



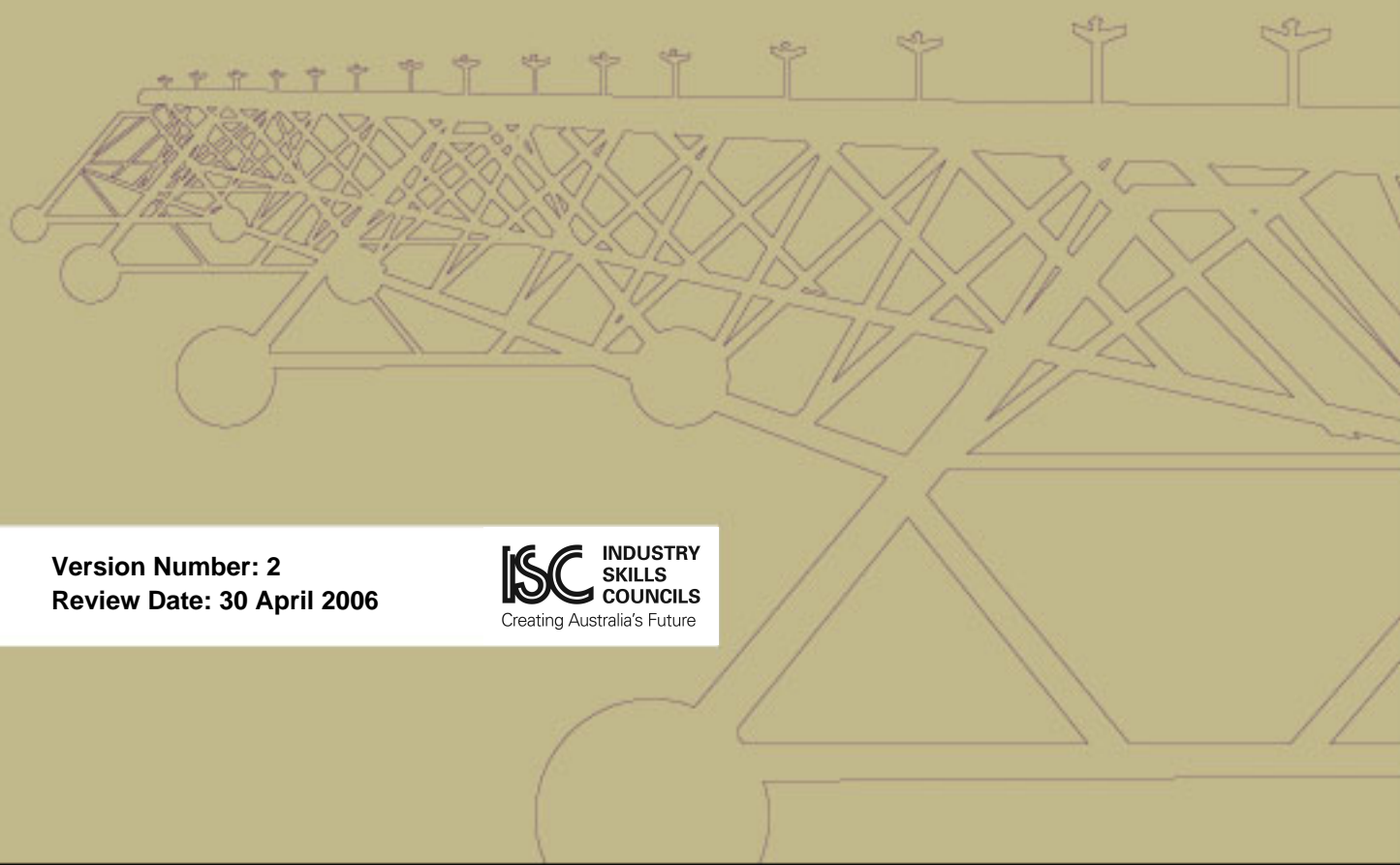
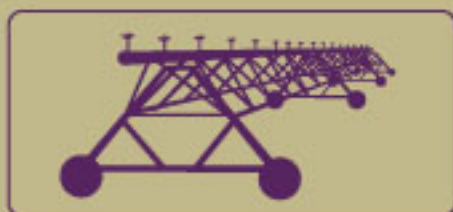
Australian Government
**Department of Education,
Science and Training**



**Agrifood
Industry Skills
Council**

RTE03 Rural Production Training Package

Volume 8 of 8



Version Number: 2
Review Date: 30 April 2006

ISC **INDUSTRY
SKILLS
COUNCILS**
Creating Australia's Future

RTE03 Rural Production Training Package

The contents of this volume refer only to the Endorsed Components of RTE03 Rural Production Training Package. This volume should not be read in isolation but in the context of the Training Package as a whole.

Volume 8 of 8 Rural Production Volume 7b - Units of Competency imported from other Training Packages for additional Sectors

Volume 1: Rural Production Introduction, Qualification Packaging, Assessment Guidelines

Volume 2: Rural Production Units of Competency

Volume 3: Rural Production Units of Competency

Volume 4: Rural Production Units of Competency and Units of Competency Imported from RTD02 Conservation and Land Management Training Package and RTF03 Amenity Horticulture Training Package

Volume 5: Units of Competency Imported from other Training Packages

Volume 6: RTC Common Units of Competency

Volume 7a: Rural Production units of competency for additional sectors

Endorsed by the National Training Quality Council 10 April 2003. This Training Package is to be reviewed by April 2006.

RTE03 - Rural Production Training Package

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Version Modification History

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

Version	Release Date	Comments
2	21/09/2007	<p>Addition of Volumes VIIa and VIIb, including four new qualifications in commercial composting, new suggested pathways and specialisations in alpaca, beekeeping, deer production, emergency disease and plant pest response, fertiliser and soil ameliorant industry operations, mushroom production, olive production and organic production. Further changes include new units of competency, three replacement units of competency, new versions of endorsed units of competency and additional imported units of competency. New versions of endorsed units have replaced original version units in Volumes I, II and III.</p> <p>Assessment Guidelines and Qualifications Framework text updated to conform to new requirements.</p> <p>Addition of descriptive material relating to new sectors added to RTE03 (alpaca, beekeeping, deer production, emergency disease and plant pest response, fertiliser and soil ameliorant, mushroom production, olive production and organic production)</p> <p>Deletion of matrix of units from (former) Part F.</p> <p>Addition of four qualifications in commercial composting (refer Qualifications Framework, Volume I):</p> <ul style="list-style-type: none"> • RTE20807 Certificate II in Commercial Composting • RTE32107 Certificate III in Commercial Composting • RTE40707 Certificate IV in Commercial Composting • RTE50507 Diploma of Commercial Composting. <p>New RTE units added to commercial composting qualifications:</p> <ul style="list-style-type: none"> • RTE2315A Operate a compost bagging process • RTE2506A Assess and receive raw materials for composting • RTE2507A Recognise raw materials, production processes and products on a composting site • RTE2608A Set up, operate and maintain a water delivery system • RTE2709A Recognise and respond to fire emergencies on a composting site • RTE3322A Operate compost processing plant, machinery and equipment • RTE3323A Dispatch materials and composted product • RTE3512A Prepare raw materials and compost the feedstocks • RTE3513A Prepare value-added compost-based products • RTE4027A Develop a soil health and plant nutrition program • RTE4519A Develop a composting recipe

