence and use of record-keeping systems.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>In investigation of breaches and non-compliance of legislation.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>In the collection and presentation of evidence.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.


Which pests may be relevant to this competency standard? Weeds and vertebrate pests of crops, pastures, rangelands, native vegetation and waterways.

Which relevant Federal or State legislation and local regulations may be included? Environmental protection, noxious weeds, farm chemicals, vertebrate pests, use of firearms (including licensing requirements and exemptions), humane treatment of animals, activities in nature reserves and heritage areas, poisons and veterinary substances, identification and reporting of suspected outbreaks of exotic disease, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.
<table>
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<tr>
<th>What pest control advice may be relevant to this standard?</th>
<th>Providing an interpretation of legislative requirements and reference to appropriate source of advice where required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What enterprise policies and procedures developed may be specified?</td>
<td>Accurate record keeping, observation procedures, inspection procedures, storage protocols and protocols for preparation and serving of notices.</td>
</tr>
</tbody>
</table>

**EVIDENCE GUIDE**

What evidence is required to demonstrate competence for this standard as a whole?

Competence in managing the implementation of legislation requires evidence that correct legal procedures and protocols have been observed in the implementation of legislation. The skills and knowledge required to manage the implementation of legislation must be transferable to a range of work environments and contexts. For example, this includes different legislation and situations.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant Commonwealth, State and Local legislation and regulations.
- Pest control treatments relating to pests dealt with under legislation and regulation.
- Integrated Pest Management principles.
- Legislation relating to gathering and presentation of evidence.
- Conflict resolution.
- Group skills relating to presentation of advice.
- Record keeping systems.
- Time management for self and others.
- Protection of the environment.
- Use of pest control agents.
- Ecological and production systems.
- Policy and procedure development.
- Presenting evidence in court.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Establish procedures to identify infestations and location.
- Administer the implementation of ruling legislation.
- Negotiate with stakeholders.

**Essential Assessment Information**

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5517A Propose a negotiated outcome for a given area of country

Unit Descriptor

This competency standard covers the process of proposing a negotiated outcome for a given area of country according to community guidelines and best practice procedures. It requires the ability to identify, select and define relevant issues related to the given area of country, gather and analyse information, formulate and communicate proposals, complete a proposal for a negotiated outcome for a given area of country.

Proposing a negotiated outcome for a given area of country requires knowledge of report preparation, consultation approaches, conflict resolution, cultural customs and heritage, relevant state land and resources acts/legislation, and management and use of the resources of the specific area.

Note: Delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify, select and define relevant issues related to the given area of country

   1.1 Community, government and agency perspectives, and issues likely to impact on proposals are accurately identified.

   1.2 The implications and impact of issues and perspectives on the given area of country are identified.

   1.3 Priority areas for further research, assessment and clarification of issues are recommended.

   1.4 Proposals for given area of country are defined in terms of context, issues to be addressed, expected outcomes, possible complications, precedents and key stakeholders.

   1.5 With the support of elders and other key stakeholders, an outline of the scope and appropriate processes for conducting negotiated outcomes for that area of country are detailed.

2. Gather and analyse information on given area of country

   2.1 Information required to support proposals is identified according to community protocols.

   2.2 Information required to support proposals is gathered, analysed and interpreted according to community and agency guidelines and best practice procedures.

   2.3 An analytical framework for the development of an appropriate approach to the proposal is developed.

   2.4 Legislation, national and international protocols and conventions relevant to the given area of country are investigated and implemented, where appropriate.

   2.5 The implications for own people from these examples are described in ways that stakeholders can understand.
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Formulate and communicate proposals for given area of country</td>
<td>3.1 A range of options is developed for the proposal, including mechanisms for implementation, monitoring and evaluation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.2 The range of options is communicated in a timely and understandable way to those party to the negotiations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.3 Relevant people to be included in the negotiation are kept informed of progress of work and consulted as appropriate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.4 Recommendations are made for options based on likely effectiveness, implementation time frame and costs (including infrastructure), interaction with other proposals (existing or being developed), and consistency with government legislation and policy.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.5 Examples of instances where other Indigenous peoples have used international legal systems to support environmental issues in their own countries are collated.</td>
<td></td>
</tr>
<tr>
<td>4. Complete a proposal for a negotiated outcome for a given area of country</td>
<td>4.1 Proposal is documented according to community and agency guidelines and best practice procedures.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2 Possible alternatives to use are described ensuring compatibility with legal and administrative circumstances for the area of country.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.3 Relevant people to be included in the negotiation are consulted on final draft proposal and implications for the community.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.4 Proposal is completed following endorsement from key stakeholders for given area of country.</td>
<td></td>
</tr>
</tbody>
</table>
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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>Communication of ideas and information can be applied by discussing verbally or in writing a negotiated outcome for a given area of country with appropriate people and others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Proposing a negotiated outcome for a given area of country will require detailed information to be gathered from a variety of sources, and analysed and organised for others.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Proposing a negotiated outcome for a given area of country requires some planning and organising of information and resources.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Proposing a negotiated outcome for a given area of country will require coordination of self and others in a team.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Not applicable.</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While proposing a negotiated outcome for a given area of country, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be required to gather and present information.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

- Which environmental legal systems may apply to this standard?
  - Local government legal responsibilities, State/Territory government legal responsibilities, Commonwealth government legal responsibilities, and court systems.

- Which administration of environmental law in Australia may be included?
  - Local government administrative arrangements, State/ Territory government departments and agencies, Commonwealth government departments and agencies, and commissions and authorities.
| **Which international forums may be relevant?** | International Union of Commonwealth Nations, GAT and United Nations. |
| **Which relevant conventions may be included in this standard?** | Indigenous Peoples, Traditional Technologies and Equitable Sharing; International Instruments for the Protection of Community Intellectual Property & Traditional Resource Rights; Oxford Centre for the Environment, Ethics & Society: Oxford; Rainforest Aboriginal Network (1993) Julayinbul; Aboriginal and Intellectual and cultural property: Definitions, ownership and strategies for protection in the Wet Tropics World Heritage Area; Agenda 2, Chapter 26; The Biodiversity Convention articles 8. (J) and 16; The Law of the Sea Convention; IUCN Inter Commission Taskforce on Indigenous Peoples; ILO Convention No. 169: Convention concerning Indigenous and Tribal peoples in Independent countries; The Declaration of Kari-Oca; The Declaration on the rights of Indigenous Peoples; Mataatuta Declaration on Cultural and Intellectual Property rights of Indigenous Peoples (New Zealand) and Universal Declaration on Human Rights. |
| **Which negotiated outcomes may apply to this standard?** | Co-existence agreements, heads of agreement, land use strategy agreements, sea use strategy agreements, contracts with government, joint management agreements, and Memorandum of Understanding. |
| **What processes and steps for the negotiation and conflict resolution may be included?** | Models of win-win strategies, models of win-lose strategies, bargaining positions, roles of key stakeholders in the processes, key words and phrases to use in moving negotiation, determination of when and how to involve legal personnel and roles of mediators. |
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in proposing a negotiated outcome for a given area of country requires evidence that a proposal has been appropriately completed according to community protocols and best practice procedures. The skills and knowledge required to proposing a negotiated outcome for a given area of country must be transferable to a range of work environments and contexts. For example, this could include different areas of country, legislative parameters and reporting formats.

<table>
<thead>
<tr>
<th>What specific knowledge is needed to achieve the performance criteria?</th>
</tr>
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<tbody>
<tr>
<td>Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:</td>
</tr>
<tr>
<td>• Report preparation.</td>
</tr>
<tr>
<td>• Consultation approaches.</td>
</tr>
<tr>
<td>• Conflict resolution.</td>
</tr>
<tr>
<td>• Cultural customs and heritage.</td>
</tr>
<tr>
<td>• Relevant state land and resources acts/legislation.</td>
</tr>
<tr>
<td>• International environment forums.</td>
</tr>
<tr>
<td>• Relevant international and national conventions and agreements.</td>
</tr>
<tr>
<td>• Management and use of the resources of the specific area.</td>
</tr>
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</table>

<table>
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<tr>
<td>To achieve the performance criteria, some complementary skills are required. These skills include the ability to:</td>
</tr>
<tr>
<td>• Identify, select and define relevant issues related to the given area of country.</td>
</tr>
<tr>
<td>• Gather and analyse information on given area of country.</td>
</tr>
<tr>
<td>• Formulate and communicate proposals for given area of country.</td>
</tr>
<tr>
<td>• Complete a proposal for a negotiated outcome for a given area of country.</td>
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<tr>
<th>Are there other competency standards that could be assessed with this one?</th>
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<tr>
<td>This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.</td>
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RTD5518A  
Unit Descriptor  
Review assessments for legislative compliance  
This competency standard covers the process of reviewing assessments for legislative compliance relating to changes in land use. It requires the ability to validate the process, audit the data, submit assessment application and supporting documents and respond to applicants. Reviewing assessments for legislative compliance requires knowledge of relevant Federal and State legislation and regulations on vegetation clearance, interpreting aerial photographs, maps and GIS data, communicating with stakeholders, agency review policies and procedures, and formats for reporting.

Unit Sector  
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA  
1. Validate the process  
   1.1 Data concerning clearing application is compiled using industry methodology.
   1.2 Specific issues relating to proposed land use is investigated and reported according to enterprise guidelines and industry best practice.
   1.3 Documentation is presented in accordance with legislative requirements or procedures.

2. Audit the data  
   2.1 Accuracy of site details documented in line with program guidelines.
   2.2 Relevant data are collected following procedures according to enterprise guidelines and industry best practice.
   2.3 Potential threatened species recorded in line with legislative requirements.
   2.4 Soil and water impact assessed consistent with proposed land use and industry principles.
   2.5 Cultural heritage issues investigated and recorded following industry guidelines.

3. Submit assessment application and supporting documents  
   3.1 Detail and accuracy of site data is collected checked against assessment criteria.
   3.2 Report recommendations supported by evidence following assessment criteria and legislative requirements or procedures according to enterprise guidelines and industry best practice.
   3.3 Final report and supporting documentation presented in line with policy guidelines.

4. Respond to applicant  
   4.1 Result of assessment communicated to applicant in line with program guidelines.
   4.2 Specific recommendations communicated consistent with legislative requirements or procedures according to enterprise guidelines and industry best practice.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Communication of ideas and information can be applied by reviewing assessments with managers and others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising</td>
<td>Reviewing assessments will require information to be gathered from a wide variety of sources and organised for others.</td>
<td>2</td>
</tr>
<tr>
<td>Plannning and organising activities</td>
<td>Reviewing assessments requires limited planning and organising.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Reviewing assessments will require participation with others in a team.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical ideas and techniques can be applied through use of data gathering technology.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While reviewing assessments, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be required to gather and process information.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables explains the contexts within which the performance and knowledge requirements of this standard may be assessed. The scope of variables chosen in training and assessment requirements may depend on the work situations available.

**What types of land use may be included?**
Clearing native vegetation and changes in drainage.

**What are the relevant Federal, or State legislation and local regulations which may apply to this standard?**
Environmental protection, noxious weeds, activities in nature reserves and heritage areas, OHS regulations and common law principles relating to property, stock, duty of care and due diligence.

**Who might other stakeholders be?**
Land managers in the region, local recreational land users, regional land management bodies, local regulatory authorities and landcare committees.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How might supporting and validating data be obtained?</td>
<td>By direct observation, GIS, satellite information and air-flown MSS.</td>
</tr>
<tr>
<td>Which forms of workplace documentation may be included?</td>
<td>Enterprise procedures, instructions related to scientific practices and use of keys, manuals and scientific works, preparing records of observations, and documenting photographs and samples.</td>
</tr>
</tbody>
</table>

**EVIDENCE GUIDE**

What evidence is required to demonstrate competence for this standard as a whole?

Competence in reviewing assessments for legislative compliance requires evidence that assessments have been appropriately reviewed according to enterprise guidelines and industry best practice. The skills and knowledge required to review assessments for legislative compliance must be transferable to a range of work environments and contexts. For example, this could include different locations, reasons for changes and landholders.

**What specific knowledge is needed to achieve the performance criteria?**

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant Federal and State legislation and regulations on changes in land use.
- Interpreting aerial photographs, maps and GIS.
- Communicating with stakeholders.
- Agency review policies and procedures.
- Formats for compiling reports.

**What specific skills are needed to achieve the performance criteria?**

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Validate the process.
- Audit the data.
- Submit assessment application and supporting documents.
- Respond to applicant.

**Are there other competency standards that could be assessed with this one?**

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

**Essential Assessment Information**

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTD5522A Plan river restoration works

Unit Descriptor

This competency standard covers the development of river restoration plans. It requires the ability to establish the suitability of a project proposal, develop erosion and sediment control strategies, design structural works, and prepare a river restoration plan. Planning river restoration works requires a knowledge of relevant environmental, planning and ground water legislation, erosion and sediment control techniques, design principles, soils and soil formation, levels and levelling, earthmoving principles, total catchment and other issues, river processes, restoration principles and techniques, and biodiversity.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Establish client need
   1.1 The client expectations is discussed and confirmed.
   1.2 Current impacting legislation and policies are explained to the client.
   1.3 Possible strategies are discussed with the client and the best option confirmed in writing.

2. Develop the strategy to utilise restoration works
   2.1 Property ownership and boundaries are confirmed by checking maps and titles.
   2.2 Profiles of river sections are determined from survey and aerial photographs.
   2.3 Erosion control measures are developed and are consistent with industry principles and selection criteria.
   2.4 Sediment control measures are developed consistent with industry principles and selection criteria.
   2.5 Fauna habitats are developed following industry recommendations.
   2.6 Vegetation species utilised within restoration project comply with industry guidelines.
   2.7 River restoration strategies are established and documented in co-operation with the client and relevant consent authority.

3. Prepare a detailed works plan
   3.1 Selection criteria for earthwork structures or measures are checked against industry guidelines.
   3.2 Habitat enhancement strategies checked against industry guidelines.
   3.3 Plan is prepared according to enterprise guidelines and industry best practice.
**KEY COMPETENCIES**

What processes should be applied to this competency standard?

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 in brackets 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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<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 discussing river restoration works at meetings or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Planning river restoration works will require detailed information to be collected, analysed and organised by research and consultation.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Planning river restoration works requires extensive planning and organising of resources and others.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Planning river restoration works will require the development and management of work teams to achieve outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Complex mathematical techniques relating to erosion control design could be applied.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While planning river restoration works, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Analysis, design and presentation technology may be required.</td>
<td>3</td>
</tr>
</tbody>
</table>

**RANGE STATEMENT**

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Which clients may be included?

Landholders, landcare groups, local councils, extractive industries, and catchment management groups.

Which legislation and policies may be included?

Rivers and foreshores improvement acts, fisheries management acts, threatened species conservation acts, environmental planning and assessment act.

Which erosion control measures may be included?

Embankment stabilising structures and techniques.
Which sediment control measures may be included? Coffer dams, site management, sediment fences, sediment traps, sediment curtains and sediment retention basins.

Which fauna habitats may be included? Scour holes, snags establishment of backwaters and spawning areas.

Which vegetation species may be included? Endemic riparian species.

Which habitat enhancement strategies may be included? Use of rocks, logs, vegetation, car bodies and mesh fencing.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in planning erosion and sediment control measures requires evidence that erosion and sediment control measures have been planned and documented according to enterprise guidelines and industry best practice. The skills and knowledge required to plan erosion and sediment control measures must be transferable to a range of work environments and contexts. For example, this could include different soils, situation and topography.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant environmental, planning and groundwater legislation.
- River processes.
- River restoration techniques.
- Planning procedure for erosion and sediment control.
- Erosion control and design principles.
- Soils and soil formation.
- Levels and levelling.
- Earthmoving principles.
- Total catchment issues.
- Legal requirements - permits.
- Environmental issues.
- Country code.
- Managing peak water flows.
- Subsurface and surface drainage principles and systems.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Establish requirements of the project.
- Develop a river restoration strategy.
- Prepare a detailed works plan.
<table>
<thead>
<tr>
<th><strong>Are there other competency standards that could be assessed with this one?</strong></th>
<th>This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Assessment Information</strong></td>
<td>For information about <strong>assessing this competency standard for consistent performance</strong> and <strong>where and how it may be assessed</strong>, refer to the Assessment Guidelines for this Training Package.</td>
</tr>
</tbody>
</table>
RTD5802A  Support group and community changes in resource management

Unit Descriptor
This competency standard covers the process of supporting change management processes in a group and community context. It requires the ability to identify changes occurring at group and community levels, identify potential impacts and reactions, and facilitate change management processes. Supporting group and community changes in resource management requires knowledge of change management theories at individual and group level, meeting procedures, local networks and groups, and community viewpoints and cultures.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify changes occurring at group and community levels
   1.1 Changes occurring or due to occur at group and community level due to voluntary initiatives or legislative requirements are identified in terms of impact.

2. Identify potential impacts and reactions
   2.1 Potential impact of changes and reactions at group and community level are identified.
   2.2 Support in terms of change management initiatives that may be required to implement change in the group or community is identified.
   2.3 Cultural and sector perspectives and viewpoints are identified to address different reactions to change.

3. Facilitate change management processes
   3.1 Information related to the changes is distributed in terms that assist understanding and acceptance.
   3.2 Group is facilitated to develop understanding of change, to manage reactions and to develop response(s).
   3.3 Group is encouraged to develop and implement a plan to address change and its impacts.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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>By discussing group and community resource management changes at meetings, or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Supporting group and community changes in resource management will require detailed information to be collected, analysed and organised by research and consultation.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Supporting group and community changes in resource management activities are planned and organised by convening meetings and disseminating information.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Supporting group and community changes in resource management will require development and management of work teams to achieve outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Basic mathematical techniques could be applied.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While supporting group and community changes in resource management, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Data gathering and information presentation technology may be required.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What voluntary initiatives may be included in this standard?

Information programs seeking change in community behaviour, e.g., water pollution, water runoff and pest management, plans to fence, re-vegetate an area, proposals to change use of area, suggestions to farmers groups to change farming practices.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which legislative requirements may be relevant?</td>
<td>Control of land clearing, use of pesticides and chemicals, water use and waste management, which may be current or future impact and may be local, State or Commonwealth legislation and regulations.</td>
</tr>
<tr>
<td>What level of impact may be included?</td>
<td>Minor visual impact, inconvenience, change in private lifestyle, change in business practices, or major in business and income.</td>
</tr>
<tr>
<td>How would change to management initiatives be carried out?</td>
<td>Through consultation, provision of information, negotiation, provision of alternative operating methods, and identification of people requiring individual support.</td>
</tr>
<tr>
<td>From where may community viewpoints come?</td>
<td>Indigenous people, migrants, women and men, industry sectors, and local government, and community groups.</td>
</tr>
<tr>
<td>What forms may information take?</td>
<td>Verbal information and advice on use, written information, both standard and specially prepared for specific situation, and audio-visual information.</td>
</tr>
<tr>
<td>What methods of communication might be relevant?</td>
<td>Formal and informal presentations, chairing meetings, leading discussion groups, and handling of strong views/resistant views and emotional reactions.</td>
</tr>
</tbody>
</table>

**EVIDENCE GUIDE**

What evidence is required to demonstrate competence for this standard as a whole?

Competence in supporting group and community changes in resource management requires evidence that support for changes in resource management have occurred at group and/or community level according to community and agency guidelines and best practice procedures. The skills and knowledge required to support group and community changes in resource management must be transferable to a range of work environments and contexts. For example, this could include different groups and communities, change management approaches and resource management issues.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Change management theories at individual and group level.
- Meeting procedures.
- Local networks and groups.
- Community viewpoints and cultures.
| What specific skills are needed to achieve the performance criteria? | To achieve the performance criteria, some complementary skills are required. These skills include the ability to:  
  - Make formal and informal presentations.  
  - Discuss issues with a range of community people from different perspectives and cultures, including strong viewpoints and personalities.  
  - Manage minority viewpoints and interests.  
  - Chair meetings.  
  - Lead discussion groups.  
  - Prepare materials that target specific issues, especially in plain English for diverse groups. |
| Are there other competency standards that could be assessed with this one? | This competency standard could be assessed on its own or in combination with other competencies relevant to the job function. |
| Essential Assessment Information | For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package. |
RTD5803A Operate within community cultures and goals

Unit Descriptor
This competency standard covers the process of exploring and understanding the culture and goals of a community or group and operating appropriately within those parameters. It requires the ability to identify community values, research community history and plans, and establish role of groups within the community. Operating within community cultures and goals requires knowledge of relevant government and community action programs, broad Australian and regional history, current social and environment affairs for local community and wider region, processes for identifying cultural protocols and understanding of what may be noteworthy to community and newsworthy to media.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify community values

1.1 **Range of groups** in community is identified through interaction with **community members** and groups to determine potential **diversity of values**.

1.2 Values held by various sections of the community relevant to **program activities** are identified for planning of promotional and **group activities**.

1.3 **Cultural authority** is identified in Indigenous communities and groups to implement appropriate protocols.

1.4 **Community leaders** in terms of community involvement and opinion making are identified from community interaction.

2. Research community history and plans

2.1 **History of community** relevant to program is identified for use in promotional, educational and group activities.

2.2 Relevant documents, symbols, places of value and oral traditions are identified to place program and group in local context.

2.3 **Community plans** are identified for use in promotional, educational and group activities.

3. Establish role of group in community

3.1 Potential roles of program and group to community is identified for use in group activities.

3.2 Interaction with community is managed to build rapport with individuals and groups.

3.3 **Consultation processes** are established and maintained with community members and groups.

3.4 Image of group and program in community is maintained by acknowledging community concerns and promoting positive image of group and program.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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>By discussing community cultures and goals at meetings, or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Operating within community cultures and goals will require information to be collected, analysed and organised by consultation with others and research of existing resources.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Community activities are planned and organised by convening meetings and disseminating information.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Operating within community cultures and goals will require development and management of work teams to achieve outcomes.</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>While operating within community cultures and goals, cultural problems may arise requiring innovative solutions.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Not applicable.</td>
<td>-</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Who could be the range of groups relevant to this standard?

Formal or informal groupings based on social activities and interests, family and community history, cultural backgrounds including immigrant and Indigenous, sex and age.

What might the community members include?

The town, village, regional area, suburb or group of suburbs in a city, coastal region, demographic area, Indigenous clans and people, and sub-catchment area.
<table>
<thead>
<tr>
<th><strong>What may be included as diversity of values?</strong></th>
<th>Degree of integration and willingness to interact with other groups and community, individual and group willingness to be involved in voluntary and community activities, attitudes to environmental issues and government/community programs, and individual and group involvement in current community, business, and local and regional government.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What program activities may be included?</strong></td>
<td>To form and/or develop a community group, to promote solutions or explain issues relating to the environment or other government program, project activities, and fund raising and submissions.</td>
</tr>
<tr>
<td><strong>What may be included as group activities?</strong></td>
<td>Project activities, fund raising and submissions, on-ground works, monitoring and evaluation.</td>
</tr>
<tr>
<td><strong>What programs may be included in this standard?</strong></td>
<td>Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry programs, business programs and State Government community programs related to the environment.</td>
</tr>
<tr>
<td><strong>Who might be included in the term cultural authority?</strong></td>
<td>Traditional owners and custodians, Aboriginal peoples, communities and groups, Torres Strait Islander communities and groups, and protocols identified from group or contacts with other networks.</td>
</tr>
<tr>
<td><strong>Who might be the community leaders?</strong></td>
<td>People in formal positions as a result of position/occupation or community role or having informal influence over community or group opinion, in a position to promote or sponsor events and activities, able to allocate resources, and elders in Indigenous clans or communities.</td>
</tr>
<tr>
<td><strong>What may be included in the history of community?</strong></td>
<td>Events, understanding of past events or places considered important by community or groups within the community, and spiritual connections (e.g., Indigenous communities).</td>
</tr>
<tr>
<td><strong>What is meant by community plans?</strong></td>
<td>Informal desires of community to better itself, local or regional plans, by local governments or other bodies, and local implementation of State or Commonwealth government plans.</td>
</tr>
<tr>
<td><strong>What promotional activities may be relevant to this standard?</strong></td>
<td>Those related to improving awareness of program, raising awareness of issues and desirable community response, raising the profile of the community group, those involving local media. The type of medium used will depend on type of community, e.g., Indigenous communities prefer visual material and simple use of language.</td>
</tr>
<tr>
<td><strong>What educational activities may be included?</strong></td>
<td>Raising awareness of issues and desirable community response, providing background and technical information to sections of the community, such as schools and community groups, and improving skills and knowledge.</td>
</tr>
</tbody>
</table>
What might the consultation processes mean?

Complying with values and respecting cultural authority, addressing issues that may impact on values, including discussion where relevant with Indigenous and other communities and groups on natural resource and environment management.

How might areas of literacy be included?

Extracting ideas, concepts and issues from community plans, documents and media.

What forms of communication may be relevant?

The ability to present ideas and concepts to individuals and small groups, identify ideas and issues for discussion, use of pictures and plain English to Indigenous and other groups.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in exploring and work within community cultures and goals requires evidence that community culture and goals have been appropriately identified and that work has been undertaken within these parameters according to community and agency guidelines and best practice procedures. The skills and knowledge required to explore and work within community cultures and goals must be transferable to a range of work environments and contexts. For example, this could include different communities, programs and community cultural aspects.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant government and community action programs.
- Processes for development and delivery of programs.
- Typical community and local government structures and organisation.
- Group processes.
- Broad Australian and regional history.
- Current social and environment affairs for local community and wider region.
- Rural industry operation and processes (for rural programs).
- Process for identifying cultural protocols.
- Understanding of what may be noteworthy to community and newsworthy to media.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Conform to social protocols for a range of cultures in the community.
- Communicate with people of all ages, cultures and sexes in a range of settings, disability both physical and intellectual.
- Develop an approach that is inclusive of Indigenous gender issues.
- Write newsletters and letters in an appropriate framework/context.
- Source key information from community sources including approaching leaders.
- Give presentations/public speaking in a range of formal and less formal circumstances.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5805A
Unit Descriptor
Facilitate development of group goals and projects
This competency standard covers the facilitation role to assist a group to
develop its direction and role in terms of goals, action plans and
projects, and to prepare submissions for funding on relevant projects.
Goals, action plans and projects may range from a small area to a
sub-catchment plan. It requires the ability to promote the identification
of land management issues, assist in setting priorities for action, support
a group to identify and evaluate potential projects, and prepare project
proposals and submissions. Facilitating development of group goals and
projects requires knowledge of a range of group facilitation styles,
previous group history, a broad understanding of regional and national
environmental issues, strategic planning principles, and local regional
and community perspectives.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Promote the identification of environmental issues
   1.1 Group members are encouraged to identify local
       environmental issues within the context of the group's
       activities and program scope.
   1.2 Identified issues are developed in terms of the problem(s), the
       cause(s), and actions required.
   1.3 Group members are given opportunities to learn about
       environmental matters and to acquire additional related skills.

2. Facilitate development of priorities for action
   2.1 Group members are facilitated to develop potential action
       strategies from identified issues to comply with program scope.
   2.2 Different action strategies are given priorities in terms of
       members' interests and skills, the impact in terms of solving
       environmental issues and promotion of solutions to
       environmental issues, and compliance with the program
       guidelines.
   2.3 Facilitation processes used are sensitive to the level of group
       development.

3. Facilitate development of goals
   3.1 Group members are facilitated to develop goals of the group in
       terms of the locality and region environmental contexts, and
       to link these to action strategies to develop a cohesive action
       plan.
   3.2 Group is encouraged to document their goals and action
       strategies and to obtain membership approval.
   3.3 Group is encouraged to review previous goals and action plans
       as part of the development of new goals and action plans.
   3.4 Role of facilitator/coordinator in group development and
       management is clearly identified to reduce unrealistic
       expectations and conflict.
   3.5 Minority views and interests are managed to ensure group
       cohesion is maintained.
   3.6 Group is facilitated to develop its goals and projects within its
       rules of association and program guidelines.
   3.7 Goals and action strategies are correlated to regional plans and
       initiatives.
4. Support group to identify and evaluate potential projects

   4.1 Group is facilitated to identify a range of potential projects within goals and action strategy.

   4.2 Group is facilitated through an evaluation process of alternative projects to determine: compliance with members interests and skills, project scope within the resources of the group or network of regional groups, compliance within program scope, available funding and potential for acceptance.

   4.3 Group is encouraged to review the results of previous projects and submissions for funds as part of the development of new projects.

   4.4 Facilitation process is sensitive to individual members viewpoints, perspectives and cultures, and considerate of community goals and plans to manage any potential conflict.

5. Support group in development of project proposals and submissions

   5.1 Group is facilitated to develop broad project plan within program guidelines and to develop costing.

   5.2 Group is assisted to prepare project proposal in terms of the program requirements and to complete submission for lodgement by the due date to the authorities.

   5.3 Group is assisted to document project evaluation requirements in accordance with program and proposal requirements.

   5.4 Relevant information is sourced to assist the group in the submission.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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 discussing group goals and projects at meetings or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Facilitating the development of group goals and projects will require detailed information to be collected, analysed and organised by research and consultation.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Facilitating activities are planned and organised by convening meetings and planning activities.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Facilitating development of group goals and projects will require development and management of work teams to achieve outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical techniques relating to data gathering and interpretation can be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While facilitating the development of group goals and projects, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Information presentation technology may be required.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What might constitute the group? A group developed with the assistance of a regional facilitator/coordinator or group formed by other means and seeking support of facilitator/coordinator/leader.

What environmental issues may be relevant? Issues associated with the preservation of quality of soil, water and air, with protection of ecosystems or species, or the management of disturbance or degradation.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What could be the group's activities?</td>
<td>Previous and current range of activities of group, interests expressed by group members which may be independent or in co-operation with other groups, may relate to small area up to a sub-catchment plan, may address one or more issues and may include Indigenous culture and consultation with stakeholders.</td>
</tr>
<tr>
<td>What facilitation processes may be included?</td>
<td>Techniques used by facilitator or coordinator to assist group development and development of goals, action plans and projects. These processes may depend on the length of time group has been running, skills and knowledge of group members, and the availability of resources including volunteers.</td>
</tr>
<tr>
<td>What are the locality and region environmental contexts which may be relevant to this standard?</td>
<td>Wider issues identified by private or government authorities, research into environmental, natural resources or productive resources by government authorities, universities, research centres or private industry, regional plans and components of regional plans.</td>
</tr>
<tr>
<td>What does it mean to action strategy or action plan?</td>
<td>Action strategy is a statement of broad actions. Action plan comprises the broad actions within a time and regional context.</td>
</tr>
<tr>
<td>What are projects which might be relevant to this standard?</td>
<td>Discrete series of actions leading to defined outcome(s) which are eligible for funding under a relevant program, or for which private funding may be sourced.</td>
</tr>
<tr>
<td>What are the project proposals and submissions?</td>
<td>The proposal is a summary of the project, outcomes and costing in terms for submission to a Regional and State Assessment Panel and in accord with program guidelines, which is then submitted with supporting forms and documentation in accord with program guidelines.</td>
</tr>
<tr>
<td>What are the evaluation requirements for this standard?</td>
<td>Explain program and project submission requirements, identify outcomes to be evaluated, identify appropriate processes, and document processes and resource required.</td>
</tr>
<tr>
<td>What is the relevant information to be included?</td>
<td>Program guidelines and advice on guidelines, advice on proposal and submissions, and technical information for use in goals, action plans, projects and proposals.</td>
</tr>
<tr>
<td>What is the program scope?</td>
<td>Current scope and conditions of relevant government funding projects for which the group is eligible to apply.</td>
</tr>
<tr>
<td>Which programs may be included?</td>
<td>Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry programs, business programs and State Government community programs related to the environment.</td>
</tr>
<tr>
<td>Which legislative requirements may be relevant to this standard?</td>
<td>Occupational health and safety, public safety, planning, conservation and environment management, local government, regional planning and land tenure.</td>
</tr>
</tbody>
</table>
Who is included in the reference to individual and cultural viewpoints and perspectives?

Indigenous peoples, migrants and women's and men's perspectives.

What forms of communication may be relevant?

Facilitation of group processes, information sharing/training sessions including informal sessions, action learning/research of an informal nature, more formal presentations, facilitation of communication between group members, one-to-one sharing, sourcing of information through personal contact, and handling of people with strong opinions/characters.

What levels of literacy are included?

Analysis of research papers, interpretation of regional plans and articulation of group discussions into written documents.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in facilitating development of group goals and projects requires evidence that facilitation processes have been appropriately applied in the development of a community group's goals and projects according to community and agency guidelines and best practice procedures. The skills and knowledge required to facilitate development of group goals and projects must be transferable to a range of work environments and contexts. For example, this could include different projects, community groups, and cultural perspectives.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Range of group facilitation styles.
- Previous group history.
- Board understanding of regional and national environmental issues.
- Regional community, groups and cultures.
- Local and broader politics.
- Strategic planning principles.
- Program guidelines.
- National, State and regional funding priorities.
- Legislative requirements.
- Community and sector perspectives.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Facilitate groups.
- Present to groups.
- Develop strategic plans.
- Prepare proposals.
- Resolve conflict.
<table>
<thead>
<tr>
<th><strong>Are there other competency standards that could be assessed with this one?</strong></th>
<th>This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential Assessment Information</strong></td>
<td>For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.</td>
</tr>
</tbody>
</table>
RTD5806A Promote group formation and development

Unit Descriptor

This competency standard covers the process of bringing people together to form and strengthen the group, its processes and outcomes. It requires the ability to identify the potential for the group, develop approaches to create and maintain interest, communicate group potential and achievements and attract members and volunteers. Promoting group formation and development requires knowledge of sources of local information, structure and operation of community organisations, group formation processes, public relations principles and principles of negotiation and conflict resolution.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify potential for group
   1.1 Community research is carried out to determine potential interest in forming group in a locality or region.
   1.2 Members of existing groups are encouraged to use their networks of contacts to promote the group and program, and to obtain new members.

2. Develop approach to create and maintain interest
   2.1 Community organisations and media are identified as potential avenues for promotion.
   2.2 Program is promoted in region or locality to create interest in it and its objectives.
   2.3 Approaches to diverse sections of the community are modified to cater for their perspectives and cultures.
   2.4 People interested in forming new groups are brought together to explore their potential.

3. Communicate group potential and achievements
   3.1 Environmental issues that have the potential to be addressed by the community and group are identified and promoted to raise interest.
   3.2 Group and regional achievements are recorded and used to promote the group and the program.
   3.3 Any tension and/or conflict between people in group formation and development is identified and addressed using appropriate and consistent conflict resolution approaches.

4. Enlist members and volunteers
   4.1 Contacts are invited to join the group and program to increase community involvement and resources.
   4.2 Interests and skills of community members are identified to introduce them to relevant program activities and others with mutual interests.
   4.3 People who wish to form new groups are given advice, support and access to information and program resources to form the new group.
   4.4 Approaches and dealings with individuals and groups include appropriate regard for cultural issues, equity and disability.
   4.5 Minority interests within the group are managed to develop group cohesiveness in line with program requirements.
KEY COMPETENCIES
What processes should be applied to this competency standard?

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 in brackets 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 discussing verbally or in writing group formation and development with supervisors and others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Promoting group formation and development will require detailed information to be collected, analysed and organised by research and consultation.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Group formation activities are planned and organised by promoting and developing group dynamics.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Promoting group formation and development will require development and management of work teams to achieve outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Basic mathematical techniques relating to data gathering could be applied.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While promoting group formation and development, technical and organisational problems may arise requiring innovative solutions.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Data gathering and presentation technology may be required.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What might community research include?

Individuals making contact/expressing interest in the program, existing groups with similar objectives, community interest in environmental issues, support from community, local government and other organisations, access to meetings and groups for promotion of the program through speaking or other opportunities.

From whom might potential interest in the project be determined?

Individuals seeking information or responding to promotion and other established organisations or groups.
<table>
<thead>
<tr>
<th><strong>Which community organisations might be included in this standard?</strong></th>
<th>Service organisations, local government, schools and other educational institutions, sporting and social clubs, business associations and businesses.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How might promotion be undertaken?</strong></td>
<td>Advertising program and group achievements, seeking additional membership, seeking members for new group, and seeking general community interest in program and environmental issues.</td>
</tr>
<tr>
<td><strong>Which areas of the media may be relevant?</strong></td>
<td>Print media and electronic media.</td>
</tr>
<tr>
<td><strong>What environmental issues may be relevant?</strong></td>
<td>Disturbance of natural ecosystems, deterioration of soil, water and air at local, national and international levels.</td>
</tr>
<tr>
<td><strong>What group and regional achievements may be included?</strong></td>
<td>Achievements by groups in region either individually or as a network, development and promotion of projects, receipt of project funds, completion of projects, on-ground works and provision of support, advice and education programs.</td>
</tr>
<tr>
<td><strong>Which legislative and agency requirements may relate to this standard?</strong></td>
<td>Promotion and assistance provided to group complies with legislative and agency requirements including structure of group, how program and agency are promoted in conjunction with group, other legislative requirements including OHS, public safety, equal opportunity and anti-discrimination.</td>
</tr>
<tr>
<td><strong>How might the management of diversity be achieved?</strong></td>
<td>By ensuring that promotion and group assistance are in the context of diverse range of people of different cultural backgrounds including migrants and Indigenous peoples, both sexes, and people with disabilities.</td>
</tr>
<tr>
<td><strong>What forms of communication may be relevant?</strong></td>
<td>Preparation of promotional material, articles, preparation of presentations to different individuals and groups, promotion of ideas and concepts, handling of questions, objections and strong opinions with individuals and in group presentations, and use of audiovisual aids in presentations.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in promoting group formation and development requires evidence that groups have been formed and supported to meet program goals according to community and agency guidelines and best practice procedures. The skills and knowledge required to promote group formation and development must be transferable to a range of work environments and contexts. For example, this could include different groups, programs and community cultural perspectives.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Sources of local information.
- Environmental issues.
- Structure and operation of community organisations.
- Range of one to one presentation methods.
- Range of group presentation methods.
- Group formation processes.
- Program objectives, scope and guidelines.
- Agency procedures and related requirements.
- Public safety requirements.
- Local media outlets.
- Public relations principles.
- Legislative, agency and program requirements including occupational health and safety, equal opportunity and special requirements to support women, migrants and Indigenous peoples.
- Principles of negotiation and conflict resolution.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Facilitate groups.
- Speak and present in public.
- Use the media.
- Develop promotional materials.
- Facilitate meetings and discussion during group formation and development phases.
- Facilitate formation and development of committees.
- Resolve conflict and group frustration during group formation and development phases, including diverse agendas of individuals and groups.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.
| Essential Assessment Information | For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package. |
RTD5904A Map relationship of business enterprise to culture and country

Unit Descriptor
This competency standard covers the process of mapping the relationship of European business enterprises to culture and country. It requires the ability to establish reasons for entering/establishing business, interpret the legal parameters of the business organisation, investigate the roles of key positions in the organisation and/or community, and evaluate the decision making process. Mapping the relationship of business enterprises to culture and country requires a knowledge of legislation formulation, specific legislation, legal aspects of business structures, constitutions and other corporate documentation, organisational structures theories, decision-making processes and community structure.

Note: Delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Establish reasons for entering/establishing business
   1.1 The reasons for entering business are described.
   1.2 The relationship between culture and the reasons for entering business are mapped.
   1.3 The business activity is explained as it relates to the structure of community and/or family grouping.
   1.4 The business activity is explained as it relates to and with country.

2. Interpret the legal parameters of the business organisation
   2.1 The organisational structure is defined.
   2.2 The legal basis and appropriate documentation for the structure is identified.
   2.3 The documentation is reviewed.
   2.4 The powers and authorities of the business are analysed.
   2.5 The legal limitations and requirements are described.

3. Investigate the roles of key positions in the organisation and/or community
   3.1 Titles of key positions in the organisation and/or community are identified and listed.
   3.2 The duties of these positions are summarised.
   3.3 The source of power or responsibility for these positions is outlined.
   3.4 The limitations of the duties and decisions that may be made by these positions are described.
   3.5 The role of these positions are analysed in terms of the structure of the community and/or family grouping.
   3.6 The role of these positions are analysed in terms of relationship to country.
4. Evaluate the decision making process as it relates to the organisation and/or community

4.1 The decision-making process required to be followed in the organisation and/or community is described.

4.2 The responsibilities of each position in this decision-making process are identified.

4.3 Decisions that have been made using this process are described.

4.4 The effectiveness of the decision making process is evaluated.

4.5 The dynamics of the processes in making these decisions are explained.

4.6 Recommendations as to how this process can be improved are made.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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 discussing the relationship of business enterprises to culture and country at meetings, or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Mapping the relationship of business enterprises to culture and country will require detailed information to be gathered from a variety of sources and analysed and organised for others.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Mapping the relationship of business enterprises to culture and country requires some planning and organising of information and resources.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Mapping the relationship of business enterprises to culture and country requires coordination of self and others in a team.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mapping the relationship of business enterprises to culture and country will require calculations relating to financial management.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While mapping the relationship of business enterprises to culture and country, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be required to gather and present information.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

<table>
<thead>
<tr>
<th>What reasons for entering business may be included?</th>
<th>Profit, employment, cultural maintenance, ownership, empowerment, family obligations and family sustainability.</th>
</tr>
</thead>
<tbody>
<tr>
<td>What characteristics may be described in the structure of community and/or family grouping?</td>
<td>Clan groupings, language groupings, physical location, family groupings, kinship, customs, relationships to country and Dreaming, family requirements and gender relationships.</td>
</tr>
<tr>
<td>What business as it relates to and with country may be relevant?</td>
<td>Restrictions in relation to access, restrictions in relation to development, ways of interacting with/on country, ceremonial activities and requirements, cultural activities and requirements, family requirements and gender relationships, and observing appropriate protocols in talking about country.</td>
</tr>
<tr>
<td>What are the various examples of organisational structure which may relate to this standard?</td>
<td>Clan/family groupings, community based groupings, legislated groupings, i.e. community councils, sole traders, partnerships, corporate structure, incorporated associations and political groupings.</td>
</tr>
<tr>
<td>What legal basis and appropriate documentation may be included?</td>
<td>National strategies, legislation and statutory requirements, constitution, association of understanding and memorandums, minutes of meetings, membership, policy statements and guidelines, procedural statements and guidelines, and organisational procedures.</td>
</tr>
<tr>
<td>What legal limitations and requirements may apply?</td>
<td>Legislation, i.e. acts and statutory requirements, constitution, association of understanding and memorandums, minutes of meetings, membership, policy statements and guidelines, procedural statements and guidelines, organisational procedures, contractual requirements and obligations, audit requirements and accountability requirements.</td>
</tr>
<tr>
<td>What are some examples of key positions?</td>
<td>Community chairperson, business owner, land council councillor, community councillor, manager, supervisor, executive officer and elders.</td>
</tr>
<tr>
<td>What types of sources of power may be included?</td>
<td>Legislation, statutory requirements, management committee authority, community recognised peoples, i.e. elders, corporate documentation, i.e. constitution and/or articles and memorandum.</td>
</tr>
<tr>
<td>What relationships to country in terms of key positions may be relevant?</td>
<td>Identification of elders, clans/family groupings, cultural responsibilities, ceremonial requirements, family requirements and gender groupings.</td>
</tr>
</tbody>
</table>
How might the effectiveness of the decision-making process be determined?

Timeliness of decision, information used in the evaluation process, whether it was made at the correct level, and legal responsibilities.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in mapping relationship of business enterprise to culture and country requires evidence that decision-making in business enterprises according to community protocols and the relationship of the business activity to country. The skills and knowledge required to map relationship of business enterprise to culture and country must be transferable to a range of work environments and contexts. For example, this could include other types of business enterprises.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Legislation formulation.
- Specific legislation.
- Legal aspects of business structures.
- Constitutions and other corporate documentation.
- Organisational structures theories.
- Decision-making processes.
- Community structure.
- National Reconciliation Strategy on Economic Independence.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Work with/within a diverse group of people.
- Communicate effectively with others.
- Deal with personal negative responses/reactions in a positive way.
- Develop strategies that support the concept /implementation of Indigenous management (principles).
- Understand and engage effectively in mediation and conflict resolution.
- Recognise and encourage the development of an individual's interpersonal skills.
- Analyse and evaluate skills.
- Write reports.
- Communicate orally.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.
Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5907A  Plan for successful cultural practice at work

Unit Descriptor

This competency standard covers the process of planning for culturally appropriate work practices to enable practitioners to be successful in their chosen field of work or vocation. It requires the ability to summarise essential features of Indigenous families and cultures, review impacts of changes on Indigenous societies since European settlement, outline the concept of cultural maintenance, and plan culturally appropriate work practices. Planning for successful cultural practice at work requires knowledge of history and effects of European settlement on Indigenous peoples, the concept of cultural maintenance, change processes and planning work practices.

Note: Delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Summarise essential features of Aboriginal and Torres Strait Islander families and cultures

   1.1 Contemporary Australian Indigenous history since 1788 is summarised.
   1.2 The concepts and beliefs of the dreaming and before time are explained.
   1.3 The link between economic organisation and ecology in Aboriginal and Torres Strait Islander societies is outlined.
   1.4 The traditional social structures of Aboriginal and Torres Strait Islander societies are summarised.
   1.5 The elements of Aboriginal or Torres Strait Islander societies (i.e. religion, land, ecology, social structure, political structure) are combined to create a whole.

2. Review impacts of changes on Aboriginal and Torres Strait Islander societies since European invasion

   2.1 World colonisation and the impacts on Indigenous peoples are outlined.
   2.2 Racist behaviours and the impact that these have had on Indigenous Australian peoples and communities is outlined.
   2.3 The role the media and other agencies play in influencing public opinion is outlined.
   2.4 The changes that have happened to Aboriginal and Torres Strait Islander societies since 1778 in relation to world colonisation and racial theories are broadly outlined.
   2.5 The responses to the changes described above are broadly outlined.
   2.6 Impacts that these changes have had on families and communities are summarised.
   2.7 Personal responses to information about the positive and negative effects of colonisation are analysed.
   2.8 The significance of these impacts on cultural practices is outlined.
3. Analyse effects of examining isolated cultural elements of a holistic culture as individual doctrines

3.1 Areas of overlap within sections of Aboriginal cultural life are explained, and areas of overlap within sections of Torres Strait Islander cultural life are explained.

3.2 The Aboriginal and Torres Strait Islander worldview, including the dimension of holistic notion of culture is explained.

3.3 The effects of compartmentalising a holistic culture are explained.

4. Relate the implications for vocational area of government efforts to address continuing effects of colonisation

4.1 Various policies implemented by governments to address the areas of Aboriginal and Torres Strait Islander affairs are investigated and explained.

4.2 The processes of bureaucracies that implement these policies are identified.

4.3 The effects of these policies and their implementation processes on communities are evaluated.

4.4 The effectiveness of a chosen policy is investigated through community consultation.

4.5 Strategies for redressing the perception of 'special treatment' for Indigenous peoples in relation to the chosen policy are outlined.