Version	Release Date	Comments
		<ul style="list-style-type: none"> • RTE4520A Plan and schedule compost production • RTE5919A Identify and secure raw materials supply for compost production. <p>Additional imported units from other Training Packages included in the commercial composting qualifications:</p> <ul style="list-style-type: none"> • PMLSAMP200A Collect routine site samples • TDTB397B Carry out vehicle servicing and maintenance • TDTI297C Apply customer service skills • PRMWM15A Move waste using load shifting equipment • MNQOPS339A Conduct sales loader operations • MNQOPS262A Operate medium vehicles • PMLORG301A Plan and conduct laboratory/field work • PMLTEST300B Perform basic tests • TDTE701A Use communications system • PMLTEST406A Perform physical tests • BSBMKG601A Develop marketing strategies • BSBMKG602A Develop a marketing plan • TDTJ798B Conduct internal quality audits • PRMWM43B Develop an environmental management strategy • BSBHR401A Administer human resource systems <p>Addition of new suggested pathways for specialisations:</p> <ul style="list-style-type: none"> • RTE20103 Certificate II in Agriculture, pathways added in alpaca and beekeeping • RTE30103 Certificate III in Agriculture, pathways added in alpaca and beekeeping • RTE40103 Certificate IV in Agriculture, pathways added in alpaca, beekeeping, deer production and organic production • RTE50103 Diploma of Agriculture, pathways added in beekeeping, deer production and organic production • RTE20603 Certificate II in Production Horticulture, pathways added in mushroom production and olive production • RTE31603 Certificate III in Production Horticulture, pathways added in mushroom production and olive production • RTE40503 Certificate IV in Production Horticulture, pathways added in mushroom production and olive production • RTE50303 Diploma of Production Horticulture, pathways added in olive production • RTE31903 Certificate III in Rural Operations, pathway added in fertiliser and soil ameliorant operations. <p>Addition of one new qualification with a suggested pathway page:</p> <ul style="list-style-type: none"> • RTE60307 Advanced Diploma of Production Horticulture specialising in olive production.

Version	Release Date	Comments
		<p>Addition of new units of competency to the suggested pathways and new qualification noted above and to:</p> <ul style="list-style-type: none"> RTE10103 Certificate I in Rural Operations, unit added: <p>RTE1107A Support organic production.</p> <ul style="list-style-type: none"> RTE20103 Certificate II in Agriculture, units added: <p>RTE2031A Handle and move mushroom boxes RTE2032A Water mushroom crops RTE2152A Shear alpacas RTE2153A Carry out alpaca handling and husbandry operations RTE2154A Support alpaca shearing operations RTE2155A Undertake basic skirting of alpaca fleece RTE2156A Support beekeeping work RTE2157A Open and reassemble a beehive RTE2217A Construct and repair beehives RTE2305A Use a bee smoker RTE2505A Perform mushroom substrate process tasks RTE2708A Work effectively in the mushroom industry.</p> <ul style="list-style-type: none"> RTE30103 Certificate III in Agriculture, units added: <p>RTE3150A Class alpaca fleece RTE3151A Mate and monitor reproduction of alpacas RTE3152A Plan and prepare for alpaca shearing RTE3153A Manage honey bee swarms RTE3154A Requeen a honey bee colony RTE3155A Manipulate honey bee brood RTE3156A Rear queen bees RTE3319A Ground spread fertiliser and soil ameliorant RTE3320A Remove a honey crop from a hive RTE3321A Extract honey RTE3407A Identify and report unusual disease or plant pest signs RTE3408A Carry out emergency disease or plant pest control procedures at an infected premises RTE3409A Carry out movement and security procedures RTE3410A Work effectively in an emergency disease or plant pest response</p>

Version	Release Date	Comments
		<p>RTE3415A Manage pests and disease within a honey bee colony</p> <p>RTE3511A Supervise mushroom substrate preparation</p> <p>RTE3818A Develop and apply fertiliser and soil ameliorant product knowledge.</p> <ul style="list-style-type: none"> RTE40103 Certificate IV in Agriculture, units added: <p>RTE4013A Manage mushroom crop development</p> <p>RTE4029A Assess olive oil for style and quality</p> <p>RTE4113A Handle, store and grade deer velvet</p> <p>RTE4121A Select and establish an apiary site</p> <p>RTE4122A Produce and harvest royal jelly</p> <p>RTE4126A Oversee alpaca farm activities</p> <p>RTE4128A Provide bee pollination services</p> <p>RTE4130A Trap and store pollen</p> <p>RTE4131A Collect and store propolis</p> <p>RTE4132A Perform queen bee artificial insemination</p> <p>RTE4133A Manage organic livestock production</p> <p>RTE4408A Supervise activities on infected premises</p> <p>RTE4409A Carry out field surveillance for a specific emergency disease or plant pest</p> <p>RTE4515A Manage mushroom substrate preparation</p> <p>RTE4516A Control Phase II mushroom substrate process</p> <p>RTE4517A Manage organic soil improvement</p> <p>RTE4518A Manage biodynamic production</p> <p>RTE4814A Provide information and referrals on environmentally responsible fertiliser and soil ameliorant use</p> <p>RTE4920A Develop harvesting and processing specifications to produce an olive oil.</p> <ul style="list-style-type: none"> RTE50103 Diploma of Agriculture, units added: <p>RTE5105A Comply with deer industry national velvet accreditation requirements</p> <p>RTE5108A Harvest deer velvet</p> <p>RTE5406A Manage the implementation of an emergency disease or plant pest control program</p> <p>RTE5407A Manage active operational emergency disease or plant pest sites</p> <p>RTE5526A Develop an organic management plan</p>

Version	Release Date	Comments
		<p>RTE5527A Conduct environment and food safety risk assessment of plant nutrition and soil fertility programs</p> <p>RTE5923A Prepare the enterprise for organic certification</p> <p>RTE5924A Research and apply rural industry knowledge.</p> <ul style="list-style-type: none"> RTE60103 Advanced Diploma of Agriculture, units added: <p>RTE6401A Plan and oversee an emergency disease or plant pest control program</p> <p>RTE6402A Develop a plant pest survey strategy</p> <p>RTE6403A Develop a plant pest destruction strategy.</p> <p>Updated units of competency included in qualifications and suggested pathways for specialisations:</p> <ul style="list-style-type: none"> RTE2113B Monitor livestock to parturition RTE2124B Carry out birthing duties RTE2128B Provide feed for livestock RTE2131B Care for health and welfare of livestock RTE2503B Observe and report on weather RTE2707B Follow site quarantine procedures RTE2902B Collect and record production data RTE3115B Implement livestock husbandry practices RTE3121B Prepare animals for parturition RTE3124B Rear newborn and young livestock RTE3133B Prepare livestock for competition RTE3138B Determine wool characteristics RTE3504B Collect samples for a rural production or horticulture monitoring program. <p>Units deleted from qualifications and suggested pathways for specialisations and replaced with new units:</p> <ul style="list-style-type: none"> RTF4004A Develop a plant nutrition program deleted and replaced with RTE4027A Develop a soil health and plant nutrition program RTE2003A Carry out postharvest operations deleted and replaced with RTE2033A Carry out post-harvest operations RTE4012A Supervise horticultural crop harvesting deleted and replaced with RTE4028A Implement and monitor a horticultural crop harvesting program. <p>Additional units of competency imported from other Training Packages to the suggested pathways and new qualification noted above:</p> <ul style="list-style-type: none"> BSBCMN304A Contribute to personal skill development and learning BSBCMN305A Organise workplace information BSBFLM404A Lead work teams BSBFLM507A Manage quality customer service BSBFLM511A Develop a workplace learning environment

Version	Release Date	Comments
		<ul style="list-style-type: none"> • BSBHR401A Administer human resource system • BSBMKG601A Develop marketing strategies • BSBMKG602A Develop a marketing plan • FDFCORFSY2A Implement the food safety program and procedures • FDFCORQAS2A Implement quality systems and procedures • FDFCORQFS3A Monitor the implementation of quality and food safety programs • FDFHYCH2A Operate a creamed honey manufacture process • FDFOPTHCP3A Participate in a HACCP team • FDFOPTISP2A Implement sampling procedures • FDFZCSCS2A Clean and sanitize equipment • FDFZCSCIP2A Clean equipment in place • FDFZPKPP2A Operate a packaging process • FPIFGM139A Operate a 4X4 vehicle in off-road conditions • FPICOT3231A Operate steam boiler • MNMOLH305A Conduct front end loader operations • MNQOPS339A Conduct sales loader operations • MNQOPS262A Operate medium vehicles • PMLSAMP200A Collect routine site samples • PMLSAMP400B Obtain representative samples in accordance with sampling plan • PMLTEST300B Perform basic tests • PMLTEST406A Perform physical tests • PRMPFES03B Safely move materials and loads in the workplace • PRMWM04B Develop waste management strategies <p>PRMWM07B Implement waste management plan</p> <p>PRMWM15A Move waste using load shifting equipment</p> <p>PRMWM43B Develop an environmental management strategy</p> <p>PRMWM45B Develop site safety plan</p> <p>PRSSO323A Lead small teams</p> <p>PSPGOV307B Organise workplace information</p> <p>PSPGOV417A Identify and treat risks</p> <p>PSPPA601A Manage public affairs</p> <p>PSPPM405A Administer simple projects</p> <p>PUACOM001B Communicate in the workplace</p> <p>PUADEFRM205A Manage emergency operations</p> <p>PUAOPE001A Supervise response</p> <p>PUAOPE005A Manage a multi-team emergency response</p> <p>PUAOPE006A Control multi-agency emergency situations</p> <p>PUAOPE007A Command emergency personnel within a</p>

Version	Release Date	Comments
		<p>multi-agency emergency response</p> <p>PUAOPE008A Coordinate resources within a multi-agency emergency response</p> <p>PUAPOL017A Plan and develop strategies to support organisational policy</p> <p>PUAWER001A Identify, prevent and report potential workplace emergency situations</p> <p>RTF2001A Apply a range of treatments to trees</p> <p>RTF2017A Prune shrubs and small trees</p> <p>RTF3017A Implement a tree pruning program</p> <p>RTF4514A Develop soil survey maps</p> <p>RUV3501A Provide advice on companion animal selection and general care</p> <p>TDTB397B Carry out vehicle servicing and maintenance</p> <p>TDTD497B Load and unload goods/cargo</p> <p>TDTD1497B Load and unload vehicles carrying special loads</p> <p>TDTE701A Use communication systems</p> <p>TDTF1397B Coordinate breakdown and emergencies</p> <p>TDTI297C Apply customer service skills</p> <p>TDTJ798B Conduct internal quality audits.</p>
1	April 2003	First release

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

Qualifications Framework

The Australian Qualifications Framework

What is the Australian Qualifications Framework?

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

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

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

Qualifications

Training Packages can incorporate the following eight AQF qualifications.

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

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

Statement of Attainment

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

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

AQF Guidelines and Learning Outcomes

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

Certificate I

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate II

Characteristics of Learning Outcomes

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

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate III

Characteristics of Learning Outcomes

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

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

and within known time constraints.

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Certificate IV

Characteristics of Learning Outcomes

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

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

Distinguishing Features of Learning Outcomes

Do the competencies enable an individual with this qualification to:

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

Diploma

Characteristics of Learning Outcomes

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

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

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

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

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

Distinguishing Features of Learning Outcomes

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

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

Advanced Diploma

Characteristics of Learning Outcomes

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

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

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

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

Distinguishing Features of Learning Outcomes

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

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

Vocational Graduate Certificate

Characteristics of competencies or learning outcomes

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

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

Distinguishing features of learning outcomes

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

Vocational Graduate Diploma

Characteristics of competencies or learning outcomes

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

Distinguishing features of learning outcomes

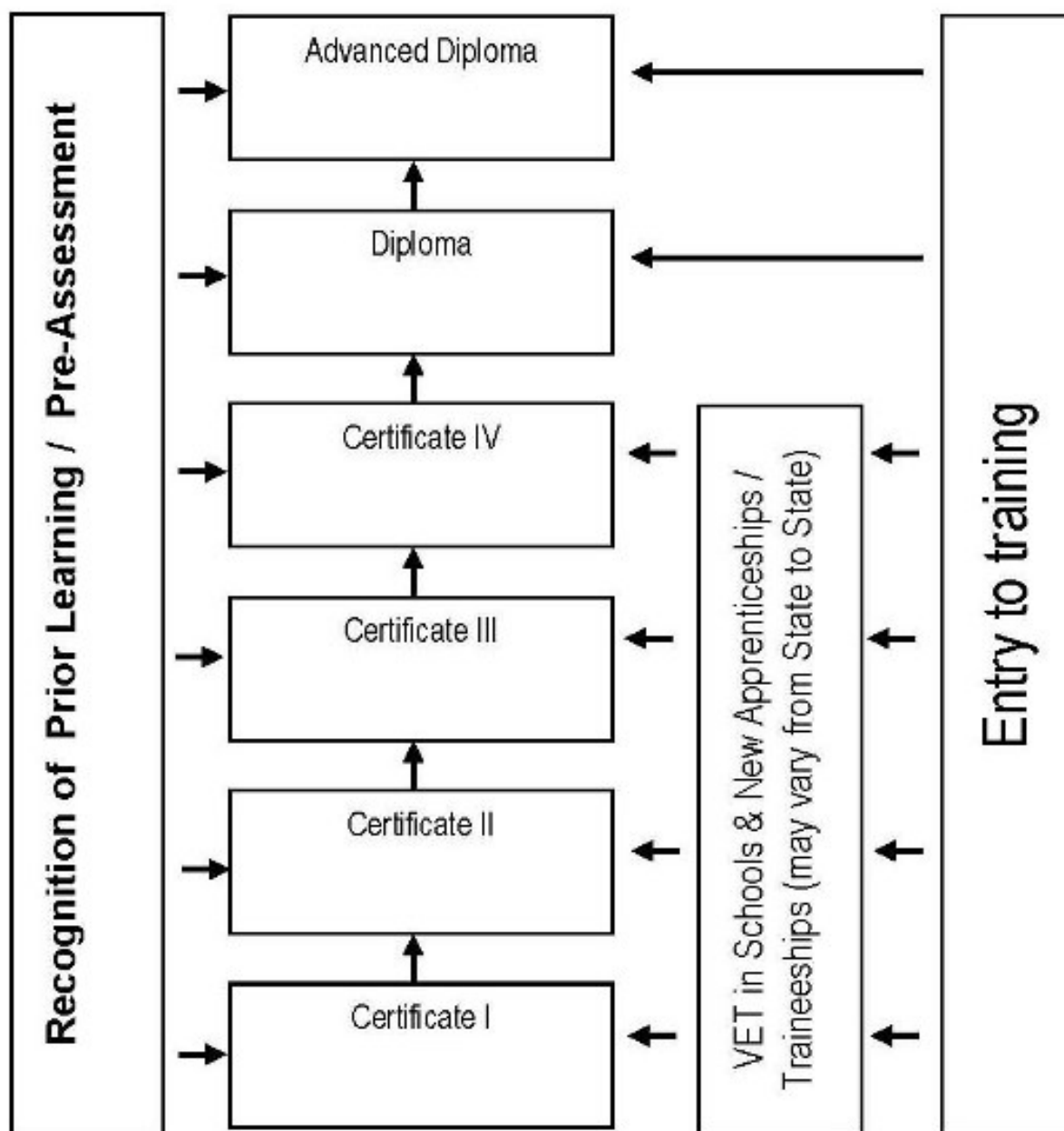
- Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills.
- Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts.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