5. Outline the concept of cultural maintenance

5.1 Features of identity and personal cultural maintenance are listed.

5.2 How these features are applied in daily work life are outlined.

5.3 The broader issues of cultural maintenance and cultural theft are outlined.

5.4 Cultural maintenance in relation to a work issue is defined.

5.5 Allowances for absences due to family/seasonal cultural practices and bereavement are acknowledged.

5.6 Conflicts and opportunities for cultural maintenance in work are outlined.

5.7 Possible strategies for cultural maintenance in work are developed.

6. Characterise self as an effective Indigenous practitioner in the environment field

6.1 Possible sources of conflicts and opportunities in work roles are described.

6.2 Strategies for addressing these are developed.

6.3 A vision/set of aspirations for own work is developed.

6.4 Personal action plan and strategies for fulfilling this vision are outlined.

6.5 Appropriate complaint mechanisms are put in place.

7. Plan culturally appropriate work practices

7.1 Common culturally inappropriate work practice are detailed.

7.2 Ways that Indigenous practitioners can effect change to create greater cultural awareness are proposed.

7.3 The significance of not addressing the practice is discussed.

7.4 Strategies to change the practice are described.

7.5 An implementation and evaluation plan for the strategies is developed.
**KEY COMPETENCIES**

What processes should be applied to this competency standard?

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 in brackets 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>Communication of ideas and information can be applied through staff meetings and discussions.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Planning for successful cultural practice at work will require detailed information to be gathered from a number of different sources, and analysed and organised for action by others.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Planning for successful cultural practice at work requires planning and organising in a cultural way.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Planning for successful cultural practice at work will require coordination of self and others in a team.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Not applicable.</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While planning for successful cultural practice at work, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be required to assist with the collection and presentation of information.</td>
<td>1</td>
</tr>
</tbody>
</table>

**RANGE STATEMENT**

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

**What are the essential features of families and cultures which may be included?**

Type of family groupings, responsibilities and obligations to family members, oral history, language spoken, belief systems, value systems, systems of law and order, and predominant religion and spirituality.
| Which characteristics of social structures described in terms of main elements may be relevant? | Pattern of family groupings, communal living arrangements, patterns of daily life, roles of men, women, children and family, class structures, predominant language used, main economic activities, main transport systems used, main information systems used, predominant religion or spiritual beliefs, main system of law and order, main type of government, main social upheavals experienced over specified periods of time, and main problems experienced by the society over specified periods of time. |
| What may constitute racist behaviours? | Stereotyping and jokes about cultural aspects and/or skin colour. |
| What changes to society may result? | Economic changes, family structure changes, adoption of different systems of law and order, population distributions or patterns of populating, breakdown or build-up of family and communities, introduction of new technologies, changes to fundamental value and belief systems or introduction of new spiritual beliefs or religions. |
| Which personal responses may be included? | Thinking responses, e.g., analysis, synthesis of new and old information or experiences; emotional responses, e.g., anger, sadness, despair, happiness; projected response, e.g., taking on the consequences on behalf of family members, taking on the arguments of other family members, taking on the suppression of family members. |
| What is meant by the term holistic notion? | The view of Aboriginal and Torres Strait Islander peoples that all things are connected and the significance of these connections preclude isolating areas for individual analysis. |
| Which government policies may apply to this standard? | Protectionism, self-determination and self-management. |
| What may be included in special treatment? | Perceptions of bias to Indigenous people in allocations of funds, family arrangements and positive discrimination practices. |
| What does cultural maintenance mean? | Continuing of language, protection and continuing of stories, protection of cultural sites of significance, significant sites, continuing of responsibilities to others, continuing of obligations to others, and continuing of spiritual practices. |
| How might cultural theft occur? | By the taking of stories told in confidence, taking of artefacts, representation of culture by outsiders, description of culture and cultural practices by outsiders using own frames of reference, use of symbols and other representations by outsiders, use of language by outsiders, inappropriate protection by outsiders of information provided, and breaches of copyright. |
What vision/set of aspirations may be included?

Ultimate goal for work life, specific job, outline of type of work role being undertaken, characteristic ways of working, e.g., participative approach, respect for elders shown in processes, respect for colleagues, and qualities exhibited during work, e.g., integrity, honesty, caring and sharing.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in planning for successful cultural practice at work requires evidence that culturally appropriate work practices have been planned and implemented. The skills and knowledge required to plan for successful cultural practice at work must be transferable to a range of work environments and contexts. For example, this could include different community groups, organisations and work practices.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- History and effects of European invasion on Aboriginal and Torres Strait Islander peoples.
- The concept of cultural maintenance.
- Change processes.
- Planning work practices.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Summarise essential features of Aboriginal and Torres Strait Islander families and cultures.
- Review impacts of changes on Aboriginal and Torres Strait Islander societies since European settlement.
- Analyse effects of examining isolated cultural elements of a holistic culture as individual doctrines.
- Relate the implications for vocational area of government efforts to address continuing effects of colonisation.
- Outline 'cultural maintenance'.
- Characterise self as an effective Indigenous practitioner in the environment field.
- Plan culturally appropriate work practices.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.
| Essential Assessment Information | For information about **assessing this competency standard for consistent performance** and **where and how it may be assessed**, refer to the Assessment Guidelines for this Training Package. |
RTD5910A Contribute to regional planning process

Unit Descriptor

This competency standard covers the process of contributing to and assisting in the regional planning process under the broad direction of technical specialists, facilitator and/or group and panels. It requires the ability to participate in community groups, meetings and panels, interpret technical advice, research information, establish data collection processes, and work with volunteers. Contributing to regional planning process requires knowledge of land management issues for local area/region, legislative, program and other requirements for regional plans and the planning process, regional planning concepts, natural resource management processes, consultation approaches, and cross cultural and cultural factors relevant to social structures.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Participate in panels and group discussion on the planning process
   1.1 Natural resource management issues, economic and social factors, and potential solutions/directions are submitted to panels/groups for discussion.
   1.2 Contributions to discussions and panels/groups are positive to assist panel/group to develop course of action and recommendations.
   1.3 Contributions to discussions and panels and groups are structured to comply with legislative, program and agency requirements.

2. Collect data and background information
   2.1 Information on local natural resource management issues is collected through monitoring and surveys conducted in conjunction with local groups, projects and programs.
   2.2 Arrangements are made for additional data on natural resource management issues and associated economic, industry and social factors to be collected for input into analysis and the planning process.

3. Contribute to the plan
   3.1 Local natural resource management issues are highlighted to the planning team for inclusion in planning considerations.
   3.2 Relationship between local and wider issues is explored to submit views on natural resource management priorities and solutions.
   3.3 Draft plans are reviewed in terms of impact on the local and wider region to identify deficiencies and propose solutions.
   3.4 Participation in community consultation assists the facilitator/regional planner to obtain feedback on the draft plan.
   3.5 Proposals for improvement to draft plans are based on natural resource management within relevant economic, industry and social contexts.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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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<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>By discussing verbally or in writing regional planning processes with supervisors and others.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Contributing to regional planning processes will require information to be collected, analysed and organised by consultation with others and research of existing resources.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Regional planning activities are planned and organised by convening relevant groups and meetings.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Contributing to regional planning processes will require development and management of work teams to achieve outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical techniques relating to data gathering and interpretation can be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While contributing to regional planning processes, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Data gathering and presentation technology may be required.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What natural resource management issues may be included in this standard?

Damage to natural resources, activities or lack of activity causing ecosystems operating outside their natural states, risk of damage and degradation to natural resources, and restoration of degraded areas.

What could be the potential solutions that may be relevant?

Those which address natural resource management issues and take account of relevant economic, industry and social factors.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>From where might panels and groups come?</td>
<td>They might be formed at regional level to oversee planning development process, formed at local level, formed with common or diverse interest groups, e.g., industries, cultural, community etc, and may have formal or informal status in terms of agency or enterprise.</td>
</tr>
<tr>
<td>Which agencies might be relevant?</td>
<td>Commonwealth, State or Territory department or statutory body managing a program.</td>
</tr>
<tr>
<td>What forms of monitoring and surveys may be included?</td>
<td>Surveys may include counts of species or events, or of particular state of natural resources, or of activities of industry or community. Monitoring is designed to record status and change of natural resources over time.</td>
</tr>
<tr>
<td>Which local groups may be included?</td>
<td>Groups formed in the context of a program, and industry or community groups.</td>
</tr>
<tr>
<td>What economic, industry and social factors may be relevant?</td>
<td>Productive industry terms, use of regional resources, social patterns and groupings, generators of economic activity, including government and industry, the existence and strength of primary, secondary and tertiary industry in the region, the impact of the industries on the region in economic, social and environmental terms, the growth or reduction in the various industries, various cultural aspects and heritage of area, including Aboriginal Heritage and requirements for consultation and engagement.</td>
</tr>
<tr>
<td>What draft plans may be included?</td>
<td>Those prepared by facilitators/specialist planners with community, group and panel advice and input from other specialists.</td>
</tr>
<tr>
<td>What might be termed goals within this standard?</td>
<td>Visionary statements or clear qualitative/quantitative results for whole region may include more than one, which may require a balanced response and may include priorities.</td>
</tr>
<tr>
<td>What could be included in the program?</td>
<td>Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs and State Government community programs related to the environment.</td>
</tr>
<tr>
<td>How may projects be described in this standard?</td>
<td>Discrete series of actions leading to defined outcome(s) which are eligible for funding under a relevant program and/or for which State/Territory, or private funding may be sourced.</td>
</tr>
<tr>
<td>What forms of communication may be relevant?</td>
<td>Ability to work and communicate in teams, groups and panels with similar or different viewpoints, convey reports and report back on the status of planning processes to program and community groups, convey context of issues and potential solutions to both technical experts and lay people, and participate in community consultation.</td>
</tr>
<tr>
<td>What levels of literacy are included?</td>
<td>Review technical submissions, draft documents for circulation to panels, groups, and community groups, and interpret plans, maps charts, graphs and tables of information.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in contributing to regional planning process requires evidence that regional planning processes have been completed and that a significant contribution was made throughout the process according to community and agency guidelines and best practice procedures. The skills and knowledge required to contribute to regional planning process must be transferable to a range of work environments and contexts. For example, this could include different community groups, regions and planning processes.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Local community including economic, industry and social factors.
- Group development.
- Natural resource management issues for local area/region.
- Legislative, program and other requirements for regional plans and the planning process.
- Regional planning concepts.
- Natural resource management processes.
- Consultation approaches.
- Cross cultural and cultural factors relevant to social structures.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Participate in groups, meetings and panels.
- Interpret technical advice.
- Research information.
- Establish data collection processes.
- Work with volunteers.
- Effectively present.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5911A Manage the incorporation of a group

**Unit Descriptor**
This competency standard covers the process of coordinating activities related to the conversion of an unincorporated group into an incorporated entity. It requires the ability to identify association requirements, seek incorporation approvals and execute incorporation requirements. Implementing the incorporation of a group requires knowledge of basic legal processes and related legislation, reporting procedures for incorporated groups and for groups in programs, organisational structures and processes, incorporation principles and local legislation, and basic management and probity principles.

**Unit Sector**
No Sector Assigned

### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify association requirements | 1.1 **Legislative requirements** for incorporation are obtained from relevant authorities.  
1.2 Readiness of group to proceed with incorporation is assessed against **program** and legislative requirements.  
1.3 Appropriate **government agency and legal advice** is sought during incorporation procedures.  
1.4 Changes required in **group structure**, membership and operating processes are documented for presentation to the group. |
| 2. Seek incorporation approvals | 2.1 **Consents of members** and committee are obtained at the various stages of incorporation in accordance with legislative requirements.  
2.2 Committee, public officer, treasurer, auditor and other officers are elected or appointed in accordance with proposed association rules.  
2.3 Consent to apply for incorporation and to advertise group's intention is obtained from membership in accordance with legislative requirements. |
| 3. Execute incorporation requirements | 3.1 **Group's objectives and operating rules** are defined in accordance with the legislation and program guidelines.  
3.2 **Group name** is selected and reserved in accordance with legislative requirements.  
3.3 Appropriate notice of incorporation is given in accordance with legislative requirements.  
3.4 Appropriate forms and fees are paid to implement incorporation according to legislative requirements.  
3.5 Changes in **association documents and processes** are implemented in accordance with legislative requirements. |
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>By discussing the incorporation of a group at meetings or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Implementing the incorporation of a group will require information to be collected, analysed and organised by consultation with others and research of existing resources.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Incorporation activities are planned and organised in accordance with corporations law of the respective state or territory and in consultation with stakeholders.</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Implementing the incorporation of a group will require coordination of self and others in a team.</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Basic mathematical techniques relating to incorporation could be applied.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While implementing the incorporation of a group, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Data gathering and information presentation technology may be required.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Which legislative requirements are appropriate for this standard?

The State/Territory Act(s) governing incorporation of associations and operation of associations in the relevant State or Territory and regulations under Act(s), legislation relating to accounts, taxation and employment of people (where appropriate).

What could be included in the program?

Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs and State Government community programs related to the environment.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which government agency and legal advice is relevant to this standard?</td>
<td>Government agency that is responsible for incorporation and registration of associations, government agency responsible for program, private legal practitioner and government employed practitioner.</td>
</tr>
<tr>
<td>Which group structure may be included?</td>
<td>Committees and sub-committees, officers, agents and employees.</td>
</tr>
<tr>
<td>Which areas may require consents of members?</td>
<td>Act on behalf of group to commence incorporation, objectives and rules, name and elections/appointments.</td>
</tr>
<tr>
<td>What are the objectives and operating rules?</td>
<td>Objectives define the scope of operation of the group, and rules may be standard rules provided by government in legislation in original or modified form, or special rules drafted for the group.</td>
</tr>
<tr>
<td>Which association documents and processes may be included?</td>
<td>Establishment of banking accounts, contract management, public officer training and duties, and governance arrangements.</td>
</tr>
<tr>
<td>Which diverse contexts may be included?</td>
<td>Development and incorporation of group are in the context of diverse range of people of different cultural backgrounds including migrants and Indigenous peoples, both sexes, and people with disabilities.</td>
</tr>
<tr>
<td>What are the group operating processes relevant to this standard?</td>
<td>Financial and banking, contractual, purchase of goods and services, management, committee meetings and records.</td>
</tr>
<tr>
<td>What levels of literacy are included?</td>
<td>Research and interpret general and specific information on program, environmental issues and projects.</td>
</tr>
<tr>
<td>What forms of communication may be relevant?</td>
<td>Seeking information from group and other coordinators and leaders, one-to-one and small group presentation to different community members, public speaking to a range of audiences, and handling contentious issues with sensitivity to diverse viewpoints.</td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Basic legal processes and related legislation.
- Reporting procedures for incorporated groups and for groups in programs.
- Basic organisational structures and processes.
- Basic financial processes.
- Incorporation principles and local legislation.
- Incorporation and reporting requirements of program.
- Establishment of groups and operating procedures.
- Basic management and probity principles.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Present proposals to group.
- Establish groups and operating procedures.
- Communicate and negotiate.
- Explain processes and procedures to committee and group.
- Work with committee.
- Seek and interpret advice.
- Give instructions for preparation of documents.
- Draft documents.
- Resolve conflict.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD5915A Investigate suspected breaches of NRM legislation

Unit Descriptor

This competency standard covers the process of investigating suspected breaches of Natural Resource Management legislation. It requires the ability to prepare for initial investigation, interview witnesses and land owners, collect site evidence and compile final report. Investigating changes in land use for legislative requirements requires knowledge of relevant Federal and State legislation and regulations on natural resource management issues. Knowledge is required of legal responsibilities and protocols relating to dealing with people and gathering evidence, interpreting aerial photographs, maps and GIS, communicating with stakeholders, legal and agency policies and procedures, and formats for compiling reports and submitting evidence.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Respond to advice of change in land use
   1.1 Recording of details relating to advice of change in land use is completed following organisational protocols.
   1.2 Pre site inspection investigations completed in accordance with organisational guidelines and Federal, State legislation and local regulations.
   1.3 Suspected breach reported and approval sought to proceed with investigation in accordance with organisational protocol.

2. Carry out site investigation
   2.1 Site investigations proceed in accordance with organisation guidelines.
   2.2 Notification to other stakeholders of the consequences of their actions according to organisational guidelines is given.
   2.3 Interviews and record of proceedings are completed in accordance with legal and organisational protocols.
   2.4 Specific issues relating to collection of evidence aligning to technical guidelines are communicated.
   2.5 Record of specific site details relevant to the investigation is recorded following organisation guidelines.

3. Collect site evidence
   3.1 Accuracy of site details in line with program guidelines is checked.
   3.2 Collected site evidence is obtained in accordance with organisational guidelines and legal requirements.
   3.3 Completed investigations are sufficient to support judgement in accordance to organisational and legal requirements.

4. Compile final report
   4.1 Detail and accuracy of supporting and validating data is checked in accordance with legal and organisational guidelines.
   4.2 Establishment of recommendations based on investigations conforms to legal protocol and organisational guidelines.
   4.3 Final report and supporting workplace documentation presented in line with policy guidelines.
KEY COMPETENCIES
What processes should be applied to this competency standard?

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 in brackets 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>Performance Level</th>
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<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Verbally, in writing and through photographs and other evidence.</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through collection of evidence according to enterprise and legislative guidelines.</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Through site investigations according to enterprise and legislative guidelines.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>In collection of evidence, conducting investigation and preparation of reports.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Through analysis of data collected during investigations.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Through making judgements based on evidence and dealing with unforeseen situations as they arise.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>In gathering and presenting information.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT
The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What types of land use may be included?
Clearing of native vegetation and changes to drainage practices.

What are the relevant Federal, State legislation and local regulations which may apply to this standard?
Environmental protection, noxious weeds, activities in nature reserves and heritage areas, OHS regulations, and common law principles relating to property, stock, duty of care and due diligence.

Who might other stakeholders be?
Land managers in the region, local recreational land users, regional land management bodies, local regulatory authorities and landcare committees.

How might supporting and validating data be obtained?
By direct observation, GIS, satellite information and air-flown MSS.
Which forms of workplace documentation may be included?

Enterprise procedures, instructions related to scientific practices and use of keys, manuals and scientific works, preparing records of observations and documenting photographs and samples.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in investigating suspected breaches of natural resource management legislation requires evidence that investigations have been carried out according to enterprise guidelines and industry best practice, that an appropriate judgement has been made and has been documented in a final report. The skills and knowledge required to investigate suspected breaches of natural resource management legislation must be transferable to a range of work environments and contexts. For example, this could include different NRM legislation, investigation procedures, evidence collection and suspected breaches.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Relevant Federal and State legislation and regulations on natural resource management issues.
- Interpreting aerial photographs, maps and GIS.
- Communicating with stakeholders.
- Agency policies and procedures.
- Formats for compiling reports.
- Assessment approaches for area of notification.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Respond to advice of change in land use.
- Carry out site investigation.
- Collect site evidence.
- Compile final report.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

There is essential information about assessing this competency standard for consistent performance and where and how it may be assessed, in the Assessment Guidelines for this Training Package. All users of these competency standards must have access to both the Assessment Guidelines and the relevant Sector Booklet.
RTD6502A  Review management plans and strategies

This competency standard covers the process of reviewing and assessing effectiveness of management plans and strategies. It requires the ability to determine mechanisms and criteria for reviewing management plans and strategies, analyse existing management plans and strategies, modify management plans and strategies, and implement modified management plans and strategies. Reviewing management plans and strategies requires knowledge of the interrelationship of geophysical, hydrological, biological and meteorological factors in an ecosystems, biodiversity, monitoring parameters and techniques utilised in biological monitoring, international, national and local standards and Codes of Practice, relevant cultural issues, and legislation under which enterprise operates.

Element: Determine mechanisms and criteria for reviewing management plans and strategies

1.1 Reasons for reviewing management plans and strategies are clearly established.
1.2 Analysis of data is carried out to recognise internal policy and procedural influences impacting on management plans and strategies.
1.3 Trends are interpreted to identify changes occurring in the management plans and strategies beyond normal variations.
1.4 Industry information is regularly reviewed to establish the need for reviewing management plans and strategies within the organisation.
1.5 Realistic timeframes for review process are determined.

Element: Analyse existing management plans and strategies

2.1 Trends and threats are assessed against the objectives of the management plans and strategies.
2.2 Existing management plans and strategies relevant to the issue under consideration are identified and assessed for their effectiveness, relevance, and impact on resource management.
2.3 Gaps in management plans and strategies are identified and prioritised.
2.4 Management plans and strategies are analysed taking account of the relevant historical, social, cultural, political and economic contexts in which they apply.
2.5 Persons contributing to review of management plans and strategies are fully informed regarding relevant enterprise requirements.
2.6 Consultation with stakeholders is undertaken to ensure support for implementation of adjusted management plans and strategies.
2.7 Problems are clearly identified and resolved taking into consideration the views of stakeholders.
3. Modify management plans and strategies

3.1 Modified management plans and strategies are prepared covering required aspects using clear and concise language in a standardised format.

3.2 Modified management plans and strategies developed are consistent with business plan and identified needs.

3.3 Feedback from employees on existing management plans and strategies is evaluated.

3.4 Staff are instructed and trained in changes to management strategies and monitoring recording processes.

3.5 Proposed changes to management plans and strategies are submitted for approval according to enterprise procedures.

3.6 Amended management plans and strategies incorporate outcomes of the consultative process, and agreement is sought from stakeholders where appropriate.

3.7 Modified management plans and strategies comply with relevant legislation.

4. Implement modified management plans and strategies

4.1 **Modifications** are made to operational processes to obtain additional key data and/or to monitor changes to conservation strategies and plans.

4.2 Education and training is given to employees to ensure effective implementation.

4.3 Education and information is provided to stakeholders to promote implementation.

4.4 Implementation of modifications is made in a timely manner to reflect the need for changes confirmed through the review process.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Brief staff and prepare reports.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Management data.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Implement modifications to strategies and plans.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Implementation of change strategies.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Analysis of data.</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Decision-making and interpretation of data.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Computers and field equipment.</td>
<td>3</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

Which areas may change in the modification of the management plan and strategies?

Protection of places containing natural or cultural resource significance (e.g., rare species or rock art with fencing), pest management, fauna management, projects to regenerate, restore, enhance, reinstate and/or preserve places and areas of natural significance, projects to maintain, preserve, restore, reconstruct and/or adapt the fabric of a place of cultural significance, development and maintenance of access roads, walks, development and provision of interpretative materials and services, development and maintenance of visitor facilities, provision and operation of accommodation, collection of fees from visitors and others, provision of events/exhibitions for visitors, contracting of visitor and other services, tours, accommodation services, burning for natural resource management, wildfire and urban fire management, management of emergencies, and waste and pollution management.
Who are the stakeholders that might be included in this standard?

Local, State and Federal agencies, community groups and associations and the general public.

What are the threats that might be relevant?

Degradation and disturbance due to human activities within and around the park, pests including weeds and feral animals, disease, pollution in waters and air, noise, inappropriate works, impacts from nearby rural and marine activities.

Which views of stakeholders may be included?

Impact on region of place/area, cultural values, views based on historical events, desire to protect indigenous species and geophysical areas of value, access for environmental protection, cultural, tourism, recreation and other resource use purposes.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in reviewing management plans and strategies requires evidence that management plans and strategies have been analysed, reviewed and adjusted according to enterprise guidelines and industry best practice. The skills and knowledge required to review management plans and strategies must be transferable to a range of work environments and contexts. For example, this could include different parks and reserves, planning approaches, stakeholder groups, and ecological characteristics.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Ecosystems including the interrelationship of geophysical, hydrological, biological and meteorological factors.
- Normal and abnormal life cycles of the biodiversity.
- Knowledge of the monitoring parameters and techniques utilised in biological monitoring.
- Threats, both natural and from human activity, to places of natural significance.
- International, national and local standards and Codes of Practice.
- Monitoring processes for particular types of land.
- Pollution sources and damage potential.
- General understanding of range of cultural issues.
- Legislation under which enterprise operates.
- Accepted scientific processes.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Interpret monitoring.
- Assess current strategies and plans.
- Adjust on-going monitoring plan.
| **Are there other competency standards that could be assessed with this one?** | This competency standard could be assessed on its own or in combination with other competencies relevant to the job function. |
| **Essential Assessment Information** | For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package. |
RTD6504A  Coordinate the preparation of a regional resource management plan

Unit Descriptor

This competency standard covers the process of coordinating the development of regional plans in the context of natural resource management. Specialist planners and others are used to develop the plan. It requires the ability to review existing information, identify dimensions of issues, form panels and groups to support the process, coordinate the preparation of a draft plan, undertake consultation, and submit plan for approval. Coordinating the preparation of a regional resource management plan requires knowledge of broad geographic indicators, regional and rural planning concepts, consultative techniques, local government operations, and cross cultural and cultural factors relevant to social structures.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Review existing information
   1.1 Information obtained during scoping or prior resource management plans is reviewed to determine starting point for planning process.
   1.2 Sources of additional information are identified for use during planning process.

2. Identify dimensions of issues
   2.1 Natural resource management issues previously identified are examined to determine current and future impacts.
   2.2 Causes, scope and types of potential solutions are identified from documentation for use in planning process.

3. Form panels and groups to support process
   3.1 Key stakeholder groups are approached to obtain views on consultative structures and processes.
   3.2 Panels and groups are formed to cater for input of stakeholder information and views, and to obtain assistance on plan development.
   3.3 Structure of panels and groups is developed to allow diversity and to promote involvement, ownership and co-operation between stakeholder groups.

4. Coordinate the collection of data
   4.1 Data collection and surveys on regional factors and issues is coordinated to provide information for the planning process.
   4.2 Inherent or stable and dynamic data is identified to ensure plan is developed on sound information basis.
   4.3 Rules and relationships between various data sets are developed where required for loading into a database.
   4.4 Specialists are sourced to process data for reporting to planning process.
   4.5 Arrangements are made for data to be recorded in a database where appropriate for further processing and reporting.
   4.6 Data collection and recording is managed within budgetary constraints.
## 5. Coordinate the development of goals and strategies

5.1 The development of goals and strategies is coordinated through the use of **technical advice**, panels and groups.

5.2 Sources of appropriate technical advice are identified.

5.3 Technical advice is obtained on issues at regional and local levels for integration into goals and strategies.

5.4 **Technical advice** is provided to **groups and panels** in appropriate terms to assist in the development of goals and strategies.

5.5 Panels and groups are facilitated to provide suggestions for goals and strategies, and to comment progressively on their formulation at a regional level.

5.6 Original scope and basis for planning process are reviewed at major developmental stages to determine their ongoing validity.

## 6. Coordinate the preparation of a draft plan

6.1 Preparation of draft plan is coordinated using technical and stakeholder input to cater for range of natural resource management issues within **economic, industry and social contexts**.

6.2 Personnel are coordinated to structure the draft plan to comply with legislative, program and enterprise requirements.

6.3 Draft plan includes goals, strategies and achievable and measurable outcomes that reflect prior consultation and technical advice.

6.4 Draft plan is submitted to enterprise editing, review and approval processes required before public comment.

## 7. Plan consultations

7.1 Consultations are planned to ensure all stakeholders have the opportunity to comment.

7.2 **Formal consultations** are recorded for use in revisions, and for reporting according to **legislative, program and enterprise requirements**.

7.3 Consultations are organised to include Indigenous Cultural Heritage as applicable.

## 8. Coordinate the revision of the plan to reflect consultations

8.1 Revision of draft plan is coordinated to reflect consultation comments within the parameters allowed in legislative, program and enterprise requirements.

8.2 Technical advice is obtained to develop an appropriate response to consultation comments.

8.3 Revised plan is submitted to enterprise editing, review and approval processes required before final approval.

8.4 Revised plan is submitted to regional planning group(s) before final approval.

## 9. Submit plan for approval/endorsement

9.1 Final plan is submitted for approval/endorsement and publication according to legislative, program, enterprise and contract requirements.

9.2 Planning process and **outcomes** are evaluated to identify potential future improvements in process and outcomes.
KEY COMPETENCIES
What processes should be applied to this competency standard?

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 in brackets 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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<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 discussing the preparation of a regional resource management plan at meetings or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Coordinating the preparation of a regional resource management plan will require detailed information to be gathered, analysed and organised from clients and stakeholders by seeking out technical advice across a range of disciplines.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Coordinating the preparation of a regional resource management plan requires extensive planning and organising of planning concepts from a variety of planning perspectives.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Coordinating the preparation of a regional resource management plan will require development and management of work teams to achieve outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Mathematical techniques in relation to planning and resourcing can be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While coordinating the preparation of a regional resource management plan, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Planning and presentation technology may be required.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT
The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What natural resource management issues may be included in this standard? Damage to natural resources, activities or lack of activity causing ecosystems to operate outside their natural states, restoration of degraded areas, risk of damage and degradation to natural resources.
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the current and future impacts which might relate to this standard?</td>
<td>The impact of degradation, disturbance and damage on natural resources in terms of significance or productive capacity.</td>
</tr>
<tr>
<td>What could be the potential solutions that may be relevant?</td>
<td>Those which slow down, halt or reverse the processes of degradation, disturbance and damage of natural resources.</td>
</tr>
<tr>
<td>Who might the key stakeholder groups be?</td>
<td>Government including local, State and Territory and Commonwealth, and agencies within the governments, research organisations, industry (primary, secondary and tertiary), industry associations, community groups including those involved in natural and cultural resource management as one of their key objectives, schools and educational institutions, Indigenous groups, communities and peoples, environmental groups at local, regional and State/Territory levels, and regional facilitators, coordinators and leaders at community group level.</td>
</tr>
<tr>
<td>From where might panels and groups come?</td>
<td>They might be formed at regional level to oversee planning development process, formed at local level, formed with common or diverse interest groups, e.g., industries, cultural, community, etc., and may have formal or informal status in terms of agency or enterprise.</td>
</tr>
<tr>
<td>What may the database consist of?</td>
<td>Alphanumeric and/or graphical (GIS), layers and/or relationships and/or hierarchies, and may include different types of land tenure and associated legal arrangements.</td>
</tr>
<tr>
<td>What are the possible goals and strategies included within this standard?</td>
<td>Goals may be in terms of visionary statements of clear qualitative/quantitative results for whole region, may include more than one, which may require a balanced response and may include priorities. Strategies may be broad actions at regional and/or local level to achieve goals and may also include priorities.</td>
</tr>
<tr>
<td>What sources of technical advice may be included?</td>
<td>Local, regional, State/Territory nationally or internationally based, government, educational or private organisation or individual, may be free or for a fee, may involve local testing/trialing, may involve printed or electronic storage/libraries and communication and retrieval processes.</td>
</tr>
<tr>
<td>What may be involved in the provision of technical advice to groups and panels?</td>
<td>May involve redrafting for key points or for non-technical language.</td>
</tr>
<tr>
<td><strong>What are the economic, industry and social contexts that may be relevant?</strong></td>
<td>Degradation and risk of degradation in natural resource terms and productive industry terms, use of regional resources, social patterns and groupings, generators of economic activity including government and industry, the existence and strength of primary, secondary and tertiary industry in the region, the impact of the industries on the region in economic, social and environmental terms, and the growth or reduction in the various industries.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td><strong>What formal consultations may be included in this standard?</strong></td>
<td>Those included in requirements and those recognised in approval/endorsement processes, which may require formal written notice and reply.</td>
</tr>
<tr>
<td><strong>What legislative, program and enterprise requirements may be relevant?</strong></td>
<td>Requirements covering the development and use of the regional plan and may involve compliance with specific State/Territory legislation, e.g., native vegetation, Crown lands and land tenure.</td>
</tr>
<tr>
<td><strong>What are the likely outcomes?</strong></td>
<td>Expected results in given time frames, which are specific, achievable, measurable and timely.</td>
</tr>
<tr>
<td><strong>What describes the region?</strong></td>
<td>A local area with specific issues involving a community and a number of groups, a sub-catchment, a catchment, an economic zone, a group of local council areas and a region defined by State/Territory government.</td>
</tr>
<tr>
<td><strong>What are the coordination processes that may be incorporated?</strong></td>
<td>The sourcing of technical advice from within groups, agencies or externally, and technical advice may be planning, information processing including GIS, survey, agricultural, economic and natural resources.</td>
</tr>
<tr>
<td><strong>What may be included in the public and private benefit and cost?</strong></td>
<td>Solutions may have different cost/benefits for community (public) or for individuals in community (private).</td>
</tr>
<tr>
<td><strong>What could be included in the program?</strong></td>
<td>Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs and State Government community programs related to the environment.</td>
</tr>
<tr>
<td><strong>Which agencies might be relevant?</strong></td>
<td>Commonwealth, State or Territory department or statutory body managing a program.</td>
</tr>
<tr>
<td><strong>What levels of literacy are included?</strong></td>
<td>Review of technical information, redrafting technical advice, research skills both library and electronic, and drafting of complex documents, e.g., plan.</td>
</tr>
</tbody>
</table>
What forms of communication may be relevant?

Develop complex communication processes, e.g., consultations, relate with and address diverse groups including other immigrant cultures, Indigenous groups, and groups reflecting the roles of women and men in the community, handling of complex/contentious issues including strong views/characters, and equitable handling of communication/consultation with minority viewpoints.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in coordinating the preparation of a regional resource management plan requires evidence that a regional resource management plan has been submitted for approval and/or endorsement according to community and agency guidelines and best practice procedures. The skills and knowledge required to coordinate the preparation of a regional resource management plan for submission and approval must be transferable to a range of work environments and contexts. For example, this could include different regions, communities and planning formats.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Broad geographic indicators with particular emphasis on the region.
- Regional and rural planning concepts from town planning, rural industry planning, and natural resource planning perspectives.
- Impact of government processes and industry activities in social and economic terms.
- Consultative techniques.
- Cross cultural and cultural factors relevant to social structures.
- Local government operations.
- Natural resource management and issues.
- Sources of technical advice.

What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Facilitate to manage widely diverse groups, views and cultures.
- Coordinate multiple strands of planning development concurrently.
- Seek out technical advice and communication across a range of technical disciplines.
- Consult.
- Present effectively.
- Research in economic, planning, environmental and social areas.
- Address and relate to diverse groups of people.
- Write reports.
Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD6505A Map regional issues and stakeholders

Unit Descriptor

This competency standard covers the process of researching the scope and developing a project brief for a regional planning process, which also develops the information upon which the planning process will rely. It requires the ability to scope requirements of a mapping process, determine regional boundaries, identify regional resource management issues, determine the stakeholders in a regional resource management planning process, and develop proposals for a regional plan. Mapping regional issues and stakeholders requires knowledge of broad geographic indicators, regional and rural planning concepts, consultative techniques, cross cultural and cultural factors relevant to social structures, local government operations, and land management issues and practices.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Scope requirements

   1.1 Reasons for development of a regional plan are determined to identify broad goals and legislative requirements.
   1.2 Prior regional planning work is identified as input to proposed regional planning process.

2. Determine regional boundaries

   2.1 Regional boundaries are determined from economic, environmental and social factors that will produce a coherent plan.
   2.2 Economic, environmental and social factors that overlap the proposed regional boundaries are identified to develop a scope and weighting of the factors.
   2.3 Prior plans and reports are reviewed to verify the suitability of the proposed regional boundaries.
   2.4 Program requirements for the development of regional plans are met in the identification of regional boundaries.

3. Identify regional resource management issues

   3.1 Regional natural resource issues are researched from prior documentation and from stakeholder views.
   3.2 Economic, industry, environmental and social factors are included in research to assess current and potential impacts of the natural resource management issues.
   3.3 The likely depth of research required is estimated to obtain sufficient information on issues for planning purposes.

4. Scope stakeholders in regional resource management planning process

   4.1 Economic, industry, social and government activities are scoped to identify influential organisations, groups and people and their particular interests.
   4.2 Organisations and groups are approached to determine their interests, viewpoints on natural resource management issues, and willingness to participate in regional planning process.
   4.3 Nature of community involvement in planning process is identified from understanding of issues and community.
5. Develop proposal for regional plan

5.1 The objectives of the plan are reviewed after scoping to determine feasibility of proposed processes.

5.2 Proposal for a new or revised plan is developed to obtain funding.

5.3 Estimates are made of time to complete tasks including time for consultations and approvals, and including any discussion with Indigenous communities and groups.

5.4 Costs associated with development of regional plan are identified from preliminary research.

5.5 Proposal is prepared to address the requirements of program(s) and relevant legislation and agency policies and processes.

5.6 Proposal for regional plan is submitted for approval and funding according to agency and program procedures.

KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Performance Level</th>
</tr>
</thead>
<tbody>
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<td>Communicating ideas and information</td>
<td>By discussing mapping issues at meetings or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Mapping regional issues and stakeholders will require detailed information to be gathered, analysed and organised by consultation and research in economic, planning, environmental and social areas.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Mapping regional issues requires extensive planning and organising with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Mapping regional issues and stakeholders will require development and management of work teams to achieve outcomes.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Complex mathematical techniques relating to finance, statistical analysis and interpretation of data could be applied.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>While mapping regional issues and stakeholders, technical, organisational and cultural problems may arise requiring complex solutions.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be required to gather and present information.</td>
<td>3</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What reasons for development of plans may be included?
Requirement of Natural Heritage Trust program or similar, State/Territory Government program, economic development, i.e., proposed by regional economic development body or local government, catchment management, i.e., proposed by catchment authority, management of natural resources, management of productive resources and integration of prior sectional plans.

How might the regional boundaries be identified?
From previous plan boundaries, changes in economic and social patterns, geographic features, political boundaries, and local government or other land title basis.

What economic, environmental and social factors might be relevant?
Significance/value of particular landscapes/features in natural resource terms, cultural significance in Indigenous and non-Indigenous terms, degradation and risk of degradation in natural resource terms and productive industry terms, use of regional resources, social patterns and groupings, and generators of economic activity including government and industry.

What could be the scope of planning process?
It may be a new process, revision of an existing plan, or extensive reconsideration of plan and its dimensions. The planning process fits into role and responsibility of planners and the various stakeholders and funding agency.

What might the program requirements be?
Plan to cover specific items, plan to be developed using specified processes, and plan to be submitted under relevant legislation.

What are some of the natural resource and management issues that might be included?
Damage to natural resources, activities or lack of activity causing ecosystems to operate outside their natural states, risk of damage and degradation to natural resources, and restoration of degraded areas.

What are the industry factors that might be relevant?
The existence and strength of primary, secondary and tertiary industry in the region, the impact of the industries on the region in economic, social and environmental terms, and the growth or reduction in the various industries.

Which areas of government might be included?
Local, State and Territory and/or Commonwealth.

Who could be the organisations and groups?
Those recognised as having significance in the context of the community.

What might the agency entail?
Commonwealth, State or Territory department or statutory body managing a program.
What is considered a region?
A local area with specific issues involving a community and a number of groups, a sub-catchment, a catchment, an economic zone, a group of local council areas, and a region defined by State/Territory government.

What could be included in the program?
Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs and State Government community programs related to the environment.

What are the costs involved?
The estimation of all components of the planning process in terms of the program and agency guidelines.

What levels of literacy are required?
Read and understand relevant legislation and guidelines, ability to research via printed and electronic sources, develop explanations of planning process, develop processes and relate social groups to processes in writing, and costing and estimation calculations.

What forms of communication may be relevant?
Those relating to diverse groups including other immigrant cultures, Indigenous groups, and groups reflecting the roles of women and men in the community.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?
Competence in mapping regional issues and stakeholders requires evidence that regional issues and stakeholders have been appropriately mapped according to community and agency guidelines and best practice procedures. The skills and knowledge required to map regional issues and stakeholders must be transferable to a range of work environments and contexts. For example, this could include different regions, communities, and regional issues.

What specific knowledge is needed to achieve the performance criteria?
Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Broad geographic indicators with particular emphasis on the region.
- Regional and rural planning concepts from town planning, rural industry planning, and natural resource planning perspectives.
- Impact of government processes and industry activities in social and economic terms.
- Consultative techniques.
- Cross cultural and cultural factors relevant to social structures.
- Local government operations.
- Natural resource management and issues.
What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Consult.
- Present effectively.
- Research in economic, planning, environmental and social areas.
- Estimate costing.
- Write reports.

Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
RTD6801A Manage cultural processes in an Indigenous organisation

**Unit Descriptor**

This competency standard covers the process of managing cultural processes in an Indigenous organisation according to community and organisational guidelines and best practice procedures. It requires the ability to define Indigenous management processes, analyse strategies for working with non-Indigenous organisations and people, analyse the impact of a non-Indigenous framework on an Indigenous business structure, and develop and implement a vision for the business.

Managing cultural processes in an Indigenous organisation requires knowledge of contemporary management practices and approaches, Indigenous management practices and styles, and business planning and strategic planning practices.

Note: Delivery and assessment against this competency standard must comply with community protocols and guidelines and be supported by elders and custodians of country.

**Unit Sector**

No Sector Assigned

---

**ELEMENT**

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define Indigenous management processes as compared with non-Indigenous strategies</td>
</tr>
<tr>
<td>1.1 The framework/organisational structure for the organisation and/or the community is identified.</td>
</tr>
<tr>
<td>1.2 Indigenous management processes are identified and described.</td>
</tr>
<tr>
<td>1.3 <strong>Non-Indigenous management processes</strong> are identified and described.</td>
</tr>
<tr>
<td>1.4 Comparisons between Indigenous management process and non-Indigenous management processes are recognised and recorded.</td>
</tr>
<tr>
<td>1.5 Differences between Indigenous management structures and non-Indigenous management processes are recorded and analysed.</td>
</tr>
<tr>
<td>2. Analyse strategies for working with non-Indigenous organisations and people</td>
</tr>
<tr>
<td>2.1 Differences in relation to working as an Indigenous person within a non-Indigenous organisation and/or person(s) are recorded.</td>
</tr>
<tr>
<td>2.2 Potential conflicts are recognised.</td>
</tr>
<tr>
<td>2.3 Strategies for minimisation of conflicts are identified and implemented.</td>
</tr>
<tr>
<td>3. Analyse the impact of a non-Indigenous framework on an Indigenous business structure</td>
</tr>
<tr>
<td>3.1 Requirements of a non-Indigenous framework are identified and analysed.</td>
</tr>
<tr>
<td>3.2 Indigenous ways of working are identified and analysed.</td>
</tr>
<tr>
<td>3.3 Potential conflicts in relation to an Indigenous organisation working within a non-Indigenous structure are identified and recorded.</td>
</tr>
<tr>
<td>3.4 Possible strategies to negotiate through the conflict are identified and implemented.</td>
</tr>
</tbody>
</table>
4. Develop and implement a vision for the business

4.1 **Planning processes** are identified and evaluated.
4.2 Identify goals and directions for the business.
4.3 Apply goals and directions to operate within a culturally appropriate framework.
4.4 A model for planning business activities is developed and presented.

**KEY COMPETENCIES**

What processes should be applied to this competency standard?

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 in brackets 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 discussing cultural processes in an Indigenous organisation at meetings or formally in writing with clients and stakeholders.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Managing cultural processes in an Indigenous organisation will require detailed information to be gathered from a wide variety of sources, and analysed and organised for others.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Managing cultural processes in an Indigenous organisation requires extensive planning and organising of activities.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Managing cultural processes in an Indigenous organisation will require development and management of teams to achieve outcomes.</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>While managing cultural processes in an Indigenous organisation, technical and organisational problems may arise requiring innovative solutions.</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Technology may be required to gather and present information.</td>
<td>2</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this competency standard. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What might Indigenous management processes involve?

Indigenous ways of managing such as group decision-making processes, "flatter" management structures (egalitarian), focus of control, and organisational structures.

What might non-Indigenous management processes involve?

Decision-making processes - top-down, formal management structures, focus of control, organisational structures, and communication patterns.

What might be included in a non-Indigenous framework?

Legislative bodies, funding bodies, legislation, i.e., Nature & Conservation Act, Associations Act, and business expectations, i.e., customer service, accepted commercial practices.

What sorts of planning processes may be included?

Indigenous ways of planning such as whole of community/family, time factors and focus of issues, and non-Indigenous ways of planning such as scope of planning, time factors and focus of issues.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in manage cultural processes in an Indigenous organisation requires evidence that cultural processes have been clearly defined and successfully managed within an Indigenous community or organisation. The skills and knowledge required to employ Indigenous management processes must be transferable to a range of work environments and contexts. For example, this could include different groups or organisations.

What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Contemporary management practices and styles.
- Indigenous management practices and styles.
- Business planning and strategic planning practices.
<table>
<thead>
<tr>
<th><strong>What specific skills are needed to achieve the performance criteria?</strong></th>
<th>To achieve the performance criteria, some complementary skills are required. These skills include the ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Work with/within a diverse group of people.</td>
</tr>
<tr>
<td></td>
<td>• Communicate effectively with others.</td>
</tr>
<tr>
<td></td>
<td>• Deal with personal negative responses/reactions in a positive way.</td>
</tr>
<tr>
<td></td>
<td>• Develop strategies that support the concept/implementation of Indigenous management (principles).</td>
</tr>
<tr>
<td></td>
<td>• Understand and engage effectively in mediation and conflict resolution.</td>
</tr>
<tr>
<td></td>
<td>• Recognise and encourage the development of an individual's interpersonal skills.</td>
</tr>
<tr>
<td></td>
<td>• Analyse and evaluate skills.</td>
</tr>
<tr>
<td></td>
<td>• Write reports.</td>
</tr>
<tr>
<td></td>
<td>• Possess oral communication skills.</td>
</tr>
</tbody>
</table>

| **Are there other competency standards that could be assessed with this one?** | This competency standard could be assessed on its own or in combination with other competencies relevant to the job function. |

| **Essential Assessment Information** | For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package. |
Monitor projects in a program

This competency standard covers the process of monitoring and reporting requirements at a program level including interim, annual and final project reporting. It requires the ability to review project milestones, check progress against milestones, summarise progress, and assist groups maintain project timelines. Monitoring projects in a program requires knowledge of group and regional cultures including diverse groups of people, program and agency reporting requirements, reporting formats, project management, financial reporting, and relevant project management computer applications.

Element Performance Criteria

1. Review project milestones
   1.1 Project milestones for approved projects within the program are logged for monitoring.
   1.2 Negotiated and approved changes to milestones are used to adjust the monitoring records.

2. Check progress against milestones
   2.1 Contact is maintained with groups and coordinators to monitor project progress against agreed timelines.
   2.2 Records are kept of progress for reporting purposes.
   2.3 Variations from agreed progress are identified for reporting and response purpose.
   2.4 Requests for change in project milestones and timelines are submitted for approval according to program and agency requirements.

3. Summarise progress
   3.1 Regular progress reports are prepared according to program and agency requirements.
   3.2 Progress reports are discussed with groups, coordinators and others according to program and agency procedures.
   3.3 Project reports are consolidated into program reports as required according to program and agency requirements.