Qualification pathways

RTE03 Rural Production Training Package is the framework for VET for those engaged in the agriculture and production horticulture industries. The Training Package supports a wide range of learning pathways. These include institution-based programs, workplace and school-based training, as well as other flexible combinations of workplace and off-the-job training and assessment.

Qualifications within RTE03 Rural Production Training Package can be achieved through a variety of pathways including new apprenticeships (traineeships).

The training pathways for qualifications contained within RTE03 Rural Production Training Package are illustrated below. For further advice about pathways and qualifications contact the Agri-food Industry Skills Council on telephone 02 6163 7200 or email reception@agrifoodskills.net.au.



Training pathways for Rural Production

RTE03 Rural Production Training Package qualifications and pathways for specialisation

RTE03 Rural Production Training Package contains qualifications and suggested pathways comprising groups of units from which choices can be made according to the specialisations being undertaken. The following is a full list of qualifications and specialisations.

RTE10103 Certificate I in Rural Operations

RTE20703 Certificate II in Rural Operations

RTE31903 Certificate III in Rural Operations - includes a suggested pathway for specialisation in fertiliser and soil ameliorant industry operations

RTE20103 Certificate II in Agriculture - includes suggested pathways for specialisation in:

- alpaca
- beef production
- beekeeping
- cotton production
- dairy production
- goat production
- grain production
- horse breeding
- milk harvesting
- pig production
- poultry production
- sheep and wool production
- sugar production

RTE30103 Certificate III in Agriculture - includes suggested pathways for specialisation in:

- alpaca
- beekeeping

RTE30203 Certificate III in Agriculture (Beef Production)

RTE30303 Certificate III in Agriculture (Cotton Production)

RTE30403 Certificate III in Agriculture (Dairy Production)

RTE30503 Certificate III in Agriculture (Goat Production)

RTE30603 Certificate III in Agriculture (Grain Production)

RTE30703 Certificate III in Agriculture (Horse Breeding)

RTE30803 Certificate III in Agriculture (Milk Harvesting)

RTE30903 Certificate III in Agriculture (Pig Production)

RTE31003 Certificate III in Agriculture (Poultry Production)

RTE31103 Certificate III in Agriculture (Sheep and Wool Production)

RTE31203 Certificate III in Agriculture (Sugar Production)

RTE40103 Certificate IV in Agriculture - includes suggested pathways for specialisation in:

- alpaca
- beef production
- beekeeping
- cotton production
- dairy production
- deer production
- goat production
- grain production
- horse breeding
- milk harvesting
- organic production
- pig production
- poultry production
- sheep and wool production
- sugar production

RTE50103 Diploma of Agriculture - includes suggested pathways for specialisation in:

- beef production
- beekeeping
- cotton production
- dairy production
- deer production
- goat production
- grain production
- horse breeding
- organic production
- pig production
- poultry production
- sheep and wool production
- sugar production

RTE60103 Advanced Diploma of Agriculture

RTE20807 Certificate II in Commercial Composting

RTE32107 Certificate III in Commercial Composting

RTE40707 Certificate IV in Commercial Composting

RTE50507 Diploma of Commercial Composting

RTE20203 Certificate II in Irrigation

RTE31303 Certificate III in Irrigation

RTE40203 Certificate IV in Irrigation

RTE50203 Diploma of Irrigation

RTE20303 Certificate II in Wool Handling

RTE31403 Certificate III in Wool Clip Preparation

RTE32003 Certificate III in Advanced Wool Handling

RTE40303 Certificate IV in Wool Classing

RTE20403 Certificate II in Shearing

RTE31503 Certificate III in Shearing

RTE40403 Certificate IV in Shearing

RTE20503 Certificate II in Crutching

RTE20603 Certificate II in Production Horticulture - includes suggested pathways for specialisations in:

- mushroom production
- olive production

RTE31603 Certificate III in Production Horticulture - includes suggested pathways for specialisations in:

- mushroom production
- olive production

RTE40503 Certificate IV in Production Horticulture - includes suggested pathways for specialisations in:

- mushroom production

- olive production

RTE50303 Diploma of Production Horticulture - includes suggested pathways for specialisation in:

- olive production

RTE60307 Advanced Diploma of Production Horticulture with pathway for specialisation in olive production

RTE31703 Certificate III in Rural Business

RTE31803 Certificate III in Rural Merchandising

RTE40603 Certificate IV in Rural Business

RTE50403 Diploma of Rural Business Management

RTE60203 Advanced Diploma of Rural Business Management

Accommodating the streams within each of these qualifications (Certificate I through to Advanced Diploma) has been achieved by developing three lists of units of competency in each stream:

- **Group A list** - These are the key technical work functions that have been designated for each sector specialisation. Units of competency that are compulsory for each qualification are shown in italics in this group.
- **Group B list** - These are the more generic work functions across a number of industry sectors.
- **Group C list** - These include units of competency from RTE03 Rural Production Training Package not listed in Group A or B at that level, and relevant units of competency from other Training Packages.

A qualification for each occupational stream is achieved by selecting units of competency from each of the above lists.

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

Common units

A group of units has been developed to describe competency in areas that are common across the Conservation and Land Management, Rural Production and Amenity Horticulture Training Packages. For convenience, these units are referred to as common units and are coded RTC, to distinguish them from units addressing competency relevant to some but not all industries, such as the RTD units that describe competency in the Conservation and Land Management industry. The common units are presented in one stand-alone volume.

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 an 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.