4. Assist groups maintain project timelines
   4.1 Group activities and resources are reviewed where required achievement may not or has not been met.
   4.2 Strategies to place the project back onto required plan are developed with coordinator and community group leaders.
   4.3 Proposed changes in project are documented and submitted for approval by group initially, and then to program and agency requirements.
KEY COMPETENCIES

What processes should be applied to this competency standard?

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 in brackets 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>Through meetings, presentations and discussions with those involved in project management, implementation or funding provision.</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Through research, consultation with stakeholders, site inspections, review of project reports, and formal and informal discussions with other parties.</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>In accordance with project agreements/requirements set out by funding bodies.</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Through participation and co-operation with other project managers/coordinators and funding body agents.</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>In analysis of costs and budgets for projects being monitored.</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Through dealing with unforeseen problems and/or conflicts arising during project planning or implementation.</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Through use of computers and communication systems.</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

The Range of Variables defines the different contexts, work environments and parameters governing the performance of this unit of competency. The variables chosen in training and assessment will need to reflect local industry and regional contexts.

What projects may be included in this unit? Separate project activity funded under program for specific purposes, which may require separate accounts and accounting records - regular reporting may be required on project basis.

Which programs may be relevant to this unit? Commonwealth Government community programs under the Natural Heritage Trust, Rural Industry Programs, Business Programs State Government community programs related to the environment.
<table>
<thead>
<tr>
<th><strong>How may relationships with coordinators and community group leaders be approached?</strong></th>
<th>Approach is facilitative including obtaining progress reports and providing assistance to coordinators and community group leaders.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How might records be presented?</strong></td>
<td>May be written, include submissions and reports for group, or electronic. May include formal and informal notes, minutes and reports.</td>
</tr>
<tr>
<td><strong>Where might requests for change occur?</strong></td>
<td>Project activities, project timelines, resources used, and project milestones in terms of outcomes.</td>
</tr>
<tr>
<td><strong>Which agencies may be included?</strong></td>
<td>Commonwealth, State or Territory department or statutory body managing a program.</td>
</tr>
<tr>
<td><strong>What could be included as group activities and resources?</strong></td>
<td>Decisions taken at meetings, volunteers available, group funds and fund raising, project activities, equipment; owned, loaned, on lease or hire, and awareness raising activities.</td>
</tr>
<tr>
<td><strong>What strategies may be used to restore project plan?</strong></td>
<td>Coordination of additional resources, change in leadership roles, combining with other group(s), searching for additional volunteers.</td>
</tr>
<tr>
<td><strong>What could be included as program and agency requirements?</strong></td>
<td>Program guidelines for reporting, project agreement requirements and agency requirements for reporting within its jurisdiction.</td>
</tr>
<tr>
<td><strong>How might literacy be part of this unit?</strong></td>
<td>Preparation of individual and consolidated reports, analysis of reported results including financial and numeric information, report editing and use of written and electronic reporting, and analysis methods.</td>
</tr>
<tr>
<td><strong>What forms of communication may be relevant?</strong></td>
<td>Facilitation with other coordinators and community group leaders, explanation of program and agency requirements, and coordination of reporting activities.</td>
</tr>
</tbody>
</table>
## EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole?

Competence in monitoring projects in a program requires evidence that programs have been successfully monitored, and this is supported by relevant reports prepared according to best practice and enterprise requirements and guidelines. The skills and knowledge required to monitor projects in a program must be transferable to a range of work environments and contexts. For example, this could include different projects, community programs and reporting requirements.

### What specific knowledge is needed to achieve the performance criteria?

Knowledge and understanding are essential to apply this standard in the workplace, to transfer the skills to other contexts and to deal with unplanned events. The knowledge requirements for this unit are listed below:

- Group and regional cultures including diverse groups of people.
- Program and agency reporting requirements.
- Reporting formats.
- Project management.
- Financial reporting.
- Project management computer applications.

### What specific skills are needed to achieve the performance criteria?

To achieve the performance criteria, some complementary skills are required. These skills include the ability to:

- Review project milestones.
- Check progress against milestones.
- Summarise progress.
- Assist groups maintain project timelines.

### Are there other competency standards that could be assessed with this one?

This competency standard could be assessed on its own or in combination with other competencies relevant to the job function.

### Essential Assessment Information

For information about assessing this competency standard for consistent performance and where and how it may be assessed, refer to the Assessment Guidelines for this Training Package.
### BSBADM308A Process payroll

**Unit Descriptor**
This unit covers processing of payroll from provided data in manual or computerised payroll systems.

This unit is related to BSBADM505A Manage payroll.

**Competency Field**
Business Administration Services

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Record payroll data               | 1.1 Payroll data is checked and discrepancies clarified with designated person/s  
1.2 Employee *pay period details, deductions and allowances* are entered in *payroll system* in accordance with *source data*  
1.3 Payment due to individual employees is calculated to reflect standard pay and *variations* in accordance with employee source data |
| 2. Prepare payroll                   | 2.1 *Payroll* is prepared within designated timelines in accordance with organisational policy and procedures  
2.2 Total wages for pay period are reconciled, and irregularities checked and corrected, or referred to designated person/s for resolution  
2.3 *Arrangements for payment* are made in accordance with organisational and individual requirements  
2.4 Authorisation of payroll and individual pay advice is obtained in accordance with organisational requirements  
2.5 *Payroll records* are produced, checked and stored in accordance with organisational policy and security procedures  
2.6 Security procedures for processing payroll and maintaining payroll records are followed |
| 3. Handle payroll enquiries           | 3.1 Payroll *enquiries* are responded to in accordance with organisational and *legislative requirements*  
3.2 Information is provided in accordance with organisational and legislative requirements  
3.3 Enquiries outside area of responsibility / knowledge are referred to designated person/s for resolution  
3.4 Additional information or follow-up action is completed within designated timelines in accordance with organisational policy and procedures |
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 respond to enquiries</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to input employee information</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to process payroll and prepare pay advice slips</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>to deal with irregularities outside area of responsibility</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to calculate gross and net pay</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to identify and correct irregularities</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>to process payroll 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 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

Designated person/s may include:
- Those who have the authority to approve payroll decisions
- Immediate supervisor

Pay period details may include:
- Salary
- Wage
- Casual wage
- Contract
- Piecework
- Commission
- Bonus
Deductions and allowances may include:

- income tax
- superannuation contributions
- health insurance
- union dues
- travel allowance
- car allowance
- meal allowance

Payroll system may include:

- manual or computerised

Source documents may include:

- employee records/history
- employee earnings and payroll register
- employee timesheets

Variations may include:

- rates of pay
- overtime
- holiday loading
- paid leave
- unpaid leave
- long service leave
- taxation
- sick leave

Payroll preparation may include:

- calculation of gross pay
- taxation and other deductions
- net pay
- preparing cheques
- electronic funds transfer
- cash analysis
- preparing pay advice slips

Payroll records may include:

- pay advice slips
- employee summary report
- cash analysis sheets
- end of month reports
- electronic funds transfer
- taxation reports
- end of year reports
- group certificates

Enquiries may include:

- face-to-face
- email
- fax
- telephone
Legislative requirements may include:

- confidentiality and security of records
- Australian Tax Office regulations - e.g. Australian Business Number, Employment Declaration Forms
- payroll tax
- PAYE tax
- Medicare levy
- HECS

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
- Knowledge and application of legislative requirements
- Accurate data input
- Knowledge of organisational guidelines relating to security and confidentiality of 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
- Organisational policy and procedures
- Structure of authority in organisation
- Types of payroll systems
- Specific legislative requirements

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

Underpinning Skills

- Literacy skills to read and understands the organisation's financial policies and procedures and legislative procedures, write cheque or salary authorisations; prepare pay advice slips; maintain records
- Numeracy skills for calculating gross and net pay, comparing differing rates of pay over a given time span of the same nature, preparing cash analysis sheets, reconciling figures
- Communication skills including questioning, clarifying, reporting
- Problem solving skills for reconciling figures and resolving employee enquiries within scope of own responsibility
- Time management to meet designated timelines
- 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 which may include:

- workplace reference materials such procedural manuals and company policy
- calculator
- computer equipment and relevant software
- payroll data from preceding pay periods

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
BSBADM502A Manage meetings

Unit Descriptor
This unit covers managing the preparation of meetings, chairing the meetings, organising the minutes and reporting outcomes.

This unit is related to BSBADM405A Organise meetings. Consider co-assessment with BSBADM503A Plan and manage conferences.

Competency Field
Business Administration Services

ELEMENT	PERFORMANCE CRITERIA

1. Prepare for meetings
   1.1 Purpose of meeting is clarified and the agenda developed in line with stated purpose
   1.2 The style and structure of the meeting is appropriate to the meeting's purpose
   1.3 Meeting participants are identified and notified in accordance with organisational procedures
   1.4 Meeting arrangements are confirmed in accordance with requirements of meeting
   1.5 Meeting papers are despatched to participants within designated timelines

2. Conduct meetings
   2.1 Meetings are chaired in accordance with organisational requirements, agreed conventions for the type of meeting and legal and ethical requirements
   2.2 Meetings are conducted to ensure they are focused and time efficient
   2.3 Meeting facilitation enables participation, discussion, problem solving and resolution of issues
   2.4 Minute taker is briefed on recording meeting notes in accordance with organisational requirements and conventions for the type of meeting

3. Follow up meetings
   3.1 Transcribed meeting notes are checked to ensure they reflect a true and accurate record of the meeting and are formatted in accordance with organisational procedures and meeting conventions
   3.2 Minutes and other follow-up documentation are distributed within designated timelines and stored in accordance with organisational requirements
   3.3 Outcomes of meetings are reported as required, within designated timelines
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 effective chairing of meetings</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to develop agendas</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to organise meetings</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>to facilitate input to meetings</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to manage time and meet designated timelines</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to resolve issues</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>to record and store minutes 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

**Agendas may include:**
- statement of the meeting’s purpose
- date, time and location of meeting
- welcome
- minutes of the previous meeting
- matters or business arising from the minutes
- correspondence
- reports
- major agenda items
- general business
- date of next meeting
Meeting purpose may include:
- range of business items
- setting of enterprise/team goals
- planning and development of a project
- progress of a project
- discussion forum for internal/external clients

Meeting arrangements may include:
- scheduling the date and time for the meeting
- booking an appropriate venue
- recording of meeting
- organising catering
- organising accommodation and transport
- organising appropriate communication technology
- establishing costs and operating within a budget
- preparing relevant documentation for participants
- organising a minute taker

Meeting papers may include:
- notice of meeting
- agenda
- previous minutes
- financial reports
- chairperson's report
- research reports
- itemised meeting papers
- draft documentation
- correspondence

Designated timelines may include:
- time frame decided by participants
- formal time frame set by the organisation
- informal time frame set by the administrative organiser
- project timelines
- contractual obligations
- statutory requirements (e.g., for annual general meetings)

Meeting conventions may include:
- quorum requirements
- informal discussion
- waiting to be recognised by the chairperson
- speaking through the chairperson
- restricting discussion to agenda items
- time limit on speakers
- moving and seconding formal motions
- voting procedures
- conflict of interest provisions
- consensus required
- majority of members to agree
- casting vote for chairperson

Legal and ethical requirements may include:
- requirements for public meetings
- codes of practice
- legislation relating to companies, associations etc
Resolution may include:

- agreeing on a course of action
- deferring decisions to another meeting

Minutes may include:

- formatting from previous minutes
- organisation templates
- meeting details (eg title, date, time, location)
- welcome
- names of absent and attending participants
- apologies
- approval of the record of previous minutes
- matters arising from the previous meetings
- correspondence
- agenda items
- reports
- other business
- date of the next meeting
- action items
- lists rather than complete sentences

Naming and storage of documents may include:

- file names which are easily identifiable in relation to the content
- file/directory names which identify the operator, author, section, date etc
- file names according to organisational procedure eg numbers rather than names
- electronic storage in folders, sub-folders, hard/floppy disk drives, CD ROM, tape backup
- organisation policy for backing up files
- organisation policy for filing hard copies of documents
- filing locations
- security
- authorised access

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
- Knowledge of conventions and procedures for both formal and informal meetings
- Delegation of tasks to staff with relevant skills
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
- The organisation's procedures and policies in regard to meetings, chairing and minute-taking
- Meeting terminology, structures and arrangements
- Minute-taking format
- Agenda format
- Chairing format
- The organisation's record and circulation systems
- Group dynamics

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 express complex relationships between ideas and purposes
- Report-writing skills to select categories by which to organise information, and assess information for relevance and accuracy; identify and elaborate on key agenda items; source additional information as required
- Communication skills to take part in sustained and complex interpersonal exchanges; interact with others; listen to and incorporate/encourage feedback; conduct oral presentations to a group; answer questions; manage and work with a group to construct an action plan; consult participants; chair meetings
- Numeracy and time-management skills to allow sufficient time to prepare for meetings; make predictions; use developed estimating skills to check calculations and outcomes
- Problem solving skills to choose appropriate solution from a range of available methods
- 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 which may include:

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

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.
**BSBADM504A Plan or review administration systems**

**Unit Descriptor**
This unit covers planning and/or reviewing the requirements of effective administration systems and procedures for implementing, monitoring and reviewing the system.

**Competency Field**
Business Administration Services

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan or review administration systems</td>
<td>1.1 Requirements of, or modifications to the administration system are identified through consultation with system users and other stakeholders in accordance with organisational and budgetary requirements</td>
</tr>
<tr>
<td></td>
<td>1.2 Quotations from suppliers or developers of system are obtained in accordance with organisational policy and procedures</td>
</tr>
<tr>
<td></td>
<td>1.3 Selection of supplier or developer is made in accordance with organisational policy and procedures</td>
</tr>
<tr>
<td>2. Implement new or modified administration system</td>
<td>2.1 Implementation strategies are identified and developed in consultation with staff</td>
</tr>
<tr>
<td></td>
<td>2.2 Staff are encouraged to participate at all stages of the implementation process</td>
</tr>
<tr>
<td></td>
<td>2.3 System is implemented in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.4 Procedures for using the system are defined and communicated to staff</td>
</tr>
<tr>
<td></td>
<td>2.5 Training and support is provided for staff on the use of the new or modified system</td>
</tr>
<tr>
<td></td>
<td>2.6 Contingencies are dealt with to ensure minimal effect on users</td>
</tr>
<tr>
<td>3. Monitor administration system</td>
<td>3.1 System is monitored for usage, security and output in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 System is modified to meet changing needs in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Further modifications are clearly identified and users are notified</td>
</tr>
<tr>
<td></td>
<td>3.4 Staff training needs are monitored and new staff trained on administration system</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 suppliers / system developers</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to determine the organisation's requirements for an administration system</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to implement the administration system</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>to determine staff training needs</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to select supplier's quotation</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to deal with contingencies</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>as the basis of, or support for the administration system</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

**System requirements may include:**
- components of the system
- type of system
- size of system
- work practices
- organisation/staff requirements
- number and type of users
- purpose and nature of the organisation
- purpose and nature of system
- skills of existing staff
- staff training needs

**Administration system may include:**
- paper-based system
- electronic system
System users may include:
• the organisation's personnel
• casual personnel
• external clients

Suppliers / developers may include:
• internal staff/clients
• administration systems consultants
• information technology technicians
• efficiency consultants
• computer/software suppliers
• equipment suppliers
• information technology trainers
• office equipment suppliers

Implementation strategies may include:
• testing
• trialing
• temporary reduction of work load
• boosting staff confidence
• team goal setting
• changing team / organisational culture
• re-defining staff roles
• re-distributing office tasks
• change management strategies
• providing staff training / information sessions
• external consultants
• modifying system
• informing relevant persons
• ensuring system functions correctly

Communication strategies may include:
• internal newsletter
• meetings
• training days
• professional development time
• office memorandum
• facsimile messages
• email messages
• photocopied instructions

Training for staff may include:
• professional development
• on the job trainers
• videos
• on-line tutorials
• training handbooks
• coach, mentor and/or buddy systems
• skills assessment

Contingencies may include:
• temporary reduction of work output
• loss of staff confidence
• need for additional training
• need to modify system
Monitoring of system may include:
- feedback from internal/external clients
- observation by trained technician(s)
- extra administrative support and back-up
- utilising monitoring tools and processes

Security may include:
- safeguards against computer viruses
- passwords
- confidentiality agreements

Changing needs may include:
- growth or decline in the size of system
- change in the nature and purpose of the system/organisation
- technological advances in administration systems
- change in user requirements

Further modifications may relate to:
- specialised software
- additional equipment, training
- redefinition of administrative roles and duties
- negotiation of timeframes for system implementation

Monitoring staff training needs may include:
- ongoing assessment of staff skills
- ongoing feedback opportunities
- providing professional development opportunities

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
- Administration system meets the organisation's requirements as identified
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
- The organisation's policies and procedures in regard to administration systems and procedures, training of staff, monitoring and review of systems and administration expenditure
- Financial/budgetary arrangements
- Planning tools and resources
- Monitoring/reviewing tools and resources

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 follow and interpret the organisation's policies and procedures; write detailed procedural text, including alternative courses of action, after defining needs of audience and purposes of information; follow complex flow chart in order to identify and distil relevant information
- Research and report writing: skills to assemble evidence and evaluate for accuracy and relevance; summarises data in a logically coherent structures; use a variety of strategies for planning, reviewing and proofreading own writing
- Problem-solving skills to choose appropriate solutions from a range of possible solutions; use processes flexibly and interchangeably; anticipate problems and modify systems accordingly
- Communication skills to consult and negotiate with consultants and staff; recommend alternative ways of completing tasks; discuss changes in routines and procedures; monitor and define objectives
- Time-management skills using a range of planning tools to implement system smoothly and with a minimum of disruption; anticipate modifications and plan system overhauls; allow sufficient time for training
- 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 which may include:

- organisation policy and procedure manuals
- reference materials
- appropriate equipment
- contact persons (eg. trainers, technicians, suppliers)
- budget

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.
BSBCMN205A

Use business technology

Unit Descriptor

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

This unit is related to BSBCMN307A Maintain business resources.

Competency Field

Common

ELEMENT PERFORMANCE CRITERIA

1. Select and use technology
   1.1 Appropriate *technology* and *software* applications are selected to achieve the requirements of the task
   1.2 Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user
   1.3 Technology is used according to *organisational requirements* and in a way which promotes a safe work environment

2. Process and organise data
   2.1 Files and records are identified, opened, generated or amended according to task and organisational requirements
   2.2 *Input devices* are operated according to organisational requirements
   2.3 *Data* is stored appropriately and applications are exited without damage to or loss of data
   2.4 Manuals, training booklets and/or on-line help or help-desks are used to overcome basic difficulties with applications

3. Maintain technology
   3.1 Used *technology consumables* are identified and replaced in accordance with manufacturer's instructions and organisational requirements
   3.2 *Routine maintenance* is carried out and/or arranged in order to ensure that equipment is maintained in accordance with manufacturer's instructions and organisational requirements
   3.3 *Equipment faults* are accurately identified and action taken in accordance with manufacturer's instructions or by reporting fault to designated person
**KEY COMPETENCIES**

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

<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 members of the work team</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to identify application needs</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>for self</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>in communicating equipment faults</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>when preparing routine maintenance</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to identify application problems</td>
<td>1</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

- **Technology may include:**
  - computer technology, such as laptops and PCs
  - digital cameras
  - zip drives
  - modems
  - scanners
  - printers

- **Software applications may include:**
  - email, internet
  - word processing, spreadsheet, database, accounting, or presentation packages
Organisational requirements may relate to procedures including:

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

Input devices may include:

• keyboard
• numerical key pad
• mouse
• scanner

Storage of data may include:

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

Technology consumables may include:

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

Routine maintenance may include:

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

Equipment faults or problems may be identified or anticipated by:

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

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

Critical Aspects of Evidence

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

Underpinning Knowledge

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

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

Underpinning Skills

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

Resource Implications

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

Consistency of Performance

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

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit
## BSBCM206A Process and maintain workplace information

### Unit Descriptor
This unit covers the skills and knowledge required to collect, process, store and maintain workplace information and its systems. It includes the maintenance of filing and record systems.

This unit is related to BSBCM305A Organise workplace information.

### Competency Field
Common

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Collect information | 1.1 Collection of information is timely and relevant to organisational needs  
1.2 Business equipment/technology available in the work area is used to obtain information effectively  
1.3 Organisational requirements relating to security and confidentiality are applied to information handling |
| 2. Process workplace information | 2.1 Business equipment/technology is used to process information in accordance with organisational requirements  
2.2 Information is processed in accordance with defined timeframes, guidelines and procedures  
2.3 Information is updated, modified and filed in accordance with organisational requirements  
2.4 Information is collated and despatched in accordance with specified timeframes and organisational requirements |
| 3. Maintain information systems | 3.1 Information and filing systems are maintained in accordance with organisational requirements  
3.2 Inactive or dead files are identified, removed and/or relocated in accordance with organisational requirements  
3.3 New files are established and assembled in accordance with organisational requirements  
3.4 Reference and index systems are updated 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.

<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 members of the work team</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to store and despatch information</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>for collating and filing information</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>in filing information</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to store and despatch information</td>
<td>1</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

Information may include:

- correspondence (faxes, memos, letters, email)
- computer databases (library catalogue, customer records)
- computer files (letters, memos and other documents)
- sales records (monthly forecasts, targets achieved)
- forms (insurance forms, membership forms)
- invoices (from suppliers, to debtors)
- personnel records (personal details, salary rates)
- minutes of meetings
Business equipment/technology may include:
- photocopier
- computer
- printer
- binder
- filing systems (manual/computerised/electronic)
- answering machine
- fax machine
- telephone

Organisational requirements may include:
- procedures for deciding which records should be captured and filed
- security procedures
- legal and organisation policy/guidelines and requirements
- despatching and collecting procedures
- procedures for updating records
- Occupational Health and Safety policies, procedures and programs

Removing inactive or dead files may include:
- transferring records from the active filing system to secondary storage
- transferring files at regular intervals or routinely checking for dead or inactive files
- periodically archive or delete files
- compressing computer files prior to archiving

Relocation of information may include:
- electronic (email, internet access, diskette, tape, CD-ROM)
- microfilm
- printed material
- photographic material

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
- Application of organisational policies and procedures for collecting and processing workplace information
- Maintains accuracy in recording and documenting information
- Correct storage and classification of documents
- Maintenance of information records
Underpinning Knowledge

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of organisation’s business and structure
- Knowledge of the organisation’s record keeping/filing systems and security procedures
- Understanding organisational policies and procedures relating to collecting and processing workplace information

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

Underpinning Skills

- Literacy skills to read and understand organisation’s recordkeeping and information (including classification) systems; follow sequenced written instructions; to comprehend/interpret nature of record content
- Interpreting and applying relevant access and security rules and conditions
- Planning skills to organise work priorities and arrangements
- Problem solving skills to solve routine problems
- Technology skills including the ability to select and use technology appropriate to a task
- Communication skills including reporting of information
- Numeracy skills in relation to sequencing and indexing files
- 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
BSBCMNB306A  Produce business documents

Unit Descriptor
This unit covers the skills and knowledge required to produce various business documents. It includes the skills and knowledge required to select and use a range of functions on a computer application.

This unit relates to BSBCMNB213A Produce simple wordprocessed documents and BSBCMNB405A Analyse and present research information. Consider co-assessment with BSBCMNB305A Organise workplace information.

Competency Field
Common

ELEMENT PERFORMANCE CRITERIA

1. Select and prepare resources
   1.1 Appropriate technology and software applications are selected and utilised to produce required business documents
   1.2 Organisational requirements for information entry, storage, output and quality of presentation are identified prior to design of documentation
   1.3 Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user

2. Design document
   2.1 Document design is appropriate for the efficient entry of information and maximises the presentation and appearance of information
   2.2 Files and records are identified, opened, generated and amended according to task and organisational requirements
   2.3 A range of functions are used to ensure consistency of design and layout
   2.4 Input devices are operated within designated speed and accuracy requirements

3. Produce document
   3.1 Document production is completed within designated timelines according to organisational requirements
   3.2 Documents produced are checked to ensure they meet task requirements for style and layout
   3.3 Storage of documents is appropriate and applications are exited without damage to or loss of information
   3.4 Manuals, training booklets and/or help-desks are used to overcome basic difficulties with document design and production
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 appropriate presentation and format of documents</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to design document layout</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>for self</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>as an aid to checking accuracy</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to identify application problems</td>
<td>1</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

Technology may include:

- computers
- scanners
- photocopiers
- printers

Software may include:

- word processing packages
- spreadsheet packages
- database packages
- accounting packages
- presentation packages
Business documents may include:
- newsletters
- client databases
- proposals
- reports
- accounts statements
- project reviews
- web pages

Organisational requirements may include:
- quality assurances and/or procedures manuals
- log-on procedures
- legal and organisational policy/guidelines and requirements
- correctly identifying and opening files
- locating data
- budgets
- Occupational Health and Safety policies, procedures and programs
- security
- saving and closing files
- storing data
- manufacturer's guidelines

Functions used when designing a document may include:
- using styles
- merging documents
- table formatting
- using columns
- spell checking
- editing
- alternating headers and footers

Input devices may include:
- keyboard
- numerical key pad
- mouse
- scanner

Storage of documents may include:
- storage in directories and sub-directories
- storage on CD-ROMs, disk drives or back up systems
- storage/filing of hard copies of computer generated documents
- storage/filing of hard copies of incoming and outgoing facsimiles
- storage/filing of incoming and outgoing correspondence
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

- Selecting and applying appropriate technology and software
- Designing and producing business documents using a software application
- Using of a range of functions which enhance the presentation and readability of the document
- Applying OHS procedures for set up of workstation and operation of computer
- Using data storage options

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 the functions and features of contemporary computer applications
- Techniques and methods used to check accuracy
- Understanding how to select appropriate technology for production requirements
- Knowledge of organisational requirements for document design eg. style guide

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
- Problem solving skills to determine document design and production processes
- Numeracy skills to access and retrieve data
- Keyboarding and computer skills to complete a range of formatting and layout tasks
- 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.
BSBCMN308A Maintain financial records

Unit Descriptor

This unit covers the maintenance of financial records for a business. It includes activities such as the maintenance of daily financial records, including reconciling debtors' and creditors' systems and preparing a general ledger and preparing a trial balance. It also includes activities associated with the monitoring of cash control for accounting purposes.

This unit is related to BSBCMN207A Prepare and process financial/business documents and BSBCMN408A Report on financial activity.

Competency Field

Common

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintain daily financial</td>
<td>1.1 Daily financial records are maintained correctly and in accordance with organisational requirements for accounting purposes</td>
</tr>
<tr>
<td>records</td>
<td>1.2 Discrepancies or errors in documentation or transactions are identified and rectified or referred to designated persons in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>1.3 Credit and debit transactions are accurately and promptly entered into journals in accordance with organisational requirements</td>
</tr>
<tr>
<td>2. Maintain general ledger</td>
<td>2.1 General ledger is maintained in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>2.2 Transactions are posted into the general ledger in accordance with organisational reporting requirements</td>
</tr>
<tr>
<td></td>
<td>2.3 Debtors' and creditors' systems are reconciled with general ledger</td>
</tr>
<tr>
<td></td>
<td>2.4 Trial balance is accurately prepared from general ledger in accordance with organisational requirements</td>
</tr>
<tr>
<td>3. Monitor cash control</td>
<td>3.1 Cash flow is accurately accounted for in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.2 Payments are made and received in accordance with organisational requirements</td>
</tr>
<tr>
<td></td>
<td>3.3 Outstanding accounts are collected or followed up within designated timelines</td>
</tr>
<tr>
<td></td>
<td>3.4 Payment documentation is checked for accuracy of information and despatched to creditors within designated timeline</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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<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 process financial documentation</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>for payment of invoices etc within designated timeframes</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>in reconciling financial documents</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to identify discrepancies and errors</td>
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<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:

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

Organisational requirements may include:

- quality assurances and/or procedures manuals
- procedures for totalling adjusted journals
- resolution procedures
- legal and organisational policy/guidelines and requirements
- security procedures
- Occupational Health and Safety policies, procedures and programs
- guidelines for reconciling journals
- Australian accounting and auditing standards
- designated timelines

Discrepancies may relate to:

- bank charges
- interest
- dishonoured cheques
- errors in transposing between source documents and journals
Documentation may include:
- sales invoices
- purchase invoices
- sales credit notes
- purchase credit notes

Designated persons may include:
- supervisor
- bank
- organisation's authorisations department
- line management
- statutory body

Journals may include:
- sales and sales returns
- cash receipts
- purchases and purchase returns
- cash payments

Transactions may include:
- purchase of a fixed asset on credit
- sale of a fixed asset on credit
- correction of posting errors
- write-off a bad debt
- interest expense
- interest receivable
- commencing business entries
- withdrawal of stock/assets by owner
- non-cash transactions (eg writing off depreciation, stock losses)

Reconciling debtors'/creditors' systems may include:
- checking accuracy of debtor account balances (eg cash receipts journal, sales return journal, general journal)
- checking accuracy of creditor account balances (eg cash payments journal, purchases journal, purchases returns journal, general journal)
- checking the total of the debtor's schedule equals the balance of the debtor's control account
- checking the total of the creditor's schedule equals the balance of the creditor's control account

Payments may include:
- cheque
- credit card
- cash
- direct debit

Designated timelines may specify:
- within agreed period
- monthly
- by month end
- within organisational deadline
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 and responding to discrepancies and errors
- Transferring and recording financial data accurately
- Identifying and complying with organisational requirements
- Reconciling expenditures and revenue
- Recommending options for financial decision making

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 organisational policies and procedures relating to maintaining financial records
- Understanding processes to identify relevant source documents and information contained within source documents
- Understanding of the importance of a general ledger chart of accounts in relation to maintain and reporting financial data
- Understanding the definition of credits/creditors and debits/debtors
- Principles of double entry bookkeeping and accrual accounting
- Understanding methods of presenting financial data
- Knowledge of financial legislation references and information
- Understanding practices to include ethical considerations in all areas of work

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

Underpinning Skills
- Literacy skills to identify financial information; to read and understand the organisation's accounting procedures
- Proofreading and editing skills to ensure conformity to organisational requirements, check for accuracy and consistency of information
- Communication skills to clarify information and refer errors or discrepancies to appropriate people
- Numeracy skills to reconcile figures; prepare cash analysis sheets
- Analysis skills to read and interpret financial data
- Problem solving skills for a defined range of problems
- 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.
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BSBCMN405A Analyse and present research information

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

This unit is related to BSBCM305A Organise workplace information and BSBCM306A Produce business documents.

Competency Field
Common

ELEMENT PERFORMANCE CRITERIA

1. Gather and organise information
   1.1 *Information* is gathered and organised in a format suitable for analysis, interpretation and dissemination in accordance with organisational requirements
   1.2 Information held by the organisation is accessed and assessed for accuracy and relevance in line with established organisational requirements
   1.3 *Methods of collecting information* are reliable and make efficient use of resources in accordance with organisational requirements
   1.4 *Business technology* is used to access, organise and monitor information in accordance with organisational requirements
   1.5 Information is updated, modified, maintained and stored in accordance with organisational requirements

2. Research and analyse information
   2.1 *Objectives of research* are clearly defined and consistent with organisational requirements
   2.2 Data used in research is valid and relevant to research purposes
   2.3 *Research strategies* are appropriate to the requirements of the research and make efficient use of available resources
   2.4 *Methods of data analysis* are reliable and suitable to research purposes
   2.5 Assumptions used in analyses are clear, justified and consistent with research objectives
   2.6 Conclusions are supported by evidence and contribute to the achievement of *business objectives*

3. Present information
   3.1 Recommendations and issues are presented in an appropriate format, style and structure using suitable business technology
   3.2 Structure and format of reports are clear and conform to organisational requirements
   3.3 Research findings are reported and distributed in accordance with organisational requirements
   3.4 *Feedback* and comments on suitability and sufficiency of findings is obtained in accordance with organisational requirements
KEY COMPETENCIES

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<td>to analyse data</td>
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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

Information may include:

- correspondence (faxes, memos, letters, email)
- computer databases (library catalogue, customer records)
- computer files (letters, memos and other documents)
- sales records (monthly forecasts, targets achieved)
- forms (insurance forms, membership forms)
- invoices (from suppliers, to debtors)
- personnel records (personal details, salary rates)
- information on training needs
- marketing reports/plans/budgets
- financial figures
- production targets
Organisational requirements may include:
- quality assurances and/or procedures manuals
- security and confidentiality requirements
- legal and organisational policy/guidelines and requirements
- management and accountability channels
- Code of Conduct/Code of Ethics
- procedures for updating records
- Occupational Health and Safety policies, procedures and programs
- information protocols
- goals, objectives, plans, systems and processes
- business and performance plans
- anti-discrimination and related policy
- ethical standards
- defined resource parameters

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

Business technology may include:
- photocopier
- computer
- email
- internet/extranet/intranet
- answering machine
- fax machine
- telephone

Objectives of research may include:
- hypothesis testing
- situational diagnosis
- identification of trends
- process mapping
- comparative analysis
- industry pricing policies

Research strategies may include:
- interviewing colleagues and clients
- focus groups
- data analysis
- product sampling
- documentation reviews

Methods of data analysis may include:
- feedback on results
- review of previous research
- peer review
- data sampling
- statistical analysis
The organisation's goals and objectives may be:

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

Feedback on sufficiency of information could be obtained from:

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

EVIDENCE GUIDE

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

Critical Aspects of Evidence

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

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

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

Underpinning Skills

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

Resource Implications

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

Consistency of Performance

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

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BSBCM408A Report on financial activity

**Unit Descriptor**

This unit covers the reporting of financial activity for business both in response to client requests and to meet statutory requirements such as the completion of statutory requirement reports.

This unit is related to BSBCM308A Maintain financial records.

**Competency Field**

Common

### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Compile financial information and data | 1.1 Current *financial data* is collected, evaluated and coded to ensure consistency, quality and accuracy in accordance with *organisational requirements*
| | 1.2 *Conversion and consolidation procedures* are used to compile analysis in accordance with organisational requirements
| | 1.3 Asset and liability valuations are made, recorded and disclosed in accordance with organisational requirements
| | 1.4 *Discrepancies*, unusual features or queries are identified, resolved or referred to the appropriate authority
| 2. Prepare statutory requirement reports | 2.1 Income and expenditure is correctly recorded to ensure compliance with *statutory requirements*
| | 2.2 Liabilities for tax are calculated in accordance with current legislation and *revenue gathering practices*
| | 2.3 Relevant receipts, *revenue documentation* and payments are identified correctly
| | 2.4 Statements and claims take full advantage of *available benefits and allowances* in accordance with statutory requirements
| | 2.5 Statutory requirement reports are submitted to appropriate authorities within *stated deadlines*
| 3. Provide financial business recommendations | 3.1 *Recommendations* are logically derived and supported by *evidence* in report
| | 3.2 Recommendations propose constructive actions to enhance the effectiveness and efficacy of functions and services
| | 3.3 Recommendations are concise and facilitate direction and control of organisation's operations
| | 3.4 *Significant issues* in statements including comparative financial performances are identified and prioritised for review and decision-making
| | 3.5 Structure and *format* of reports are clear and conform to organisational and statutory requirements
KEY COMPETENCIES

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<td>to forecast and provide recommendations</td>
<td>3</td>
</tr>
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<td>Planning and organising activities</td>
<td>for completion of statutory returns and reports</td>
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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

Financial data may include:

- budgets and forecasts
- financial/operational statements and reports (eg. expenditures and receipts, profit and loss statements)
- market valuations
- budget variances
- cash flow/profit reports
- Australian Bureau of Statistics (ABS) economic data
- financial markets monitoring services (eg, Reuters)
Organisational requirements may include:
- quality assurances and/or procedures manuals
- price and exchange parameters
- reporting requirements
- legal and organisational policy/guidelines and requirements
- financial analysis assessments
- Occupational Health and Safety policies, procedures and programs
- recording and filing systems
- standard financial analysis techniques
- financial management manuals

Conversion and consolidation procedures may include:
- spreadsheets
- standardised variables
- moving averages
- unit costs
- trend analysis

Discrepancies may include:
- expenditure report mismatches
- incorrect payments
- absence of auditable trail
- inappropriate authorisations
- variances from budget and phasings
- unreconciled cash flows and operating statements
- incorrect report formats

Statutory requirements may include:
- reporting periods
- taxation payment timings
- delegated authorities
- internal control procedures

Revenue gathering practices may include:
- sales
- leasing
- investments
- billing schedules
- lending and financing
- fees and charges

Revenue documentation may include:
- invoices
- declarations
- bills
- sales proceeds
- cash received
- debit notes

Available benefits and allowances may include:
- depreciation
- donations
- sales tax deductions
- interest payments
Stated deadlines may include:
- monthly returns
- annual reports
- lodgement dates
- payment schedules

Recommendations may relate to:
- profit
- loss
- expenses
- consolidation
- write-offs
- cash flow

Evidence may include:
- budgetary analysis
- forecasts and estimates
- returns on investments
- order and supplier documentation
- taxation and statutory returns

Significant issues may include:
- profitability
- losses and returns
- cost structures
- suppliers
- internal controls
- statutory obligations

Format of reports may include:
- cash flow statements
- statutory forms
- financial year reports
- balance sheets
- operating statements
- spreadsheets
- electronic forms

**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**
- Organising financial data to highlight relevant features
- Presenting of information in comprehensive formats
- Completing of Business Activity Statements
- Interpreting and identifying applications of statutory requirements
- Referring discrepancies outside scope of own responsibility to the appropriate persons
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 organisational policies and procedures relating to maintaining financial data, reporting, preparing statutory returns
- Principles of double entry bookkeeping and accrual accounting
- Knowledge of techniques for forecasting and analysis
- Understanding methods to present financial data
- Knowledge of State and Federal Government taxes and charges
- Knowledge of financial legislation
- Knowledge of options, methods and practices for deductions, benefits and depreciations
- Principles and practices for auditing and reporting

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

Underpinning Skills

- Literacy skills to identify financial information, to follow Australian Accounting and Auditing Standards and the organisation's accounting procedures
- Research skills to analyse the organisations financial and business status
- Proof reading skills to check accuracy and consistency of information by consulting additional resources
- Problem solving skills for a defined range of predictable problems
- Report writing skills to assess information for relevance and accuracy from a range of sources
- Decision making skills in a limited range of options
- Numeracy skills for calculating data, reconciling figures
- Planning skills for timetabling and scheduling reports and lodgements
- 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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BSBFLM404A Lead work teams

Unit Descriptor

This unit is equivalent to the original unit BSXFMI404A Participate in, lead and facilitate work teams.

This unit covers the skills and knowledge required to lead a team or work group in a business environment. It includes developing plans, providing leadership and supervising the performance of a group.

This unit is related to BSBCM301A Exercise initiative in a business environment. Consider co-assessment with BSBFLM402A Show leadership in the workplace, BSBFLM403A Manage effective workplace relationships, BSBFLM406A Implement workplace information system, and BSBFLM411A Contribute to the development of a workplace learning environment.

Unit Sector

Business Management Services

ELEMENT PERFORMANCE CRITERIA

1. Participate in team planning

1.1 The manager assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation's goals, plans and objectives

1.2 The manager assists the team monitor and adjust its performance within the organisation's continuous improvement policies and processes

1.3 The manager encourages the team to use the competencies of each member for team and individual benefit

2. Develop team commitment and co-operation

2.1 The manager assists the team to use open communication processes to obtain and share information

2.2 The team makes decisions in accordance with its agreed roles and responsibilities

2.3 The manager supports the team to develop mutual concern and camaraderie

3. Manage and develop team performance

3.1 The results achieved by the team contribute positively to the organisation's business plans

3.2 The manager encourages the team to exploit innovation and initiative

3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals

3.4 Team members share and enhance their knowledge and skills

4. Participate in and facilitate the work team

4.1 Team members participate actively in team activities and communication processes

4.2 Individuals and teams take individual and joint responsibility for their actions

4.3 The team receives support to identify and resolve problems which impede its performance
KEY COMPETENCIES

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

<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 assist team planning</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>with members of work team</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>in association with team</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>to achieve team goals</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to assist the development of team plans</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to assist team performance</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>to assist the management of information</td>
<td>1</td>
</tr>
</tbody>
</table>

Three levels of performance denote level of competency required to perform a task.
1. Perform
2. Administer
3. Design

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

RANGE STATEMENT

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

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice
At AQF level 4, frontline management will normally be engaged in a workplace context where they:

- engage in short to medium term planning within the organisation's business plans. For example, prepares six monthly plan of the department's productivity targets within the organisation's business plans
- take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organisation's standards of management
- take limited responsibility for the quality and quantity of the output of others. For example, using the organisation's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans
- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of Key Performance indicators
- perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organisation's standard range of services
- apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem
- identify, analyse and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department's operating procedures and given the organisation's standard documentation, considers the information provided and prepares a recommendation for consultation

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

- goals, objectives, plans, systems and processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- business and performance plans
- defined resource parameters
- ethical standards

The manager may:

- adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Teams may be:

- one or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees

The organisation's goals, plans and objectives refers to:

- those relevant to frontline management's work activities and to the teams in which frontline management is involved
Competencies refer to:

- the abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific

Knowledge and skill development may:

- take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs

OHS considerations may include:

- implement and monitor participative arrangements
- information to team about OHS and the organisation's OHS policies, procedures and practices

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

- Provides leadership to team
- Contributes positively to team performance
- Provides coaching and mentoring support

Underpinning Knowledge

- Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard
- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- The principles and techniques associated with:
  - the organisation of teams
  - team goal setting
  - devolving responsibility/accountability to teams
  - team dynamics
  - conflict resolution
  - gaining team commitment
  - monitoring and assessing team performance
  - Gain team commitment to the organisation's goals, values and plans
  - The forms of bias/discrimination and how to deal with them

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

• Functional literacy skills to access and use workplace information
• Assessing the competence of the team
• Facilitating the participation of team members
• Working effectively with team members who have diverse work styles, aspirations, cultures and perspectives
• Facilitating team development and improvement
• Assessing competency development requirements
• Gaining the trust and confidence of colleagues
• Dealing with people openly and fairly
• Using coaching and mentoring skills to provide support to colleagues
• Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

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

Consistency of Performance

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

Context/s of Assessment

• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
• Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
• Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit
BSBFLM501A Manage personal work priorities and professional development

Unit Descriptor
This unit is equivalent to the original unit BSXFMI501A Manage personal work priorities and professional development.

Frontline management is 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.

Consider co-assessment with BSBFLM502A Provide leadership in the workplace, BSBFLM506A Manage workplace information system, and BSBFLM511A Develop a workplace learning environment.

Unit Sector
Business Management Services

ELEMENT PERFORMANCE CRITERIA

1. Establish personal work goals
   1.1 Personal qualities and performance serve as a positive role model in the workplace
   1.2 Personal work goals and plans reflect the organisation's plans, personal plans, responsibilities and accountabilities
   1.3 Action is taken to achieve and extend personal work goals beyond those planned
   1.4 Consistent personal performance is measured and maintained in varying work conditions and work contexts

2. Set and meet own work priorities
   2.1 Competing demands are prioritised 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 and priorities
   3.2 Feedback from clients and colleagues is used to identify and develop ways to improve competence
   3.3 Management development opportunities suitable to personal learning style(s) are selected and used to develop competence
   3.4 Participation in professional networks and associations enhances personal knowledge, skills and relationships
   3.5 New skills are identified and developed to achieve and maintain a competitive edge
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 with members of work team and professionals network</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to measure self performance</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to use for 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</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>as an aid to measure and plan personal goals</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>as an aid to self development</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>to aid effective communication</td>
<td>2</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

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

- Legislation, codes and national standards relevant to the workplace which may include:
  - award and enterprise agreements and relevant industrial instruments
  - relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
  - relevant industry codes of practice
At AQF level 5, frontline management will normally be engaged in a workplace context where they:

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

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

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

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

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

Technology may include: the systems (hardware and software) normally used by frontline management in their workplace to carry out their roles and responsibilities

Competency standards include: industry-wide or enterprise specific and be consistent with AQF 5 work requirements
Clients and colleagues may be: internal or external and may include team members, colleagues at the same level and more senior managers and may include people from a wide range of social, cultural and ethnic backgrounds. They will usually be from a wider spread of the organisation than at AQF level.

Management development may include: mentoring, action learning, coaching, shadowing, exchange/rotation, structured training programs.

OHS considerations may include:
- maintaining knowledge of OHS legislation, principles and practice within context of organisation's operations and plans
- inclusion of OHS in personal work priorities within context of organisation

EVIDENCE GUIDE

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

Critical Aspects of Evidence
- Prepares personal work plan
- Establishes personal work priorities
- Assesses own performance
- Identifies and acts on own management development needs

Underpinning Knowledge
Underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard
- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Principles and techniques of:
  - personal goal setting
  - measuring performance
  - time management
  - identifying personal behaviour, self awareness, personality traits
  - establishing a 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
At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.
Underpinning Skills

- Functional literacy skills to interpret written and oral information about workplace requirements
- Communication skills including receiving and analysing feedback and reporting
- 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
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

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

Consistency of Performance

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

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels earlier this unit
BSBFLM510A Facilitate and capitalise on change and innovation

Unit Descriptor
This unit is equivalent to the original unit BSXFM510A Facilitate and capitalise on change and innovation.

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

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

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

Unit Sector Business Management Services

ELEMENT PERFORMANCE CRITERIA

1. Participate in planning the introduction of change
   1.1 The manager contributes effectively in the organisation's planning processes to introduce change
   1.2 Plans to introduce change are made in consultation with designated individuals/groups
   1.3 The organisation's objectives and plans to introduce change are explained clearly to individuals/teams

2. Develop creative and flexible approaches and solutions
   2.1 Alternative approaches to managing workplace issues and problems are identified and analysed
   2.2 Risks are assessed and action is taken to achieve a recognised benefit or advantage to the organisation
   2.3 The workplace is managed in a way which promotes the development of innovative approaches and outcomes
   2.4 Creative and responsive approaches to resource management improves productivity and services and/or reduces costs

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

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

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


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

RANGE STATEMENT

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

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

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice
At AQF level 5, frontline management will normally be engaged in a workplace context where they:

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

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

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

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

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

Manager refers to:

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

Designated individuals/groups includes:

- those who have a stake in the change and innovation
OHS considerations may include:

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

EVIDENCE GUIDE

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

Critical Aspects of Evidence

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

Underpinning Knowledge*

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

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

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

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

Resource Implications

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

Consistency of Performance

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

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competencies Levels at the end of this unit
### BSBHR604A Manage employee relations

**Unit Descriptor**

This unit covers all aspects of employee relations impacting on managers at the strategic level. It seeks to develop and maintain a positive and productive workplace environment at all times.

This unit works well as a stand-alone unit but is related to BSBHR504A Manage industrial relations policies and plans. Consider co-assessment with BSBHR602A Participate in human resource strategic planning.