Rules (Rural Production)

There is *generally one rule that can be found detailed in each qualification, for example:

For a Certificate II in Agriculture specialising in Pig Production, at least thirteen of the units of competency presented for this qualification must relate to pig production work procedures, activities or contexts.

This is designed to ensure that some eighty per cent of units of competency submitted for a qualification relate to the specialisation (pig production in the above example) and the integrity of the qualification is maintained.

* As a result of feedback from industry, this rule excludes the following eight qualifications:

RTE20303 Certificate II in Wool Handling

RTE31403 Certificate III in Wool Clip Preparation

RTE32003 Certificate III in Advanced Wool Handling

RTE40303 Certificate IV in Wool Classing

RTE20403 Certificate II in Shearing

RTE31503 Certificate III in Shearing

RTE40403 Certificate IV in Shearing

RTE20503 Certificate II in Crutching.

Context of assessment for competency standards

Due to the large number of generic units of competency in this Training Package, including imported units and those that are common with the Conservation and Land Management and Amenity Horticulture Training Packages, there may be a need to indicate the context in which the units of competency have been assessed.

As an example, consider *RTE2030A Assist agricultural crop harvesting*. This unit may refer to harvesting a crop in the cotton, grains or sugar cane sectors. Where the unit is related to the sugar cane sector, the registered training organisation may make a notation in the Competency Record Book to indicate the context in which the unit was achieved.

In this example, the context of assessment for sugar cane would include:

- assisting with field work
- monitoring cane production
- maintaining and operating equipment such as tractors
- cane harvesting
- cane haulage.

Statements of Attainment

Individuals who are assessed against one or a number of the units of competency set out within a qualification are entitled to receive a Statement of Attainment that recognises partial achievement of a full qualification.

For example, a student may have completed the following units of competency contained within the Certificate II in Agriculture:

RTE2129A Move and handle pigs

RTE2111A Identify and mark animals

RTE2133A Artificially inseminate pigs

RTE2143A Mate pigs and monitor dry sow performance

In this case, the student's Statement of Attainment could note:

In partial completion of the following qualification:

Certificate II in Agriculture

specialising in Pig Production

Skill Sets

Definition

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

Wording on Statements of Attainment

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

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

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

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

Skill Sets in this Training Package

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

Assessment Guidelines

Introduction

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

Assessment System Overview

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

Benchmarks for Assessment

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

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

Australian Quality Training Framework Assessment Requirements

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

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

Registration of Training Organisations

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

Quality Training and Assessment

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

Assessor Competency Requirements

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

Assessment Requirements

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

Assessment Strategies

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

Mutual Recognition

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

Access and Equity and Client Services

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

Partnership Arrangements

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

Recording Assessment Outcomes

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

Issuing AQF Qualifications and Statement of Attainment

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

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

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

Contact the relevant state or territory department(s) to check if the licensing/registration requirements described below still apply, and to check if there are any others with which you must comply. For further information contact www.agrifoodskills.net.au.

Requirements for assessors

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

- operating vehicles, machinery and equipment such as chainsaws, motor vehicles, tractors, forklifts and earthmoving machinery
- driving or transporting machinery and equipment on public roads
- firearms
- chemical purchase and use
- access to and activities on private or protected lands
- management activities related to particular animal and plant species
- waste water
- soil disturbance and conservation
- irrigation
- water allocations
- underground water
- landscape construction
- natural bush clearing.

Requirements for RTOs

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

Requirements for candidates

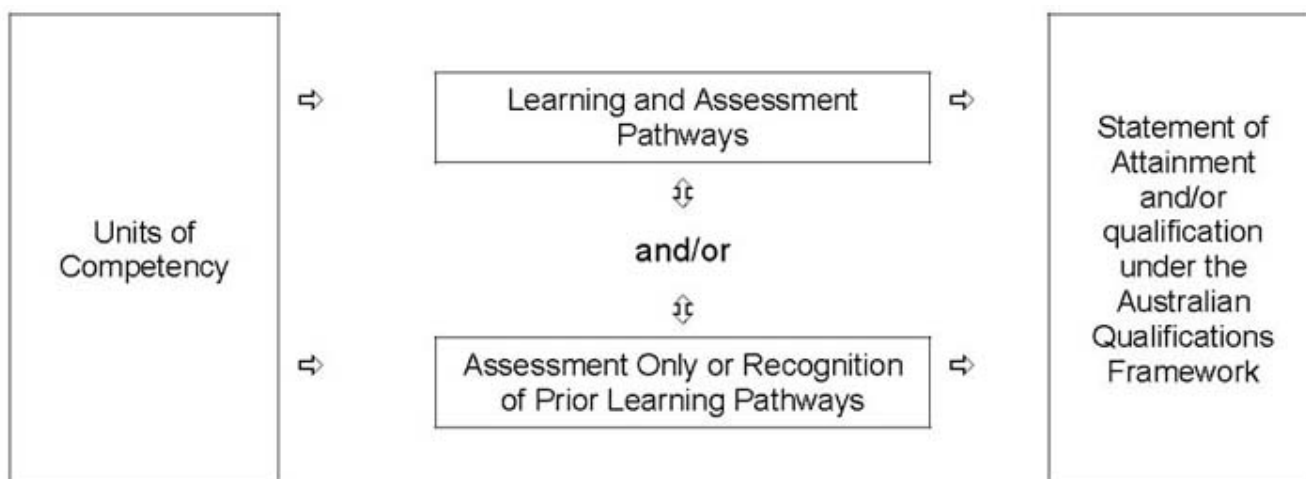
Individuals being assessed under statutory licensing and industry registration systems must comply with training and experience requirements additional to the minimum requirements identified in this Training Package.

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:
		<ul style="list-style-type: none"> • the following competencies* from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies: <ul style="list-style-type: none"> • TAAASS401A Plan and organise assessment; • TAAASS402A Assess competence; • TAAASS404A Participate in assessment validation; • relevant vocational competencies, at least to the level being assessed.
	b	However, if a person does not have all of the competencies in Standards 7.3 a (i) and the vocational competencies as defined in 7.3 a (ii), one person with the competencies listed in Standard 7.3 a (i), and one or more persons who have the competencies listed in Standard 7.3 a (ii) may work together to conduct assessments.

	<p>* 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.</p>
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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 Quality Council as meeting their quality criteria for Training Package support materials.

Developing Assessment Tools

When developing assessment tools, assessors must ensure that they:

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

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

Conducting Assessment

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

Mandatory Assessment Requirements

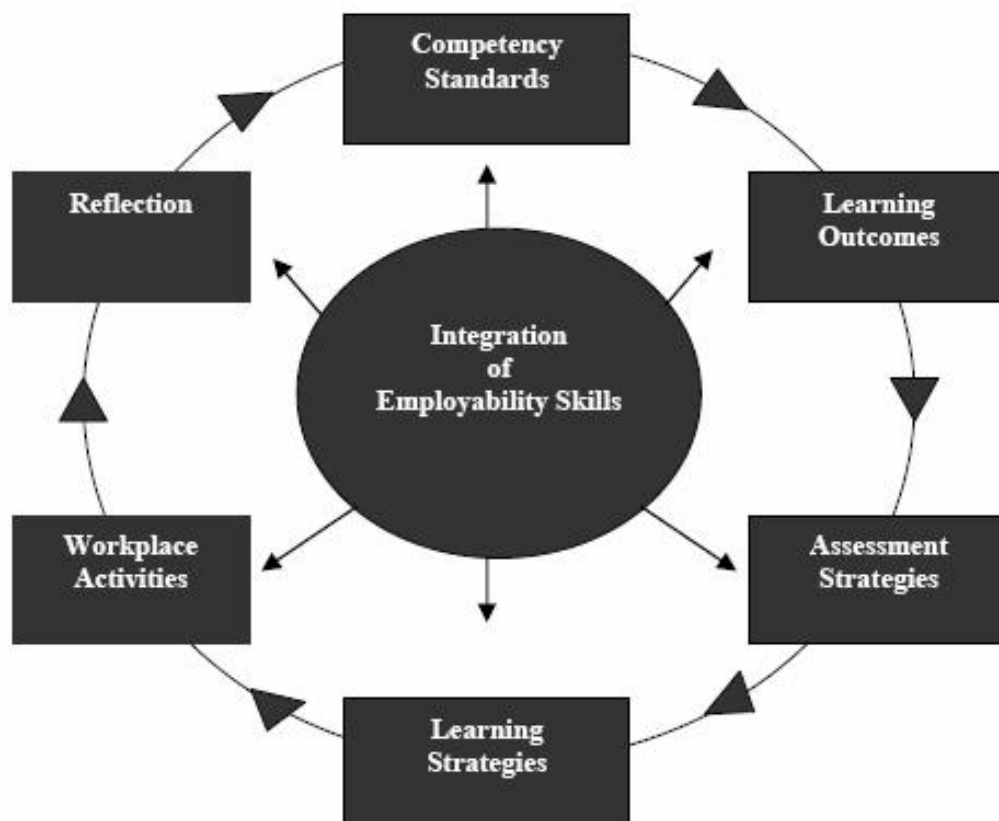
Assessments must meet the criteria set out in Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 from the *Standards for Registered Training Organisations* is reproduced below.

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

Delivery and assessment of Employability Skills

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



Training providers must analyse the Employability Skills information contained in units of competency in order to design valid and reliable learning and assessment strategies. This analysis includes:

- reviewing unit(s) of competency to determine how each relevant Employability Skill is found and applied within the unit
- analysing the Employability Skills Summary for the qualification in which the unit(s) is/are packaged to help clarify relevant industry/workplace contexts with regard to the application of Employability Skills at that qualification level
- designing learning and assessment activities that address the Employability Skills requirements.

For more information on Employability Skills in Agri-Food Industry Skills Council Training Packages go to the Agri-Food Industry Skills Council website at <http://www.agrifoodskills.net.au>.

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.

Further Sources of Information

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

Contacts

Contacts

Agri-food Industry Skills Council

7 National Circuit

BARTON ACT 2600

PO Box 5450

KINGSTON ACT 2604

Telephone: (02) 6163 7200

Fax: (02) 6163 7278

Web: www.agrifoodskills.net.au

Email: info@agrifoodskills.net.au

TVET Australia Ltd

Level 21, 390 St Kilda Road

MELBOURNE VIC 3004

PO Box 12211

A'Beckett Street Post Office

MELBOURNE VIC 8006

Telephone: (03) 9832 8100

Fax: (03) 9832 8199

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.

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

Australian Quality Training Framework (AQTF) - for general information go to:

www.dest.gov.au/sectors

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

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

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

Assessment Resources

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

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

- 1 Training Package Assessment Materials Kit
- 2 Assessing Competencies in Higher Qualifications
- 3 Recognition Resource
- 4 Kit to Support Assessor Training
- 5 Candidates 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

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

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

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

Assessor Training

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

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

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

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

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

Assessment System Design and Management

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

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

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

BSBCMN304A**Contribute to personal skill development and learning****Unit Descriptor**

This unit covers the skills and knowledge required to support own learning and skill development needs in the context of an organisation's goals and objectives.

This unit is related to BSBCMN204A Work effectively with others and BSBCMN404A Develop teams and individuals.

Competency Field

Common

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Identify own learning needs for skill development | 1.1 Personal learning needs and skill gaps are self assessed
1.2 Advice on learning needs is provided to relevant personnel
1.3 Opportunities for undertaking <i>personal skill development activities</i> are identified and planned in liaison with <i>work groups and relevant personnel</i> |
| 2. Undertake personal skill development | 2.1 Appropriate opportunities provided by the workplace are identified
2.2 Opportunities are identified to use appropriate new skills in workplace activities
2.3 Coaching / mentoring advice is followed through in work activities |
| 3. Monitor learning effectiveness | 3.1 <i>Feedback</i> from individuals or colleagues is used to identify future learning opportunities
3.2 Where a final assessment process is carried out, the outcomes are reviewed and further learning needs are identified.
3.3 Suggestions for improving learning opportunities and assessment processes are provided to appropriate personnel |

KEY COMPETENCIES

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

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with members of the work team	1
Collecting analysing and organising information	to measure self-performance	2
Planning and organising activities	for self	2
Working with others and in teams	in completing scheduled tasks	2
Using mathematical ideas and techniques	as an aid to measure and schedule tasks	1
Solving problems	as an aid to self-development	2
Using technology	to manage scheduling of tasks	1

RANGE STATEMENT

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

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

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

Organisational and individual performance requirements may be included in:

- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- confidentiality and security requirements
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- quality and continuous improvement processes and standards
- defined resource parameters
- awards and contracts

Personal skill development activities may include:

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

Workgroups and relevant personnel may include but are not limited to:

- coach/mentor
- training development of officer / assessor
- supervisor, training manager
- peers/work colleagues/team/enterprise
- other members of the organisation
- external consultants / teachers / trainers

Assessment may include:

- performance evidence
- knowledge evidence
- periodic assessments
- structured and unstructured simulations

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining comments from supervisors and colleagues
- obtaining comments from clients
- workplace assessment
- receiving guidance, technical support and information to assist performance

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

- Identifying and implementing learning opportunities for self
- Following learning plans to match skill needs
- Receiving feedback constructively

Underpinning Knowledge

- The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Knowledge of the organisation's training policies, plans and procedures
- Knowledge of relevant competency standards and assessment processes
- Knowledge of the principles and techniques of measuring performance and self-assessment
- Understanding methods to identify and prioritise personal learning needs
- Understanding / knowledge of systems and processes to direct personal learning
- Knowledge of legislation and statutory requirements

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

Underpinning Skills

- Literacy skills to interpret written and oral information about training requirements, company policies and procedures
- Communication skills including giving, receiving and analysing feedback
- Planning skills to organise learning related activities
- Team work skills to work effectively with teams/groups
- 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

BSBCMN305A**Unit Descriptor****Organise workplace information**

This unit covers the skills and knowledge required to gather, organise and apply workplace information in the context of an organisation's work processes and information management systems.

This unit is related to BSBCMN206A Process and maintain workplace information, BSBCMN212A Handle mail and BSBCMN405A Analyse and present research information. Consider co-assessment with BSBCMN306A Produce business documents.