**Competency Field**

Human resource management

#### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Implement employee relations strategy and policies for own work area | 1.1 *Employee relations* strategy is consistent with organisational strategic objectives  
1.2 *Strategies/policies* provide for consultation with and participation by, relevant groups and individuals  
1.3 *Strategies and policies* are developed through the application of a risk management approach and extensive consultation  
1.4 *Strategy and policies* take account of equal opportunity, family/work relationships and ensure the absence of discrimination and/or harassment  
1.5 *Risk management* strategies are developed which take account of the withdrawal of labour and other potential outcomes of disputes  
1.6 *Strategies and policies* take account of the objectives of relevant groups and individuals and identify potential areas of conflict (if any) |
| 2. Build and maintain a productive culture | 2.1 Awards, agreements, and contracts which balance organisational objectives and *employee rights and obligations* are negotiated  
2.2 *Conditions of employment* meet all legal and organisational requirements and are conducive to job satisfaction  
2.3 Consultation and communication is regular, timely and engages support for the productive culture  
2.4 Policies and practices ensure employee recruitment, retention and satisfaction objectives are met  
2.5 Induction and training develops competence and confidence to ensure work is performed safely and effectively  
2.6 Employees understand their role and how it contributes to the achievement of organisational objectives  
2.7 Individual and team development plans are in place and regularly reviewed and updated  
2.8 Employee relations policies are regularly evaluated and improved |
3. Resolve employee relations problems

3.1 Processes have been established for early intervention to identify and minimise problems/grievances

3.2 *Problem solving processes* are communicated to, and supported by, all relevant groups and individuals

3.3 Competence in managing conflict negotiation skills and dispute resolution is developed through appropriate training and preparation

3.4 *Specialist* advice is taken where appropriate and/or where formal hearings are required

3.5 Processes are fair and equitable and consistent with all relevant awards agreements and legislation

3.6 *Problem solving processes* provide for external mediation and conciliation where appropriate

3.7 Process provides for arbitration of disputes as a last resort and only where appropriate

4. Manage diversity

4.1 Plans for the promotion of *diversity* in the organisation are developed

4.2 Plans cover managing and engaging diverse groups and individuals, both internal and external to the organisation

4.3 Diversity is openly promoted as a key asset of the organisation

4.4 Education/communication plans are developed to promote/encourage diversity

4.5 Processes are in place to deal with events which inhibit the organisation from meeting its diversity objectives

**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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<th>Key Competency</th>
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<th>Performance Level</th>
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</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>to encourage/promote diversity across the organisation</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to resolve employee relations problems</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to consult with groups/individuals about employee relations policies</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>to evaluate employee relations policies</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>N/A</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to resolve grievances with/between employees</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>to assist communication/education of employee relations policies</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 |
| --- | --- |
| OHS considerations may include: | • establishment and maintenance of OHS training, records, induction processes  
• performance against OHS legislation and organisation's OHS system, especially policies, procedures and work instructions |
| Employee relations refers to: | • all of the activities in an organisation which impact on the employees' terms and conditions of employment and their personal well-being and satisfaction with their work environment |
| Strategies and policies may include: | • selection/recruitment  
• induction and training  
• performance management  
• discipline  
• equal opportunity  
• sexual harassment  
• racial discrimination/vilification  
• industrial/labour relations  
• remuneration and benefits  
• human resource strategy  
• organisational values statement |
| 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 |
| Employee rights and obligations refers to: | • those contained within any award agreement or contract of employment, or implied terms of those agreements, together with all rights and obligations under the laws of the Commonwealth and the relevant state/territory |
Conditions of employment may include:
- salary/wages
- penalty rates
- holidays and leave entitlements
- superannuation
- hours of work
- grievance procedures

Problem solving processes may include:
- grievance procedures
- dispute resolution procedures
- mediation
- conciliation
- arbitration

Specialist means:
- person expert in the conduct of formal hearings in the relevant jurisdiction

Diversity refers to:
- any difference between individuals and groups, and includes age, gender, race, nationality, political and philosophical beliefs, or any other different individual or group characteristic

Communication plans refer to:
- a structured program for the dissemination of information, and the receipt of feedback information from individuals, relevant to the process or activity

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
- While the unit is designed for non-specialist HR managers, there is an expectation that competence will be demonstrated in the implementation of the full range of employee relations activities
- Negotiation of employment agreements/contracts and the maintenance of high standards of performance in respect to equal opportunity and the management of diversity are key areas of assessment
- Conflict management and early intervention in respect to employee grievances/problems are also key elements of the evidence to be presented during assessment
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
- Industrial agreements
- Performance measurement systems utilised within the organisation
- Key result areas of the organisation
- Human resource specialist assistance available
- Organisational plans and objectives (strategic, tactical and operational)
- Human resource planning
- All legislation relevant to the organisation which impacts on people performance (including OHS, EEO and anti-discrimination laws)
- Organisational support services for employees (external and internal)
- Unfair dismissal rules and due process
- Staff development strategies
- Organisational policies relating to balancing family/work relationships

At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas.

Underpinning Skills

- Risk management skills to analyse, identify and develop mitigation strategies for identified risks
- Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input
- Conflict management skills to mediate, negotiate and/or attempt to obtain consensus between individuals/groups in conflict situations which are dysfunctional in relation to the organisation's performance
- Networking skills to ensure support from key groups and individuals for concepts/ideas/products/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
- 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
BSBMGT503A Prepare budgets and financial plans

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

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

Competency Field
Business Management Services

ELEMENT PERFORMANCE CRITERIA

1. Analyse strategic and operational plans
   1.1 Strategic opportunities are expressed in terms of tactical and operational objectives
   1.2 Tactical and operational objectives are converted into special projects or work programs
   1.3 Financial trends are analysed and interpreted in the context of the organisational strategic objectives
   1.4 Financial planning objectives, process timeframes and resources are clearly identified

2. Develop revenue, expenditure and capital investment proposals
   2.1 Individuals and groups are given responsibility for the development of specific budgets and plans
   2.2 Consultation occurs with all relevant groups and individuals throughout the organisation
   2.3 Proposals are developed taking account of past experience, present trends and future expectations
   2.4 Outcomes of proposals are clearly linked to organisational strategic objectives
   2.5 Realistic cost benefit and risk analyses/management plans are incorporated into all proposals
   2.6 Organisational investment target rates are met for capital expenditure proposals
   2.7 Performance measures and tactics for monitoring and control processes are identified for each proposal/action
   2.8 Proposals comply with the organisation's values, policies, Code of Conduct, legal and ethical obligations
   2.9 Proposals are developed within the agreed timeframes
   2.10 Supporting evidence is valid and sufficient to allow proper evaluation of the proposals
3. Build agreement for budgets and financial plans

3.1 Negotiation is undertaken with relevant groups and individuals in ways that build commitment to the plans

3.2 Links to the achievement of organisational strategic objectives are identified and agreed

3.3 Outcomes are confirmed in terms of clear, concise objectives and timeframes

3.4 Negotiations lead to a clear agreement of those matters to be incorporated into budgets and plans

3.5 Budgets and plans incorporate the outcomes of negotiations and meet organisation's approval processes

3.6 Delegations, accountabilities and responsibilities are agreed and confirmed in writing

3.7 Final budget and plans are clearly documented and a communication plan developed

KEY COMPETENCIES

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

<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 develop a communication plan for the budget</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to support budget proposals</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to develop budgets</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>to ensure appropriate groups and individuals participate in the process</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to build the budget and other financial plans</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to successfully negotiate commitment to the plans</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>to assemble the plans and communicate them to users of the plans</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
Strategic opportunities may include:
- new product/service development
- new models/revisions of products/services
- expansion/contraction of operational activities
- alliances/joint ventures
- outsourcing/in-sourcing

Budgets and plans may include:
- operation/production budgets
- financial budgets
- sales budgets
- capital expenditure budgets
- cash flow plans

Relevant groups and individuals means:
- all personnel within the organisation affected by the budgets and financial plans being developed

Investment target rates refers to:
- the minimum percentage rate of return required by the organisation for a capital investment project to proceed

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

Legal and ethical obligations means:
- compliance with all relevant statutes, regulations and audit requirements of the organisation, along with the organisation's policies and values

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

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

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

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

Critical Aspects of Evidence

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

OHS considerations may include:

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

Underpinning Knowledge

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

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

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

Resource Implications

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

Consistency of Performance

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

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit
### BSBMGT504A Manage budgets and financial plans

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

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

#### Competency Field
Business Management Services

#### PERFORMANCE CRITERIA

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

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

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

Training activities may include:

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

Delegations and budget accountabilities may include:

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

Audit requirements refer to:

- the internal standards required in the management of budgets and financial plans, approved by external/internal auditors
Risk management means: • the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur

Real time refers to: • on-line, instantaneous monitoring of performance/activities

Appropriate non financial objectives may include: • environmental • OHS • quality • market share • customer service • security or any other key result area

EVIDENCE GUIDE

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

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

OHS considerations may include: • establishment and maintenance of OHS records • assessment of OHS performance in financial and non-financial terms
Underpinning Knowledge

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

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

Underpinning Skills

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

Resource Implications

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

Consistency of Performance

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

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package.
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit.
BSBMGT506A Recruit, select and induct staff

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

Competency Field
Business Management Services

ELEMENT PERFORMANCE CRITERIA

1. Determine future people needs
   1.1 Planning for future people requirements is consistent with strategic and operational plans
   1.2 Consultation occurs with all appropriate managers and sections
   1.3 Position descriptions, person specifications and criteria for selection are developed and approved
   1.4 Position descriptions and person specifications comply with all organisational and legal requirements

2. Select appropriate people
   2.1 Persons involved in assessment/selection process are appropriate for the position
   2.2 Candidates are assessed against pre-agreed selection criteria
   2.3 Selection decisions are based on performance based selection techniques and direct evidence
   2.4 Candidates all receive feedback through the process
   2.5 Record-keeping complies with organisational and legal requirements

3. Confirm employment arrangements
   3.1 Inform relevant people of the selection decision and prepare development plan based on selection process
   3.2 Conditions of employment as approved for the position are agreed with the successful candidate
   3.3 Induction arrangements are agreed with the candidate and other relevant managers
   3.4 Induction is undertaken in accordance with the induction plan and a training plan developed
KEY COMPETENCIES

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

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

Position description refers to:

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

Person specification refers to:

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

Organisational and legal requirements means:

- compliance with all relevant statutes, regulations and audit requirements of the organisation, along with the organisation’s policies and values
Pre-agreed selection criteria may include:

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

Performance based selection techniques may include:

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

Conditions of employment may include:

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

EVIDENCE GUIDE

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

Critical Aspects of Evidence

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

OHS considerations may include:

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

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

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

Underpinning Skills

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

Resource Implications

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

Consistency of Performance

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

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit
BSBMGT507A Manage environmental performance

Unit Descriptor
This unit covers the development, maintenance and evaluation of the organisation's environmental policies and procedures in regard to environmental sustainability as an integral part of business planning.

All those who have a management responsibility would be advised to take this unit. It is also very useful for small businesses.

This unit is related to BSBMGT505A Ensure a safe workplace, BSBMGT609A Manage risk and BSBMGT610A Manage environmental management systems.

Competency Field
Business Management Services

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Develop a business plan to enhance environmental performance | 1.1 A business plan is developed that reflects the organisation's policies and commitment to environmental sustainability as an integral part of business operations
1.2 Procedures are developed to maximise/enhance integration of environment, finance, safety and other areas of impacts and opportunities
1.3 Procedures are developed to maximise environmental opportunities and minimise environmental impacts, and expert advice is obtained as required
1.4 Continuous improvement policies and practices monitor and report on the environmental performance of the organisation
1.5 The organisation's activities and products are designed to minimize life cycle impacts
1.6 Financial and human resources for the operation of environmental systems are identified, sought and/or provided as required
1.7 Changing trends and opportunities relevant to the organisation are identified, analysed and taken into account at the planning stage |
| 2. Manage environmental impact and opportunity | 2.1 Identification and assessment of existing and potential environmental impacts and opportunities is conducted and advice is sought as required
2.2 Procedures for ongoing management of environmental impacts and opportunities are developed and integrated with the organisation's policies and procedures
2.3 Environmental procedures are addressed at the planning, design and evaluation stages of any change in the workplace to ensure that ongoing impacts and opportunities are identified
2.4 Contingency plans are established to manage impacts and opportunities when long-term solutions are not readily available
2.5 Ongoing training program is developed to identify and fulfil employees' environmental training needs |
3. Promote innovation and opportunity

3.1 Continuous improvement and sustainable innovation are promoted as an essential part of doing business

3.2 Procedures are developed to analyse and communicate the costs and benefits of innovations and improvements

3.3 New ideas are actively sought and entrepreneurial behaviour is encouraged in employees, workplace committees and teams

3.4 Procedures are established to actively seek the support of the supply chain for implementing sustainable innovation and continuous improvement

3.5 Members of the supply chain are encouraged to meet high standards of environmental performance

4. Manage system to record and report environmental impacts and opportunities

4.1 System is managed to record and report environmental performance as an integral part of the organisation's record keeping and performance evaluation system

4.2 Patterns of environmental non-compliance are identified and addressed and opportunities for environmental management improvements are acted upon

5. Evaluate environmental performance

5.1 Processes are developed to ensure that ongoing evaluation of environmental performance, is part of the organisation's procedures

KEY COMPETENCIES

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<tr>
<th>Key Competency</th>
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<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>to promote environmental policies</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to aid planning</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to develop environmental management strategies</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>to control impacts, maximise opportunities and to gain support for management strategies</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to aid planning</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to develop management strategies and operational procedures</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>to access and record information</td>
<td>3</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

Knowledge of legislation, codes, national standards, industry codes of practice and workplace policies and procedures must:
- be strictly relevant to the particular workplace and is not intended to include detailed technical aspects of environmental science and
details of legislation must be directly relevant to the workplace
- be consistent with the concept that people at this level, will be dealing with environmental concepts as part of an overall management responsibility and not as an environmental specialist

Environmental performance may be defined as:
- a measure of an organisation's impact on the environment and of their ability to manage that impact

Environmental policies must be:
- relevant to organisation's operations and must be appropriate to the scope and scale of the business

Environmental policies may address:
- local, national and international innovations, programs and ideas
- triple bottom line principles i.e. the integration of environmental, commercial and social aspects of business operations
- concepts of business sustainability
- environmental load reduction and waste minimisation
- tenders for the provision of goods and services that specify environmentally preferred selection criteria (eg. use of paper packaging rather than plastic)
- protection of land and habitat and ecological considerations
- procedures for media releases as a result of incidents

Environmental improvement plans may be established at management level and may include:
- measuring, monitoring and recording environmental performance, and continually setting targets for measurable improvements
- all aspects of environmental performance including energy and other resource use, waste minimisation, recycling, transport use etc
Environmental sustainability must be relevant to the organisation's operations and may include:

- recognition of natural earth systems and how natural systems work

Environmental sustainability may affected by:

- organisational culture and operations
- internal or external economic climate
- political climate
- market focus/considerations

Business sustainability means:

- A sustainable business in this sense is profitable and competitive in the foreseeable future. Effective management of environmental impacts and opportunities can contribute to business sustainability by reducing costs, differentiating goods and services and contributing to a better corporate image.

Maximise opportunities to improve environmental performance can provide opportunities to improve business operations including increases in:

- corporate image/citizenship
- staff morale
- cost reduction
- product differentiation/branding
- identification of market potential

To minimise environmental impact, means to minimise the organisations negative effects on the environment including:

- waste minimisation and recycling
- emissions/spills
- resource efficiency including water, energy
- alternative energy sources
- reduction in use of non-renewable resources

Expert assistance and/or advice may be sought from:

- internal or external sources/specialists
- consultants or other experts or specialists

Monitor and report in this context means to maximise and continually seek to improve business performance by developing procedures which monitor and report on:

- variances
- deficiencies
- improvements
- trends

Products may include:

- goods, including packaging
- services
Life cycle impacts may include:

- tendering and purchasing processes to include life cycle criteria
- product design and manufacture
- packaging policies
- product use
- product disposal
- vehicle policies that include use of cleaner fuels/alternative energy sources and regular servicing intervals to reduce pollution and improve efficiency

Environmental procedures may include:

- procedures that may have an influence on the organisation's environmental performance

Environmental management training program should be:

- integrated into the organisation's existing training arrangements

Continuous improvement and innovation means:

- consistently reviewing activities in search of a better way and improving the organisation in all aspects of its operation

Supply chain may include:

- suppliers
- contractors
- others acting on organisation's behalf
- supply should be identified as a key determinate of environmental performance

Recording and reporting systems may include:

- internal and external reporting requirements

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

- Evidence will need to be provided of the ability to identify, plan, manage and promote environmental sustainability within the organisation and to contribute to the development of environmental management policies that minimise impacts and maximise opportunities within the organisation
- N.B. Particular note must be taken that evidence must be strictly relevant to the particular management role and is not intended to include detailed technical aspects of environmental science
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
- Required knowledge is to be limited to that which is sufficient to perform the particular management function and is intended to promote environmental awareness rather than technical environment competencies
- Relevant business planning concepts
- Environment sustainability as a "whole-system" approach
- Quality assurance procedures
- Strategies to maximise opportunities and minimise environment impact
- Relevant training and record keeping concepts
- Relevant knowledge of environmental issues especially in regard to water catchments, air, noise, ecosystems, habitat, waste minimisation
- Relevant knowledge of ecological systems in regard to business operation

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

Underpinning Skills

- Communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input
- Conflict management skills to mediate, negotiate and/or attempt to obtain consensus between parties
- Analysis skills to identify potential environmental and ecological impacts and opportunities in regard to business operation
- Problem solving skills to deal effectively with environmental impacts and opportunities as identified
- 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
**BSBMGT603A**  
**Review and develop business plans**

This unit covers those areas of business planning and system review undertaken by an operational manager and incorporates the development of various tactical and operational plans incorporating risk management plans.

Consider co-assessment with BSBMGT604A Manage business operations.

**Competency Field**  
Business Management Services

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Develop tactical and operational plans | 1.1 Pre-existing *tactical and operational plans* have been reviewed and evaluated  
1.2 Strategic objectives are analysed, interpreted and relevant operational objectives are developed  
1.3 *Project management protocols* for the organisation are developed  
1.4 Consultation with appropriate groups and individuals is built into plans  
1.5 Requirements of internal/external customers are identified through consultation and documented  
1.6 Plans include methods for measuring customer satisfaction and obtaining feedback  
1.7 Operational performance objectives, measures and criteria are developed through consultation with relevant groups and individuals  
1.8 Tactical and operational plans identify financial, human and physical resource requirements  
1.9 Scheduling of activities meets customer/marketing requirements  
1.10 Plans contain clear profitability, productivity and performance targets for key result areas (e.g. OHS, environment, quality, customer service)  
1.11 Plans are concise, logical and comply with organisation requirements  
1.12 Plans address all relevant operational issues, including internal/external environmental factors  
1.13 *Tactical and operational plans* have been subject to risk assessment and analyses, and include *risk management plans* |
2. Review business systems

2.1 Reviews are undertaken regularly of the implementation of tactical and operational plans
2.2 Information/reports are available to compare plans, budgets and forecasts to actual performance
2.3 Systems are reviewed in consultation with users and people responsible for implementing the business plans
2.4 Systems provide for identification of system variance or failure, to allow early intervention and prompt remediation
2.5 Systems monitor resource usage in a timely manner
2.6 Systems allow for flexible responses to changing and emerging situations
2.7 Systems are in place to provide feedback to relevant groups and individuals on their performance
2.8 Systems provide for immediate response to incidents involving potential risk to people, product or the environment
2.9 Systems are designed to achieve the organisation's energy saving targets

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 internal/external customers and review systems</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to prepare the tactical and operational plans</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to develop plans and review/redesign systems</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>to consult with them and obtain their input into planning and system review activities</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to ensure appropriate measurement activities are in place</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to improve existing systems and achieve tactical/operational objectives</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>to improve system's 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  
• 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 |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tactical and operational plans means:</td>
<td>• plans to fine-tune a strategy. It involves less organisational resources and is usually relatively easy to implement or reverse. They include the plans for specific tactical responses to the marketplace and the day-to-day plans associated with the production and delivery of a product or service</td>
</tr>
<tr>
<td>Project management protocols means:</td>
<td>• the rules of behaviour relating to the development, planning, approval, implementation, management and evaluation of projects</td>
</tr>
<tr>
<td>Risk management means:</td>
<td>• 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</td>
</tr>
<tr>
<td>Systems means:</td>
<td>• a detailed description/depiction of how organisations relate to their environments and how they process information through strategic and tactical management to develop actual operating procedures</td>
</tr>
</tbody>
</table>
| Electronic commerce refers to: | • business-to-business, business-to-consumer, government to business activities conducted via electronic communication methodologies and networks  
• cost centre/department - to cost centre/department |
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

• Assessment for this unit will need to occur over a sufficient period of time to allow an holistic assessment of the tactical and operational planning activities
• Plans developed must meet the organisation's criteria as well as those set down in the unit
• Systems review and revision is a crucial aspect of the business planning process and needs to be clearly evidenced

OHS considerations may include:

• review and evaluation of previous OHS plans and programs
• implementation of OHS systems for projects
• use of participative arrangements for review of OHS in operational performance
• development and review of OHS performance targets
• framework and components of OHS management system, its structures and performance
• systemic review procedures

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
• Strategic planning
• All legislation relevant to the organisation's operation
• Critical path/PERT methodology
• Relevant industrial awards and agreements
• Electronic commerce systems
• Consultative methods and processes
• Performance measurement and benchmarking methodology
• Operations management
• High reliability organisational concepts
• Energy management
• Capital investment evaluative methodology including NPV and ROI

At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas.
Underpinning Skills

- Analytical skills to interpret strategic objectives and develop tactical and operational objectives
- 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
- Systems analysis and design skills to ensure that system outputs meet tactical/operational objectives and measure performance in a timely way
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

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

Consistency of Performance

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

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement
- Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
- Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
- Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit
**BSBMGT610A Manage environmental management systems**

**Unit Descriptor**

This unit covers the scoping, establishment and review of the organisation's environmental management systems in regard to environmental sustainability as an integral part of business planning.

All those who have a senior management responsibility would be advised to undertake this unit.

This unit is related to BSBMGT505A Ensure a safe workplace and BSBMGT507A Manage environmental performance. Consider co-assessment with BSBMGT609A Manage risk.

**Competency Field**

Business Management Services

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish an environmental management system</td>
<td>1.1 <em>Environmental management policies</em> that reflect the organisation's commitment to <em>environmental sustainability</em> are developed</td>
</tr>
<tr>
<td></td>
<td>1.2 Environmental sustainability is identified as an integral part of business planning and promoted as a business opportunity</td>
</tr>
<tr>
<td></td>
<td>1.3 Policies encourage all <em>stakeholders</em> to meet high standards of <em>environmental performance</em> and to support sustainable innovation and continuous improvement</td>
</tr>
<tr>
<td></td>
<td>1.4 Policies and procedures are established to incorporate and support <em>triple bottom line principles</em></td>
</tr>
<tr>
<td></td>
<td>1.5 Policies are established which <em>maximise opportunities</em> and <em>minimise environmental impacts</em></td>
</tr>
<tr>
<td></td>
<td>1.6 Environmental management is addressed at the planning, design and evaluation stages of any change in the workplace to ensure that ongoing impacts and opportunities are identified</td>
</tr>
<tr>
<td>2. Manage innovation and improvement</td>
<td>2.1 Changing trends and opportunities relevant to the organisation are identified, evaluated and taken into consideration for ongoing improvement programs</td>
</tr>
<tr>
<td></td>
<td>2.2 <em>Continuous improvement</em> and <em>sustainable innovation</em> are promoted as an essential part of doing business and as a context for assessment and planning of environmental performance</td>
</tr>
<tr>
<td></td>
<td>2.3 Continuous improvement and innovation policies and procedures, which include training and professional development, are established to optimise the environmental performance of the organisation</td>
</tr>
<tr>
<td></td>
<td>2.4 A system is established to analyse and communicate the costs and benefits of innovations and improvements and to measure, monitor and record environmental performance</td>
</tr>
<tr>
<td></td>
<td>2.5 <em>Performance benchmarks</em> and indicators are established and <em>targets</em> are set to maximise continuous improvement</td>
</tr>
<tr>
<td>3. Review environmental management system</td>
<td>3.1 Processes are developed to ensure that an integrated ongoing review is part of the organisation's policy and procedures</td>
</tr>
<tr>
<td></td>
<td>3.2 Organisational performance is subject to ongoing evaluation and assessment, and changes to policies are made as required to promote improvement and sustainable innovation</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>
<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>to promote environmental policies as an integral part of the organisation's operations</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to aid planning and development of management systems</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to develop environmental management strategies</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>to negotiate, consult and to gain support for environmental issues</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to aid planning and development</td>
<td>3</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to develop management strategies</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>to access and record information</td>
<td>3</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

Environmental management polices must be:
- relevant to the organisation's operations
- and must be appropriate to the scope and scale of the business

Environmental management polices may include:
- local, national and international innovations, programs and ideas
- business sustainability
- environmental load reduction
- waste minimisation
- tenders for the provision of goods and services that specify environmentally preferred selection criteria
- protection of land and habitat
- ecological considerations
- regeneration of damaged ecosystems
- media releases as a result of incidents
- environmental reporting
Knowledge of legislation, codes, national standards, industry codes of practice and workplace policies and procedures must:

- be strictly relevant to the particular workplace and is not intended to include detailed technical aspects of environmental science and
- details of legislation must be directly relevant to the workplace
- be consistent with the concept that people at this level, will be dealing with environmental concepts as part of an overall management responsibility and not as an environmental specialist

Environmental improvement plans may be established at management level and may include:

- measuring, monitoring and recording environmental performance, and continually setting targets for measurable improvements
- all aspects of environmental performance including energy and other resource use, waste minimisation, recycling, transport use etc.

Environmental sustainability may be influenced by:

- the organisational culture and operations
- internal or external economic climate
- political climate
- market focus/considerations
- environmental impacts of the business operation

Business sustainability means:

- A sustainable business in this sense is profitable and competitive in the foreseeable future. Effective management of environmental impacts and opportunities can contribute to business sustainability by reducing costs, differentiating goods and services and contributing to a better corporate image.

Stakeholders may include:

- board members, financial backers, owners
- all members of the organisation, including management and staff members
- suppliers
- contractors
- others acting on the organisation's behalf
- customers
- external individuals or bodies who may have an interest in, or may be affected by the organisation

Environmental performance may be defined as:

- a measure of an organisation's impact on the environment and of their ability to manage that impact

Triple bottom line principles can be defined as:

- the integration of environmental, commercial and social aspects of business operations

Maximising opportunities may involve:

- improved environmental performance
- increased efficiency
- use of alternative energy sources
and may improve/enhance: • corporate image
• staff morale
• cost reduction
• product differentiation/branding
• identification of market potential

To minimise environmental impact may include minimisation of:
• waste/pollution
• emissions/spills
• use of resources, especially reduction of use of non-renewable resources

Continuous improvement and innovation policies may include:
• consistently reviewing activities in search of a better way, and improving the organisation in all aspects of its operation

and may look at life cycle impacts of the organisation including:
• activities and products that are designed to minimise life cycle impacts and maximises opportunities
• tendering and purchasing processes that include life cycle criteria
• product design and manufacture
• packaging policies
• product use and disposal
• vehicle policies that include use of cleaner fuels or alternative energy sources and regular servicing intervals to reduce pollution and improve efficiency

Performance benchmarks and targets may include:
• best practice or industry codes for the industry/sector
• levels of performance expected of organisation sectors and/or the organisation as a whole

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
• Evidence will need to be provided of the ability to develop and establish environmental management policies, systems and procedures in regard to managing sustainable business practices while encompassing environmental sustainability as an integral part of business planning
• N.B. Particular note must be taken that evidence must be strictly relevant to the particular management role and is not intended to include detailed technical aspects of environmental science
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
- Required knowledge is to be limited to that which is sufficient to perform the particular management function and is intended to promote environmental awareness rather than technical environment competencies
- Concepts of policy development and business planning
- Relevant system analysis and design principles
- Performance benchmarking and indicator development relevant to organisation's activities
- Environment sustainability as a "whole-system" approach
- Techniques to measure sustainability
- Quality systems
- Supply chain management
- Strategies to maximise opportunities
- Environment impact minimisation strategies
- Relevant knowledge of environmental issues, especially in regard to water catchments, air, noise, ecosystems, habitat, waste minimisation
- Relevant knowledge of ecological systems in regard to business operation

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
- Conflict resolution skills to mediate, negotiate and/or attempt to obtain consensus between parties
- Planning and evaluation skills to develop policies and procedures
- Process analysis skills to identify potential environmental and ecological impacts and opportunities
- Problem solving skills to deal effectively with environmental impacts and opportunities as identified
- 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.
BSBSBM405A Monitor and manage business operations

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

Competency Field Business Management Services

ELEMENT PERFORMANCE CRITERIA

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

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

3. Monitor business performance
   3.1 The achievement of operational targets is regularly monitored/reviewed to ensure optimum business performance in accordance with the goals and objectives of the business plan
   3.2 Systems and structures are reviewed, with a view to more effectively supporting business performance
   3.3 Operating problems are investigated and analysed to establish causes, and changes implemented as required
   3.4 Operational policies and procedures are changed to incorporate corrective action taken

4. Maintain networks
   4.1 Relevant personal and professional networks identified and maintained to support business operation
   4.2 Strategies developed for use of networks to assist in promoting the business and for monitoring changing business requirements
5. Review business operations

5.1 Business plan is reviewed and adjusted as required to maintain business viability in accordance with business goals and objectives

5.2 Proposed changes are clearly recorded to aid future planning and evaluation

5.3 Ongoing research into new business opportunities is undertaken and business goals and objectives adjusted as new business opportunities arise

KEY COMPETENCIES

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

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<th>Performance Level</th>
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<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>to deal with customers, suppliers and staff</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>to assist in business operation</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>to support and enhance the business operation</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>to build the business</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>to support the business operation</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>to reduce risk and enhance business opportunities</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>to optimise business performance</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:

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

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

Occupational Health and Safety and environmental issues must include:

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

Business goals and objectives may include:

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

Business outputs may include:

- products
- services

Operational targets may include:

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

Technical standards may include:

- any current and generally agreed descriptions of what the product/service is, how it should be produced/delivered and the quality, safety, efficiency or other measures to determine the activity is done effectively
Networks may include:
- personal contacts
- professional associations
- business/industry association contacts
- formal/informal/individual/group/organisational contacts

And may assist in the provisions of information on:
- business trends
- changes in business environment
- client requirements
- technical support
- financial advice

EVIDENCE GUIDE

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

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

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

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

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

Resource Implications

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

Consistency of Performance

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

Context/s of Assessment

• Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables
• Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package
• Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment
• Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels earlier in this unit
**BSZ404A Train small groups**

**Unit Descriptor**
This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

**Unit Sector**
No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</thead>
</table>
| 1. Prepare for training | 1.1 Specific needs for training are identified and confirmed through consultation with appropriate personnel  
1.2 Training objectives are matched to identified competency development needs  
1.3 Training approaches are planned and documented |
| 2. Deliver training | 2.1 Training is conducted in a safe and accessible environment  
2.2 Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources  
2.3 Strategies and techniques are employed which facilitate the learning process  
2.4 Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s)  
2.5 A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s) |
| 3. Provide opportunities for practices | 3.1 Practice opportunities are provided to ensure that the participant achieves the components of competency  
3.2 Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants |
| 4. Review training | 4.1 Participants are encouraged to self evaluate performance and identify areas for improvement  
4.2 Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance  
4.3 Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives  
4.4 Training details are recorded according to enterprise and legislative requirements  
4.5 Results of evaluation are used to guide further training |
KEY COMPETENCIES

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RANGE STATEMENT

Relevant information to identify training needs includes:
- industry/enterprise or other performance competency standards
- endorsed components of relevant industry training package
- industry/workplace training practices
- job descriptions
- results of training needs analyses
- business plans of the organisation which identify skill development requirements
- standard operating and/or other workplace procedures.

Appropriate personnel may include:
- team leaders/supervisors/ technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors.

Training delivery methods and opportunities for practice may include:
- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above.
Components of competency include:

- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents.

Characteristics of training participant may include information in relation to:

- language, literacy and numeracy needs
- cultural, language, and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment.

Training sessions may include:

- one to one demonstration
- small group demonstration (2 to 5 persons).

Resources may include:

- time
- location
- personnel
- materials and equipment
- OHS and other workplace requirements
- enterprise/industry standard operating procedures
- finances/costs.

Strategies and techniques may include:

- active listening
- targeted questioning
- points of clarification
- group discussions.
EVIDENCE GUIDE

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Description of the specific training need and required competency outcomes
- Outline of the training approach and steps to be followed
- Description of training participant(s) and delivery method(s) to be used
- Specific resources required
- Outline of the evidence to be collected for monitoring training participant progress
- Trainer's self assessment of training delivery
- Participant evaluation of training delivery
- Evaluation of review comments against plan of training
- Records/documentation for monitoring progress of training participant(s).

Evidence may be collected using proformas or template

Assessment requires evidence of the following processes to be provided:

- How the specific training need was determined
- How the sequence of the training was determined
- How appropriate personnel were identified
- Why particular delivery method(s) were selected
- How the characteristics of training participant(s) as identified
- How the resource requirements were established
- How participant progress was monitored
- Why and how the training resources were selected
- How appropriate personnel confirmed training arrangements
- How participant(s) were informed of:
  - intended training outcomes
  - competencies to be achieved
  - on and/or off the job practice opportunities
  - benefits of practices
  - learning activities and tasks
  - assessment tasks and requirements
  - How constructive feedback was provided to training participant about progress toward competency to be acquired
  - How training participant readiness for assessment was determined and confirmed
  - How records were maintained to ensure confidentiality, accuracy and security.

Evidence may be provided verbally or in written form

Interdependent assessment of units

This unit may be assessed in conjunction with other units that form part of a job function.
Required knowledge and skills:

- Competency in the units being taught
- Workplace application of the relevant competencies
- Identification of evidence of competency
- Planning of own work including predicting consequences and identifying improvements
- Application of relevant workplace policies (eg OHS and EEO) and any relevant legislative or regulatory requirements
- Correct use of equipment, and any other processes and procedures appropriate for the training
- Ethical handling of performance issues
- Language, literacy and numeracy required skills to:
  - conduct discussions and ask probing questions to review the training
  - gather information (in spoken or written form) for review purposes
  - make verbal recommendations for delivery of future training
  - adjust language to suit target audience (training participant/appropriate personnel)
  - complete records on training
  - provide verbal feedback & report on training outcomes
  - follow and model examples of written texts
  - promote training in verbal or written form
- Communication skills appropriate to the culture of the workplace, appropriate personnel and training participants.

Resource implications

Access to records system for training, information, and training participants and supervisory staff (where appropriate).

Consistency in performance

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.
### CHCCD4A Unit Descriptor

**Develop and implement community programs**

Developing community programs to ensure maximum participation.

**Unit Sector**

No Sector Assigned

### PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
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</table>
| 1. Develop program parameters | 1.1 issues of wide community concern are analysed to develop an agency position and to ascertain the need for new program(s)  
1.2 appropriate work is undertaken to ascertain support, capacity for a coordinated effort and factors which will effect provision of services  
1.3 research is undertaken to identify key people, issues to be addressed, possible strategies and options for action  
1.4 appropriate planning and liaison is undertaken including developing concept plans in consultation with relevant communities and stakeholders |
| 2. Design programs with the community | 2.1 a program plan is developed which reflects identified parameters and incorporates an evaluation of a range of program options  
2.2 consultation is undertaken to determine preferred program options particularly in areas of high need or with targeted communities  
2.3 help from participating agencies is sought for implementation arrangements  
2.4 resources are identified and sought |
| 3. Implement programs | 3.1 where appropriate, pilots are conducted, evaluated and adjustments are made to ensure the program achieves its objectives  
3.2 programs are implemented in accordance with the development plan  
3.3 promotion and marketing strategies are developed and implemented  
3.4 systems and resources for administrative support of community programs are developed and maintained  
3.5 target group is encouraged to participate fully in the program |
| 4. Evaluate programs | 4.1 program design and outcomes are evaluated according to criteria and specifications identified in the program plan  
4.2 results of evaluation are used for revision and ongoing development  
4.3 interested and/or relevant people are involved in program evaluation |
RANGE STATEMENT

Community may be:
- individuals and groups defined by organisation programs and services
- other agencies providing services to individuals and groups
- people with specified needs and interests
- people using the organisation's services/programs geographic

Community programs may include:
- community development activities and strategies
- education and information programs

Stakeholders may include:
- residents within a community
- businesses within or related to a community
- advocacy and special interest groups
- decision makers and community leaders
- individuals, groups and communities affected by issues or strategies
- owners or managers of resources required
- grants/funding agencies
- government and non-government organisations
- peak bodies
- colleagues and collaborators

Implementation strategies may include:
- community/public education, awareness raising
- lobbying and advocacy
- development of new services, opportunities
- developing the capacity of individuals, groups and communities to meet their own needs and objectives
- non violent direct action
- participatory action research
- development of new businesses or employment opportunities
- health promotion, development of healthy communities/attitudes and environmental causes of ill health
- development of community resources and facilities
- development of recreation/entertainment
- adjustments to existing programs/services to make them more accessible to young people
- strategies to increase access to facilities, services
- decision making including cost, physical, information
- public processes
### Resources may include:
- information
- knowledge/skills
- equipment and materials
- facilities, buildings, transport
- organisational structures, networks
- sector/regional networks
- access to decision makers
- management support
- personnel
- money

### Evaluation of program options may include:
- projected outcomes to achieve objectives
- cost efficiency and effectiveness
- relevance to high needs and priorities
- scope and coverage
- capacity to evaluate
- availability of resources/skills
- consistency of philosophy
- ethical considerations
- impact on organisation/other services/programs
- personnel/industrial/employment implications
- legislative/statutory/accountability implications

### Promotion and marketing strategies may include:
- letters (by FAX, mail, or any other means of transmission)
- newsletters/journals
- internal organisation communication (eg. internal memos, minutes of meetings)
- artwork, graphics
- reports, discussion papers, briefing papers
- brochures, fliers and written advertisements
- posters
- audio and audio-visual productions
- performing arts presentations
- verbal/public presentations
- meetings, seminars, workshops and forums
- print or telecommunications media

### Consultation strategies may include:
- meetings, seminars, workshops or other forums
- interviews (formal and informal)
- written surveys (questionnaires, letters, submissions)
- suggestion boxes
- alternative communication such as graffiti walls
- networks
- professional associations
- call for submissions
EVIDENCE GUIDE

Critical aspects of assessment:

• effective management of community programs through the application of current accepted best practice

Underpinning knowledge:

• the cultures, concerns, beliefs and aspirations of the community in question
• the impact of cultural or community attitudes on appropriate roles, relationships and approaches of the worker
• the impact of cultural and community attitudes within that community
• the implications of differences in attitudes and values
• community development as a social change strategy
• decision making structures and processes at organisation, community, regional and system level
• relevant legislation and public policies
• social, community and youth issues
• depending on the work role or services provided, specific knowledge of particular groups or issues may be required, including :
  • alcohol and other drugs
  • cultural and linguistic diversity
  • risk of self harm
  • women
  • men
  • community education
  • Aboriginal and Torres Strait Islanders
  • mental health

Underpinning skills:

• research and consultation
• application of a range of community development approaches
• coordination of people, processes and information
• analysis of data, information and relationships
• advocacy
• provision of support to a diverse range of people/organisations
• conflict resolution/negotiation and mediation
• cross cultural communication and negotiation
• verbal and written communication
• analysis of complex issues
• literacy adequate to prepare a range of resource material appropriate to the target group
• working with and through community leaders

Resource implications:

• access to an appropriate workplace or an environment that effectively simulates workplace and community conditions

Consistency in performance:

• consistency in performance should consider specific program and community requirements
Context of assessment

- this unit can be assessed in the community or in a simulation which related closely to the experience of the workplace and the community
FPIFGM004A Manage seed collection

Unit Descriptor
This unit includes the work undertaken in seed orchards, and seed collection areas in plantations and in native forests. This work is based on a production and planting program (the work involved in developing such a program is described in unit FPI FGM 001 A)

Suggested Pre-Requisites/Co-Requisites
FPIG21A Collect, analyse and organise information - advanced
FPIG29A Solve problems in the workplace - basic

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Plan seed collection
   1.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.
   1.2 Site environmental concerns are adhered to in accordance with relevant national, state, and local legislation and/or regulations.
   1.3 Production and planting program is considered, analysed and interpreted for required seed characteristics and implementation issues.
   1.4 Opportunities for seed collection are identified from field observation and organisational guidelines and taken advantage of.
   1.5 Suitable area for seed collection is identified and marked on a locality map/plan for later reference.
   1.6 Method of seed collection is selected in accordance with the geography of the local area, size and type of tree(s), available resources and organisation guidelines.
   1.7 Quantity, cost and provenances to be collected are determined and documented in accordance with organisational guidelines.
   1.8 Relevant authorities are liaised with and approvals sought in accordance with organisation policy and guidelines and relevant legislation.
   1.9 The plan and its performance indicators are clearly articulated, documented, and communicated to those who will collect the seed in accordance with organisation guidelines.

2. Implement seed collection
   2.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.
   2.2 Site environmental concerns are adhered to in accordance with relevant national, state, and local legislation and/or regulations.
   2.3 People, materials and equipment required for seed collection are co-ordinated and scheduled in accordance with organisation guidelines.
   2.4 Any permits and/or approvals required for the seed collection are identified and obtained.
   2.5 Documentation identifying the seed is completed clearly and accurately in accordance with organisational guidelines.
3. Monitor seed collection

3.1 Checks are made to ensure that organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.

3.2 Checks are made to ensure that site environmental concerns are adhered to in accordance with relevant national, state, and local legislation and/or regulations.

3.3 Checks are made, in accordance with organisation policy, to ensure that the quantity, cost and provenances collected accord with specifications and amendments to the process or methods are made where necessary.

3.4 Any required amendments to the process or methods are clearly communicated to the parties involved.

3.5 Checks are made to ensure that the documentation required by organisation is completed clearly and accurately during the progress of seed collection.

4. Review seed collection

4.1 Any issues, impediments to seed collection, and cost of program are identified and recorded in accordance with organisational guidelines.

4.2 A cost/benefit analysis is prepared in accordance with organisational guidelines.

4.3 Recommendations are prepared based on the analysis and issues raised.

4.4 Report is prepared, including

4.5 any difficulties or issues faced,

• any recommendations for future work,
• results,
• costs,

in accordance with organisational guidelines.

4.1 Results of seed collection activity are clearly communicated to those who undertook the work.

KEY COMPETENCIES

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</table>
RANGE STATEMENT

Range Description

- This unit relates to work undertaken in seed orchards; native forests; soft and hardwoods; rainforest; understorey plants
- Individuals/bodies/groups liaised with may include landholders; federal, state, or local government authorities; private individuals
- Legislation, regulations, standards may include Environmental Protection Act; environmental agencies regulations; duty of care; isolation procedures; occupational health and safety legislation; site regulations and procedures; Australian Standards; manufacturers’ specifications and recommendations; State forest codes of practice or equivalent; statutory requirements; Trade Practices Act; traditional land owners requirements
- Heritage and other issues may apply to seed collection operations
- Impacts on provenances and species to be collected may include requirement for genetic diversity; frost, heat, salt hardiness; potential growth characteristics
- Seed characteristics may include provenance; potential growth characteristics; forest types; optimum time to collect
- Implementation issues may include scheduling; people and skills involved; materials; hazards
- Environmental considerations may include hygiene of the area; local regulations
- Method of collection may include collecting after falling/felling; ladders; climbing; shaking; high-powered rifles; cherry pickers
- Those who will collect the seed may be organisation employees; contractors; community groups
- Landholders may be federal, state, or local government authorities; private individuals
- Documentation may include provenance; species; identity of collector; weight of seed collected
- Qualities of the seed may be both physical and genetic.
EVIDENCE GUIDE

Critical underpinning knowledge

- Flowering biology of the target species
- Biological signs which indicate that the seed crop is ready to be collected
- Handling the collected material after collection
- Extraction of the seed from the collected material
- Handling of the seed crop after picking
- Treatment and documentation of the extracted seed
- Collection methods such as climbing/removal of branches with rifle/elevated platform vehicles
- Occupational health and safety guidelines, procedures, and principles, including manual handling
- Legal training prerequisites and operational requirements for use of the collection method.

Critical underpinning skills

- Supervise the safe use of the collection method
- Recognise common diseases, pests, and nutrition deficiencies
- Determine the readiness of the seed crop, by inspection
- Manage the extraction of collected material
- Provide for storage of extracted seed.
- Complete quality documentation
- Prepare detailed reports
- Communicate with landholders
- Negotiate and liaise with bodies/groups internal and external to the organisation
- Determine quantities and costings
- Interpret numerical data.

Assessment context

- Competency should be demonstrated in an actual workplace or in a situation which reproduces workplace conditions.
### FPIFGM006A Extract seed

**Unit Descriptor**

This unit is concerned with extracting and processing seed using an extraction unit.

**Suggested Pre-Requisites/Co-Requisites**

- FPIOHS1A Follow defined Occupational Health & Safety policies and procedures
- FPIG22A Plan to undertake a routine task
- FPIG23A Plan a complete activity
- FPIG41A Use basic hand held tools

**Unit Sector**

No Sector Assigned

### ELEMENT PERFORMANCE CRITERIA

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| 1. Receive seed bearing material into store | 1.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.  
1.2 Species of seed bearing material is visually checked to ensure that the container label is correct.  
1.3 All containers received are weighed and an identifier attached in accordance with organisational procedures.  
1.4 All seed information required by organisational guidelines is recorded using the system designated by organisational procedures.  
1.5 Material is placed for storage into a dry, well ventilated area. |
| 2. Extract seed | 2.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.  
2.2 Where automated extraction unit is used, seed bearing material is placed in/on extraction unit in accordance with organisational procedures and manufacturer's instructions.  
2.3 Where automated extraction unit is used, it is operated safely in accordance with organisational guidelines.  
2.4 Where automated extraction unit is used, its operation is monitored in accordance with manufacturer's instructions, organisational safety guidelines, and objective of the operation.  
2.5 Agitation is undertaken to maximise yield, where required by the nature of the seed bearing material.  
2.6 Seed capsules are inspected for un-extracted seed and reprocessed where necessary to ensure maximum yield. |
3. Clean and store seed

3.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.

3.2 Seeds are separated from other materials according to organisation requirements using available separation methods.

3.3 Cleaned seed is weighed using the specified scales and stored in accordance with organisational procedures and requirements of the species.

3.4 Seeds are treated in accordance with organisation requirements.

3.5 Seed weight, place of origin, species, and container identifier are recorded in accordance with organisational procedures.

3.6 Seeds are packaged for storage according to legislative and organisation requirements, codes of practice and client requirements to protect the seeds and to maintain traceability to collection source.

4. Clean and maintain extraction unit

4.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.

4.2 Residue materials are disposed of in accordance with organisational guidelines and environmental imperatives.

4.3 Extraction unit and operating area are cleaned to organisational guidelines and standards.

4.4 Extraction unit is maintained, serviced, and calibrated in accordance with manufacturer's instructions and organisational guidelines.

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RANGE STATEMENT

Range Description

- Storage conditions must not allow humidity or wetness to occur, due to the incidence of fungus
- Scales used for weighing are currently under licence from the weights and measures authority
- Instructions and information may include organisation terminology; fault reports; internal memos
- Maintenance of records may include collation (of information or documentation); interpret information in a way relevant to workplace requirements; organise and maintain records accurately
- Systems may be electronic or manual
- Extraction units and equipment may include kilns operated by gas, solar, oil, or electricity; sieves of various sizes; air drying racks and trays
- Lifting devices may include overhead gantry; fork lift; conveyor belts; electronic/manual balance scales
- Recording system for seed information may include electronic data base; card index; data sheets; filing system
- Appropriateness of sieve for processing may depend on size of seed; quantity of seed; seed species
- Seed is weighed on properly calibrated and maintained scale
- Seed container identifiers may be alpha-numeric; bar coded; colour coded; symbols.

EVIDENCE GUIDE

Critical underpinning knowledge

- Environmental requirements for extraction and storage of seed
- Occupational health and safety guidelines, procedures, and principles, including manual handling
- The need for accurate tracking of the seed's origin
- Hazards involved in seed extraction, processing and storage
- Seed extraction processes for native species
- Differences between extraction and storage requirements for different species
- Organisation specifications for the safe operation of the extraction unit.
Critical underpinning skills

• Understand a variety of information styles
• Interpret information in a way relevant to workplace requirements
• Organise and maintain records accurately
• Identify a range of species from capsules
• Maintaining a clean working environment to prevent contamination of seed
• Adhere to quality control guidelines
• Record and calculate seed weights
• Use, amend and update organisational record keeping and tracking systems
• Work efficiently within the organisation's occupational health and safety procedures and guidelines.

Assessment context

• Competency should be demonstrated in an actual workplace or in a situation which reproduces workplace conditions.
FPIFGM008A  Conduct seed collecting operations

Unit Descriptor

This unit describes the work involved in the collection, treatment and storage of seed from forest species.

Suggested Pre-Requisites/Co-Requisites

FPIOHS1A Follow defined Occupational Health & Safety policies and procedures
FPIG23A Plan a complete activity
FPIG41A Use basic hand held tools
FPIC2029A Work within environmental constraints

Unit Sector
No Sector Assigned

ELEMENT  PERFORMANCE CRITERIA

1. Prepare to collect seed
   1.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.
   1.2 Site environmental concerns are adhered to in accordance with relevant national, state, and local legislation and/or regulations.
   1.3 Potential locations for the collection of required seeds are identified from organisation and public information, and site visits.
   1.4 Permits are obtained to collect the seeds, according to legislative and organisation requirements.
   1.5 Suitable seed collection seasons and times are identified to plan seed collection
   1.6 Appropriate seed collection resources are obtained, according to organisation requirements.
   1.7 Information on seed collection locations is kept in commercial confidence where required by the organisation.

2. Collect seed
   2.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.
   2.2 Site environmental concerns are adhered to in accordance with relevant national, state, and local legislation and/or regulations.
   2.3 Landowners, tenants, and other relevant authorities are approached to negotiate suitable seed collection arrangements.
   2.4 Plant species and condition is identified in accordance with scientific practice to ensure healthy, virile seeds are collected.
   2.5 Seeds are collected from a range of plants and from different areas of plants to maintain genetic diversity.
   2.6 Seeds are collected using selected method in accordance with legislation, codes of practice, organisation requirements, conditions of permit and agreements with landholders, tenants and others.
   2.7 Health of parent plants is protected during seed collection.
   2.8 Seed is placed in clean containers and labelled to codes of practice, organisation requirements and to maintain location and genetic identity.
3. Clean and store seed

3.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.

3.2 Seeds are separated from other materials according to organisation requirements using available separation methods.

3.3 Cleaned seed is weighed using the specified scales and stored in accordance with organisational procedures and requirements of the species.

3.4 Seeds are treated in accordance with organisation requirements.

3.5 Seed weight, place of origin, species, and container identifier are recorded in accordance with organisational procedures.

3.6 Seeds are packaged for storage according to legislative and organisation requirements, codes of practice and client requirements to protect the seeds and to maintain traceability to collection source.

**KEY COMPETENCIES**

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RANGE STATEMENT

Range Description

- Potential locations are those places where the required species is growing or likely to grow.
- Organisation and public information may include records of locations where seeds have been collected previously; personal knowledge within the organisation; information provided by contacts; vegetation maps and records.
- Permits are those required for commercial or non-commercial seed collection, and may include government permits; landholder permits.
- Seed collection seasons are those times when the species have fruit at the required condition.
- Seed collection resources may include personnel; vehicles; pruning and shaking equipment; sheets/tarpaulins; clean containers for holding seeds; personal protective equipment; vacuum seed collecting machines; ladders/elevating work platforms.
- Seed may be treated to remove pests and diseases; facilitate regeneration.
- Other relevant authorities may include local governments; parks/reserves managers; forestry managers.
- Health of parent plants may require hand picking; careful and selective pruning; information about regrowth habits of particular species.
- Occupational health and safety issues may include assessment of hazards and risks in the seed collection and treatment processes; inspection and maintenance of equipment; following occupational health and safety administrative procedures; use of personal protective equipment; training in procedures and use of equipment; handling of minerals/chemicals used in the treatment of seed for storage.
- Seed separation methods may include hand selection; wind separation/winnowing; sieving; vibrating; flotation; drying and crumbling of husks.
- Seed treatment may include heat; mechanical; chemical protection against pests.
- Seed packaging may include vacuum sealing; use of inert atmospheres such as nitrogen and carbon dioxide; control of packing environment (temperature, light, and moisture).
- Monitoring of seed quality may include viability tests under controlled conditions.
- Method of collection may include collecting after falling/felling; ladders; climbing; shaking; high-powered rifles; cherry pickers.
EVIDENCE GUIDE

Critical underpinning knowledge

- Relevant legislation and regulation requirements
- Occupational health and safety guidelines, procedures, and principles, including manual handling
- Growth patterns of species where seed is being collected
- Diseases and pests likely to infect the species

Critical underpinning skills

- Plan seed collection processes
- Identify health of individual plants
- Recognise common diseases, pests, and nutrition deficiencies
- Use vehicles and equipment in a range of terrenes
- Use a range of seed collection methods and related equipment
- Use a range of cleaning methods and related equipment
- Organise and maintain information
- Negotiate and liaise with bodies/groups internal and external to the organisation

Critical aspects of evidence to be considered

- Where regulated work functions are being undertaken, appropriate licences or permits must be obtained.
- Competency is to be assessed in the critical aspects of:
  - Identification of species, collection seasons and methods and seed quality
  - Compliance with legislative and organisation requirements, including obtaining permits and permission to collect seeds
  - Occupational health and safety

Assessment context

- Most components of this unit should be assessed in the workplace or simulated workplace using the appropriate range of equipment to collect a range of seeds and to apply a range of treatments.
- Assessment of competency in this unit may be combined with other units at the request of person being assessed and where the assessor is able to plan combined opportunities for evidence gathering.
# FPIFGM023A Store and dispatch seed

## Unit Descriptor
This unit is concerned with storing seed in, and dispatching seed from, a seed store.

### Suggested Pre-Requisites/Co-Requisites
- FPIOHS1A Follow defined Occupational Health & Safety policies and procedures
- FPIG20A Collect, analyse and organise information - basic
- FPIG22A Plan to undertake a routine task
- FPIG23A Plan a complete activity

## Unit Sector
No Sector Assigned

## ELEMENT PERFORMANCE CRITERIA

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| 1. Store seed for later use | 1.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.  
1.2 All seed information required by organisational procedures is recorded using the organisation's record keeping system.  
1.3 Record the provenance of the seed in accordance with organisational guidelines  
1.4 Seed is treated to prevent deterioration in accordance with seed species and organisational procedures.  
1.5 Seed is packaged, accurately and clearly labelled, and placed in accordance with organisational procedures. |
| 2. Prepare seed sample for viability testing | 2.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.  
2.2 Seed sample for testing is identified from written or oral request, or supervisor's instructions.  
2.3 Seed sample is removed from lot in accordance with organisational procedures.  
2.4 Seed sample is prepared for testing in accordance with organisational specifications.  
2.5 Representative seed sample is packaged, accurately and clearly labelled, and dispatched to testing body.  
2.6 Test results are recorded upon completion and any organisational pro-forma(s) are completed in accordance with organisational procedures. |
3. Dispatch seed

3.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.

3.2 Written request for seed is interpreted and, where necessary, verbal or written clarification sought.

3.3 Store is searched to retrieve the range, and variety, of seed species to match the request.

3.4 Quantity of each seed species is calculated from the seed mix specified in the request, area to be sown, and organisation's table of specifications, according to the request.

3.5 Each seed species is weighed according to previously calculated quantities

3.6 Each seed species is placed into a container appropriate for the client, or in accordance with the request.

3.7 Where required, multiple seed lots are thoroughly mixed in accordance with organisational procedures.

3.8 Seed/seed mixture is accurately and clearly labelled in accordance with organisational procedures.

3.9 Where necessary, appropriate documents are obtained in accordance with regulations and organisation guidelines.

3.10 Seed dispatch is arranged and undertaken in accordance with the request and organisation guidelines.

3.11 Records of the transaction are documented and organisational record keeping system updated.

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RANGE STATEMENT

Range Description

- Maintenance of records may include collation (of information or documentation); interpret information in a way relevant to workplace requirements; organise and maintain records accurately.
- Systems may be electronic and/or manual.
- Equipment may include electric scales; manual scales; sleeve type sampling device; various packaging materials and containers; seed cleaning machine.
- Seed information to be recorded may include species; time/date of harvest; time/date of receipt into store; origin of seed.
- Lifting devices may include overhead gantry; fork lift.
- Scales electronic; seed lot mixing devices.
- Sampling method may include quartering; seed dividers.
- Seed treatment may include fungicides; cleaning.
- Testing body may be internal or external to the organisation.
- Criteria for the appropriate container for seed dispatch may include length of time the seed will be stored; method which will be used to transport the seed; equipment to be used for sowing seed; quantity of seed; size of individual seeds.
- Request may be written; computer-generated; system generated.
- Specifications of request may include seed species; percentage of seed mix; pure graded seed; rate of sowing; area to be sown; dispatch container; method of dispatch; sowing equipment to be used.
- Additional documents may be required where seed is being sent overseas and may include phyto sanitary certificate; import/export permit.

EVIDENCE GUIDE

Critical underpinning knowledge

- Concepts of, and reasons for, ongoing seed collection, storage and dispatch.
- Seed calculation methods.
- Record keeping system for seed storage.
- Hazards associated with the storage, treatment and dispatch of seed.
- Occupational health and safety guidelines, procedures, and principles, including manual handling.
- Packaging and storage methods and systems for seed species used by the organisation.
- Organisational occupational health and safety procedures, practices, and policies.
- Organisation specifications for the safe operation of seed treatment using chemicals.
Critical underpinning skills

- Understand a variety of information styles
- Interpret information in a way relevant to workplace requirements
- Follow instructions for receiving goods/checking documentation
- Locate, interpret and check information
- Record information on a simple form accurately
- Recognise common diseases, pests, and nutrition deficiencies
- Organise and maintain records accurately
- Identify seed species using visual criteria and label information
- Maintain a clean working environment to prevent contamination of seed
- Adhere to quality control guidelines
- Calculation of quantity using:
  - sowing rate
  - percentage of components in seed mix
  - area to be sown
  - specifications table
- Prepare accurate and clear labels
- Obtain documentation and phyto-sanitary certificates and import/export permits.

Assessment context

- Competency should be demonstrated in an actual workplace or in a situation which reproduces workplace conditions.
FPIFGM137A
Manage road construction and maintenance

Unit Descriptor
This unit describes the work required to plan for, and ensure the implementation of, road construction and maintenance. Roads may be heavy duty, all-weather logging roads, through to unmetalled earth roads.

Suggested Pre-Requisites/Co-Requisites
FPIOHS1A Follow defined Occupational Health & Safety policies and procedures
FPIG21A Collect, analyse and organise information - advanced
FPIG23A Plan a complete activity
FPIG24A Plan a complex activity
FPIG26A Work effectively in work groups
FPIG29A Solve problems in the workplace - advanced
FPIC2029A Work within environmental constraints
FPIFGM147A Read and interpret maps

Unit Sector
No Sector Assigned
<table>
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| 1. Plan road construction and maintenance | 1.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.  
1.2 Site environmental concerns are adhered to in accordance with relevant national, state, and local legislation and/or regulations.  
1.3 Relevant strategic, establishment, and timber extraction plans, and relevant local, state, and/or federal legislation or regulations are reviewed, analysed and considered for impacts on road construction and maintenance planning  
1.4 Any conservation areas and environmental difficulties are identified and analysed in relation to road and associated drainage construction and maintenance.  
1.5 Appropriate planning and specialist personnel, and local authorities are liaised with in accordance with organisation policy and guidelines to identify any future plans for the area.  
1.6 Determine control points, required grades, and water crossing points and structures from field observations and any available additional information in accordance with organisational guidelines.  
1.7 Preliminary designs are drawn, computations undertaken, and plan is prepared in accordance with organisational guidelines.  
1.8 Design for the road(s) is selected by analysing the costs, benefits, impact on the forest, provision of access to particular parts of the forest, and environmental aspects of the designs.  
1.9 Measurable performance indicators, specifications and targets are determined and documented in accordance with organisation guidelines.  
1.10 Any approvals required for the plan are identified and documented as required in the plan.  
1.11 The plan and its performance indicators are clearly articulated and documented, and communicated to those who will implement the plan in accordance with organisation guidelines. |
2. Implement road construction

2.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.

2.2 Site environmental concerns are adhered to in accordance with relevant national, state, and local legislation and/or regulations.

2.3 People, materials and equipment required for the construction are co-ordinated and scheduled in accordance with organisation guidelines.

2.4 Schedule for the site is organised in conjunction with operational personnel and source of equipment and takes seasonal weather conditions into consideration in accordance with organisational policy guidelines.

2.5 Any permits or licences required for the construction are identified, sought and obtained.

2.6 Neighbouring landholders, local authorities and interest groups are liaised with during the construction activity in accordance with organisation policy and guidelines.

2.7 Documentation required by organisation and/or occupational health and safety guidelines, is completed clearly and accurately.

2.8 Operational staff, clients, and contractors are communicated with regularly throughout the construction activity to ensure smooth operation and progress.

3. Maintain roads

3.1 Organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.

3.2 Site environmental concerns are adhered to in accordance with relevant national, state, and local legislation and/or regulations.

3.3 People, materials and equipment required for the road maintenance are co-ordinated and scheduled in accordance with organisation guidelines.

3.4 Schedule for the site is organised in conjunction with operational personnel and source of equipment and takes seasonal weather conditions into consideration in accordance with organisational policy guidelines.

3.5 Any permits or licences required for road maintenance are identified, sought and obtained.

3.6 Neighbouring landholders, local authorities and interest groups are liaised with during maintenance activities in accordance with organisation policy and guidelines.

3.7 Documentation required by organisation and/or occupational health and safety guidelines, is completed clearly and accurately.

3.8 Operational staff, clients, and contractors are communicated with regularly throughout maintenance activities to ensure smooth operation and progress.
4. Monitor road construction and maintenance

4.1 Monitoring points are determined and adhered to in accordance with organisation policy.

4.2 Checks are made to ensure that organisational occupational health and safety procedures, practices, policies, and precautions are observed and followed.

4.3 Checks are made to ensure that site environmental concerns are adhered to in accordance with relevant national, state, and local legislation and/or regulations.

4.4 Checks are made, in accordance with organisation policy, to ensure that performance indicators, targets, specifications are being met and amendments to the process or methods are made where necessary.

4.5 Operational staff, clients, and contractors are communicated with regularly throughout the construction and maintenance activities to ensure smooth operation and progress.

4.6 Checks are made to ensure that any documentation required by organisation and/or occupational health and safety guidelines, is completed clearly and accurately during the progress of the construction and maintenance activities.

5. Review road construction and maintenance

5.1 Data and documentation from the construction and/or maintenance activities is analysed against the plan in accordance with organisation guidelines

5.2 Recommendations are prepared based on the analysis of the data and discussions during the construction and maintenance activities.

5.3 Report is prepared in accordance with organisational guidelines, and includes:

5.4 • any difficulties or issues faced
   • environmental issues
   • any recommendations for future work
   • results
   • costs.

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RANGE STATEMENT

Range Description

- Equipment used may be wheeled or tracked for example dozer, front end loader, skidder or grader using bucket or blade attachments.
- Operations may be conducted at forest harvesting site and include construction and maintenance of roads over a full range of conditions which the equipment is capable of negotiating and for which road transport of logs can be used.
- Construction and maintenance will be carried out over the full range of operational weather conditions.
- Road/track base and surface material may include crushed rock and sand over a range of sizes and materials typically used for road/track construction.
- Additional material may include cords and pipes for water crossings.
- Occupational health and safety regulations include codes of practice requirements including wearing of required personal protection and high visibility vest; manual handling requirements; maintenance of safe forest practices including location of other people and potential falling objects; required actions relating to forest fire.
- Available additional information may include previous reports/maps/plans prepared by the organisation; geographic information systems data; aerial photography; discussions with construction and maintenance personnel.
- Approvals may be required from local/state/federal agencies; organisation management; neighbouring landholders; landholders downstream or who may be affected by the road construction and maintenance activities.
- Individuals/bodies/groups liaised with may include neighbouring landholders; interest/lobby groups; federal/state/local bodies/agencies.
- Legislation, regulations, standards may include Environment Protection Act; environmental agencies regulations; duty of care; isolation procedures; occupational health and safety legislation; site regulations and procedures; Australian Standards; manufacturers’ specifications and recommendations; State forest codes of practice or equivalent; statutory requirements; Trade Practices Act; traditional land owners requirements.
- Purpose of undertaking construction operations may be to provide access for fire fighting; timber extraction; management and tending operations; establishment operations.
- Documentation required by the organisation for road construction may include that which provides sufficient evidence for contract payments; equipment logbooks; preparation and amendment of site maps and plans.
- Safety issues/hazards may include topographic/slope hazards.
- Monitoring points may be time based or number/frequency based and may include a predetermined time before timber extraction; regular, seasonal points; after predetermined forest operations.
• Measurable performance indicators, specifications and targets may include time frames for construction; periods (or seasons) between maintenance activities; cost of construction; cost of maintenance; cleanliness, volume and location of run-off.

EVIDENCE GUIDE

Critical underpinning knowledge

• Relevant legislation and regulation requirements
• Relevant environmental imperatives for area
• Specific site plans and requirements
• Road transport requirements and capabilities in forest operations
• Ground and run-off water behaviour
• Roading requirements of establishment, tending, timber extraction plans
• Occupational health and safety guidelines, procedures, and principles, including manual handling.

Critical underpinning skills

• Recognise common diseases, pests, and nutrition deficiencies
• Collection and analysis of data in relation to roading
• Management and supervision of operational staff and contractors to achieve specific organisational outcomes
• Write reports and submissions where precise meaning is required
• Write in keeping with the demands placed on writing style by reporting format
• Preparation of maps, plans and reports to organisation standards
• Negotiation with landholders, authorities and organisation management to achieve agreed outcomes.

Assessment context

• Competency should be demonstrated in an actual workplace or in a situation which reproduces workplace conditions.
FPIFGM139A Operate 4x4 vehicle in off-road conditions

Unit Descriptor

This unit describes the operation of 4x4 vehicles (e.g. cars, trucks, utilities) in a range of off-road and adverse conditions.

Suggested Pre-Requisites/Co-Requisites

FPIOHS1A Follow defined Occupational Health & Safety policies and procedures
FPIG20A Collect, analyse and organise information - basic
FPIG29A Solve problems in the workplace - advanced
FPIC2029A Work within environmental constraints

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Operate vehicles
   1.1 Organisational & regulatory occupational health & safety procedures, practices, policies, & precautions are observed & followed
   1.2 Pre-start checks of motor vehicles, and equipment carried out to manufacturer's specifications and roadworthy requirements
   1.3 Tyres are checked for pressure suitable for terrain & or changed to operational guidelines
   1.4 Loads are secured in accordance with organisational & legislative requirements
   1.5 Vehicles are driven on and off road to legislative and organisation requirements (whilst monitoring gauges) at appropriate speeds for conditions and hazards.
   1.6 Vehicles are parked and shut down to organisation and manufacturer's requirements
   1.7 Faults or malfunctions are corrected and or reported to organisation requirements
   1.8 Vehicle and equipment are cleaned & stored after use to organisation requirements
   1.9 Any log books or reports required by the organisation are completed in accordance with organisational procedures

2. Operate vehicle on, or across, a slope
   2.1 Organisational & regulatory occupational health & safety procedures, practices, policies, & precautions are observed & followed
   2.2 Intended vehicle path is inspected prior to negotiation to be within drivers capabilities and vehicle manufacturer's specifications
   2.3 Correct gear / range is selected to negotiate slope
   2.4 The effect on the centre of gravity of changing fluid loads is explained
   2.5 Traction is maintained in accordance with requirements of the vehicle & the surrounding terrain
   2.6 Hazards and risks associated with traversing cross slopes are described
### 3. Operate vehicle ascending a steep slope including stall recovery

- **3.1 Organisational & regulatory occupational health & safety procedures, practices, policies, & precautions are observed & followed**
- **3.2 Intended vehicle path is inspected prior to negotiation**
- **3.3 Appropriate gear is selected to ascend grade and engine revolutions maintained to ensure constant traction**
- **3.4 Air conditioning unit is turned off to avoid engine acceleration**
- **3.5 Foot brake is applied as vehicle stalls & handbrake applied, ignition turned off**
- **3.6 Clutch is depressed & reverse gear selected**
- **3.7 Clutch is released & handbrake is slowly released**
- **3.8 Ignition is turned on & brakes are released**
- **3.9 Vehicle is started & vehicle allowed to reverse down the slope**
- **3.10 Brakes are applied as necessary to control descent.**

### 4. Operate vehicle descending a steep slope including stall recovery

- **4.1 Organisational & regulatory occupational health & safety procedures, practices, policies, & precautions are observed & followed**
- **4.2 Intended vehicle path is inspected prior to negotiation**
- **4.3 Appropriate gear is selected to ascend grade and engine revolutions maintained to ensure constant traction**
- **4.4 Air conditioning unit is turned off to avoid engine acceleration**
- **4.5 Braking is used to control decent and skidding is avoided by the application of brakes to emulate ABS**
- **4.6 Ignition is turned off, foot brake is applied & handbrakes engaged**
- **4.7 Clutch is depressed & low gear is selected**
- **4.8 Clutch is released & handbrake is slowly released**
- **4.9 Ignition is turned on & brakes are released**
- **4.10 Vehicle is started & allowed to continue down the slope**
- **4.11 Brakes are applied as necessary to control descent & skids are steered into**

### 5. Operate jack

- **5.1 Organisational & regulatory occupational health & safety procedures, practices, policies, & precautions are observed & followed**
- **5.2 Jack is located under vehicle in accordance with vehicles manufacturer's specifications and organisation guidelines**
- **5.3 Jack is used & operated in accordance with manufacturer's specifications and organisation guidelines**
6. Operate vehicle in rugged terrain

6.1 Organisational and regulatory occupational health and safety procedures, practices, policies, and precautions are observed and followed
6.2 Intended vehicle path is inspected prior to negotiation.
6.3 Correct gear/range is selected to negotiate terrain.
6.4 Freewheel hubs are engaged and disengaged in accordance with driving conditions.
6.5 Vehicle controls are set in accordance with manufacturer's instructions for operation in the surrounding terrain.
6.6 Traction is maintained in accordance with requirements of the vehicle and the surrounding terrain.
6.7 Selection of appropriate gear/range before negotiating terrain is demonstrated.
6.8 Where necessary, chains are fitted to vehicle in accordance with manufacturer's instructions.
6.9 Vehicle load is inspected, positioned and secured to maximise traction for 4x4 driving.
6.10 Terrain is negotiated in accordance with requirements for specific driving conditions.

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Range Description

- Organisation specifications may include: pre-operation checks, standards of operation, storage and usage of fuels and lubricants, policies and routines relating to wear and damage, safeguards, reporting routines
- Vehicles may include: all terrain vehicles, cars and utilities, a range of trailers, light trucks
- Pre-start checks may include: fuel, water, oil, brake and transmission fluid levels, battery water levels and electrolyte checks, tyres, belts, leads, hydraulic lines and connections, air cleaners, air conditioners, brakes, off-road safety equipment in line with manufacturer's recommendations
- Operating conditions will include: Rugged terrain off road conditions that can be smooth, rough, uneven, slippery, boggy, sandy, steep or hilly
- Terrain surface may be rock; ice; snow; mud
- Tyre pressures are maintained at levels appropriate to operating conditions
- Cabin drill includes adjustment of: seats; seatbelts; mirrors; steering
- Start-up check includes: fuel; coolant; oil; pump; water; agent status; equipment / locker security; visual inspection of vehicle
- Relevant legislation & procedures related to controlling vehicle movement may include: traffic regulations; organisation policy & procedures; accident procedures; emergency parking
- Manufacturer's specifications may include: engine characteristics; systems warning function; four wheel drive operation; radius of turning circle; safety procedures
- Operations are in line with: traffic regulations; organisation driving procedures; road & weather conditions; vehicle specifications; instructor guidelines; road gradient & terrain
- Installed devices may include: warning lights; tachometer; temperature gauge; electrical charging; ancillary systems indicators; speedometer; oil pressure; brake warning lights; audible warning devices
- Vehicles may include all types necessary for the efficient operation of the organisation
- Traffic conditions to be taken into account may include: speed limits for non-response operation; legal parking; traffic pattern & density; known peak periods & special community functions; effects of weather on roads; road surface / off-road terrain; visibility
- Operational conditions may include: emergency response driving; driving in adverse terrain; driving in special environments
- Considerations may include: procedures; traffic conditions; levels of emergency response; adverse weather; traffic regulations; warning devices; adverse terrain; type of vehicle
EVIDENCE GUIDE

Critical underpinning knowledge

- Road traffic laws
- Organisation procedures for use of vehicles and equipment
- Relevant occupational health and safety requirements for storage of materials and equipment
- Occupational health and safety guidelines, procedures, and principles, including manual handling
- The effect on the centre of gravity of changing fluid loads
- Hazards and risks associated with traversing cross slopes
- The effects of hard surface driving (e.g. highway wind up) on the 4x4 system
- Appropriate driving techniques and speeds for rock, mud, sand, ice and snow
- The appropriate use of diff locks.

Critical underpinning skills

- Drive vehicles in a range of conditions
- Demonstrate emergency procedures in the operation of vehicles
- Conduct pre-start checks
- Clean and store vehicles and equipment
- Identify operational faults
- Rectify minor faults
- Attach equipment to vehicles
- Complete time sheets and other maintenance records.

Assessment context

- Appropriate license for vehicle driving must be obtained.
- Competency should be demonstrated in an actual workplace or in a situation which reproduces workplace conditions.
FPIFGM147A Read and interpret maps

Unit Descriptor
This unit is concerned with interpreting maps and plans for navigation in the forest.

Suggested Pre-Requisites/Co-Requisites
FPIOHS1A Follow defined Occupational Health & Safety policies and procedures
FPIG20A Collect, analyse and organise information - basic
FPIG22A Plan to undertake a routine task

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Select traverse route

1.1 Current position in the field is located using landmarks and key geographical features.
1.2 Current position in the field is identified on map or plan in accordance with organisational procedures.
1.3 Required destination is identified on map or plan in accordance with organisational procedures.
1.4 Hazards and potential hazards in traversing from location to destination are recognised and interpreted from map or plan, field observations, and local knowledge.
1.5 Traverse route to destination is selected using information from map or plan and field observations.
1.6 Distance to required destination is estimated using map scale and selected traverse route.

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<td>-</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

Range Description

- Map types may include cadastral, topographic and other organisational maps of varying scale
- Map features may include those normally found on maps of forested country used for general management and fire protection use such as roads, watercourses, quarries, water points, ramps and features specific to forestry such as plantation compartments.

EVIDENCE GUIDE

Critical underpinning knowledge

- Uses of a range of maps and plans
- Representation of topographic features on maps and plans
- Common scales used on maps and plans
- Use and manipulation of scales.

Critical underpinning skills

- Demonstrate use of map scale
- Explain meaning of map symbols and line types
- Locate own position on a map
- Explain meaning of map meridian
- Read and record grid references
- Recognise map type and map features
- Interpret forest area detail
- Scale distances from map
- Recognise topographic map features.

Assessment context

- Competency should be demonstrated in an actual workplace or in a situation which reproduces workplace conditions.
**FPIFGM162A**

**Unit Descriptor**

This unit describes the work involved in the collection, treatment and storage of seed from forest species.

Suggested Pre-Requisites/Co-Requisites

- FPIOHS1A Follow defined occupational health and safety policies and procedures
- FPIG23A Plan a complete activity
- FPIG41A Use basic hand held tools
- FPIC2029A Work within environmental constraints

**Unit Sector**

No Sector Assigned

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### ELEMENT PERFORMANCE CRITERIA

1. **Prepare to collect seed**
   - 1.1 Organisational occupational health & safety procedures, practices, policies, & precautions are observed & followed
   - 1.2 Seed collecting equipment is sourced and transported to seed collecting site
   - 1.3 Seed which is to be collected is identified from maps, diagrams or instructions

2. **Collect seed**
   - 2.1 Organisational occupational health & safety procedures, practices, policies, & precautions are observed & followed
   - 2.2 Site environmental concerns are adhered to in accordance with relevant national, state, & local legislation and/or regulations
   - 2.3 Seed is collected using selected method in accordance with legislation, codes of practice, organisation requirements, conditions of permit & agreements with land holders, tenants & others
   - 2.4 As appropriate, health of parent plants is protected during seed collection
   - 2.5 Seed is placed in clean containers & labelled to codes of practice, organisation requirements & to maintain location & genetic identity

3. **Clean and store seed**
   - 3.1 Organisation occupational health & safety procedures, practices, policies, & precautions are observed & followed
   - 3.2 Seeds are separated from other materials according to organisation requirements using available separation methods
   - 3.3 Cleaned seed is weighed using the specified scales & stored in accordance with organisational procedures & requirements of the species
   - 3.4 Seeds are treated in accordance with organisation requirements
   - 3.5 Seed weight, place of origin, species, & container identifier are recorded in accordance with organisational procedures
   - 3.6 Seeds are packaged for storage according to legislative and organisation requirements, codes of practice & client requirements to protect the seeds & to maintain traceability to collection source
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>-</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>-</td>
</tr>
<tr>
<td>Using technology</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

Range Description

- Seed collection resources may include: pruning & shaking equipment; sheets, tarpaulins; clean containers for holding seeds; personal protective equipment; vacuum seed collecting machines; ladders or elevating work platforms
- Seed may be treated to: remove pests & diseases or facilitate regeneration
- Health of parent plants may require: hand picking or careful & selective pruning
- Occupational health & safety issues may include: assessment of hazards & risks in the seed collection & treatment processes; inspection & minor maintenance of equipment; following occupational health & safety administrative procedures; use of personal protective equipment; training in procedures & use of equipment; handling of minerals / chemicals used in the treatment of seed for storage
- Seed separation methods may include: hand selection; wind separation/winnowing; sieving; vibrating; flotation; drying & crumbling of husks
- Seed treatment may include: heat; mechanical or chemical protection against pests
- Seed packaging may include: vacuum sealing; use of inert atmospheres such as nitrogen & carbon dioxide; control of packing environment (temperature, light, & moisture)
- Method of collection may include: collecting after falling / felling; ladders; climbing; shaking; high-powered rifles; cherry-pickers
EVIDENCE GUIDE

Critical underpinning knowledge:

• Effect of seed collection techniques on plant health
• Characteristics of mature, healthy seed
• Diseases & pests likely to infect the seed
• OH & S requirements relating to seed treatment processes

Critical underpinning skills:

• Plan seed collection processes
• Identify health of individual plants
• Use vehicles & equipment in a range of terrain
• Use a range of seed collection methods & related equipment
• Use a range of cleaning methods & related equipment

Assessment context:

• This unit should be assessed in the workplace or simulated workplace using the appropriate range of equipment to collect a range of seeds and to apply a range of treatments.
• Assessment of competency in this unit may be combined with other units at the request of person being assessed & where the assessor is able to plan combined opportunities for evidence gathering
**FPIL2191516A**  
**Reduce wildfire hazards**

**Unit Descriptor**  
This is a unit from the Australian Fire Agencies National Competency Standards, 1994.

**Unit Sector**  
No Sector Assigned

### ELEMENT

### PERFORMANCE CRITERIA

1. **Identify wildfire hazard reduction needs**
   - 1.1 Wildfire hazards are identified and reported to supervisor in accordance with organisational procedures.
   - 1.2 Hazards that can be reduced or eliminated are reported to the supervisor in accordance with organisational procedures.
   - 1.3 Wildfire hazard reduction strategies suitable to the hazard and locality are proposed.
   - 1.4 Threat to people, property and the environment is identified and reported to supervisor in accordance with organisational procedures.

2. **Inspect and test installed fire suppression/detection equipment**
   - 2.1 Fires prevention equipment and facilities are inspected and tested so that they are fully operational and satisfy the applicable requirements of standards and codes.
   - 2.2 Any defects or abnormalities are reported to the supervisor in accordance with organisational procedures.

3. **Carry out wildfire hazard reduction activities**
   - 3.1 Hazard reduction activities are conducted in accordance with wildfire prevention plans and/or hazard abatement programs and standard operating conditions.
   - 3.2 Hazard reduction is achieved as outlined in the wildfire prevention plan and/or hazard abatement program and with consideration of the environmental impact.

4. **Gather information for the development of plans**
   - 4.1 Information is gathered to assist with planning in accordance with organisational procedures so that comprehensive, accurate and up-to-date information is available to the organisation during operations.
   - 4.2 During inspections and observations, any anomalies identified are reported to the supervisor in accordance with organisational procedures for pre-incident planning.
   - 4.3 Planning information is gathered using standard forms and programs.
RANGE STATEMENT

Range Description

- Criteria for selection of fire hazard reduction strategies may include: the steepness and aspect of terrain; the amount and flammability of vegetation; amount and type of existing development; the standard of egress; fire fighting services and facilities.
- The range of hazards may include: fires (bush; grass; forest; plantation; heathland; peat); tree/grass types; poorly maintained and old structures.
- Hazard reduction strategies may include: fuel reduction (prescribed burns, ploughing, grazing, fire breaks, slashing, spraying); community education; land management.
- Activities may include: prescribed burns; ploughing; grazing; fire breaks; slashing; spraying; physical hazard removal; urban interface hazard abatement programs; reporting of hazards according to procedures.
- Environmental impact considerations may include: smoke hazards; rare/endangered species; land degradation; flora and fauna protection; dieback.
- Hazards are those that by their description pose a threat to life and property and may include: structures; substances; processes; physical features.
- Risk areas include: refineries; chemical stores; industries; laboratories; public gatherings; transport terminals; rural risks; bushland risks; urban/rural/bushland interfaces; areas subject to civil disorder; limited access areas.
- Fire protection equipment and facilities may include: fire extinguishers and hose reels; fire doors and other compartmentation features; hydrant and booster systems; wet and dry sprinklers and deluges; automatic and manual fire alarm systems; chemical fire suppression systems; automatic and manual mechanical ventilation systems; air handling systems; emergency warning and intercommunication systems; water sources; helitack based road networks and fire breaks.
- Plans may be used for fire prevention and/or pre-incident planning purposes and may include information on: location and access; occupancy and use; fire equipment/facilities/procedures; predetermined responses; construction; special hazards and exposures; utilities (e.g. electricity and gas); after-hours contacts.
- Information may be in the form of: maps, drawings and sketches; material safety data sheets; notes; pre-incident planning data sheets; computer databases.
- Confidentiality regarding information may need to be maintained.
- Building inspections may include: location and access; occupancy and use; fire equipment/facilities/procedures; construction; special hazards and exposures; housekeeping.
- Assets may include: buildings; facilities; natural resources; social, cultural and environmental values.
- Records may include: operational records; personal records; training records; clothing records; equipment assignment;
station records; pre-planning records and drawings

Documentation includes routine records; proformas; electronic systems and written reports.

EVIDENCE GUIDE

Assessments

• Operations are to be conducted under supervision. The assessment of a hazard as a threat should be emphasised as a legal responsibility of all fire fighters
• Competency is to be demonstrated through observation of performance on the job or off the job over a period of time, covering a range of hazard reduction strategies.

Underpinning knowledge

• Types of hazards and hazard reduction strategies
• Agency procedures
• Environmental impact considerations
• Testing/inspection of suppression and detection systems
• Filing and retrieval procedures
• Maintenance and updating of records
• Use of communications equipment.
### FPINCR033A Plan burning activities natural and cultural resource management

#### Unit Descriptor

This is an industry-endorsed unit of competence within the Natural and Cultural Resource Management National Competency Standards.

Prescribed burning may be used for regeneration and/or fuel reduction.

#### Unit Sector

No Sector Assigned

#### ELEMENT PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Identify advantages for and risks of burning | 1.1 Species and populations of flora within area requiring fire for regeneration are identified and recorded to organisation procedures, where appropriate.  
1.2 Optimum frequency and intensity of burning is established in terms of previous burns to determine timing.  
1.3 Species, experimental plots, their locations and populations that might be adversely affected by fire are located and recorded to organisation procedures. |
| 2. Plan the burn | 2.1 Timing of burn is determined to biological and cultural safety, legislative and organisation requirements.  
2.2 Habitat/ecosystem to be treated is delineated to optimise the benefits of the burn and limit damage to other species, life and property.  
2.3 Risk assessment is made to identify potential environmental hazards and degradation.  
2.4 Process to monitor burn is developed in terms of fire management procedures.  
2.5 Plan the statistics on burn to be collected and recorded to develop improved procedures and to monitor effects.  
2.6 Burn activities follow legislative, fire safety and occupational health and safety requirements.  
2.7 Stakeholders are consulted regarding burning activities to ensure any cultural requirements are met and to maximise safety.  
2.8 Resources for burn are obtained in accordance with organisation procedures.  
2.9 Any approvals/permits required are identified and obtained. |
| 3. Communicate burn requirements | 3.1 Details of burn plans are documented according to organisation procedures.  
3.2 Plans for burn are communicated to staff according to organisation procedures. |
KEY COMPETENCIES

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</tr>
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RANGE STATEMENT

Range Description

- The place/area may include: State Forest; a declared park/reserve under State/Territory or Commonwealth legislation; leasehold crown lands; privately owned park/reserve; privately owned land where State/Territory or Commonwealth land management, conservation or parks/reserves legislation applies; a discrete place of potential or known natural resource significance
- Natural resources are those indigenous species, ecological processes, geophysical areas and water resources of value within the organisation's area of responsibility
- Plan for burn may be: local; incorporated in a park/reserve management plan; covered by internal organisation memos and records; involving formal documentation and approval; incorporate consideration of timing and locations of burns; include resource requirements
- Resources may include: personnel; equipment to initiate burn and related back-burning; personal protective equipment; standby fire extinguishing units; barriers to exclude visitors; radio communication equipment; field water supplies
- Burn must comply with fire laws of; relevant agencies; State and Territories; Local Government; emergency fire service; parks/reserves; wildlife protection acts
- Burn may be required to achieve: management of flora and fauna including threatened species; regeneration of species; removal of weeds; to initiate growth and seeding of flora e.g. grasses used for animal or human food
- Communication may include: consultations with various agencies; consultations with stakeholders; advice to emergency services of plans; instructs and briefing of staff of plans and related emergency arrangements.
EVIDENCE GUIDE

Critical aspects of evidence to be considered
- Development of plan to maximise resource management benefits; Risk assessment of burning and management of risks.

Interdependent assessment of units
- Assessment of competency in this unit may be combined with other units at the request of person being assessed where this is convenient to the workplace and assessment process.

Underpinning knowledge
- The life cycles of flora and fauna of parks/reserves and effect of prescribed burning
- The dependence of the terrestrial ecosystems on fire
- Emergency fire services
- Radio communication
- Effects of fire on human physiology.

Underpinning skills
- Identify specific situations requiring prescribed burns
- Ignite and extinguish fire to prescribed burn plan
- Work to a prearranged plan for the burn
- Understand fire behaviour and fight fires
- Develop plans.

Resource implications
- These competencies are primarily demonstrated in the workplace either as an individual or as a member of a team. Some aspects may be assessed on the basis of field notes and reports over time.

Consistency in performance
- Assessment of consistency may be obtained from field notes and records, and evidence provided by supervisors and peers.

Context of assessment
- Competency should be assessed in the workplace or simulated workplace environment.
- Prescribed burning is an essential tool in the maintaining of species and of excess fuel control in forests. This work needs to be carried out with the strictest controls so that the desired result is obtained and that personal and property risks are minimised.
FPINCR034A  

Utilise burning for natural and cultural resource management

Unit Descriptor  
This is an industry-endorsed unit of competence within the Natural and Cultural Resource Management National Competency Standards.

Prescribed burning may be used for regeneration and/or fuel reduction.

Unit Sector  
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Protect life and property
   1.1 Burn is implemented according to the plan.
   1.2 Visitors are excluded from target areas, entertainment areas and areas possibly affected by smoke or risk from escaping fire.
   1.3 Field workers are instructed in burn and safety procedures to conduct the burn using the ICS system.
   1.4 Neighbours and agencies are advised of the intention to burn to ensure safety and maintain client relations.
   1.5 Cultural sites, assets and entertainment areas are protected according to fire industry practices.
   1.6 Fire breaks are applied to the area to maintain control of the fire and burn intensity.
   1.7 Standby fire units are available to control unexpected outbreaks.

2. Burn defined areas
   2.1 Weather forecasts and current weather conditions are assessed to determine appropriate conditions and timing for burn.
   2.2 Fire is applied to targeted areas to organisation requirements.
   2.3 Area is checked to ensure all portions intended have received required burn.
   2.4 Assessment of burn is completed and recorded to organisation procedures.
   2.5 Area burnt is monitored to organisation procedures to avoid wildfire outbreaks.

KEY COMPETENCIES

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RANGE STATEMENT

Range Description

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- Burn must comply with fire laws of: Relevant agencies; State and Territories; Local Government; Emergency fire service; Parks/reserves; Wildlife protection acts
- Resources may include: personnel; equipment to initiate burn and related back-burning; personal protective equipment; standby fire units; barriers to exclude visitors; radio communication equipment; field water supplies
- Burn may be required to achieve: Management of flora and fauna including threatened species; Regeneration of species; Removal of pest flora e.g. gauze, blackberry; Removal of unwanted grasses; To initiate growth and seeding of flora e.g. grasses used for animal or human food
- Fire is limited to areas such as undergrowth and within a limited controllable area at any time
- Communication may include: consultations with various agencies; advice to emergency services of plans; attendance and participation in briefing on plans and related emergency arrangements; use of radio and other electronic communications.

EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Ability to control burning operations
- Protection of life and property during burning
- Correct intensity of burn achieved.

Interdependent assessment of units

Assessment of competency in this unit may be combined with other units at the request of person being assessed where this is convenient to the workplace and assessment process.
Underpinning knowledge

- The life cycles of flora and fauna of forests/plantations and effect of burning operations
- Required intensity of fire
- The dependence of the terrestrial ecosystems on fire
- Emergency fire services
- Radio communication
- Effects of fire on human physiology.

Underpinning skills

- Identify specific situations requiring burns for natural and cultural resource management
- Ignite and extinguish fire to prescribed burn plan
- Plan and manage projects
- Work to a prearranged plan for the burn
- Understand fire behaviour and fight fires.

Resource implications

- These competencies are primarily demonstrated in the workplace either as an individual or as a member of a team. Some aspects may be assessed on the basis of field notes and reports over time.

Consistency in performance

- Assessment of consistency may be obtained from field notes and records, and evidence provided by supervisors and peers.

Context of assessment

- Competency should be assessed in the workplace or simulated workplace environment. Burning is an essential tool in the maintaining of species and of excess fuel control in forests.
LGACOM502A Devise and conduct community consultation

Unit Descriptor
This unit covers devising and conducting community consultations and reporting on results

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Devise consultation strategies
   1.1 A range of consultative strategies is identified and assessed for suitability
   1.2 Interested and affected parties are identified
   1.3 Resources required to conduct consultation are assessed
   1.4 Consultation strategies are chosen which enable and encourage relevant groups/people to be involved
   1.5 Legislative and Council requirements are reviewed to ensure strategies meet all criteria

2. Conduct consultations
   2.1 Information is prepared which is clear, accurate and appropriate to the needs of the parties
   2.2 All people involved in conducting the consultations are briefed on the process of consultation and the parties involved
   2.3 Information is provided to affected parties at an appropriate time and place
   2.4 Access and equity requirements are implemented in the consultations
   2.5 Measures to expedite community consultation are taken to ensure consultation occurs within an identified timeframe
   2.6 Consultation is undertaken in an orderly manner to ensure all viewpoints are canvassed

3. Record, analyse and report on results
   3.1 Responses are grouped and collated into similar categories to facilitate analysis
   3.2 The validity of responses is checked against design criteria
   3.3 Public consultation responses and processes are formatted to enable informed decision making to proceed
   3.4 Appropriate suggestions for improvement are incorporated within design parameters
   3.5 Summaries of responses and adopted amendments are provided to interested parties to ensure public consultation is recognised
   3.6 Other issues raised during consultation are directed to relevant department/person to respond to community concern
   3.7 An accurate report on community consultation is prepared with recommendations to enable informed decision making to occur
   3.8 The overall effectiveness of the consultation process is reviewed and evaluated and action taken where necessary
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>Identify strategies for consultations, consult and analyse the collected information</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Assess and choose consultation strategies</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Conduct consultations</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Brief people involved in the consultation</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Conduct data analysis of consultation results</td>
<td>2</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Provide access for special needs</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Use video, overhead projector in presenting information</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

Application of this competency will vary according to the Council's size, location, organisational structure, resources, state/territory statutory requirements, business/strategic plans, and policies and practices.

Application of the competencies will also vary according to the nature of the community, sole worker/large team, rural/metropolitan area.