Competency Field

Common

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-----------------------------------|---|
| 1. Collect and assess information | <p>1.1 <i>Information</i> held by the organisation on products and services is assessed for accuracy and relevance to <i>organisational requirements</i></p> <p>1.2 <i>Methods of collecting information</i> are reliable and make efficient use of available time and resources</p> <p>1.3 Information collected is suitable for analysis, decision making and the development of plans, strategies and options</p> <p>1.4 Information collection is participative and uses appropriate interpersonal skills to access relevant data from individuals and team members</p> <p>1.5 Appropriate <i>interpersonal skills</i> are used to access relevant information from individuals and teams</p> |
| 2. Organise information | <p>2.1 Information is organised in a <i>format</i> suitable for analysis, interpretation and dissemination in accordance with organisational requirements</p> <p>2.2 <i>Business equipment/technology</i> is used to maintain information in accordance with organisational requirements</p> <p>2.3 Information and materials are collated and communicated to relevant <i>designated persons</i></p> <p>2.4 Difficulties organising and accessing information are identified and solved collaboratively with individuals and team members</p> <p>2.5 Information is updated and stored in accordance with organisational requirements</p> |
| 3. Review information needs | <p>3.1 <i>Feedback</i> on sufficiency of information is actively sought to ensure relevance of information in accordance with organisational requirements</p> <p>3.2 Contribution of information to decision-making is reviewed and appropriate modifications to collection processes are implemented</p> <p>3.3 Future information needs are identified and incorporated in modifications to collection processes</p> <p>3.4 Future information needs are documented and incorporated in modifications to reporting processes</p> |

KEY COMPETENCIES

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

Key Competency	Example of Application	Performance Level
Communicating ideas and information	with members of the work team	2
Collecting analysing and organising information	to store and despatch information	2
Planning and organising activities	for collating and filing information	2
Working with others and in teams	in completing scheduled tasks	1
Using mathematical ideas and techniques	in filing information	1
Solving problems	to store and despatch information	1
Using technology	to complete allocated tasks	1

RANGE STATEMENT

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

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

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

Information held by the organisation 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)
- financial figures
- production targets

Organisational requirements may include:

- quality assurance 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

Methods used to collect information may include:

- interviews with colleagues/customers
- recruitment applications and other forms
- classification tools
- 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

Interpersonal skills may include:

- using appropriate body language
- summarising and paraphrasing
- networking
- consultation methods, techniques and protocols
- seeking feedback from group members to confirm understanding

Suitable format of information may include:

- using tables and charts
- using a particular software application
- incorporating graphics and pictures
- adding headers and footers
- use of legends
- inserting symbols

Business equipment/technology may include:

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

Designated persons may include:

- supervisor
- clients
- colleagues
- external agencies
- committee
- line management
- statutory bodies

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

- Providing accurate information for defined purposes
- Maintaining and handling data and documents systematically
- Checking and reviewing data for relevance and accuracy
- Presenting information and data clearly
- Identifying and complying with organisational requirements
- Using business technology to manage information

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
- Methods for checking that decisions are consistent with available information
- Knowledge of safe record keeping procedures
- Understanding methods for checking the validity of information and its sources
- Knowledge of preparing and planning documentation
- Principles of interpersonal communication

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
- Planning skills to organise work priorities and arrangements
- 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; display information in a format suitable to the target audience
- Writing and speaking skills to communicate advice and information effectively
- Analytical skills to classify and report information
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

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

Consistency of Performance

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

Context/s of Assessment

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

BSBFLM404A

Unit Descriptor

Lead work teams

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 BSBCMN301A 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 <i>manager</i> assists the <i>team</i> establish its purpose, roles, responsibilities and accountabilities in accordance with the <i>organisation's goals, plans and objectives</i>
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 <i>competencies</i> 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 <i>knowledge and skills</i> |
| 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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to assist team planning	2
Collecting analysing and organising information	with members of work team	2
Planning and organising activities	in association with team	3
Working with others and in teams	to achieve team goals	2
Using mathematical ideas and techniques	to assist the development of team plans	1
Solving problems	to assist team performance	3
Using technology	to assist the management of information	1

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

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

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

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

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

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

Unit Sector

Business Management Services

ELEMENT**PERFORMANCE CRITERIA**

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

KEY COMPETENCIES

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

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

RANGE STATEMENT

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

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

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

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

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

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

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

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

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

Customers may be:

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

Technology will be:

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

Resources may include:

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

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

EVIDENCE GUIDE

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

Critical Aspects of Evidence

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

Underpinning Knowledge

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

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

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

Underpinning Skills

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

Resource Implications

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

Consistency of Performance

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

Context/s of Assessment

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

BSBHR401A

Unit Descriptor

Administer human resource systems

This unit is based upon WRRPM.1A Administer human resource policy, endorsed in the National Retail Training Package, but has been customised with additional outcomes. It covers the administration of human resource policies and procedures including performance feedback, training and development plans, and workers' compensation. This is a foundation unit for any person wishing to pursue competency in HR administration.

This unit is related to BSBHR502A Manage human resource management information systems. Consider co-assessment with BSBHR403A Process human resource documents and inquiries.

Competency Field

Human resource management

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Administer human resource policies and procedures | 1.1 Organisational <i>human resource policies and procedures</i> are documented, distributed and maintained
1.2 Organisational human resource policies and procedures are clearly understood by <i>relevant groups and individuals</i>
1.3 <i>Contingency plans</i> are documented and communicated to <i>relevant groups and individuals</i> to cope with extreme situations
1.4 Staff turnover problems are identified, analysed and suggestions presented to management for consideration
1.5 Research is undertaken on legislative compliance
1.6 <i>Reports</i> are prepared and records maintained in accordance with organisational requirements |
| 2. Administer staff performance feedback system | 2.1 Policies and procedures in regard to staff performance requirements are monitored, maintained and disseminated in accordance with organisational policy
2.2 Performance appraisal/ <i>counselling</i> interviews are arranged as required, in accordance with organisational policy
2.3 Individuals are encouraged to contribute to improved policies and procedures
2.4 <i>Training and development plans</i> are developed and implemented for each individual
2.5 <i>Training and development plans</i> are monitored to ensure timely implementation
2.6 Staff are disciplined and/or counselled by appropriate managers, and records kept by Human Resource Department
2.7 Grievance procedures are implemented when a grievance arises from the performance management process
2.8 Staff appeals and terminations are implemented in accordance with organisational policy and statutory requirements
2.9 Details of all procedures are accurately and completely recorded and made available to <i>relevant groups and individuals</i> |

3. Coordinate workers' compensation and rehabilitation claims
 - 3.1 Information on the lodgement of workers' compensation claims is available in the workplace
 - 3.2 Applications for workers' compensation are received, checked and receipted to the relevant employees
 - 3.3 Incomplete forms are returned to the applicant, and assistance is given to complete the form
 - 3.4 Completed forms are forwarded to the relevant person for approval
 - 3.5 Approved *disputed claims* are processed in accordance with organisational procedures
 - 3.6 Standard response letter is forwarded to applicant
 - 3.7 *Rehabilitation provider* is advised of new cases
 - 3.8 Reports from rehabilitation providers are coordinated and forwarded to relevant personnel