Access and equity
- Subject matter
- Manner in which consultations are conducted
- Physical accessibility
- Community profile

Enabling and encouraging relevant groups to be involved
- Physical accessibility
- Diverse language needs
- Culture (Aboriginal / youth / non-English speaking background)
- Physical environment
- Number of people

Information
- Written records
- Oral
- Anecdotes
- Reports
- Instructions
- Directions from supervisor/management
- Interviews
- Formal and informal
- Team meetings
Interested parties

- Community groups
- Other authorities
- Individuals
- Emergency authorities (police, fire, ambulance)
- Private sector business interests
- Special interest groups
- Experts

Resources

- Human
- Financial
- Locations

Consultation strategies

- Public meetings
- Phone-ins
- Questionnaires
- Informal gatherings
- Door knocks
- Council meetings

Legislation

- Local Government
- Anti-discrimination
- Planning

Presentation of information

- Graphics
- Models
- Computer animations
- Video displays
- Overheads
- Handouts
- Display plans
- Interpreter service

EVIDENCE GUIDE

Critical aspects of evidence

- Community consultation is conducted to ensure Council's image/reputation is maintained or enhanced. Community consultation produces valid and useful information

Interdependent assessment of units

- Prerequisite units: nil
- Co-requisite units: nil

Underpinning knowledge

- Relevant Council policies and procedures
- Relevant legislation including planning, anti-discrimination
- Relevant sections of Local Government act
- Access and equity issues
- Strategies for consultation
- Code of conduct, ethics
| **Underpinning skills** | - Consultation, presentation, negotiation and report writing  
- Research, planning  
- Information gathering and analysis |
| **Resource implications** | - Access to a range of real or simulated consultation processes including public/community meetings, forums, surveys, door knocks; access to appropriate communications equipment and aids such as overhead projector, computer based presentations |
| **Consistency in performance** | - Evidence will need to be gathered over time across a range of variables depending on Council work-flow and planning cycle as long as the critical aspects of evidence can be demonstrated |
| **Context of assessment** | - On-the-job or in a simulated work environment |
MEM161BA  Give formal presentations and take part in meetings

Unit Descriptor
Band: Specialisation band B
Unit Weight: 2
Notes - This unit can be regarded as a Specialisation band A unit from C11 onwards

Unit Sector
Communication

ELEMENT PERFORMANCE CRITERIA

1. Participate in formal meetings

1.1 A set agenda is understood and followed.
   1.1.1 Assessor guide: observe that - The agenda is followed during the meeting.
   1.1.2 Assessor guide: confirm that - The topics for discussion during the meeting can be identified.

1.2 Meeting conventions are followed.
   1.2.1 Assessor guide: observe that - The meeting rules/conventions are followed at all times.
   1.2.2 Assessor guide: confirm that - Meeting conventions can be identified.

1.3 Discussion is focussed on the objectives of the meeting.
   1.3.1 Assessor guide: observe that - Discussions are focussed on the objectives of the meeting.
   1.3.2 Assessor guide: confirm that - The objective of the meeting can be identified.

2. Give formal presentations

2.1 Presentation of a technical, job related or trade nature is given.
   2.1.1 Assessor guide: observe that - A prepared technical/job related presentation is given clearly and concisely. Where appropriate, visual aids and/or handout materials are used.
   2.1.2 Assessor guide: confirm that - The topic/subject on which a presentation is to be made can be identified.

2.2 Presentations are accurate and structured and all necessary content is included.
   2.2.1 Assessor guide: observe that - The information presented in the presentation is accurate and factual. The presentation is logically structured. All relevant material is included in the presentation.
   2.2.2 Assessor guide: confirm that - The structure of the presentation can be identified. The information to be conveyed can be identified. Any conclusions, recommendations are made on the basis of information contained in the presentation.

2.3 Sources are acknowledged.
   2.3.1 Assessor guide: observe that - The sources of information used in the presentation are acknowledged.
   2.3.2 Assessor guide: confirm that - The sources of information used in the presentation can be identified.
RANGE STATEMENT

Range Description
This unit is intended to cover the communication skills needed when individuals are required to make formal presentations and participate in meetings governed by formal rules or well-established conventions. For example, meetings which have a formal chairperson, minutes are recorded, and where roles are relatively well-defined.

EVIDENCE GUIDE

Assessment context
This unit may be assessed on the job, off the job, or a combination of on and off the job. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

Assessment conditions
The candidate will be provided with:
- All tools, equipment, materials and documentation required. The candidate will be permitted to refer to the following documents:
  - Any relevant workplace procedures.
  - Any relevant product and manufacturing specifications. The candidate will be required to:
  - Orally, or by other methods of communication, answer questions put by the assessor.
  - Identify colleagues who can be approached for the collection of competency evidence where appropriate.
  - Present evidence of credit for any off-job training related to this unit. Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.

Critical aspects
This unit could be assessed in conjunction with any other units applicable to the individual's work and/or units requiring the exercise of the skills and knowledge covered by this unit.

Special notes
During assessment, the individual will:
- demonstrate safe working practices at all times;
- communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment;
- take responsibility for the quality of their own work;
- plan tasks in all situations and review task requirements as appropriate;
- perform all tasks in accordance with standard operating procedures;
- perform all tasks to specification;
- use accepted engineering techniques, practices, processes and workplace procedures. Tasks involved will be completed within reasonable timeframes relating to typical workplace activities.
**MNMOC638A Undertake direct seeding**

**Unit Descriptor**
MNMOC638A This unit applies in all contexts to the organisation and direct seeding of a rehabilitation site in the extractive process in the open cut environment. This unit must be read in conjunction with the Core Units.

**Unit Sector**
OC Extraction - Open Cut

**Functional Area**
C6 Rehabilitation

**ELEMENT PERFORMANCE CRITERIA**

1. **Organise for direct seeding**
   1.1 Conducts work according to site procedures, regulations, OHS, other relevant legislation, manufacturer's specifications safely and efficiently
   1.2 Receives, interprets and clarifies shift change over details
   1.3 Selects appropriate type of equipment and/or attachments according to job specifications and to maximise efficiency and effectiveness of work activities
   1.4 Appropriate materials are selected according to site conditions and rehabilitation plan
   1.5 Identifies and manages potential risks and hazards according to the work plan to ensure safe and efficient seeding
   1.6 Uses appropriate personal protective equipment
   1.7 Conducts equipment pre-start (visual) checks to ensure equipment is ready for operation
   1.8 Manages site environmental and heritage issues
   1.9 Collects seeds for use in rehabilitation activities from local plants near the rehabilitation site to promote native plant growth
   1.10 Determines type and proportion of cover crop according to rehabilitation plan and site conditions
   1.11 Avoids introduction of foreign species or incompatible species (where applicable)
   1.12 Communicates with other personnel using approved communication methods
   1.13 Adheres to emergency procedures to ensure safety of personnel, plant and equipment

2. **Conduct direct seeding operations**
   2.1 Ensures direct seeding method provides adequate plant coverage according to plant type, rehabilitation plan and environmental guidelines
   2.2 Minimises damage to site utilising direct seeding equipment and appropriate techniques
   2.3 Conducts seeding activities within appropriate season and growing conditions
   2.4 Completes all required records and documentation accurately and promptly indicating result of seeding activities
   2.5 Carries out seeding and fertilising activities according to site conditions, flora type, rehabilitation plan and environmental guidelines
   2.6 Applies appropriate seed mix and fertiliser according to site and weather conditions, accessibility and future land use
3. Conduct housekeeping activities
   3.1 Cleans equipment
   3.2 Cleans and stores attachments and other ancillary equipment
   3.3 Completes all required records and documentation accurately and promptly

KEY COMPETENCIES

Evidence of competency is best obtained by observing relevant activities in the field and reviewing the outcomes of several activities over a period of time, under normal industry operating conditions. If this is not practical, observations in a realistic simulated environment may be supplemented by written and oral assessments.

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</table>

RANGE STATEMENT

The following Range of Variables is subject to site specific operations, but are not limited to the following details. Site procedures, regulations and occupational health and safety and other relevant legislation applies to all elements and performance criteria.

EQUIPMENT

Equipment may include:

- Aircraft (helicopter, fixed winged craft)
- Machinery that can be calibrated
- Seeding equipment

Pre-operational checks are those checks specified by the manufacturer prior to operating the item of equipment and may include but not restricted to:

- Air filter restriction indicator
- Cab (horn, lights, air conditioner)
- Computer systems
- Display instrumentation and gauges (indicators, gauges, laser levels)
- Engine and stop engine lights (orange and red)
- Fluid levels (windscreen washer tank, hydraulic oil, coolant, grease, water, engine oil, fuel)
- Visual and audio warning devices and lights
MATERIALS

Materials may include:

- Chemicals
- Fertiliser
- Seeds
SITE INFORMATION

Potential risks and hazards may include:

- Abandoned equipment
- Adjoining pit walls
- Adverse weather conditions (electrical storms, floods, fires)
- Chemicals
- Contaminants
- Equipment
- Fences
- Holes
- Materials
- Over flying aircraft
- Over-hanging rocks
- Personnel
- Pot holes
- Unsafe ground
- Unstable faces
- Vehicles

Site environmental and heritage concerns may include:

- Culturally sensitive sights and artefacts
- Drainage
- Dust
- Emissions
- Flora and fauna
- Hazardous chemicals
- Heritage legislation
- Noise
- Runoff
- Spills
- Water quality

Site conditions may include:

- Broken ground
- Day and night
- Degree of compaction
- Location of water table
- Slope of working surface
- Stable ground (compaction) amount of scale
- Wet and dry
- Working over old underground workings and voids

Weather conditions may include:

- Cyclones
- Dry
- Floods
- Heat
- Rain
- Storms (hail, electrical)
- Strong winds

Future land use may be:

- Agriculture
• Re-establish vegetation which fulfils the functions of the original native vegetation
• Restore to native vegetation

Native plants may include:
• Bushes
• Grasses (spinifex)
• Trees (eucalyptus, acacia)

Cover crop may include:
• Cereal rye
• Initial seed mix
• Local annual saltbush
• Other fast germinating species
• Triticale

Foreign or incompatible species may include:
• Plant life not native to area
• Weeds

Seeding method may include:
• Helicopter or fixed wing aircraft
• Hydro-mulcher
• Hydro-seeder

Rehabilitation plan may include:
• Company environmental guidelines and processes
• Dimension of site
• Fertiliser
• Flora and/or seeding requirements
• Personnel requirements
• Recontouring plans
• Survey information
• Types of reticulation systems
• Types of vehicles

LEGISLATION
Current relevant legislation codes, regulations and standards may include:
• Australian Standards
• Environmental Agencies regulations
• Environmental Protection Act
• Isolation procedures
• Manufacturers' specifications and recommendations
• Mine Safety and Health Legislation and Regulations
• Occupational Health and Safety legislation
• Site regulations and procedures
Assessment must confirm competency in a particular activity relevant to mine site operations. These include:

- Conducting an activity safely and efficiently
- Achieving quality and productivity targets
- Adhering to and understanding relevant legislative (state and federal) requirements
- Adhering to and understanding environmental and heritage issues

Competency must be demonstrated using plant and equipment that is relevant to each mine site operation.

This unit may be assessed with other relevant units according to specific mine site requirements and with consideration to the following core units:

- Core Unit MNMCCC0001A Communicate in the workplace
- Core Unit MNMCCC0002A Work safely
- Core Unit MNMCCC0003A Plan and organise individual work
- Core Unit MNMCCC0004A Contribute to quality work outcomes
- Core Unit MNMCCC0005A Apply local risk control processes

Knowledge will include:

- Cover crop methods
- Emergency procedures
- Environmental and heritage procedures
- Equipment processes, technical capability and limitations
- Equipment safety requirements
- Fertiliser characteristics and application methods
- Foreign species identification
- Future land use principles
- Geological and technical data
- Hazardous goods procedures and consequences of spills
- Isolation procedures
- Mine operational system
- Night and day working procedures
- Occupational health and safety procedures
- Open cut procedures
- Operational procedures and checks
- Seeding methods
- Shutdown procedures
- Site procedures
- Site safety requirements
- Soil dynamics
- Start up procedures
SKILLS WILL INCLUDE

- Ancillary equipment operation, maintenance, cleaning
- Apply diagnostic techniques
- Decision making
- Directing
- Equipment adjustment
- Equipment operation, maintenance (minor), cleaning
- Hazard identification
- Hazardous goods handling techniques
- Interpret ground conditions
- Interpretation of plans, reports, maps, specifications
- Maintain records
- Monitoring
- Organise work tasks
- Plan and document reading
- Report defects
- Safe work practices
- Seed application (machine or hand)
- Select and fit personal protective equipment
- Team work
- Trouble shooting
- Use communications equipment
- Use computer systems
- Use relevant hand tools

RESOURCE IMPLICATIONS

Typical resources in the work environment should be used during assessment. Selection and use of resources for particular sites may differ due to mine site conditions, equipment availability, equipment/plant types and different contexts.

ASSESSMENT STATEMENT

Assessments are to be conducted in the work environment wherever possible. Some aspects may be conducted under simulated conditions where issues of safety and environmental damage are limiting factors.

All assessments must be valid, reliable, fair and flexible accumulating sufficient evidence to demonstrate the required competence.
MNQOP20A  Conduct grader operations

**Unit Descriptor**
This unit covers the planned grading and ripping of materials using a grader.

**Unit Sector**
No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
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<tbody>
<tr>
<td>1. Plan and prepare for grader operations</td>
<td>1. Safety rules and regulations, induction including quarry rules and legislation and site specific instructions are observed.</td>
</tr>
<tr>
<td></td>
<td>1.2 Basic geological and technical data required to complete the allocated task is received, clarified and applied in accordance to site requirements.</td>
</tr>
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<td></td>
<td>1.3 Pre-start checks are carried out in accordance with manufacture and/or site authorised procedures.</td>
</tr>
<tr>
<td></td>
<td>1.4 Briefings or handover details are received, interpreted and clarified in accordance with site requirements.</td>
</tr>
<tr>
<td>2. Operate grader</td>
<td>2.1 Start-up, park-up, shut-down and communications procedures are carried out in accordance with manufacturers and/or site specific requirements.</td>
</tr>
<tr>
<td></td>
<td>2.2 Grader controls and functions, including blade, scarifies, articulation, wheel tilt and manoeuvring are used to complete a range of tasks.</td>
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<td>2.3 Operations are conducted in all weather conditions by day and night within safety requirements.</td>
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<td>2.4 Working with other equipment and personnel is carried out in accordance with authorised safety procedures and site work practices.</td>
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<td>2.5 Emergency procedures are carried out in accordance with manufacturers' and/or quarry requirements</td>
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<td>2.6 Towing of equipment and plant is carried out safely and in accordance with the authorised equipment and/or connection capabilities.</td>
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<td>2.7 Work is carried out in accordance with the agreed plan and outcomes and within the operating capacities/manufacturers specifications of the allocated equipment.</td>
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<tr>
<td></td>
<td>2.8 Operations are carried out in accordance with site quality plan.</td>
</tr>
<tr>
<td>3. Carry out basic operator maintenance</td>
<td>3.1 Inspection and fault finding are conducted in accordance with manufacturers specifications and/or site requirements.</td>
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<td>3.2 Routine operational servicing, lubrication and housekeeping tasks are carried out to manufacturers and/or site requirements.</td>
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<td>3.4 Operator support is provided during preparation for and conduct of major maintenance tasks in accordance with site requirements, if required.</td>
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<td>3.5 Records are maintained in accordance with site requirements.</td>
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<td>3.6 Vehicle washing is carried out to manufacturers specifications and/or site requirements.</td>
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KEY COMPETENCIES

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RANGE STATEMENT

**Briefings/handover details may include but are not limited to:**
- worksite inspection
- defects on machine
- nature and scope of task
- potential hazards
- adequacy of site lighting

**Legislative/regulative adherence shall include but is not limited to:**
- Occupational Health and Safety
- Duty of Care
- Environmental
- Mines Department/Extractive Industries

**Safe operating procedures may include but are not limited to:**
- Observing site speed limits
- Working safely around overhead powerlines
- Working safely around other machines and personnel

**Grader tasks may include:**
- grade and form roads and pads
- maintenance of surfaces
- cut batters and drains
- and other site specific requirements
- ripping
- drill pad construction/maintenance
- laser levelling
Surfaces may include but are not limited to:
- haulroads
- access roads
- pads
- stockpiles
- cleaning in preparation for quarrying and rehabilitation
- dumps
- highwalls
- drainage
- bundwall
- benches

Materials may include but are not limited to:
- overburden
- stone
- gravel
- mud
- sand
- topsoil

Civil works may include but are not limited to:
- road works
- contours
- batters
- scrub clearing
- rehabilitation final landform and the interpretation of associated survey pegs
- drainage

Weather Conditions may include but are not limited to:
- Visibility day and night
- Prevailing winds

Communications may include but are not limited to:
- Two-way radio
- Reporting defects to appropriate department/personnel

EVIDENCE GUIDE

Context
Competency must be assessed in the normal or simulated work environment within the bounds of safety and in accordance with work procedures.

Assessment shall include those aspects of the Core Competencies that are consistent with the work environment of this Unit.

Guidelines will be in line with statutory requirements, enterprise specific policies and procedures and codes of practice.
Critical Aspects and Evidence

It is essential that competence is fully observed in the critical aspects of:

- Operational safety compliance with Occupational Health and Safety, Environmental, Legislation/Regulation and organisational policies and procedures
- Interpreting and communicating operational information
- Start-up, park-up, shut-down procedures and walk around inspection
- Smooth and efficient operating procedures
- Implements to ground at shutdown and park up
- Towing other equipment
- Grading and ripping materials
- Road maintenance
- Civil works
- Operator Maintenance
- Emergency Procedures
- Quality requirements
- Use of laser control equipment
- Reporting Procedures
- The ability to transfer the competency to changing circumstances is identified from demonstration of the required response.
- Response to emergency situations and actions.

Underpinning Knowledge and Skills

Knowledge

A knowledge of:

- Site and equipment safety requirement
- Equipment characteristics, technical capabilities and limitations
- Operational and maintenance procedures
- Basic geological and technical data
- Problem solving techniques
- Basic diagnostic techniques

Skills

The ability to:

- Apply eye-hand co-ordination
- Access, interpret and apply technical information
- Maintain equipment records
- Use relevant hand tools
- Apply problem solving techniques
- Apply basic diagnostic techniques
- Work in confined spaces
- Work wearing personal protective equipment
- Work at heights
- Operate graders in accordance with site/manufacturer's specifications

Resource Implications

The resources available will be specific to this competency, the individual employer and the particular worksite as required to comply to the other elements of this unit.
Interdependence of Units

- Pre-requisites - Unit MNQ.OP/01.A of Operator

Consistency of Performance

Competency in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of environments, using a range of assessment instruments.
**MNQOP21A**  
**Unit Descriptor**

Conduct front end loader operations  
This unit covers the removal of bulk material by either sidecasting or loading directly into a transport system using a Front End Loader.

**Unit Sector**

No Sector Assigned

### ELEMENT

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<td>1.1 Safety rules and regulations, induction including quarry rules and legislation and site specific instructions are observed.</td>
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<td>1.2 Basic geological and technical data required to complete the allocated task is received, applied and clarified in accordance to site requirements.</td>
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<td>1.3 Pre-start checks are carried out in accordance with manufacturer and/or site authorised procedures.</td>
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<td>1.4 Briefings or handover details are received, interpreted and clarified in accordance with site requirements.</td>
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<tr>
<td>1.5 Work area preparation, including floor clean up, to specification level and grade requirements is co-ordinated with others and carried out to job specifications.</td>
</tr>
<tr>
<td><strong>2. Operate front end loader</strong></td>
</tr>
<tr>
<td>2.1 Start-up, park-up, shut-down and communication procedures are carried out in accordance with manufacturers' and/or site specific requirements.</td>
</tr>
<tr>
<td>2.2 Front-end loader operations are conducted, controlled and monitored within equipment and operational limitations during the shift.</td>
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<td>2.3 Safe operating practices, including operating controls, monitoring gauges and systems, conducting safety checks and use of two way radio for communication are carried out within manufacturers' and/or site specific requirements.</td>
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<td>2.4 Loading technique is selected and modified to appropriately meet changing work conditions which may include variable grades, work under high faces, work with varying materials, haulage units and materials handling facilities.</td>
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<td>2.5 Operations are conducted in all weather conditions by day and night within safety requirements.</td>
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<td>2.6 Emergency procedures are carried out in accordance with the manufacturers' and/or quarry procedures.</td>
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<td>2.7 Towing of equipment or plant is carried out safely and in accordance with the authorised equipment and connection capabilities.</td>
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<td>2.8 Operations are carried out in accordance with site quality plan.</td>
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<td>2.9 Work is carried out in accordance with agreed plan and outcomes and within the operating capacities/manufacturer's specifications of allocated equipment.</td>
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</table>
3. Carry out basic operator maintenance

3.1 Inspection and fault finding are conducted in accordance with manufacturers' specifications and/or site requirements and reported.

3.2 Routine operational servicing and lubrication tasks are carried out to manufacturers' and/or site requirements.

3.3 Minor maintenance is carried out to manufacturers’ and/or site requirements.

3.4 Records are maintained in accordance with site requirements.

3.5 Vehicle washing and housekeeping is carried out to manufacturers' and/or site requirements.

3.6 Operator support is provided during preparation for and conduct of major maintenance tasks in accordance with site requirements if required.

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RANGE STATEMENT

Briefing handover details may include but are not limited to:

- worksite inspection
- defects on machine
- nature and scope of task
- adequacy of site lighting
- potential hazards - overhangs, large rocks, bench edges, powerlines

Legislative/regulative adherence shall include but is not limited to:

- Occupational Health and Safety
- Duty of Care
- Environmental
- Mines Department/Extractive Industries

Safe operating procedures may include but are not limited to:

- observing site speed limits
- working safely around overhead powerlines
- working safely around other machines and personnel
### Front End Loader type may vary.

- Loading Techniques may vary depending upon units being loaded and site conditions. Materials must be loaded along centre line of vehicle to maintain the centre of gravity and to prevent segregation.

### Applications may include but are not limited to:

- formatting maintenance of stockpiles and dumps
- loading procedures
- product blending

### Haulage Units may include but are not limited to:

- rear dump
- belly-dumps
- road trucks

### Materials Handling facilities may include but are not limited to:

- crusher
- conveyor lines
- screens, feeders
- bins and hoppers and stockpiles

### Weather Conditions may include but are not limited to:

- Visibility - day/night

### Communications may include but is not limited to:

- Two-way radio
- Reporting defects to appropriate department/personnel

### EVIDENCE GUIDE

#### Context

Competency must be assessed in the normal or simulated work environment within the bounds of safety and in accordance with the approved dig and loading procedures.

Assessment shall include those aspects of the Core Competencies that are consistent with the work environment of this Unit.

Guidelines will be in line with statutory requirements, enterprise specific policies and procedures and codes of practice.
Critical Aspects and Evidence

It is essential that competence is fully observed in the critical aspects of:

- Operational safety compliance with Occupational Health and Safety, Environmental, Legislation/Regulation and organisational policies and procedures
- Interpreting and communicating operational information
- Start-up, walkaround, park-up, shut-down procedures and walk around inspections
- Implements to ground at shutdown
- Required loading methods including single and double-sided
- Safe loading procedures
- Use of 'Loadweigh' technology or similar
- Floor preparation
- Operator maintenance
- Towing procedures
- Stockpile maintenance
- Implements to ground at shutdown
- Emergency Procedures
- Quality requirements
- The ability to transfer the competency to changing circumstances is identified from demonstration of the required response.
- Response to emergency situations and actions.

Underpinning Knowledge and Skills

Knowledge

A knowledge of:

- Site and equipment safety requirement
- Equipment characteristics, technical capabilities and limitations
- Operational and maintenance procedures
- Basic geological and technical data

Skills

The ability to:

- Apply eye-hand co-ordination
- Access, interpret and apply technical information
- Maintain equipment records
- Use relevant hand tools
- Apply basic diagnostic techniques
- Work in confined space
- Work wearing personal protective equipment
- Work at heights
- Operate front end loaders in accordance with site/manufacturer's specifications

Resource Implications

The resources available will be specific to this competency, the individual employer and the particular worksite as required to comply to the other elements of this unit.
Interdependence of Units

- Pre-requisites - Unit MNQ.OP/01.A of Operator

Consistency of Performance

Competency in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of environments, using a range of assessment instruments.
### MNQOP22A Conduct shovel/excavator operations

#### Unit Descriptor
This unit covers the removal of bulk material by either sidecasting or loading directly into a transport unit using a shovel or excavator.

#### Unit Sector
No Sector Assigned

#### ELEMENT PERFORMANCE CRITERIA

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<td>1.1 Safety rules and regulations, induction including site rules and legislation and site specific instructions are observed.</td>
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<td></td>
<td>1.2 Basic geological and technical data required to complete the allocated task is received and applied in accordance to site requirements.</td>
</tr>
<tr>
<td></td>
<td>1.3 Pre-start checks are carried out in accordance with manufacturers' and/or site authorised procedures.</td>
</tr>
<tr>
<td></td>
<td>1.4 Cable towers and/or crossovers are positioned/moved in accordance with site plans and requirements.</td>
</tr>
<tr>
<td></td>
<td>1.5 Briefings or handover details are received, interpreted and clarified in accordance with site requirements.</td>
</tr>
<tr>
<td></td>
<td>1.6 Work area preparation, including floor clean up and level and grade requirements is coordinated with others and carried out to job specifications.</td>
</tr>
<tr>
<td>2. Operate excavator</td>
<td>2.1 Start-up, park-up and shutdown and communication procedures are carried out in accordance with manufacturers' and/or site specific requirements.</td>
</tr>
<tr>
<td></td>
<td>2.2 Excavator is walked and where appropriate cable positioned and monitored in accordance with manufacturers' and/or site requirements.</td>
</tr>
<tr>
<td></td>
<td>2.3 Safe operating practices, identification of hazards in the workplace including operating controls, monitoring gauges and systems, conducting safety checks and use of two way radio for communication are carried out within manufacturers’ and/or site specific requirements.</td>
</tr>
<tr>
<td></td>
<td>2.4 Required loading method, single-sided and double-sided, or other appropriate method is selected and the equipment and trucks positioned to meet this requirement. NB: In the case of an excavator which does not load directly to a vehicle, Performance Criteria 2.4 does not apply.</td>
</tr>
<tr>
<td></td>
<td>2.5 Operating procedures to fill and load are conducted, controlled and monitored in accordance with manufacturers and/or site procedures including those covering truck loading.</td>
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<tr>
<td></td>
<td>2.6 Operations are conducted in all weather conditions by day or night, within safety requirements.</td>
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<td>2.7 Emergency procedures are carried out in accordance with the manufacturers' and/or site procedures.</td>
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<td>2.8 Work is carried out in accordance with the agreed plan and outcomes and within the operating capacities/manufacturers specifications of the allocated equipment.</td>
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<td></td>
<td>2.9 Operations are carried out in accordance with site quality plan.</td>
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</table>
3. Carry out basic operator maintenance

3.1 Inspection and fault finding are conducted in accordance with manufacturers' specifications and/or site requirements and reported.

3.2 Routine operational servicing, lubrication and housekeeping tasks are carried out to manufacturers' and/or site requirements.

3.3 Minor maintenance is carried out to manufacturers' and/or site requirements.

3.4 Operator support is provided during preparation for and conduct of major maintenance tasks in accordance with site requirements, if required.

3.5 Vehicle washing and housekeeping is carried out to manufacturer's and/or site requirements.

3.6 Records are maintained in accordance with site requirements.

KEY COMPETENCIES

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RANGE STATEMENT

Briefings/handover details may include but are not limited to:
- worksite inspection
- defects on machine
- nature and scope of task
- position of cable
- potential hazards - large rocks, bench edges, overhangs, powerlines

Legislative/regulative adherence shall include but is not limited to:
- Occupational Health and Safety
- Duty of Care
- Environmental
- Mines Department/Extractive Industries

Safe Operating procedures may include but are not limited to:
- tramming procedures
- working safely around overhead powerlines
- loading procedures
Excavator may be but are not limited to:

- electric
- diesel
- rope or hydraulic and may include a face shovel

Implements may include but are not limited to:

- dipper
- clam
- bucket
- hydraulic breaker
- crane hook
- drop ball
- ripper

Civil works to include:

- stone
- road works
- contours
- batters
- scrub clearing
- rehabilitation
- final land forms and the inspection of associated survey papers
- sealing
- tailing dams
- drainage
- earthworks eg stripping/overburden

Communications may include but are not limited to:

- two-way radio
- reporting defects to appropriate department/personnel

Weather conditions may include:

- Visibility day/night

EVIDENCE GUIDE

Context

Competency must be assessed in the normal or simulated work within the bounds of safety and in accordance with the approved procedures. Assessment shall include those aspects of the Core Competencies that are consistent with the work environment of this Unit. Guidelines will be in line with statutory requirements, enterprise specific policies and procedures and codes of practice.
Critical Aspects and Evidence

It is essential that competence is fully observed in the critical aspects of:

- Operational safety compliance with Occupational Health and Safety, Environmental, Legislation/Regulation and organisational policies and procedures
- Interpreting and communicating operational information
- Start-up, park-up and shut-down procedures
- Loading methods
- Floor preparation
- Operator maintenance
- Safe loading procedures
- Emergency procedures
- Quality requirements
- The ability to transfer the competency to changing circumstances is identified from demonstration of the required response.
- Response to emergency situations and actions.

Underpinning Knowledge and Skills

Knowledge

A knowledge of:

- Site and equipment safety requirements
- Equipment characteristics, technical capabilities and limitations
- Operational and maintenance procedures
- Basic geological and technical data

Skills

The ability to:

- Apply eye-hand coordination
- Access, interpret and apply all information
- Maintain equipment records
- Use relevant hand tools
- Apply basic diagnostic techniques
- Work in confined spaces
- Work wearing personal protective equipment
- Work at heights
- Operate shovel/excavator in accordance with site/manufacturer's specifications

Resource Implications

The resources available will be specific to this competency, the individual employer and the particular worksite as required to comply to the other elements of this unit.

Interdependence of Units

- Pre-requisites - Unit MNQ.OP/01.A of Operator
Consistency of Performance

Competency in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of environments, using a range of assessment instruments.
### MNQOP23A Conduct haul truck operations

**Unit Descriptor**
This unit covers the haulage of bulk material using trucks.

**Unit Sector**
No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| **1. Plan and Prepare for Operations** | 1.1 Safety rules and regulations, induction including site, legislation and site specific instructions are observed.  
1.2 Basic geological and survey data required to complete the allocated task is received and applied in accordance to site requirements.  
1.3 Briefings or handover details are received, interpreted and clarified in accordance with site requirements.  
1.4 Pre-start checks are carried out in accordance with manufacturers' and/or site requirements.  
1.5 Basic product knowledge and site layout, required to complete the associated task is received and applied. |
| **2. Operate truck** | 2.1 Start-up, park-up, shutdown and communication procedures are carried out to manufacturers' and/or site requirements.  
2.2 Emergency procedures are carried out in accordance with the manufacturers' and/or quarry procedures.  
2.3 Safe operating practices, including operating controls, monitoring gauges and systems, conducting safety checks and use of two way radio for communication are carried out within manufacturers' and/or site specific requirements.  
2.4 Truck is operated within vehicle limitations as specified by the manufacturer and/or site requirements.  
2.5 Records are maintained in accordance with site requirements.  
2.6 Operations are carried out in accordance with site quality plan.  
2.7 Work is carried out in accordance with the agreed plan and outcomes and within the operating capacities/manufacturers specifications of the allocated equipment.  
2.8 Operate water truck in firefighting emergency (if haul truck configured as a water cart). |
| **3. Load, haul and dump material** | 3.1 Position truck under all types of loading equipment specific to the site and within site rules.  
3.2 Loading and hauling operations are carried out with all types of materials in all weather conditions, by day and night, within safety requirements.  
3.3 Dumping operations are carried out with regards to legislative/site requirements.  
3.4 Work is completed in accordance with the agreed plan and outcomes and within the operating capacities of the equipment. |
| **4. Load, haul and distribute water (if haul truck configured as a water truck)** | 4.1 Water is loaded at the water point, hauled and distributed within site requirements.  
4.2 Work is completed in accordance with the agreed plan and outcomes and within the operating capacities of the equipment.  
4.3 Fire truck/emergencies are adhered to. |
5. Carry out basic operator maintenance

5.1 Inspection and fault finding are carried out in accordance with manufacturers' and/or site requirements.

5.2 Routine operational servicing, lubrication and housekeeping tasks are carried out to manufacturers' and/or site requirements.

5.3 Minor maintenance is carried out to manufacturers' and/or site requirements.

5.4 Operator support is provided during preparation for and conduct of major maintenance tasks in accordance with site requirements, if required.

5.5 Records are maintained in accordance with site requirements.

5.6 Vehicle washing is carried out to manufacturers' and/or site requirements.

KEY COMPETENCIES

<table>
<thead>
<tr>
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<td>Solving problems</td>
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</tr>
<tr>
<td>Using technology</td>
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</tr>
</tbody>
</table>

RANGE STATEMENT

Briefings/handover details may include but are not limited to:

- vehicle type
- defects
- nature and scope of task
- haul routes
- potential hazards
- adequacy of lighting machine and site - all plant, all work areas

Legislative/regulative adherence shall include but is not limited to:

- Occupational Health and Safety
- Duty of Care
- Environmental
- Mines Department/Extractive Industries

Safe operating procedures may include but are not limited to:

- Observing site speed limits
- Working safely around overhead powerlines
- Working safely around other machines and personnel
- Live stockpiles
Emergency situations may include but are not limited to:

- Dismantling of powerlines
- Placement of haul truck in a safe isolated area in line with regulations
- Dismantling conveyors
- Overhead hook-ups
- Lightning strikes - potential tyre explosion
- Tyre fires - isolation procedures

Truck types may vary:

- Water Truck

Loading Equipment may include but is not limited to:

- shovels
- front end loaders
- excavators
- bins
- stand pipe
- water tower
- water pump
- conveyor belts
- dragline

Materials may be but are not limited to:

- stone
- overburden
- rejects
- topsoil
- gravel
- road base
- sand
- wet burden
- water
- rubbish

Dumping may be but is not limited to:

- overburden dumps
- reject dumps
- live stockpiles
- hopper
- bunkers
- rehabilitation dumps
- topsoil dumps
- road construction

Water Distribution may include but is not limited to:

- gravity feed or pumping

Communications may include but is not limited to:

- two-way radio
- reporting defects to appropriate department/personnel
EVIDENCE GUIDE

Context

Competency must be assessed in the normal or simulated work within
the bounds of safety and in accordance with the approved dig and
loading procedures.

Assessment shall include those aspects of the Core Competencies that
are consistent with the work environment of this Unit.

Guidelines will be in line with statutory requirements, enterprise
specific policies and procedures and codes of practice.

Critical Aspects and
Evidence

It is essential that competence is fully observed in the critical aspects of:

- Operational safety compliance with Occupational Health and
  Safety, Environmental, Legislation/Regulation and
  organisational policies and procedures
- Interpreting and communicating operational information
- Start-up, park-up, shut-down, walk around inspection
  procedures
- Smooth and safe operating
- Operator Maintenance
- Safe loading procedures
- Hauling procedures
- Dumping procedures
- Emergency procedures
- Quality requirements
- Towing procedures
- Material placement
- Reporting procedures
- The ability to transfer the competency to changing
circumstances is identified from demonstration of the required
response.
- Response to emergency situations and actions.
Underpinning Knowledge and Skills

Knowledge

A knowledge of:

• Site and equipment safety requirement
• Equipment characteristics, technical capabilities and limitations
• Operational and maintenance procedures
• Basic geological and technical data

Skills

The ability to:

• Apply eye-hand co-ordination
• Access, interpret and apply technical information
• Maintain equipment records
• Use relevant hand tools
• Apply basic diagnostic techniques
• Work wearing personal protective equipment
• Work at heights
• Work in confined spaces
• Operate haul truck in accordance with site/manufacturer's specifications

Resource Implications

The resources available will be specific to this competency, the individual employer and the particular worksite as required to comply to the other elements of this unit.

Interdependence of Units

• Pre-requisites - Unit MN.Q.OP/01.A of Operator

Consistency of Performance

Competency in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of environments, using a range of assessment instruments.
MNQOP24A Conduct dozer operations

Unit Descriptor
This unit covers the planned ripping, pushing, and placing of materials using a dozer.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Plan and prepare for dozer operations
   1.1 Safety rules and regulations, induction including site rules and legislation and site specific instructions are observed.
   1.2 Basic geological and survey data required to complete the allocated task is received and applied in accordance to site requirements.
   1.3 Pre-start checks are carried out in accordance with manufacturers' and/or site authorised procedures.
   1.4 Briefings or handover details are received, interpreted and clarified in accordance with site requirements.

2. Operate dozer
   2.1 Start-up, park-up, shut-down and communication procedures are carried out in accordance with manufacturers' and/or site specific requirements.
   2.2 Dozer controls and functions, including blade tilt and pitch and ripper, are effectively used to complete a range of tasks.
   2.3 Operations are conducted in all weather conditions by day and night within safety requirements.
   2.4 Work with other equipment and personnel is carried out in accordance with authorised safety procedures and site work practices.
   2.1 Emergency procedures are carried out in accordance with manufacturers' and/or quarry requirements.
   2.2 Towing of equipment and plant is carried out safely and in accordance with the authorised equipment and/or connection capabilities.
   2.1 Pushing of scrapers is carried out safely and in accordance with manufacturer's specifications and site procedures.
   2.2 Work is carried out in accordance with the agreed plan and outcomes and within the operating capacities/manufacturers specifications of the allocated equipment.
   2.1 Operations are carried out in accordance with site quality plan.
   2.1 Dozers are driven onto/off low loaders in accordance with site and Occupational Health and Safety regulations and procedures.
3. Carry out basic operator maintenance

3.1 Inspection and fault finding are conducted in accordance with manufacturers' specifications and/or site requirements and reported.

3.2 Routine operational servicing, lubrication and housekeeping tasks are carried out to manufacturers' and/or site requirements.

3.3 Minor maintenance is carried out to manufacturers' and/or site requirements.

3.4 Operator support is provided during preparation for and conduct of major maintenance tasks in accordance with site requirements, if required.

3.5 Records are maintained in accordance with site requirements.

3.6 Vehicle washing is carried out to manufacturers' specifications and/or site requirements and environmental aspects.

**KEY COMPETENCIES**

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</tr>
</tbody>
</table>

**RANGE STATEMENT**

This unit covers all tracked dozers and those tasks and performance criteria which are within the legal and technical limitations of wheeled dozers.

**Briefings/handovers may include but are not limited to:**
- worksite inspection
- defect on machine
- nature and scope of task confirmed, if necessary, by site inspection
- adequacy of site lighting
- potential hazards

**Legislative/regulative adherence shall include but is not limited to:**
- Occupational Health and Safety
- Duty of Case
- Environmental
- Mines Department/Extractive Industries

**Safe operating procedures may include but are not limited to:**
- observing site speed limits
- working safely around overhead powerlines
- working safely around other machines
Dozer Tasks may include but are not limited to:
- rip, push and prepare overburden, interburden, stone, sand and soil
- bench and pad preparation
- establish and maintain dumps in accordance with authorised requirements
- carry out civil works
- tree pushing
- track rolling

Rip and push may include but is not limited to:
- pushing over high walls
- working under high walls
- working in cable areas and highwall chaining
- support other equipment

Working on dumps is to include but is not limited to:
- creation of windrows
- levelling
- compaction and gradients
- and include work on live stockpiles

Civil Works is to include but is not limited to:
- road works
- contours
- batters
- scrub clearing
- rehabilitation final landform and the interpretation of associated survey pegs
- sealing tailing dams
- drainage

Towing all mobile equipment may include but is not limited to:
- scrapers
- rippers
- rollers
- compactors
- harrows
- scarifiers
- skid mounted equipment
- winching

Communications may include but is not limited to:
- two-way radio
- reporting defects to appropriate department/personnel
EVIDENCE GUIDE

Context

Competency must be assessed in the normal or simulated work environment within the bounds of safety and in accordance with work procedures.

Assessment shall include those aspects of the Core Competencies that are consistent with the work environment of this Unit.

Guidelines will be in line with statutory requirements, enterprise specific policies and procedures and codes of practice.

Critical Aspects and Evidence

It is essential that competence is fully observed in the critical aspects of:

- Operational safety compliance with Occupational Health and Safety, Environmental, Legislation/Regulation and organisational policies and procedures
- Interpreting and communicating operational information
- Start-up, park-up, shut-down and walk around inspection procedures
- Implements to ground at shutdown and park-up
- Tree pushing
- Push and rip materials
- Towing and pushing other equipment
- Dump maintenance
- Civil works
- Operator Maintenance
- Emergency Procedures
- Quality requirements
- The ability to transfer the competency to changing circumstances is identified from demonstration of the required response.
- Response to emergency situations and actions.
Underpinning Knowledge and Skills

Knowledge

A knowledge of:

- Site and equipment safety requirement
- Equipment characteristics, technical capabilities and limitations
- Operational and maintenance procedures
- Basic geological and technical data

Skills

The ability to:

- Apply eye-hand co-ordination
- Access, interpret and apply all information
- Maintain equipment records
- Use relevant hand tools
- Apply basic diagnostic techniques
- Working in confined spaces
- Work wearing personal protective equipment
- Operate dozer in accordance with site/manufacturer's specifications

Resource Implications

The resources available will be specific to this competency, the individual employer and the particular worksite as required to comply to the other elements of this unit.

Interdependence of Units

- Pre-requisites - Unit MNQ.OP/01.A of Operator

Consistency of Performance

Competency in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of environments, using a range of assessment instruments.
## MNQOP25A Conduct scraper operations

### Unit Descriptor
This unit covers the pick up, transporting and placing of materials using a scraper.

### Unit Sector
No Sector Assigned

### ELEMENT PERFORMANCE CRITERIA

1. Plan and prepare for operations
   1.1 Safety rules and regulations, induction including site rules and legislation and site specific instructions are observed.
   1.2 Basic geological and technical data required to complete the allocated tasks is received, clarified and applied in accordance to site requirements.
   1.3 Pre-start and walk around checks are carried out in accordance with manufacturers' and/or site authorised procedures.
   1.4 Briefings or handover details are received, interpreted and clarified in accordance with site requirements.
   1.5 Work circuit, including pick-up and dump areas, is prepared and maintained.

2. Operate scraper
   2.1 Start-up, park-up, shut-down and communication procedures are carried out in accordance with manufacturers' and/or site specific requirements.
   2.2 Scraper operations are conducted, controlled and monitored with equipment and operational limitations during the shift.
   2.3 Operations are conducted in all weather conditions by day and night, within safety requirements.
   2.4 Working with other equipment and personnel is carried out in accordance with authorised safety procedures and site work practices.
   2.5 Emergency procedures are carried out in accordance with manufacturers' and/or quarry requirements.
   2.6 Work is completed in accordance with the agreed plan and outcomes and within the operating capacities of the allocated equipment.
   2.7 Operations are to be carried out in accordance with site quality plan.

3. Carry out basic operator maintenance
   3.1 Inspection and fault finding are conducted in accordance with manufacturers' specifications and/or site requirements.
   3.2 Routine operational servicing and lubrication tasks are carried out to manufacturers' and/or site requirements.
   3.3 Minor maintenance is carried out to manufacturers' and/or site requirements.
   3.4 Operator support is provided during preparation for and conduct of major maintenance tasks in accordance with site requirements, if required.
   3.5 Records are maintained in accordance with site requirements.
   3.6 Washing vehicle and housekeeping is carried out to manufacturers or site requirements.
KEY COMPETENCIES

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</tbody>
</table>

RANGE STATEMENT

Briefings/handover details may include but are not limited to:
- worksite inspection
- defects on machine
- nature and scope of task
- adequacy of lighting
- potential hazards

Legislative/regulative adherence may include but is not limited to:
- Occupational Health and Safety
- Duty of Care
- Environmental
- Mines Department/Extractive Industries

Safe operating procedures may include but are not limited to:
- observing site speed limits
- working safely around overhead powerlines
- on rough or uneven surfaces

Tasks may include but are not limited to:
- road construction and maintenance
- strip and stockpile material
- cut batters and drains
- level spoil and dumps
- top dressing formation of and completion of rehabilitation
- other site specific requirements
- Scrapers are self-loading, push-loading and push-pull.

Surfaces include but are not limited to:
- haul roads and access roads
- pads including stockpiles
- clearing in preparation for quarrying and rehabilitation
- dumps
- bund walls
- drainage
- roughly cleared terrain
Materials may include but are not limited to:
- overburden
- gravel
- mud
- sand and topsoil

Communications may include but are not limited to:
- two-way radio
- reporting defects to appropriate department/personnel

Weather Conditions may include but are not limited to:
- Visibility, dry/wet

EVIDENCE GUIDE

Context
Competency must be assessed in the normal or simulated work environment within the bounds of safety and in accordance with work procedures.
Assessment shall include those aspects of the Core Competencies that are consistent with the work environment of this Unit.
Guidelines will be in line with statutory requirements, enterprise specific policies and procedures and codes of practice.

Critical Aspects and Evidence
It is essential that competence is fully observed in the critical aspects of:
- Operational safety compliance with Occupational Health and Safety, Environmental, Legislation/Regulation and organisational policies and procedures
- Interpreting and communicating operational information
- Start-up, park-up, shut-down and walk around inspection procedures
- Implements to ground at shutdown and park-up
- Stripping materials
- Towing and pushing other equipment
- Dump maintenance
- Civil works
- Operator Maintenance
- Emergency Procedures
- Quality requirements
- The ability to transfer the competency to changing circumstances is identified from demonstration of the required response.
- Response to emergency situations and actions.
Underpinning Knowledge and Skills

Knowledge
A knowledge of:

- Site and equipment safety requirements
- Equipment characteristics, technical capabilities and limitations
- Operational and maintenance procedures
- Basic geological and technical data

Skills
The ability to:

- Apply eye-hand co-ordination
- Access, interpret and apply all information
- Maintain equipment records
- Use relevant hand tools
- Apply basic diagnostic techniques
- Work in confined spaces
- Work wearing personal protective equipment
- Work at heights
- Operate scraper in accordance with site/manufacturer's specifications

Resource Implications
The resources available will be specific to this competency, the individual employer and the particular worksite as required to comply to the other elements of this unit.

Interdependence of Units
- Pre-requisites - Unit MNQ.OP/01.A of Operator

Consistency of Performance
Competency in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of environments, using a range of assessment instruments.
**PSPPM402A Implement projects**

**Unit Descriptor**
This unit covers project management for generally low risk projects which may be small scale and managed by one person or a person managing a small team.

When this unit is completed in conjunction with PSPPM401A and PSPPM402A, the three units together are equivalent to the eight private sector Project Management competency standards: BSX154L402A BSX154L409A inclusive.

**Unit Sector**
Project Management

**ELEMENT**

<table>
<thead>
<tr>
<th>PERFORMANCE CRITERIA</th>
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<tbody>
<tr>
<td><strong>1. Apply knowledge of project management tools</strong></td>
</tr>
<tr>
<td>1.1 A planning and monitoring system is applied and progress is reported to stakeholders</td>
</tr>
<tr>
<td>1.2 Financial management systems are applied to address accountability standards</td>
</tr>
<tr>
<td>1.3 A working knowledge of project management tools is used to achieve project outcomes</td>
</tr>
</tbody>
</table>

| **2. Implement acquisition activities** |
| 2.1 A contract is developed which is auditable in terms of scope of work, performance, deliverables, probity, fairness and value for money |
| 2.2 Project change proposals are considered and changes recommended and documented in accordance with policy and procedures |
| 2.3 Project plans and contracts are monitored, reviewed and amended as appropriate, and outcomes reported to stakeholders |
| 2.4 Project progress is regularly reported in relation to agreed milestones to provide a measure of performance throughout the life of the contract |
| 2.5 Disagreements and disputes are resolved to the satisfaction of stakeholders or referred to a higher authority |

| **3. Integrate project activities** |
| 3.1 All aspects of the project are continually monitored and action taken to integrate them |
| 3.2 Consultation mechanisms are identified and applied when consulting staff and contractors to discuss progress to ensure effective outcomes |
| 3.3 Programmed review of objectives and achievement is implemented |

| **4. Arrange building / trialing / testing of project** |
| 4.1 Project outcomes, performance standards and project objectives are analysed against specifications, under broad guidance, and the results reported to stakeholders |
| 4.2 An initial support package is produced and offered to those stakeholders who will be required to adopt the project outcomes |
| 4.3 An understanding of environmental and cultural awareness is applied to identify options for stakeholders to take account of these factors |
| 4.4 Operational and support authorities are consulted to research the requirement for testing and evaluation and the recommendations included in the project plan |
KEY COMPETENCIES

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</tbody>
</table>

RANGE STATEMENT

The Range of Variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

**Project management tools may include**
- critical path method (CPM)
- Bar and Gantt Charts
- work breakdown structures
- Program Evaluation and Review Technique (PERT)
- data base project management packages
- spreadsheets
- recording systems - electronic and manual

**Policy and procedures may include**
- government legislation (Federal, State and Local) affecting organisational administration ie. public sector management acts, financial management and accounting legislation and regulations
- government and organisational guidelines and procedures including project management, recruitment, security, risk management, procurement guidelines and strategic plans

**Contracts may include**
- verbal orders
- written orders
- partly verbal and partly written orders
- deeds of agreement
- agreements and understandings of a non-legal nature
Stakeholders may include
- industry
- other agencies
- general public
- relevant interest groups
- functional areas
- principals
- senior management
- Ministers

Project plans may include
- financial management
- acquisition strategies
- risk management
- project implementation
- HRD/HRM
- resource management
- intellectual property
- quality assurance
- milestones
- evaluation criteria

Integration of project activities may include
- scope
- time
- cost
- quality
- Human Resources
- communications
- risk
- procurement

Contract change proposals may include
- engineering
- technical
- administration
- scope

Specifications may include
- functional
- technical
- performance
- material

Documented information may include
- a contract
- spreadsheet
- progress reports
- performance reports against milestones
EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence

Documented information and/or examples of personal work which confirms that the performance criteria have been applied on-the-job within relevant contexts outlined in the range statements.

Interdependent assessment of units

- Pre-requisite units: Nil
- Co-requisite units: Nil
- Co-assessed units: Nil

Underpinning knowledge

- Contract law
- Scope of project
- Procurement guidelines
- The organisation's culture
- Political climate

Underpinning skills

- Negotiation techniques
- Simple project management techniques

Resource implications

No special requirements

Consistency of performance

Knowledge and performance to be assessed over time to confirm consistency.

Context/s of assessment

This competency may be assessed on or off-the-job.
**PSPPM502A Manage projects**

**Unit Descriptor**

This unit covers management of projects which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project.

This competency is typically performed by senior technicians/technologists/team leaders or engineers working either independently or as part of a work team.

**Unit Sector**

No Sector Assigned

<table>
<thead>
<tr>
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</table>
| 1. Apply knowledge of project management tools. | 1.1 A planning and monitoring system is applied and progress is reported to stakeholders  
1.2 Financial management systems are implemented to address accountability standards  
1.3 Project management tools are selected and applied effectively to achieve project outcomes. |
| 2. Manage acquisition. | 2.1 A contract is developed which is auditable in terms of scope of work, performance, deliverables, probity, fairness and value for money  
2.2 Project change proposals are negotiated, agreed and documented in accordance with policy and procedures  
2.3 Project plans and contracts are monitored, reviewed and amended as appropriate, and outcomes reported to stakeholders  
2.4 Project progress is reported in relation to agreed milestones to provide a measure of performance throughout the life of the contract  
2.5 Disagreements and disputes are resolved to the satisfaction of stakeholders. |
| 3. Co-ordinate project integration activities. | 3.1 All aspects of the project and related projects are integrated and links are established to ensure objectives are met  
3.2 Consultation mechanisms are identified and staff and contractors are regularly consulted to discuss progress and ensure effective outcomes  
3.3 Programmed review of objectives and achievement is planned and implemented. |
| 4. Arrange building/trialing/testing of project. | 4.1 Significant judgment is applied in the analysis of project outcomes against specifications, performance standards and project objectives, and reported to stakeholders  
4.2 Support package arrangements are identified and offered to stakeholders who will be required to adopt the project outcomes  
4.3 Environmental and cultural analysis is undertaken and outcome reported to stakeholders  
4.4 Operational and support authorities are consulted to investigate the requirement for testing and evaluation, and funds are included in project plans. |
KEY COMPETENCIES

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RANGE STATEMENT

The range of variables provides information about the context in which the unit of competency is carried out. It allows for differences between States and Territories and the Commonwealth, and between organisations and workplaces. It allows for different work requirements, work practices, and knowledge. The range of variables also provides a focus for assessment and relates to the unit as a whole.

Policy and procedures may include:
- legislation and regulations
- organisational guidelines and procedures including project management, recruitment, security, risk management, procurement guidelines and strategic plans.

Project management tools may include:
- critical path method (CPM)
- bar and Gantt charts
- work breakdown structures
- program evaluation and review technique (PERT)
- database project management packages
- spreadsheets
- cost schedule control systems
- logistics support analysis
- life cycle cost analysis
- recording systems - electronic and manual.

Contracts may include:
- verbal orders
- written orders
- partly verbal and partly written orders
- deeds of agreement
- agreements and understandings of a non-legal nature.
Project plans may include:

- financial management plans
- acquisition strategies
- fraud control plans
- risk management plans
- project implementation plans
- transition plans
- integrated logistics support
- HRD/HRM plans
- specifications
- test and evaluation process
- training
- intellectual property
- industry impact
- quality assurance
- life cycle costs.

Stakeholders may include:

- customers
- production personnel
- other company personnel
- regulatory agencies
- senior management.

Contract change proposals may include:

- engineering
- technical
- administration
- scope
- specifications.

Integration of project activities may include:

- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement.

Documented information may include:

- a contract
- spreadsheet
- progress reports
- performance reports against milestones.

EVIDENCE GUIDE

Critical aspects of evidence

- documented information and/or examples of personal work which confirms that the performance criteria have been applied on the job prior within relevant contexts outlined in the range statements.
Interdependent assessment of units

Underpinning knowledge
- contract law
- scope of project
- project management systems
- procurement guidelines
- the organisation's culture
- political climate
- budgetary framework
- critical analysis
- business and commercial issues.

Underpinning skills
- negotiation techniques
- project management techniques
- problem solving techniques.

Resource implications
- no special requirements.

Consistency of performance
- knowledge and performance to be assessed over time to confirm consistency.

Context/s of assessment
- this competency may be assessed on or off the job.
PSPPM503A Finalise projects

Unit Descriptor
This unit covers finalisation of projects which may be reasonably complex in terms of scope, degree of risk, political, cultural and social factors that apply, consequences of failure and degree of control of the project.

When this unit is completed in conjunction with PSPPM501A and PSPPM502A, the three units together are equivalent to the nine private sector Project Management competency standards: BSX154L501A BSX154L509A inclusive.

Unit Sector Project Management

ELEMENT PERFORMANCE CRITERIA

1. Review project activity
   1.1 Evaluation reports are developed which clearly indicate the level of performance achieved are analysed, and action taken to rectify problems in meeting clients needs and service standards
   1.2 Supplier performance is evaluated and documented in accordance with an evaluation framework
   1.3 The extent to which clients needs were met has been evaluated and documented
   1.4 Information obtained from the evaluation of the project has been used to improve relevant policy and practice

2. Coordinate project closure
   2.1 Staff are redeployed in accordance with human resource management policies and practices and judgment is applied to re-assign other resources
   2.2 Lessons learned are documented and reported to stakeholders to assist in continuous improvement
   2.3 Stakeholders are advised of procedures and authorities for initial support, where relevant

KEY COMPETENCIES

These levels do not relate to the Australian Qualifications Framework

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1 = use routine approaches;
2 = select from routine approaches;
3 = establish new approaches
Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

RANGE STATEMENT

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Policy and procedures may include

- government legislation (Federal, State and Local) affecting organisational administration ie. public sector management acts, financial management and accounting legislation and regulations
- government and organisational guidelines and procedures including project management, recruitment, security, risk management, procurement guidelines and strategic plans

Project plans may include

- financial management plans
- fraud control plans
- risk management plans
- integrated logistics support
- human resource plans
- resource management
- test and evaluation
- training quality
- intellectual property
- industry impact
- quality assurance
- life cycle costs
- specifications
- milestones
- evaluation criteria

Stakeholders may include

- industry
- other agencies
- general public
- relevant interest groups
- functional areas
- principals

Documented information may include

- transition plans
- transfer documents
- project completion reports
- supplier performance reports
- through life support plans
- evaluation reports
EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
documented information and/or examples of personal work which confirms that the performance criteria have been applied on-the-job within relevant contexts outlined in the range statements

Interdependent assessment of units
- Pre-requisite units: Nil
- Co-requisite units: Nil
- Co-assessed units: Nil

Underpinning knowledge
- human resource management policies
- training options
- project specifications and objectives
- environmental policies
- project management policies and procedures

Underpinning skills
- analytical skills
- evaluation techniques

Resource implications
no special requirements

Consistency of performance
knowledge and performance to be assessed over time to confirm consistency

Context/s of assessment
this competency may be assessed on or off-the-job
# PSPPOLD501A Develop organisation policy

## Unit Descriptor
This unit covers the development of in house’ operational policy in an organisation, formulated to facilitate the implementation of government or board directives.

## Unit Sector
Policy Development

## PERFORMANCE CRITERIA

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<tr>
<td><strong>1. Identify, select and define organisation policy issues</strong></td>
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<tr>
<td>1.1 Events, issues or government or board policies likely to require changes to organisation policy are accurately identified</td>
</tr>
<tr>
<td>1.2 The implications and impact of events that might require policy development are identified</td>
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<tr>
<td>1.3 Priority areas for policy development are recommended</td>
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<tr>
<td>1.4 Policy requirements are defined in terms of context, issues to be addressed, expected outcomes, possible complications, precedents and key stakeholders</td>
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| 2. Gather and analyse information for organisation policy development |
| 2.1 Information required to support the policy development process is identified |
| 2.2 Information required to support the policy development process is gathered, analysed and interpreted |
| 2.3 An analytical framework for the development of an appropriate organisation policy is determined |

| 3. Formulate and communicate organisation policy options |
| 3.1 A range of policy options is developed for the organisation, including mechanisms for implementation, monitoring and evaluation |
| 3.2 The range of policy options is communicated in a timely and understandable way to those responsible for selecting the policy direction |
| 3.3 Recommendations are made for policy options based on likely effectiveness, implementation time frame and costs (including infrastructure), interaction with other policies (existing or being developed) and consistency with broader government policy |
| 3.4 Where appropriate, specific policy options are promoted to executive within the organisation |

| 4. Select most appropriate organisation policy option and communicate organisation policy decisions |
| 4.1 If responsible for selection, the most appropriate policy option is selected based on information provided |
| 4.2 An appropriate method of implementation is identified and agreed (including pilot) |
| 4.3 All stakeholders, particularly those who will be responsible for implementing the new or revised policy are fully informed of the nature of the policy change, the outcomes expected by stakeholders, issues, expected costs, timelines and contextual factors (including any impact on other related policies) |
| 4.4 Where necessary the selected policy option is marketed to stakeholders |
5. Evaluate organisation policy(s)

5.1 Information relating to the actual outcomes of organisation policy is gathered during and following policy implementation and analysed and reported

5.2 Recommendations for the improvement of organisation policy are prepared

5.3 Potential or impending organisation policy changes are identified and strategies prepared to respond to those changes

KEY COMPETENCIES

NB These levels do not relate to the Australian Qualifications Framework

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3 = establish new approaches

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Organisation policy may include

- any aspect for which an organisation considers policy development is required, such as policies relating to human resources, administration, financial management, work practices, training, information technology, technical / professional requirements

Analytical frameworks may include

- logical/rational (including best practice), incremental or radical transformation
Information gathering may include
- consulting with stakeholders
- developments in other public sector or private sector organisations
- evaluation of similar policies
- benchmarking
- information technology, including Internet

Events may include
- pilots or trials of policy
- restructure, changes to legal risks, changes in strategic direction, changes to legislation and 'whole of government' policies

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence
- integrated demonstration of all elements of competency and their performance criteria
- organisational policy is developed that facilitates the efficiency of the organisation and the implementation of board or government directives; and
- the performance of this competency would not normally be linear (element by element) but would involve a number of cycles through each of the elements and may be demonstrated through a number of separate policy development activities

Interdependent assessment of units
- Pre-requisite units: Nil
- Co-requisite units: Nil
- Co-assessed units: This unit may be assessed with any of the generalist public service specific units at Diploma level or above particularly in Ethics & Accountability

Underpinning knowledge
- government processes, policies and priorities
- organisational processes
- relevant specialist knowledge
- EEO, equity and diversity principles

Underpinning skills
- analytical and research
- decision-making
- evaluation
- communication and consultation
- marketing and negotiation
- ability to work in a team
- public service ethics and accountability
- relevant specialist skills
- cross-cultural competence, including gender and disability
Resource implications

this unit of competency should be assessed in the workplace, but in the event that there is no access to a workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new workplace situations.

Consistency of performance

knowledge and performance to be assessed over time to confirm consistency in performance

Context/s of assessment

this competency should be assessed on-the-job where possible
PSPPOLI401A Support policy implementation

Unit Descriptor
This unit covers the identification and application of appropriate policy.

Unit Sector
Policy Implementation

ELEMENT PERFORMANCE CRITERIA

1. Identify relevant policy
   1.1 Work situations that are shaped by government or organisation policy are identified
   1.2 Policy appropriate to particular work requirements is identified and located

2. Implement policy
   2.1 Policy to be implemented is interpreted under direction to identify and plan for change in work practices
   2.2 Work practices are changed or adopted to reflect policy requirements
   2.3 Those effected by policy changes are supported to accommodate those changes

3. Monitor and report policy implementation
   3.1 Information that will assist with the evaluation of the validity of policy implementation is gathered, recorded and reported under direction
   3.2 Information that will assist with the evaluation of the impact of policy implementation on organisational outcomes is gathered, recorded and reported under direction

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Policy may include

- government policy
- organisation policy

Information for evaluation may include

- statistical data
- stakeholder opinions

EVIDENCE GUIDE

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package.

Critical aspects of evidence

- integrated demonstration of all elements of competency and their performance criteria; and
- policy is implemented to achieve the outcomes for which it was intended in specific work areas

Interdependent assessment of units

- Pre-requisite units: Nil
- Co-requisite units: Nil
- Co-assessed units: This unit of competency may be assessed with any of the generalist public sector specific units at Certificate III or above

Underpinning knowledge

- range and type of legislation relating to the public sector
- public sector code/s of ethics and code/s of conduct
- organisation and government procedures
- EEO, equity and diversity principles

Underpinning skills

- communication
- numeracy and analytical
- work as a member of a team
- cross-cultural competence, including gender and disability

Resource implications

simulations or case studies for off-the-job assessment

Consistency of performance

knowledge and performance to be assessed over time to assess consistency in performance

Context/s of assessment

this competency may be assessed on or off-the-job
Manage policy implementation

This unit covers the interpretation of policy and the management of the policy implementation process.

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Interpret and explain policy
   - 1.1 The expected outcomes of policy implementation are clearly stated and communicated to staff
   - 1.2 Policy is interpreted relative to workplace responsibilities and accountabilities
   - 1.3 The impact on work activities of policy implementation is clearly stated and communicated to staff
   - 1.4 Staff are assisted with the interpretation of policy and its application to their work
   - 1.5 Policy and its implication are explained to other stakeholders

2. Apply policy
   - 2.1 Work plans are prepared in consultation with staff to ensure that policy will be correctly implemented
   - 2.2 Staff performance is monitored to ensure that it complies with policy
   - 2.3 Staff are assisted in adjusting to changes

3. Evaluate policy implementation
   - 3.1 Information relating to the policy implementation is gathered, analysed and reported to the policy developer
   - 3.2 Recommendations for the improvement of the policy implementation process are prepared for the policy developer
   - 3.3 Information relating to the expected outcomes of the policy is gathered, analysed and reported to the policy developer
   - 3.4 Recommendations for the improvement of the policy are prepared for the policy developer
   - 3.5 Potential or impending policy changes are identified and strategies prepared to accommodate those changes

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**Policy may include**

- government policy
- organisation policy

**Information for evaluation may include**

- statistical data
- best practice data
- stakeholder opinions
- information gathered before, during and after policy implementation

**EVIDENCE GUIDE**

This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Public Services Training Package

**Critical aspects of evidence**

- integrated demonstration of all elements of competency and their performance criteria; and
- the implementation of policy is managed to achieve the outcomes for which it was intended

**Interdependent assessment of units**

**Pre-requisite units:** Nil

**Co-requisite units:** Nil

**Co-assessed units:** this unit of competency may be assessed with any of the generalist public sector specific units at Diploma level or above

**Underpinning knowledge**

- range and type of legislation relating to the public sector
- public sector code/s of ethics and code/s of conduct
- EEO, equity and diversity principles

**Underpinning skills**

- written and oral communication
- numerical and analytical
- evaluation
- project management
- report writing
- negotiation and liaison
- team leadership
- identify relevant policy
- implement policy
- marketing
- cross-cultural competence, including gender and disability
Resource implications

- this unit of competency should be assessed in the workplace, but in the event that there is no access to a workplace a simulated workplace can be used but such simulation must replicate workplace conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the workplace, including working with others; and transferring competency to new workplace situations.

Consistency of performance

- knowledge and performance to be assessed over time to confirm consistency.

Context/s of assessment

- this competency should be assessed on-the-job where possible.
PUACOM012A Liaise with media at a local level

Unit Descriptor
This unit covers the liaison with media at a low level incident and providing information about local events.

Unit Sector
No Sector Assigned

ELEMENT

PERFORMANCE CRITERIA

1. Determine media requirements
   1.1 Organisational protocols are followed when liaising with the media
   1.2 The media's potential interest is assessed and arrangements are made to meet needs where appropriate
   1.3 Operational responsibilities are balanced against the provision of information to the media

2. Provide information to the media
   2.1 A positive image of the organisation is maintained when liaising with the media
   2.2 Every opportunity is used to promote the organisation, its services and personnel
   2.3 Relevant and succinct information is supplied to media when operational responsibilities are under control and when organisational representative is available to talk to the media

3. Publicise an event
   3.1 Relationship is established with media contacts
   3.2 Event details and support materials are gathered and presented in a logical, relevant and concise manner to the media
   3.3 Information provided to media is recorded and maintained

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RANGE STATEMENT

Organisation may include
- Fire
- Police
- State Emergency Service
- Emergency Management
Organisational protocols may include
- organisational policies and procedures
- personal presentation being as neat as possible considering the operational circumstances
- ensuring media liaison person is fully briefed and prepared
- acknowledging support of other organisations
- seeking advice from headquarters where appropriate
- limiting comments on role of own service
- relevant Federal and State legislation and regulations

Liaising with the media may include
- print (local, community, daily newspapers, magazines)
- television (live or pre-recorded)
- radio (live or pre-recorded)

Operational responsibilities may include
- preservation of life and property, which is the principal concern to all public safety personnel
- presenting information relevant to the public

Event may include
- long service to organisation
- medal presentation
- awarding of certificates
- donations/sponsorships/fundraising
- recruiting
- new equipment
- VIP visit
- open day
- training
- unusual rescues
- self-help information

Media's potential interest may include
- enormous media event
- standard report
- human interest
- in the public's interest
Media’s requirements may include
deadlines
capabilities
visual and verbal requirements
types of medium
variation
journalists
amenities
briefing area
access to media liaison person
bilingual personnel and bilingual information

Media may include
representatives from mainstream, community and ethnic television
print and broadcast media

Organisational positive image may include
promote the relevance and efficiency of the service
report the facts
heroism of personnel
organisational personnel are co-operative and responsive
organisational personnel well presented
handling media in most positive manner in even the most adverse conditions/circumstances

Media opportunity may include
opportunity to promote the services
provide educational information to the public
airplay

Relevant and succinct information may include
information that according to protocol is available for public release
report facts and avoid speculation
do not supply classified information
use language that can be readily understood by all to avoid misinterpretation

EVIDENCE GUIDE

Critical aspects of evidence
It is essential for this unit that competence be demonstrated in providing information to media whilst managing operational responsibilities
Interdependent assessment of units

Pre-requisite units: Nil
Co-requisite units: Nil

Underpinning knowledge

organisational protocols relating to media liaison (for example legal and organisation requirements relating to:
  - confidentiality
  - libel
  - accuracy
  - discrimination)

role of media in disseminating information

requirements of media to present information in a newsworthy/informative manner

requirements of different media:
  - newspapers
  - magazines
  - radio
  - television (local, regional, national media)

communication skills

establishing media relationship

Underpinning skills

attention to detail

communicating facts in a fluent, clear and interesting manner

empathy with victims and operational personnel

liaison with media and other organisation personnel

media presentation

prioritisation between operational responsibilities and provision of information to media

public speaking

retaining professionalism under duress

Resource implications

No special requirements

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of assessment

On the job or in a simulated work environment
PUAFIR204A Respond to wildfire

Unit Descriptor
This unit covers competency for responding to a wildfire when working as a member of a team, under direct supervision.

Prerequisite Unit(s) PUAFIR201A

Unit Sector No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Prepare to respond to fire 1.1 The location of fire and the most effective route to the fire are obtained taking into account local conditions
   1.2 Protective clothing and equipment, food and fluid requirements are identified and relevant preparations undertaken prior to departure

2. Proceed to fire 2.1 The location of the fire is confirmed on approach
   2.2 Access to the area is gained with minimum injury to personnel or damage to vehicles, equipment or the environment
   2.3 Evidence of fire cause is noted and brought to the attention of the supervisor

3. Obtain and use extinguishing media and equipment 3.1 Nominated media and equipment are located and obtained
   3.2 Equipment is used to deliver the nominated media in accordance with the organisation's and manufacturer's procedures

4. Combat wildfire 4.1 Instructions are received, confirmed and implemented in accordance with the organisation's safe work practices and procedures
   4.2 Equipment and extinguishing media used are appropriate to wildfire conditions
   4.3 Control lines are prepared in accordance with the organisation's procedures
   4.4 Equipment is positioned, made ready for use and protected from damage in accordance with the organisation's procedures
   4.5 Fire is attacked taking into account wildfire hazards as directed and in accordance with the organisation's procedures
   4.6 Evidence of fire cause and area of fire origin are protected
   4.7 Communication is maintained at all times in accordance with the organisation's procedures

5. Observe and react to wildfire and weather conditions 5.1 Conditions at the fire are observed and their effect on fire behaviour and development are noted and reported to supervisor
   5.2 Weather conditions and changes to fire behaviour are observed and reported to the supervisor
   5.3 Variations in terrain, fuel types and fuel arrangements are observed and the effect on fire behaviour is reported to the supervisor as required
   5.4 A safe escape route or refuge is identified and maintained at all times
   5.5 Communication is maintained with other firefighting personnel and the supervisor throughout operational activities
6. Participate in mop-up and patrol activities
   6.1 Mopping-up activities are carried out under direction in accordance with the organisation's procedures
   6.2 Patrol of the perimeter or sector of the fire is maintained in accordance with the organisation's procedures

7. Assist in ancillary operations
   7.1 Activities to complement firefighting operations are carried out as directed and according to the organisation's procedures

8. Recover and store equipment
   8.1 Equipment and consumables are recovered as directed
   8.2 Equipment is stored in accordance with the organisation's procedures
   8.3 Cleaning and maintenance are carried out in accordance with the organisation's procedures

KEY COMPETENCIES

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RANGE STATEMENT

Types of wildfire must include
- ground
- surface
- crown

Types of fuel may include
- grass
- crop
- forest
- heath plantation
- scrub
**Fuel features must include**
- type
- size
- arrangement/distribution
- quantity
- moisture content
- topography
- local fire conditions

**Weather factors must include**
- variations to wind speed and direction
- relative humidity
- temperature
- atmospheric stability

**Wildfire extinguishing media must include**
- water

**and may also include**
- wetting agent
- Class A foam
- fire suppressants (short and long term)
- earth retardants

**Wildfire extinguishing equipment must include**
- tanker
- hand tools
- hose and small gear
- pump

**and may also include**
- aircraft
- ropes and lines
- knapsack
- chainsaw
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| Wildfire hazards must include                              | heat related illness |
|                                                            | fatigue              |
|                                                            | smoke inhalation     |
|                                                            | burns                |
|                                                            | sprain or fracture   |
|                                                            | snake or insect bite  |
|                                                            | falling branches/trees|
|                                                            | manual handling      |
|                                                            | trips/falls          |
|                                                            | disorientation       |
|                                                            | environmental        |
|                                                            | lack of visibility   |
|                                                            | water bombing operations|

| Variations in topography must include                       | elevation           |
|                                                             | slope               |
|                                                             | aspect              |
|                                                             | landscape features  |

| Access may be gained by                                     | vehicle             |
|                                                             | aircraft            |
|                                                             | boat                |
|                                                             | foot                |

| Information about access must be received by                | radio/phone         |
|                                                             | personal contact    |

| and may also include                                       | map reference       |
Personal protective clothing and equipment must include

- turnout uniform and gloves
- eye protection
- hearing protection
- respiratory protection

and may also include

- protective hoods
- accessories as per organisational standards

Ancillary activities may include

- provision/transportation of food, water and equipment for an incident
- working with earth moving equipment such as bulldozer, grader, tractor with blade

EVIDENCE GUIDE

Critical aspects of evidence
For this unit it is essential that competence be demonstrated by:

- reacting to changing wildfire behaviour due to changes in weather, topography and fuel conditions
- participating in dry wildfire control
- use of extinguishing media in wildfire control
- maintaining health and safety of self, other workers and people in the immediate work area
- participating in mop-up and patrol
- undertaking operational activities safely

Interdependent assessment of units
Pre-requisite units: PUAFIR201A Prevent injury
Co-requisite units: Nil

Underpinning knowledge
fire behaviour
extinguishing media, water, foam, suppressants
knapsack
operating firefighting equipment
responding to wildfire
wildfire control tactics and techniques
wildfire hazards, safety techniques
fuel load, moisture content of fuel, topography, fireground signals
organisation's operating procedures
effects of wildfire on structures
awareness of health and fitness requirements
| **Underpinning skills** | use of wildfire control tools and equipment  
undertaking dry and wet wildfire attack  
detection of hot spots, stags, unsecured wildfire perimeter |
|-------------------------|---------------------------------------------------------------|
| **Resource implications** | access to controlled or contained fires  
availability of wildfire control equipment |
| **Consistency in performance** | Evidence should be gathered over a period of time in a range of actual or simulated workplace environments |
| **Context of assessment** | A combination of oral or written presentation, observation  
on the job or in a simulated wildfire (grass, crop, scrub, forest) environment |
PUAFIR303A Suppress wildfire

Unit Descriptor
This unit covers competency while working as a member of a team when suppressing a wildfire and is often undertaken without direct supervision.

Prerequisite Unit(s) PUAFIR204A

Unit Sector No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Receive and report details of wildfire
   1.1 Details of the fire’s location and development of the fire are received and recorded
   1.2 Fire details are reported in accordance with the organisation’s procedures

2. Prepare to respond to fire
   2.1 The location of and access to the wildfire are confirmed and the most effective route is ascertained
   2.2 Required organisational equipment, protective clothing, apparel, food and water required are assessed and procured before departure
   2.3 The most appropriate method of transport to the wildfire is selected and used

3. Proceed to fire
   3.1 The location of the wildfire is confirmed from observation or by direction while on approach
   3.2 Access to area is determined and achieved with minimum injury to personnel or damage to vehicles, equipment or environmentally sensitive areas
   3.3 The safety of people in the wildfire area is assessed and monitored
   3.4 Evidence of the wildfire cause is noted and brought to the attention of the appropriate authority
   3.5 Navigational tools are used for planning and operational purposes

4. Protect people
   4.1 As far as conditions allow, the number and location of people in the threatened area is determined
   4.2 Appropriate evacuation or non-evacuation protocols are identified and applied or advised to persons in the path of a wildfire
   4.3 Access to hazardous locations is controlled
   4.4 The safe defensibility of property is evaluated and assistance is provided to help occupiers
   4.5 Advice and support is provided to occupiers in helping them safely defend their property
   4.6 The safety of people in the threatened area is monitored during the course of the fire
   4.7 The safety of people in the area is checked and confirmed after the passing of the fire
5. Combat wildfire

5.1 Media and equipment are selected and used to allow wildfire control operations to be conducted effectively and safely in accordance with the organisation's procedures and OH&S procedures.

5.2 The most suitable location from which to use equipment to commence wildfire control operations is selected.

5.3 Access to the selected area of operations is gained in the safest and most effective manner.

5.4 Fire hazards are identified and action taken to minimise the risk of injury to the public, personnel and self.

5.5 Fire control strategies and tactics are employed to achieve the objectives in accordance with the organisation's procedures.

5.6 Fire control activities undertaken minimise overall damage and impact on the environment.

5.7 Potential fire behaviour is considered and acted upon to ensure safety and achievement of objective.

5.8 Fuel, weather and topographical factors are observed and potential fire behaviour anticipated.

5.9 The effectiveness of tactics employed is reported to the supervisor.

5.10 Area of origin and evidence of fire cause is protected and brought to attention of supervisor or relevant authority.

5.11 Safe egress and/or refuge from the fire is identified and communicated to personnel.

6. Conduct mop-up and patrol activities

6.1 Mop-up and patrol activities are carried out effectively and safely to the distance determined by the Incident Controller.

6.2 Patrol of the perimeter or sector of the fire is maintained in accordance with the organisation's procedures and guidelines.

7. Recover and maintain equipment

7.1 Equipment is made up and made ready for operational use in accordance with the organisation's procedures.

7.2 Damaged or missing equipment is replaced, recorded and/or reported in accordance with the organisation's procedures.

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**RANGE STATEMENT**

**Types of wildfire must include**
- ground surface and crown fire

**Fuel types may include**
- grass
- crop
- forest
- plantation
- heath

**Fuel features which will impact on fire development must include**
- type
- size
- arrangement/distribution
- quantity
- seasonal effects
- effects of drought
- moisture content

**Wildfire extinguishing media must include**
- water

**and may also include**
- wetting agents
- Class A foam
- fire suppressants (short and long term)/earth retardants

**Wildfire extinguishing equipment must include**
- tanker
- hand tool
- hose and small gear
- pump

**and may also include**
- aircraft
- ropes and lines
- knap sack
- chainsaw
| Types of firefighting strategies must include | offensive strategy  |
|                                             | defensive strategy |
|                                             | combined strategy   |
|                                             | direct attack       |
|                                             | parallel attack     |
|                                             | indirect attack     |
|                                             | flank attack        |
|                                             | combination attack  |
|                                             | reconnaissance      |
|                                             | mop-up              |
|                                             | patrol              |

| Access methods may include by                 | vehicle            |
|                                             | aircraft           |
|                                             | boat               |
|                                             | foot               |

| Topographic factors which may impact on fire development must include | elevation |
|                                                                   | slope       |
|                                                                   | wind turbulence |
|                                                                   | local wind effects |
|                                                                   | botanical effects |
|                                                                   | aspect      |

| Weather factors which may impact on fire development must include | wind direction and speed |
|                                                                  | wind changes         |
|                                                                  | temperature           |
|                                                                  | relative humidity     |
|                                                                  | atmospheric stability  |
|                                                                  | cold fronts           |
|                                                                  | local effects         |
|                                                                  | adiabatic winds       |
|                                                                  | katabatic winds       |
|                                                                  | sea breezes           |
|                                                                  | land breezes          |
Personal protective clothing and equipment must include

- turnout uniform and gloves
- eye protection
- hearing protection
- respiratory protection

and may also include

- protective hoods
- accessories as per organisational standards

Ancillary activities may include

- provision and transport of food, water, fuel and equipment of an incident
- aircraft operations working with earthmoving equipment

Navigational aids must include

- maps
- compass

and may also include

- geographical information systems
- global positioning satellites
- aerial photographs

Wildfire hazards must include

- heat-related illness (heat exhaustion and dehydration)
- fatigue
- smoke inhalation
- burns
- sprain or fracture
- trips/falls
- snake or insect bite
- lack of visibility
- falling branches and trees
- rolling objects
- falling objects
- manual handling disorientation
- water bombing operation
- environmental
Fire behaviour is evidenced by:
- rate of spread
- flame height and intensity
- spotting
- fire development
- terrain, topography
- fuel load and arrangement
- weather conditions - winds, fire whirls

EVIDENCE GUIDE

Critical aspects of evidence
For this unit it is essential that competence be demonstrated by:
- anticipating and reacting to changing wildfire behaviour
- observing and reacting to weather behaviour
- undertaking dry wildfire control activity
- use of extinguishing media
- maintaining health and safety of self, other workers and people in the wildfire area
- completing mop-up and patrol reading maps and navigation

Interdependent assessment of units
Pre-requisite units: PUAFIR204A Respond to wildfire
Co-requisite units: Nil
### Underpinning knowledge

**Firefighting Protocols**
- organisation policy; direct, indirect, parallel attack; wet, dry firefighting; backburning (ground, aerial); control lines and firebreaks; defensive firefighting tactics

**Fire attack procedures**
- standard operating procedures; reporting; patrol; mop-up; briefings/instructions; identification of cause

**Safety**
- organisation first-aid requirements; fireground hazards; procedures for dealing with injury; safety near vehicles and machines; briefings; team work

**Fuel and its impact on fire behaviour**
- moisture content, quantity, type, arrangement and distribution, size, drought effects, curing

**Fire behaviour**
- rate of spread, flame height and intensity, spotting, fire development, junction zones

**Topography and its impact on fire behaviour**
- slope, aspect, physical features, turbulence

**Weather factors which impact on fire behaviour**
- wind direction and speed
- wind changes
- temperature
- relative humidity
- atmospheric stability

### Underpinning skills

- wildfire control and suppression; back burning; use of wildfire control tools and equipment
- map reading and interpretation
- detection of hot spots, stags, unsecured wildfire perimeter, mop-up activities

### Resource implications

- access to controlled fires
- availability of wildfire control equipment

### Consistency in performance

- Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

### Context of assessment

- A combination of oral or written presentation, observation, on the job and/or in a range of simulated environments
**PUAFIR601A**  
**Develop and administer agency policy, procedures and practices**

**Unit Descriptor**  
This unit covers competency in the administration of an agency's policies, procedures and practices to support the achievement of organisational and operational objectives.

**Prerequisite Unit(s)**  
PUAFIR504A

**Unit Sector**  
No Sector Assigned

**ELEMENT PERFORMANCE CRITERIA**

1. **Identify and develop policies, procedures and practices**
   - 1.1 Need for new policies, procedures and practices is identified in consultation with stakeholders
   - 1.2 Consultative processes are used to exchange information to assist in problem solving and decision-making in line with organisation's requirements
   - 1.3 Cooperation and input to the decision-making process is obtained from all appropriate stakeholders

2. **Manage the implementation of policy, procedures and practices**
   - 2.1 Organisation's policies, practices and procedures are efficiently and effectively implemented and adhered to
   - 2.2 General administration procedures are maintained to ensure organisation's objectives are met
   - 2.3 Information flows in an effective and efficient manner within the organisation
   - 2.4 Information systems are consistent to meet the information needs of the organisation
   - 2.5 Information gathering, storage and security/confidentiality is consistent with the operational and strategic needs of the organisation
   - 2.6 Copyright provisions are observed for all information

3. **Review policy, procedures and practices**
   - 3.1 Policy, procedures and practices are continually reviewed to ensure that information is current, accurate and clear, and meets the requirements of the organisation
   - 3.2 Decisions and actions taken are accurately recorded in accordance with organisation's policy, procedures and practices

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RANGE STATEMENT

Stakeholders may include
Executive management, local, state and federal governments, industry, national and international associations, other emergency management and non-government organisations community groups technical advisers, consultants, work groups and individuals internal to the agency, customers

Information systems may include
computer data bases
personnel files
training and assessment records
files
notes and memos
technical data banks
assets and stock registers

Information flow may include
business plans
annual reports
notes and memos
personal letters or memos
personnel instructions/directives
standing orders
financial reports
technical journals
Chief Executive Officer's reports
publications
video, television, electronic information transfer
service standards

Policies, practices and procedures may include
relevant legislation, new reforms
ministerial/government directives
corporate, strategic and operational plans
agency performance standards
agency practices and guidelines
procedures or guidelines
agency agreements
industrial agreements
orders and directives
quality standards
# EVIDENCE GUIDE

## Critical aspects of evidence
It is essential that competence for this unit be demonstrated in the development, implementation and review of a range of policies and procedures.

## Interdependent assessment of units
- **Pre-requisite units:** PUAFIR504A Assist with formulation and implementation of plans and policies.
- **Co-requisite units:** Nil.

## Underpinning knowledge
- Comprehensive understanding of the agency's policies, procedures and practices.
- Administrative procedures.
- Communication methodologies.

## Underpinning skills
- Demonstrated skills in verbal and written communications, presentations and submissions.
- Liaison/interpersonal skills.
- Review methods.
- Negotiation and analytical skills.

## Resource implications
No special resource implications.

## Consistency in performance
Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

## Context of assessment
- Evidence of competence may be demonstrated on the job and at the same time by a set of exercises/case studies in a simulated workplace environment.
- Written or verbal assessment of the knowledge components may be used as supporting evidence.
PUALAW001A  Protect and preserve incident scene

Unit Descriptor
This unit covers the competency required, on arrival at the scene of an accident or incident, to conduct initial assessment, take action to maintain public safety and preserve the scene, and note and record details and information.

The unit is particularly applicable in cases where organisation personnel are the first to arrive at the scene of an accident or incident.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Secure and preserve scene
   1.1 Initial assessment is participated in to identify factors which will impact on public safety and scene preservation
   1.2 Incident/accident scene is effectively secured to preserve the scene and maintain public safety in line with legislative requirements

2. Record and report details of incident scene
   2.1 Details of the scene are noted, recorded and reported according to organisation's policies and procedures
   2.2 Witness details and information volunteered are recorded in accordance with organisational and legislative requirements
   2.3 Information is communicated to relevant personnel in line with organisation's procedures

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RANGE STATEMENT

Incident scene may include
- urban fire
- wild fire
- vehicle fire
- crime scene
- search for missing persons or evidence
- vehicle accident
- natural disaster
- industrial/mining accident
- incident involving death or injury to person or damage to property
- urban scene
- rural scene
- indoor scene
- outdoor scene
- animal incident
- marine
- aircraft
- train
- explosions
- hazardous materials

Assessment of scene may be conducted
- at scene
- en route to and from scene

Factors impacting may include
- public safety risk factors including factors that could impact on the safety of investigators
- response team
- the security/preservation of the actual site
- the security and preservation of situational evidence
- traffic
- tactical factors affecting the quality of the investigation including environmental circumstances
- chronology of events
- access to scene
- number of persons at scene
- availability of support services
- boundaries
Persons at scene may include
- incident scene specialists
- forensic experts
- potential witnesses
- victims
- other bystanders
- personnel from other organisations
- media
- coroners
- pathologists
- medical practitioners
- undertakers
- forensic accountants
- information technology consultants
- legal officers
- owners and/or occupiers

Security of scene may be affected by
- topography
- climatic conditions
- human interference
- animal interference
- preservation of life/property
- structural integrity
- availability of personnel

Securing scene may include
- removing non-emergency personnel from scene
- isolating scene
- erecting barriers
Details of scene may include
date
time
location
damage
persons present
property involved
possible causes
items of evidence
injuries
status of utilities services such as broken water pipes
animal species present
flora
fauna
size and construction of building
occupancy
insurance details

Witness details may include
name
contact details
other details in accordance with organisation's policies and procedures

Relevant personnel may include
supervisor
team leader
police
investigating officer
other organisation's personnel

Communication may include
verbal
completing standard forms
written

Recording and reporting may include
taking notes
completing standard forms
making sketches
taking photographs
taping
electronic videoing
Preserving scene may include preserving evidence and the area of origin

Organisational and legislative requirements may vary between sectors and organisations and may include legislation relevant to the operation/incident/response, legislation relevant to the organisation, operational, corporate and strategic plans, operational procedures, operational performance standards, organisation's personnel practices and guidelines, organisation's quality standards

EVIDENCE GUIDE

Critical aspects of evidence Demonstrated ability to effectively secure scene and record and report details in accordance with the organisation's policies and procedures

Interdependent assessment of units Pre-requisite units: Nil
Co-requisite units: Nil

Underpinning knowledge legislative and organisation requirements relating to scene preservation, methods of securing scene, organisation requirements for taking witness details and information, regulatory requirements for taking witness details and information, techniques for estimating distance, techniques for removing public from scene, types of information which may assist in investigations

Underpinning skills listening, note taking, observation, questioning, reporting

Resource implications No special requirements

Consistency in performance Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of assessment

Performance at an incident, exercise or simulation is required to demonstrate competence in this unit. Written or verbal questions may be used as supporting evidence.
PUAPRO001A Promote a learning environment in the workplace

Unit Descriptor

This unit covers the competency to promote a workplace learning environment in which work and learning are integrated to support the achievement of individual and organisation objectives.

Unit Sector

No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Create learning opportunities
   1.1 Workplace environments which facilitate learning are developed and supported
   1.2 Learning plans are developed as an integral part of individual/team performance plans
   1.3 Learning plans reflect the diversity of learning styles, development needs and learning opportunities
   1.4 Individual/team access to, and participation in, learning opportunities is facilitated
   1.5 Consultation with training and development specialists results in the planning and provision of learning which enhances individual, team and organisation performance

2. Facilitate and promote learning
   2.1 Workplace activities are used as opportunities for learning
   2.2 Coaching and mentoring is used to develop workplace knowledge, skills and attitudes
   2.3 The benefits of learning are shared with others in the team/organisation
   2.4 Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards

3. Monitor and improve learning effectiveness
   3.1 Performance of individuals/teams is monitored to determine the type and extent of additional work based support
   3.2 Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements
   3.3 Change in the workplace environment is facilitated to promote learning
   3.4 Records and reports of competency are documented and maintained within the organisation’s systems and procedures

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RANGE STATEMENT

Learning opportunities arise from organisation may include
- objectives
- plans
- systems
- processes
- performance plans
- quality and continuous improvement processes and standards
- resources
- participation in committees
- managing projects
- developing plans
- analysis of incidents/response/emergency

Learning strategies may include
- coaching
- mentoring
- exchange/rotation
- action learning
- structured training programs

EVIDENCE GUIDE

Critical aspects of evidence
Knowledge and application of strategies which facilitate and promote an effective workplace learning environment

Interdependent assessment of units
Pre-requisite units: Nil
Co-requisite units: Nil

Underpinning knowledge
- group dynamics
- learning strategies
- organisation records and reports of competency procedures
- principles of adult learning
Underpinning skills

- develop learning plans
- develop links between work and learning
- promote collaborative processes in developing a learning environment
- promote the achievement of competencies in the workplace
- provide leadership and support to individuals and teams to develop and maintain a flexible learning environment
- provide or arrange support for those who have learning difficulties
- support and encourage learning by individuals and teams

Resource implications

- No special requirements

Consistency in performance

- Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of assessment

- Evidence in facilitating and promoting a learning environment in the workplace Knowledge may be assessed through written assignment debriefings and action learning projects
SRXTEM004A Deal with conflict

Unit Descriptor
This unit covers the knowledge and skills required to deal effectively with conflict in the workplace.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Identify conflict situations
   1.1 Signs and possible causes of conflict are quickly identified
   1.2 The stage of the conflict, with respect to progression and possible escalation, is accurately determined
   1.3 Swift and tactful action is taken to prevent escalation
   1.4 Situations where personal safety of clients or staff may be threatened are quickly identified and appropriate assistance is organised
   1.5 Factors within the individual or workplace which relate to the developing conflict are identified

2. Implement conflict resolution strategies
   2.1 Responsibility is taken for resolving the conflict within scope of individual responsibility
   2.2 Factors and issues relevant to the conflict are clarified
   2.3 The correct conflict resolution technique is used to manage the conflict situation after consideration of the particular situation
   2.4 Options for resolution of the conflict are identified which allow for constructive responses to be negotiated and enable established work relationships to continue
   2.5 During negotiations and discussions, all points of view are encouraged, accepted and treated with respect

3. Use effective interpersonal skills
   3.1 Effective verbal and non verbal communication is used during negotiations, including body language, questioning, language style, active listening and reflection
   3.2 Feedback is given assertively and received non-defensively during negotiations

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>
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</tr>
<tr>
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<td>-</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>-</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>-</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

Conflict resolution techniques

• withdrawal
• smoothing
• compromise
• forcing
• confrontation problem solving
  • compromise
  • majority vote
  • arbitration

Conflict situations

May include but are not limited to

• client complaints
• conflicts among work colleagues
• conflict between clients/participants

Factors related to conflict

• opposing attitudes, values, beliefs
• individual versus group goals
• workload
• stress
• limited resources

Options for resolution

• win-win
• win-lose
• lose-lose

Workplace environment

• includes all sectors of the recreation industry (fitness, sport, community recreation, outdoor recreation)
## EVIDENCE GUIDE

### Critical aspects of evidence to be considered

Assessment must confirm sufficient knowledge of typical symptoms and causes of conflict in the work environment and conflict resolution techniques.

Assessment of performance should be over a period of time covering all categories of conflict resolution techniques and conflict situations from the range of variables statements that are applicable in the learners work environment.

Assessment must confirm the ability to apply this knowledge and appropriate techniques to:
- identify sources of conflict in the workplace
- resolve a range of different conflict situations, using different options for resolution
- use suitable communication skills to facilitate effective discussion between all parties and achieve resolution

### Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s):
- Nil

This unit must be assessed in conjunction with the following unit(s):
- SRX TEM 003A Work autonomously

For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s):
- Nil

### Required knowledge and skills

**Underpinning knowledge**
- signs and stages of conflict in the workplace
- possible causes/sources of conflict (ideational, status and power, goal conflict)
- functions of conflict (functional and dysfunctional)
- options for constructive responses to typical conflict situations

**Underpinning skills**
- interpersonal communication skills
- participation in small informal work groups
- problem solving
- ability to gather, record, and convey information

### Resource implications

- Assessment of this competency requires access to real or simulated work group situations
- Assessment of this competency will require human resources consistent with those outlined in the Assessment Guidelines
Consistency in performance

- Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts

Context for assessment

- Competence must be demonstrable for the relevant work situation, in a real or simulated environment
- In cases where the learner does not have the opportunity to cover all categories of the range of variables statements that are applicable in the learners work environment, the remainder should be assessed through realistic simulations, projects, previous relevant experience or oral questioning on What if? scenarios
- Assessment of this unit of competence will usually include observation of processes and procedures, oral and/or written questioning on underpinning knowledge and skills and consideration of required attitudes
- Where performance is not directly observed and/or is required to be demonstrated over a period of time and/or in a number of locations, any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons
TDTR298B Source goods/services and evaluate contractors

Unit Descriptor
This unit involves the skills and knowledge required to source goods/materials/services and evaluate contractors including analysing supply requirements, and evaluating and selecting appropriate potential contractor(s).

Unit Sector Contract and Procurement

ELEMENT PERFORMANCE CRITERIA

1. Analyse supply requirements
   1.1 Purpose and specifications of required goods/services are identified
   1.2 Criteria to evaluate potential or existing contractor performance is established
   1.3 Quantities of required goods/services are determined
   1.4 Frequency of ordering/requesting of goods/services is identified

2. Evaluate potential contractors
   2.1 Contractors of requested goods/materials/services are identified
   2.2 Comparative costings for goods/materials/services are obtained
   2.3 Contractors' ability to provide a consistent level of performance on repeat jobs is assessed
   2.4 Contractors are evaluated in relation to established criteria and in accordance with workplace and regulatory procedures
   2.5 A prioritised contractor shortlist is established based on the capacity of contractors to provide a cost competitive quality service
   2.6 The outcomes of the contractor selection process are documented including recommendations for actioning agreements/contracts with selected contractors
   2.7 Information and data generated during the selection process is filed and maintained in accordance with workplace procedures

KEY COMPETENCIES

<table>
<thead>
<tr>
<th>Key Competency</th>
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</tr>
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<tbody>
<tr>
<td>Communicating ideas and information</td>
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<td>3</td>
</tr>
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<td>Using technology</td>
<td>3</td>
</tr>
</tbody>
</table>
RANGE STATEMENT

General context

- Work involves discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures. This includes the application of established workplace procedures to source goods and to evaluate potential contractors.
- Work is performed under general guidance on progress and outcomes of work.
- A range of opportunities may be used to develop the work area and to support the development of work systems and innovative strategies to deal with contingencies and to encourage the achievement of the organisations' goals and key performance objectives by the work area and the individuals and teams within it.
- The unit generally applies to those with responsibility for resource coordination and allocation and provides leadership of others individually or in teams.

Worksite environment

- The workplace environment may involve twenty-four hour operation and may include:
  - single and multi-site location
  - large, medium or small companies
- Services, products, risks, work systems and requirements may potentially vary across different sections of the workplace
- Operations require customer and supplier contact and coordination
- Contractors may be for one-off or repeat supplies/contract services
- Document/data interchange may be electronic or paper-based
- Selection processes include procedures for maintenance of confidentiality and integrity
- Personnel in work area may include
  - other employees and supervisors
  - customers and suppliers
  - external authorities and agencies
  - management and union representatives
  - industrial relations, Occupational Health and Safety specialists
  - other professional or technical staff, contractors and maintenance personnel
- 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/documentation may include:
  - quality and work specifications and procedures
  - specifications for required products or services
  - manufacturer’s specifications and/or suppliers handling and storage advice
  - workplace procedures, policies and instructions
  - OHS regulations and procedures
  - supplier and/or client instructions
  - materials safety data sheets
  - relevant agreements, codes of practice including the national standards for manual handling and the industry safety code
  - legislation, regulations and related documentation, including regulations related to hazardous substances, dangerous goods and environment protection
  - reports of accidents and incidents within regulatory requirements and enterprise procedures
  - workplace guidelines on appropriate workplace language and communication strategies and interpretation of relevant information
  - quality assurance procedures

Applicable regulations and legislation

- Applicable regulations and legislation may include:
  - relevant regulations, standards and codes of practice
  - relevant Australian and State/Territory OHS legislation
  - equal employment legislation and related policies
  - environmental protection regulations
  - hazardous substances and dangerous goods codes
  - relevant Australian standards and certification requirements
  - licence, patent or copyright arrangements

EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
  - locate, interpret and apply relevant information relevant to a supply contract
  - analyse contract requirements
  - evaluate potential contractors
  - suggest improvements to contractor operations and negotiate changes
  - mediate and resolve issues surrounding supply of goods/services, maximising positive outcomes for the organisation and the individuals within it
  - provide customer/client service and work effectively with others

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a worker's job function
Required knowledge and skills

• Relevant regulatory and code requirements
• Relevant OHS responsibilities and procedures
• Workplace protocols and procedures for the sourcing of goods/services and the evaluation of potential supply contractors
• Workplace supply contract policies and procedures
• Workplace grievance and disputation handling policies and procedures
• Workplace business policies and plans as they relate to supply contracts, including procedures for maintenance of confidentiality
• Focus of operation of recording, reporting and statistical analysis systems and resources
• Resource availability including the processing capacity of equipment and software systems for statistical analysis of data
• Typical problems that can occur when sourcing goods/services and evaluating contractors and related appropriate action that can be taken
• Ability to negotiate effectively
• Ability to select and appropriately apply technology, information systems and procedures to workplace tasks

Resource implications

• Access is required to opportunities to:
  • participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to source goods/services and evaluate potential supply contractors, and/or
  • source goods/services and evaluate potential supply contractors in an appropriate range of operational contexts
Consistency in performance

- Applies underpinning knowledge and skills when:
  - locating, interpreting and applying information relevant to a supply contract
  - analysing contract requirements
  - evaluating potential contractors
  - suggesting improvements to contractor operations and negotiating changes
  - mediating and resolving issues surrounding supply of goods/services, maximising positive outcomes for the organisation and the individuals within it
  - providing customer/client service and working effectively with others
- Shows evidence of application of relevant workplace procedures including:
  - relevant regulations and codes
  - OHS regulations and hazard prevention policies and procedures
  - workplace procedures and work instructions related to the sourcing of goods/services and the evaluation of potential supply contractors
  - relevant guidelines relating to the use of equipment
  - issue resolution and grievance procedures
  - environmental protection procedures
- Action is taken promptly to report and/or take appropriate action on any problems concerning the sourcing of goods/services and the evaluation of potential supply contractors in accordance with workplace procedures
- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Work is completed systematically with required attention to detail without damage to goods, equipment or personnel

Context for assessment

- Assessment of this unit must be undertaken by a Registered Training Organisation:
  - As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
  - Appropriate practical assessment must occur:
    - at the Registered Training Organisation, and/or
    - in an appropriate work situation
TDTR398B Negotiate a contract

Unit Descriptor

This unit involves the skills and knowledge required to contract transport and distribution services in accordance with relevant regulatory requirements and workplace procedures. This includes negotiating contract with contractor, finalising the contract negotiations, and completing all enterprise contract requirements.

Unit Sector

Financial Management

ELEMENT PERFORMANCE CRITERIA

1. Negotiate contract with contractor

1.1 Requirements of the contract are clearly documented and understood by the relevant parties

1.2 Areas of ambiguity or concern are clarified and resolved

1.3 Negotiations are undertaken with selected contractor for the contracting of required goods/services on a ‘without prejudice’ basis

1.4 Conditions for service and/or supply of goods/services are agreed between the enterprise and the contractor including the determination of key performance indicators

1.5 Alternative contractors are negotiated with if agreement is unable to be reached with preferred contractor

1.6 Contract negotiations conform to established workplace requirements and relevant legislation

2. Complete contract negotiations

2.1 Contract documentation is drafted in accordance with relevant legislation, workplace procedures and negotiated conditions of service and supply

2.2 Technical support in the drafting of contracts is accessed where required

2.3 Contract documentation is signed and exchanged between the relevant parties

3. Complete enterprise contract requirements

3.1 Documentation systems are established to ensure traceability of orders and financial transactions

3.2 Workplace systems that require interaction with contractors are identified and actioned

3.3 Quality assurance procedures for supplied goods/services are initiated

3.4 Contract and ancillary documentation is completed and stored in accordance with workplace procedures and, where applicable, regulatory requirements
KEY COMPETENCIES

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<td>2</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 relevant regulations, standards, legal requirements 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 provides leadership of others individually or in teams
Worksite environment

- Work may be undertaken in various work environments in warehousing, storage, transport and distribution industries
- Customers may be internal or external
- Operations may be conducted by day or night
- The workplace environment may involve:
  - twenty-four hour operation
  - single and multi-site location
  - large, medium and small workplaces
- Services, products, risks, work systems and requirements potentially vary in different sections of the enterprise
- Contracts may be for singular or continuous supply of goods and/or services
- Document/data interchange may be electronic or paper-based
- Clients/customers/suppliers may include domestic and international contractors, corporations, individuals and government agencies
- Contract must conform to relevant legislation in regards to issues of probity and fair dealings
- Consultative processes may involve:
  - employees, supervisors and managers
  - contractors
  - suppliers and current or potential clients
  - legal representatives, financial managers, accountants
  - relevant authorities, government departments and institutions
  - representatives of other enterprises and organisations related to the international transfer of freight
  - industrial relations and OHS specialists
  - other professional, maintenance and technical staff
- Communications systems may involve:
  - fixed and mobile telephone
  - radio
  - fax
  - email
  - electronic data transfer of information
  - mail, forms and internal memos
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
  - company procedures
  - enterprise procedures
  - organisational procedures
  - established procedures
<table>
<thead>
<tr>
<th>Sources of information/documents</th>
<th>Documentation/records may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• codes of practice and regulations relevant to the transport and distribution contractual arrangements</td>
<td></td>
</tr>
<tr>
<td>• legal and contract documentation</td>
<td></td>
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<tr>
<td>• workplace operating procedures and policies</td>
<td></td>
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<tr>
<td>• operations manuals, job specifications and procedures and induction documentation</td>
<td></td>
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<tr>
<td>• supplier and/or client instructions</td>
<td></td>
</tr>
<tr>
<td>• Australian and International standards, criteria and certification requirements</td>
<td></td>
</tr>
<tr>
<td>• communications technology equipment and oral, aural or signed communications</td>
<td></td>
</tr>
<tr>
<td>• quality assurance standards and procedures</td>
<td></td>
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<tr>
<td>• emergency procedures</td>
<td></td>
</tr>
<tr>
<td>• relevant competency standards and training materials</td>
<td></td>
</tr>
<tr>
<td>• QA plans, data and document control</td>
<td></td>
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<tr>
<td>• conditions of service, legislation and industrial agreements including workplace agreements and awards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Applicable regulations and legislation</th>
<th>Applicable procedures and codes may include:</th>
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</thead>
<tbody>
<tr>
<td>• regulations and codes of practice relevant to contractual arrangements</td>
<td></td>
</tr>
<tr>
<td>• Australian and international regulations and codes of practice for the handling and transfer of dangerous goods and hazardous substances</td>
<td></td>
</tr>
<tr>
<td>• relevant financial regulations</td>
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</tr>
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<td>• Australian and international standards and certification requirements</td>
<td></td>
</tr>
<tr>
<td>• relevant State/Territory OHS legislation</td>
<td></td>
</tr>
<tr>
<td>• relevant State/Territory environmental protection legislation</td>
<td></td>
</tr>
<tr>
<td>• relevant licence or permit requirements and associated regulations</td>
<td></td>
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<tr>
<td>• relevant Workplace Relations legislation</td>
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<tr>
<td>• relevant Workers Compensation legislation</td>
<td></td>
</tr>
<tr>
<td>• Equal Opportunity, Equal Employment Opportunity and Affirmative Action legislation</td>
<td></td>
</tr>
</tbody>
</table>
EVIDENCE GUIDE

Critical aspects of evidence to be considered
• Assessment must confirm appropriate knowledge and skills to:
  • complete and formalise contract negotiations
  • identify opportunities for improvements to supply operations and negotiate changes with contractor
  • mediate and resolve issues surrounding contracted supply of services, equipment or goods, maximising positive outcomes for the organisation and the individuals within it
  • identify requirements of tasks and organise planning, job completion and evaluation stages
  • locate, interpret and apply relevant information
  • provide customer/client service and work effectively with others
  • 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
Required knowledge and skills

- Regulations, codes of practice and legal requirements relevant to contractual arrangements
- Relevant OHS and environmental protection procedures and regulations
- Workplace procedures for the negotiation of a contract
- Problems that may occur during the negotiation of a contract and action that can be taken to report or resolve the problems
- Risks that may exist when negotiating a contract and ways of controlling the risks involved
- Operational knowledge and understanding may include:
  - focus of operation supply arrangements, resources, management and workplace operating systems
  - contract law
  - contract formulation and negotiation
  - workplace business policies and plans including procedures for maintenance of confidentiality
  - equipment applications, capacities, and configurations
  - resource availability including the competencies of individuals in the team/group
  - understanding and knowledge of the application of current competencies within functional activity
  - relevant contract documentation requirements
- Ability to:
  - prioritise work and coordinate self and others in relation to workplace activities
  - access, read and interpret contractual documents, regulatory requirements and workplace policies and procedures
  - identify and solve problems that may arise when negotiating a contract
  - provide leadership to others
  - plan and organise work activities
  - select and apply appropriate technology and information systems
  - 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 negotiate a contract, and/or
  - negotiate a contract in an appropriate range of operational transport, warehousing, storage and distribution contexts involving relevant systems, personnel, equipment, work instructions and deadlines
Consistency in performance

- Applies underpinning knowledge and skills when:
  - completing and formalising contract negotiations
  - identifying opportunities for improvements to supply operations and negotiating changes with contractor
  - mediating and resolving issues surrounding contracted supply of services, equipment or goods
- Shows evidence of application of relevant workplace procedures including:
  - relevant codes of practice and legislative requirements including local and international freight regulations
  - OHS and environmental protection policies and procedures
  - workplace procedures and instructions
  - issue resolution procedures
- When allocating tasks consistently considers 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 contractual 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
**THTFAT01B**

**Unit Descriptor**

**Provide on-site information and assistance**

This unit deals with the skills and knowledge required to access and interpret information on the attraction's current activities, to provide assistance to customers and to promote the attraction's services. This unit applies to operational staff working in attractions but may also be relevant to similar enterprises such as resorts.

**Unit Sector**

No Sector Assigned

---

**ELEMENT**

**PERFORMANCE CRITERIA**

1. **Access and update attraction/theme park information**

   1.1 Access and update information in accordance with enterprise procedures and systems.

   1.2 Incorporate information into day-to-day working activities to support quality of service and standards within the attraction/theme park.

   1.3 Share information with colleagues to support efficiency of operations.

2. **Provide assistance and information**

   2.1 Identify information and assistance needs of different customers accurately, including those with special needs or disabilities.

   2.2 Provide customers with required and requested information and assistance.

   2.3 Consider health and safety requirements and enterprise customer service standards when providing information and assistance.

   2.4 Promote services available within the attraction/theme park to customers.
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 = 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>Providing information on and promoting a new internal venue within an attraction to customers.</td>
<td>1</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Collecting and reviewing current product information sheets for the attraction and understanding their content.</td>
<td>1</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Setting up a reference manual for all the types of activities happening within the attraction.</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Sharing information with colleagues about a new product or service operating within the attraction.</td>
<td>1</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Providing a simple quote on any extra costs a customer might incur once inside the attraction.</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Assisting lost visitors to find the correct internal venue within an attraction.</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Using the enterprise computer to access costs on new products or activities.</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

This unit applies to the tourist attractions and theme park sector of the tourism industry. The following explanations identify how this unit may be applied in different workplaces and circumstances.

**Information and assistance provided to customers may include**

- general information on the attraction or theme park
- times of activities or events
- directions within the venue
- facilities for those with special needs.

**Information may include**

- new activities/events
- new procedures/systems
- changes within the operation of the attraction/theme park
- promotional activities
- new customers/client groups
- risk management issues/procedures.

**Information could be accessed and updated in a number of ways including**

- staff noticeboards
- leaflets and brochures
- team meetings
- internal newsletters
- discussions with colleagues.
EVIDENCE GUIDE

Essential Knowledge and Skills to Be Assessed

The following skills and knowledge must be assessed as part of this unit:

- sources of customers for an attraction/theme park and the role of attractions/theme parks within the tourism industry
- the roles of different departments within an attraction/theme park
- information systems within attractions/theme parks for both customers and staff.

Linkages to Other Units

This unit has strong linkages to the range of Attractions and Theme Park units. It underpins effective performance in a range of operational activities and combined assessment is recommended. Depending on the enterprise circumstances, this unit could be assessed with any of the attractions and theme park units and could also be assessed with other units such as:

- THHCOR01B Work with colleagues and customers
- TTHGCS01B Develop and update local knowledge.

Critical Aspects of Assessment

Evidence of the following is critical:

- knowledge of the role of attractions and theme parks within the tourism industry
- knowledge of and ability to use information systems within attractions/theme parks

Context of Assessment and Resource Implications

Assessment must ensure:

- project or work activities that allow the candidate to provide information on one or more attractions to meet varying customer needs
- interaction with others in the provision of information to demonstrate the appropriate interpersonal skills
- use of current attraction product information documents.
Assessment Methods

Assessment methods must be chosen to ensure that the skills required to provide on site information and assistance can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of the candidate providing assistance and information
- case studies to assess ability to source a range of different types of information for different purposes
- written and oral questioning or interview to test knowledge of the sources of information and the role of information systems within the attraction or theme park
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
THTFTG01B Work as a guide

Unit Descriptor
This unit deals with the skills and knowledge which underpin effective performance as a guide. It covers key legal, ethical, safety and professional development issues that must be considered by guides in their day-to-day work. As such it underpins all other guiding units.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Apply knowledge of the guiding sector
   1.1 Conduct day-to-day guiding activities in a manner which takes account of the roles and responsibilities of different types of guides.
   1.2 Identify key guide information sources and contacts correctly.
   1.3 Use industry knowledge and guide networks to enhance the quality of guiding services provided to customers.

2. Guide tours according to legal, ethical and safety requirements
   2.1 Conduct day-to-day guiding activities in accordance with the legal requirements governing the industry.
   2.2 Guide tours according to the general ethics of guiding and the specific ethical considerations for particular contexts.
   2.3 Guide tours according to safety requirements and in a manner which minimises risk to customers and colleagues.
   2.4 Guide tours in a manner that minimises any negative impact on the social or natural environment.

3. Develop guiding skills and knowledge
   3.1 Identify and use opportunities to update the knowledge and skills required by guides.
   3.2 Identify and access sources of assistance and support for guides when required.
   3.3 Share knowledge with colleagues to enhance the quality of service provided to customers.

4. Communicate with tourism industry operators in English
   4.1 Articulate information clearly using industry acceptable language.
   4.2 Achieve mutual understanding and agree on details relevant to guiding activities.
   4.3 Provide accurate information and explanations about customer requirements and any special requests.
   4.4 Communicate according to social, cultural and business requirements.
   4.5 Identify the nature and key facts of operational problems and provide an appropriate solution by consulting and openly communicating with the tourism operator.
**KEY COMPETENCIES**

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

<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>Providing a briefing to customers on appropriate behaviour at a site of cultural interest</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Researching an itinerary to evaluate potential safety implications and requirements</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Organising a program of professional development activities for the upcoming year</td>
<td>1</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Liaising with other guides when working on a program involving multiple guides</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>not applicable</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Responding to a situation where a customer sustains an injury on tour</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Maintaining a computerised database of industry contacts</td>
<td>2</td>
</tr>
</tbody>
</table>

**RANGE STATEMENT**

This unit applies to guides working in all sectors of the tourism industry.

The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances.

**General and specific ethical considerations may include**
- truth and honesty regarding all information given to customers
- provision of services as promoted
- ethical dealings with local communities
- relationships with industry colleagues, customers and suppliers
- cultural considerations
- environmental considerations and sustainable practice.

**Opportunities to update knowledge and skills and key guide information sources may include**
- industry seminars
- training courses
- familiarization tours
- participation/membership in professional guide associations
- formal and informal research
- Internet research.
Tourism operators may be

- coach company
- tour operator
- cruise operators
- airlines
- accommodation provider
- food and beverage outlet
- attraction or theme park
- inbound tour operators
- other guides.

Social, cultural and business requirements may relate to

- body language
- cultural customs and mores.

Industry acceptable language refers to commonly-used industry terminology and commonly used English.

EVIDENCE GUIDE

Essential Skills and Knowledge to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- general knowledge of the tourism industry and in particular the tour operations/wholesaling sector and the way that guiding fits into the tourism industry
- roles, responsibilities and career paths for different types of guides including tourist guides, tour manager, site guides, adventure guides, meet and greet guides, city hosts and driver guides
- industry associations and the services they provide to guides
- legal and liability issues that specifically affect guiding operations including:
  - consumer protection laws
  - licensing
  - public liability and the guide's duty of care
  - environmental legislation
- safety issues that specifically affect guiding operations in particular contexts
- key factors to consider in minimising negative impacts on the social and natural environments in which tours take place
- knowledge of the social, cultural and business conventions applicable to working as a guide
- speaking and listening skills in order to carry out predictable and creative communication involving daily transactions and interactions of a non-routine and varied nature in English.

Linkages to Other Units

This unit underpins all other guiding units and combined training and assessment is appropriate.

This unit could also be assessed or trained as an extension of unit THTTCO01B Develop and update tourism industry knowledge.
Critical Aspects of Assessment

Evidence of the following is critical:

- broad knowledge of the roles and responsibilities of different types of guide
- knowledge of the legal, ethical and safety issues to be considered in specific guiding contexts
- speaking and listening skills sufficient to communicate with industry colleagues in English and achieve mutual understanding on day-to-day operational requirements
- ability to apply knowledge to specific guiding contexts.

Context of Assessment and Resource Implications

Assessment must ensure:

- application of knowledge to specific guiding contexts
- communication in English on practical guiding matters.

Assessment Methods

Assessment methods must be chosen to ensure that the application of knowledge to guiding activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- case studies and problem solving to assess application of knowledge to different guiding situations and contexts
- role-plays to assess the candidate's ability to communicate in English on practical guiding issues
- questions to assess knowledge of different guide roles and legal issues
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
THTFTG07B Research and share general information on Australian indigenous cultures

Unit Descriptor
This unit deals with the skills and knowledge required to research and share information about Australian Indigenous societies in a culturally-appropriate way. It focuses on information that is widely available to the general community. The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of culturally appropriate behaviour and local community consultation. This unit does not include in-depth interpretation of local Australian Indigenous cultures.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Research general information on Australian indigenous cultures
   1.1 Identify sources of information about Australian Indigenous cultures correctly.
   1.2 Interpret written sources of information accurately, extract the required information and check with local communities prior to use.
   1.3 Access information from other than written sources in a culturally appropriate way.
   1.4 Contact appropriate community members and seek guidance on how information should be used in a tourism context.
   1.5 Demonstrate behaviour which shows respect for local Australian Indigenous culture and customs and follow correct protocols when seeking information.
   1.6 Share knowledge gained with work colleagues to increase cultural awareness and understanding in the organisation.

2. Share general information with customers on Australian indigenous cultures
   2.1 Identify and use indigenous interpreters where possible and within scope of individual responsibility.
   2.2 Provide customers with guidance on appropriate behaviours when interacting with indigenous interpreters or communities.
   2.3 Share accurate information with customers.
   2.4 Include reference to the diversity of Australian indigenous cultures when sharing information.
   2.5 Share information in a manner which shows respect for local community values and customs.
   2.6 Share information in a manner which enhances customer understanding of Australian indigenous cultures.
   2.7 Answer customer questions in a polite and friendly manner and in accordance with community wishes about what information can be shared with customers.
   2.8 Respond to culturally inappropriate customer behaviour promptly and in a manner that minimises the likelihood of offence being taken by all parties.
KEY COMPETENCIES

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

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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>Answering a customer question on a topic of great cultural sensitivity for the local Australian Indigenous community</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Collecting, evaluating and checking information from different sources</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Organising a research program in preparation for a specific tour focussing on Australia’s indigenous culture</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Developing and maintaining rapport with representatives of the local Australian Indigenous community</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>Dealing with inappropriate customer behaviour at a cultural site</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Recording information on a computer</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

This unit applies to guides working in all sectors of the tourism industry.

The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances.

In this unit, information refers to the range of information that is generally available to the wider community.

Research may include

- talking and listening to Australian Indigenous people
- organising information from personal memory and experiences
- watching TV, videos and films
- listening to radio
- reading books and other references
- Internet
- museum research.

Information may be about

- Australian Indigenous countries across Australia
- specific Australian Indigenous countries.
Information may cover but is not limited to the following topics

- history, pre and post European contact
- traditional life and culture
- contemporary indigenous life and culture
- art and music
- dance
- bushcraft/bushfood/bush medicine
- tools and implements
- land ownership
- cultural sites.

Cultural sites may include

- galleries
- cultural centres
- natural sites
- occupation sites (eg middens).

EVIDENCE GUIDE

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- methods of researching and recording information generally available about Australian indigenous cultures
- protocols for sharing information about Australian indigenous cultures
- copyright and intellectual property issues associate with the sharing of information
- communication skills, including cross cultural skills and awareness of communication from an indigenous perspective.

Linkages to Other Units

This unit has strong linkages to a range of other guiding and tour operations units and combined assessment and/or training would be appropriate. Examples are:

- THTFTG08B Interpret aspects of local Australian indigenous culture
- THTFTG06B Prepare and present interpretive tour commentaries and activities

Critical Aspects of Assessment

Evidence of the following is critical:

- knowledge of the protocols that apply to researching and sharing information generally available about Australian Indigenous cultures
- ability to research and share information in a culturally appropriate way
- general knowledge of Australian Indigenous cultures as appropriate to the region.
- Assessment must take account of the fact that some guides may have gained all of their knowledge and skill in this unit through general life experience.
Context of Assessment and Resource Implications

Assessment must ensure:

- involvement of appropriate people accepted by the local community in the assessment process
- interaction with Australian Indigenous Communities to obtain information
- sharing of information with a customer group within a commercially-realistic and operational guiding environment (eg at a tourist site, on a coach tour).

Assessment Methods

Assessment methods must be chosen to ensure that the ability to source and share information in a culturally appropriate way can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of the candidate sharing information about Australian Indigenous culture with customers
- oral or written questions or interview to evaluate the process undertaken by the candidate to source information
- case studies to assess ability to apply correct protocols to particular situations
- oral or written questions to assess knowledge of protocols and other issues
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
THTFTG08B Interpret aspects of local Australian indigenous culture

Unit Descriptor
This unit deals with the skills and knowledge required to interpret different aspects of local Australian Indigenous cultures in a tourism context. This unit focuses on an in-depth interpretation of a specific local culture. It is this in-depth, localised interpretation that distinguishes this unit from Unit THTFTG07B.

The unit recognises that there is no single Australian Indigenous culture and emphasises the importance of in-depth local cultural knowledge, appropriate behaviour and local community consultation. The local cultural knowledge necessary to achieve competency in this unit may only be accessible to those individuals who identify as elders and who are authorised by local elders on behalf of their communities.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Consult with the local community
   1.1 Consult appropriate community members about cultural tourism activities including:
       1.1.1 information which can be shared
       1.1.2 who can give information to whom
       1.1.3 who can receive the information
       1.1.4 what activities are appropriate and who should be involved.
   1.2 Plan and conduct tourism activities in accordance with the needs and wishes of the local community.
   1.3 Identify potential conflicts within the local community in relation to tourism activities and seek solutions through appropriate consultation.

2. Interpret aspects of Australian Indigenous culture for customers
   2.1 Interpret cultural aspects for customers to the level of depth that is appropriate for the guide and the particular customer.
   2.2 Take account of any copyright and intellectual property requirements in cultural interpretation.
   2.3 Brief customers on culturally appropriate behaviour.
   2.4 Make customers aware of copyright and intellectual property issues that may affect their own future behaviour.
   2.5 Show respect for Australian Indigenous culture and values through appropriate personal behaviour during activities.
   2.6 Show customers traditional and contemporary practices when appropriate, and in a manner which enhances their understanding of Australian Indigenous culture.
   2.7 Use local language correctly and share with customers when appropriate.
   2.8 Invite customers to actively participate and share in the cultural experience when appropriate.
KEY COMPETENCIES

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

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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>Developing an appropriate activity to provide cultural interpretation</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Developing an appropriate interpretive activity for a particular group at a particular site</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Organising the practical aspects of conducting an activity at a given site</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Liaising with elders on possible cultural activities</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>Resolving a situation where the local community has some objection to a proposed activity</td>
<td>2</td>
</tr>
<tr>
<td>Using technology</td>
<td>Using audio-visual aids to enhance an activity</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

This unit applies to guides working in all sectors of the tourism industry.

The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances.

There are many different indigenous language groups in Australia, therefore focus of cultural interpretation will vary and should ultimately be decided in consultation with elders on behalf of the local community. It may include:

- art
- dance
- music
- storytelling
- tools and implements
- bush foods and medicine.

Cultural sites may include:

- galleries
- cultural centres
- natural sites.

This unit deals with complex and interrelated elements of indigenous culture which are the cultural and intellectual properties of specific communities. These may only be interpreted by persons authorised by a local tribal elder, on behalf of their community.
EVIDENCE GUIDE

**Essential Knowledge and Skills to be Assessed**

The following knowledge and skills must be assessed as part of this unit:

- in-depth knowledge and understanding of Australian Indigenous culture as it relates to the region of work
- protocols for the sharing of information about specific local Australian Indigenous cultures
- copyright and intellectual property issues
- communication skills, from an indigenous and non-indigenous perspective.

**Linkages to Other Units**

This unit has strong linkages to a range of other guiding and tour operations units and combined assessment and/or training may be appropriate. Examples are:

- THTFTG07B Research and share general information on Australian indigenous cultures
- THTFTG06B Prepare and present tour commentaries or activities

**Critical Aspects of Assessment**

Evidence of the following is critical:

- in-depth knowledge and understanding of Australian Indigenous cultures as appropriate to the region
- ability to provide cultural interpretation for customers in a culturally appropriate and respectful manner.

Assessment should take account of the fact that some guides may have gained all of their knowledge and skill in this unit through general life experience.

**Context of Assessment and Resource Implications**

Assessment must ensure:

- involvement of persons approved of by elders of the relevant local community in the assessment process
- interpretation for a customer group within a commercially-realistic and operational guiding environment (e.g., at a tourist site, on a coach tour)
- access to appropriate sites and locations.

**Assessment Methods**

Assessment methods must be chosen to ensure that ability to interpret aspects of the local culture can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

For this unit, methods would be chosen by elders or those approved of by elders of the relevant local community.
THTFTG14A Prepare specialised interpretive content (cultural and heritage environments)

**Unit Descriptor**
This unit describes the skills and knowledge required to research and update the specialised information required by some guides. For example, guides who work in cultural centres will require specific information related to the centre's cultural focus. General knowledge (eg about Australia and a given region) is covered in the unit THTFTG03B Develop and maintain the general knowledge required by guides. The essential knowledge base for this unit will vary according to local industry needs, and it is vital that any training take account of these. Funding and hours allocated to training must reflect the breadth and depth of knowledge required to meet the specific requirements of local tourism industry employers.

**Unit Sector**
No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| 1. Research specialised information for presentation | 1.1 Identify correctly the key sources of information on a specialised topic.  
1.2 Use formal and informal research techniques correctly and appropriately to access current, accurate and relevant information on a specialised topic.  
1.3 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues.  
1.4 Make subjects of potential customer interest the focus of research activities. |
| 2. Prepare specialised information for guiding activities | 2.1 Organise information in a manner which reflects the needs of customers and the way in which information may be presented during a guiding or interpretive activity.  
2.2 Identify and develop interpretive themes and messages from research to meet specific customer needs. |
| 3. Update knowledge of specialised information | 3.1 Identify and use opportunities to maintain current knowledge about a specialised topic.  
3.2 Incorporate updated knowledge into day-to-day guiding activities. |
KEY COMPETENCIES

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

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<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Integrating information into a commentary or interpretive activity</td>
<td>2</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Reviewing original historical documentation to assess how it may be used in a customer activity</td>
<td>2</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Developing an information reference and updating system</td>
<td>2</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Discussing changing customer trends and interests with fellow guides</td>
<td>2</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>not applicable</td>
<td>-</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Resolving a situation where two sources provide conflicting information</td>
<td>1</td>
</tr>
<tr>
<td>Using technology</td>
<td>Using the Internet to access current information on a given topic or location</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

This unit applies to guides working in all sectors of the tourism industry.

The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances.

**Informal and formal research may include**

- talking and listening to local experts
- talking and listening to traditional owners
- personal observation/exploration
- watching TV, videos and films
- listening to radio
- browsing the web
- reading newspapers, books and other references
- membership of professional associations
- undertaking formal study
- community groups (eg historical societies).

All of the above represent key sources of information and opportunities to update knowledge.

The knowledge requirements for this unit will vary according to the area of specialisation and local workplace conditions. Knowledge should be tailored according to local needs.
Cultural/Heritage Environments may be natural or built and may include

• museums
• historic theme parks
• art galleries
• aboriginal art or occupation sites
• cultural centres
• heritage trails
• historic localities or regions
• pre-historic/fossil sites.

EVIDENCE GUIDE

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

• relationship between the guide's interpretation of knowledge and the quality of the customer experience
• research techniques for acquiring and maintaining current knowledge of a specialised topic
• detailed knowledge of a specific environment of visitor interest to a level of depth sufficient to provide a guided tour of the environment, including:
  • how the environment developed/evolved
  • historically and culturally significant features of the environment, including details of any exhibits, displays or performances
  • individuals associated with the environment, their roles and impacts
  • role of the environment within the local community, both past and present
  • relationship of the specific environment to the past/current Australian culture and history
  • nature and extent of visitation to the environment
  • current management and operating details for the environment.

Linkages to Other Units

This unit must be assessed with the following unit. This unit describes the skills and knowledge that are essential to this unit of competence:

• THTFTG06B Prepare and present tour commentaries or activities

This unit also underpins effective performance in all other guiding units and combined assessment and/or training with those units is strongly recommended to avoid an inappropriate focus on assessment of bodies of knowledge unrelated to the needs of customers.
Critical Aspects of Assessment

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

- knowledge of one or more cultural/heritage environments as specified in the Evidence Guide and to a level of depth and familiarity sufficient to:
  - develop a coherent and interesting interpretation for customers
  - answer the typical questions asked by customers on the given topic
  - ability to source and update relevant information to meet differing customer needs and to incorporate this information in interpretive commentaries and activities.

Context of Assessment and Resource Implications

Assessment must ensure:

- demonstration of knowledge through the presentation of an interpretive commentary or activity within an operational and commercially realistic guiding environment (within a cultural centre, gallery, national park)
- interaction with and involvement of a customer group (of appropriate size and nature for the local workplace) with whom knowledge can be shared
- presentation of activity or commentary on more than one topic and within more than one environment to ensure that knowledge and skills can be adapted to different guiding contexts.

Assessment Methods

Assessment methods must be chosen to ensure that the application of knowledge to guiding and interpretive activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- direct observation of the candidate using knowledge to deliver an interpretive commentary or activity
- questioning of group members on their response to the candidate's breadth of knowledge and ability to deliver that knowledge in an interesting way
- review of a research portfolio to assess the candidate's ability to research current and accurate information
- oral and written questions to assess the way in which the research process has been used
- oral or written questions to assess key knowledge detailed in the Evidence Guide
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
THTPPD05B Plan and develop interpretive activities

Unit Descriptor
This unit deals with the skills and knowledge required to plan and develop interpretive activities for different customer groups. Senior guides or senior activities co-ordinators would generally undertake this role. It is particularly relevant for those developing activities within tour operations, attractions/theme parks and national parks.

The actual presentation of activities is covered in unit THTFTG06B Prepare and present interpretive tour commentaries or activities.

Unit Sector
No Sector Assigned

ELEMENT PERFORMANCE CRITERIA

1. Establish need for activity 1.1 Identify the need for the activity, based on customer requests, customer feedback, product development initiatives and wider community needs.
1.2 Establish educational, interpretive and commercial objectives of the activity in consultation with appropriate colleagues.

2. Develop the activity 2.1 Identify and develop possible themes and messages for the activity.
2.2 Identify and access a range of potential information and resources in a manner which is culturally and environmentally appropriate, including other specialists as required.
2.3 Develop activity according to the principles of interpretation using creative communication techniques.
2.4 Undertake a risk audit and incorporate into activity development.
2.5 Select messages and supporting information of appropriate breadth and depth to meet customer needs.
2.6 Develop resources to support the activity within designated timelines.
2.7 Develop activity within budget to meet agreed objectives in consultation with colleagues.
2.8 Promote activity in conjunction with relevant colleagues and according to organisation marketing objectives.

3. Evaluate activity 3.1 Obtain formal and informal feedback from customers and colleagues during piloting or conduct of the activity.
3.2 Modify activity according to feedback received.
3.3 Establish and implement ongoing review mechanisms to ensure continuous improvement of activity according to its objectives.
KEY COMPETENCIES

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

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<th>Example of Application</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating ideas and information</td>
<td>Developing creative ways of communicating message to customers</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Collecting and analysing information to inform the development process</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Integrating the components of an activity to meet time and other practical operational limitations</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Holding a brainstorming session with colleagues on possible approaches to an activity</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Calculating costs of the activity</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Developing creative solutions to address resource shortages</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Integrating audio-visual elements into the activity</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

This unit applies to many tourism and hospitality industry sectors and is particularly relevant to guides working in a natural or cultural heritage environments. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Activities may include
- guided walks
- guided site activities
- touring activities
- sporting activities.

One or more activities may be combined in an overall tour program.

Interpretive activities relate to an enormous range of subjects. Examples are
- wildlife
- domestic/farm animals
- birds
- history and heritage
- culture
- art
- natural environment
- built environment
- sports
- festivals / seasonal themes.
Resources may include

• natural resources
• microphone
• AV equipment
• overhead projector/transparencies
• video & video monitor
• slides/slide projector
• handouts
• costumes
• props
• actors/performers
• guest speakers
• special interest organisations.

Other specialists may include

• subject matter experts
• cultural advisers
• technical experts
• creative designers
• actors/performers
• marketers
• environmental educators
• interpretation consultants.
EVIDENCE GUIDE

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- detailed knowledge and understanding of interpretation principles (from Tilden, Interpreting Our Heritage)
- interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile
- information, as such, is not interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information
- interpretation is an art which combines many arts, whether the materials presented are scientific, historical or architectural
- the chief aim of interpretation is not instruction, but provocation
- interpretation should aim to present a whole rather than a part, and must address itself to the whole person rather than any phase
- interpretation addressed to children should not be a dilution of the presentation to adults, but should follow a fundamentally different approach
- creative communication techniques for interpretive activities including story-telling, role-playing, games, sensory awareness exercises and illustrated talks
- principles and processes which support activity development
- in-depth knowledge of subject matter around which the activity is developed.

Linkages to Other Units

This unit has linkages to a range of other units and combined training and assessment may be appropriate. For example:

- THTFTG06B Prepare and present tour commentaries or activities
- THTFTG03B Develop and maintain the general knowledge required by guides
- THTFTG12A Prepare specialised interpretive content (flora, fauna and landscape)
- THTFTG13A Prepare specialised interpretive content (marine environments)
- THTFTG14A Prepare specialised interpretive content (cultural and heritage environments)
Critical Aspects of Assessment

Evidence of the following is critical:

- ability to apply the total development and evaluation process to an interpretive activity.
- subject knowledge and the ability to apply that knowledge to the development of tourism related interpretive activities.

This unit may involve substantial knowledge of the subject around which the interpretive activity is based and this knowledge must be thoroughly assessed. Assessment should take account of the fact that individuals may have already acquired this knowledge either through formal study or life and work experience. Examples include the scientific qualifications of Ecotour Guides and the recognition systems in relation to cultural knowledge that exist in Aboriginal and Torres Strait Islander societies.

Context of Assessment and Resource Implications

Assessment must ensure:

- project or work activities conducted over a period of time to allow the candidate to develop, pilot and evaluate the activity.
- integration of commercially-realistic constraints for the development process (e.g., budget, tight timeframes, limitations on activity duration).
- access to and use of an appropriate environment for the piloting of the activity (e.g., natural or cultural heritage site).
- involvement of other people to act as the customer group.

Assessment Methods

Assessment methods must be chosen to ensure that the planning and development of an interpretive activity can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- project to develop and evaluate an activity for a nominated customer group or enterprise.
- oral or written questions to assess knowledge of interpretation principles and development processes.
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.
**THTPPD07B Plan and develop culturally appropriate tourism operations**

**Unit Descriptor**
This unit deals with the skills and knowledge required to plan culturally appropriate tourism operations. The unit applies to all tourism operations and is particularly relevant for operations that involve substantial cultural content, the inclusion of visits to culturally sensitive sites or a high level of interaction between people of different cultures. It is an extension of the unit THTPPD01B Create and implement strategic product development initiatives. Managers in the areas of operations, marketing and product development or general management would generally undertake this role.

**Unit Sector**
No Sector Assigned

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>PERFORMANCE CRITERIA</th>
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</table>
| 1. Plan for culturally appropriate tourism operations | 1.1 Identify cultural issues at the commencement of the planning process.  
1.2 Consult individuals and communities in relation to cultural issues which may affect the operation.  
1.3 Consider economic and social impacts in the planning process.  
1.4 Develop strategies to balance economic viability and cultural appropriateness.  
1.5 Consider economic returns to local communities.  
1.6 Investigate and develop ways of managing and minimising negative tourism impacts and maximising positive impacts.  
1.7 Take account of all information made available by the planning process including the need for culturally appropriate operations in developing products. |
| 2. Develop and implement culturally appropriate tourism operations | 2.1 Develop codes of practice and procedures for customers and colleagues which show respect for cultural values.  
2.2 Conduct operations in accordance with codes of practice.  
2.3 Encourage operational participation of individuals from the appropriate culture.  
2.4 Ensure that all customer activities are culturally appropriate.  
2.5 Share information with customers which is culturally appropriate, accurate and avoids cultural stereotyping.  
2.6 Consider copyright and intellectual property issues.  
2.7 Educate colleagues about other cultures and societies.  
2.8 Encourage culturally appropriate behaviours through training and education.  
2.9 Promote the need for culturally appropriate behaviour throughout the organisation and with customers.  
2.10 Use promotional and other materials to inform colleagues and customers about cultural issues. |
| 3. Monitor operations | 3.1 Monitor the standard of operations to ensure culturally appropriate practices are maintained.  
3.2 Conduct regular consultation with individuals and local communities as appropriate.  
3.3 Deal with issues promptly and consider changes to continually improve organisation practices. |
KEY COMPETENCIES

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

<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>Initiating culturally appropriate consultation with key stakeholders</td>
<td>3</td>
</tr>
<tr>
<td>Collecting analysing and organising information</td>
<td>Researching the cultural issues that may impact on a give tourism operation</td>
<td>3</td>
</tr>
<tr>
<td>Planning and organising activities</td>
<td>Adjusting operational procedures to take account of cultural issues</td>
<td>3</td>
</tr>
<tr>
<td>Working with others and in teams</td>
<td>Promoting the need for cultural sensitivity among staff members</td>
<td>3</td>
</tr>
<tr>
<td>Using mathematical ideas and techniques</td>
<td>Estimating potential for improved earnings from enhancing the cultural appropriateness of operations</td>
<td>1</td>
</tr>
<tr>
<td>Solving problems</td>
<td>Developing a response to a complaint about inappropriate behaviour on the part of a staff member</td>
<td>3</td>
</tr>
<tr>
<td>Using technology</td>
<td>Developing a PowerPoint presentation for a staff training session on culturally appropriate behaviour</td>
<td>1</td>
</tr>
</tbody>
</table>

RANGE STATEMENT

This unit applies to all tourism and hospitality industry sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Cultural issues may include
- appropriate activities
- use of cultural information
- access restrictions
- use of appropriate staff
- traditional/contemporary values and customs
- cultural differences in styles of negotiation and communication.

Impacts on communities may include
- positive
  - economic benefits to local community
  - improved local facilities
  - employment opportunities
  - cultural benefits
  - visitor education
  - greater understanding between host and visitor cultures
- negative
  - trivialisation of culture
  - effect on social structures.
Codes of practice and procedures developed by an enterprise may relate to:

- involving appropriate people in both product development and delivery
- developing informal or formal guidance about appropriate staff behaviour in given situations
- selecting appropriate staff for different situations
- guidelines for language skill requirements
- specific guidance on the use of potentially culturally sensitive information
- guidance for negotiating contracts in cross-cultural situations.

EVIDENCE GUIDE

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

- cultural/social impacts of tourism
- copyright and intellectual property issues
- different ways in which enterprises can foster culturally-appropriate product development and product delivery
- cross cultural awareness and knowledge of the specific culture in question
- relevant Federal, State/Territory, local legislation, regulations and by-laws.

Linkages to Other Units

This unit must be assessed with or after the following units. These units describe the skills and knowledge that are essential to this unit of competence:

- THTPPD01B Create and implement strategic product development initiatives.

This unit also has linkages to a range of other product development units and combined training and assessment may be appropriate.

Examples include but are not limited to:

- THTPPD06B Plan and develop ecologically sustainable tourism operations.

Critical Aspects of Assessment

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

- ability to integrate culturally appropriate practices into the overall product development process.

Training and assessment should involve persons from the relevant cultures.
Context of Assessment and Resource Implications

Assessment must ensure:

- project or work activities that allow the candidate to undertake a product development activity that incorporates the need for cultural issues to be considered
- realistic timeframes for the activity so that implementation and monitoring aspects of the unit can be assessed.

Assessment Methods

Assessment methods must be chosen to ensure that effective application of a product development process that integrates the need for cultural appropriateness can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

- project to create, market and monitor a product or service to fellow students or the local community
- case studies/projects to assess the candidate's ability to apply skills and knowledge to improve the cultural appropriateness of existing tourism operations
- case studies to assess application of knowledge of cultural issues to the development of tourism operations and activities
- review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.