KEY COMPETENCIES

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

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to maintain human resource systems	2
Collecting analysing and organising information	to administer human resource policies	2
Planning and organising activities	to administer training plans	2
Working with others and in teams	to support organisation's policies and procedures	2
Using mathematical ideas and techniques	monitoring and analysing data	2
Solving problems	by developing contingency plans, by analysing staff turnover and making recommendations	2
Using technology	to aid communication, to record information and prepare reports	1

RANGE STATEMENT

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

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

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

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

Human resource policies and procedures may include:

- staffing
- workers' compensation
- superannuation
- salary/compensation and benefits
- leave entitlements
- EEO
- industrial relations
- Australian Workplace Agreements
- enterprise based agreements
- environment
- Occupational Health & Safety
- termination/redundancies

Relevant groups and individuals means:

- all those who have a role in the implementation of policies, procedures or decisions and/or are affected by their implementation

Counselling means:

- two-way discussions to bring about constructive change in a person's behaviour or performance

Contingency plans may cover:

- unpredicted staff shortages
- unpredicted customer demand
- accidents or emergencies

Reports may include:

- spreadsheets
- databases
- statistical
- verbal
- written

Training and development plans may include:

- formal training programs (both on and off the job)
- learning activities undertaken through monitoring and/or on-the-job coaching

Disputed claims means:

- when the organisation refuses to accept that the injury is work-related and/or that the injury prevents the person from performing their job

Rehabilitation provider may include:

- an internal case manager
- an external case manager
- a consultant

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 integrated demonstration of all elements and their performance criteria
- A full range of human resource documentation and clear communication of explanations to management and staff
- The ability to analyse data on human resource policy issues

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Understanding of the basic concepts of diversity and why it needs to be integrated within and across all HR functions
- Understanding of the relationships between human resource functions
- Organisational human resource policies and practices
- Understanding of organisational goals, policies and procedures
- Understanding of legal compliance requirements, in regard to:
 - monitoring staff performance
 - performance management processes
 - counselling
 - disciplinary procedures
 - dismissal procedures
 - enterprise agreements/awards/wages and conditions
 - anti-discrimination
 - equal opportunity
 - sexual harassment
 - occupational health and safety
 - workers' compensation
 - rehabilitation/return to work plans
- Understanding of the role of the following in HR:
 - a range of responsibilities/job descriptions
 - competency standards
 - staffing plans
 - staff levels and turnover
 - existing competencies of employees
 - resources available for training
 - training and development activities
- Broad knowledge of principles and techniques in:
 - collecting, analysing and organising information, including analysing training needs
 - communicating ideas and information, orally or in written form
 - planning and organising activities
 - working with others and in teams, including negotiating and conflict resolution
 - solving problems within a defined range

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

Underpinning Skills

- Effective consultation and communication skills in dealing with internal customers to ensure service delivery meets client standards
- Word processing, databases and spreadsheets for records management of HR systems
- Researching, analysing and interpreting a broad range of written material (including basic legislative requirements)
- Listening and interviewing skills to address employees' regular HR problems
- Basic risk analysis skills to develop plans/actions to mitigate identified risk
- Documenting results of the performance feedback system
- Preparing reports on workers' compensation and performance management
- 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

BSBMKG601A**Unit Descriptor****Competency Field****Develop marketing strategies**

This unit covers scoping marketing opportunities and the development of marketing strategies.

Business Development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------------|---|
| 1. Scope marketing opportunities | 1.1 Marketing opportunities are identified and analysed in terms of their viability and likely contribution to the business
1.2 An assessment of <i>external factors</i> , costs, benefits, risks and opportunities is used to determine the scope of each marketing opportunity
1.3 Opportunities are analysed in terms of their likely fit with the organisation's goals and capabilities
1.4 Each opportunity is evaluated to determine its likely impact on current business and customer base |
| 2. Develop marketing strategies | 2.1 The characteristics of the business, its existing key products or services, <i>marketing performance</i> and any new marketing opportunities are analysed to determine a focus for marketing activities
2.2 Characteristics of the customer base and <i>target market /s</i> are evaluated as a basis for marketing strategies
2.3 Marketing objectives and strategies are determined in consultation with <i>key stakeholders</i> and are compatible with the direction, purpose and values of the business
2.4 Marketing strategies address the aim and targets of the organisation's business plan
2.5 Marketing strategies meet <i>legal and ethical requirements</i> |

KEY COMPETENCIES

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

Key Competency	Example of Application	Performance Level
Communicating ideas and information	to key stakeholders	2
Collecting analysing and organising information	on the characteristics of the business and the market	2
Planning and organising activities	to develop marketing strategies	2
Working with others and in teams	to develop strategies in consultation with key stakeholders	2
Using mathematical ideas and techniques	to analyse and interpret information	1
Solving problems	to select the strategies which best fit the organisation	2
Using technology	for information storage and analysis, as required	1

RANGE STATEMENT

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

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

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

Marketing opportunities may include:

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

External factors may include:

- legislation, eg Trade Practices Act
- regulations
- codes of practice
- policies and guidelines

Marketing performance analysis may include

- product portfolio analysis
- comparative analysis
- competitive analysis
- life cycle models
- strengths-weaknesses-opportunities-threats (SWOT) analysis
- value chain analysis

Marketing strategies may include:

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

Information on the target audience may include:

- demographics
- lifestyle
- social and cultural factors
- values or attitude factors
- existing product usage

Key stakeholders may include:

- owner/s
- board of directors
- accountant
- staff
- managers
- supervisors
- marketing personnel
- sub-contractors
- strategic business partners
- clients

Legal and ethical requirements may include:

- legislation, eg Trade Practices Act, Occupational Health and Safety legislation
- regulations
- codes of practice
- ethical principles
- policies and guidelines
- society's expectations
- cultural expectations and influences
- social responsibilities
- safety issues
- security and privacy issues
- environmental issues

EVIDENCE GUIDE

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

Critical Aspects of Evidence

- Integrated demonstration of all elements of competency and their performance criteria
- Rationale for evaluation and scoping of opportunities and choice of marketing strategies

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's business structure, products and services
- Data collection and analysis techniques
- Organisation's marketing plan
- Business goals and objectives

At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas.

Underpinning Skills

- Literacy skills to identify company and product/service information, to write in a range of styles for different audiences and to interpret legal requirements, company policies and procedures
- Communication including questioning, clarifying, reporting
- Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

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

Consistency of Performance

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

Context/s of Assessment

- Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range 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

BSBMKG602A**Unit Descriptor****Develop a marketing plan**

This unit covers the development and presentation (for approval) of a marketing plan including objectives, strategies, activities and resources over the areas of market research, product or service development, finance, advertising, sales, distribution, public relations and training.

This unit is related to BSBMKG502A Establish and adjust the marketing mix.

Competency Field

Business Development

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-----------------------------------|--|
| 1. Identify strategic direction | 1.1 The organisation's mission, vision, purpose and values are confirmed through accessing up-to-date organisational materials and/or discussions with owner/s, director/s or senior management
1.2 <i>Strategic</i> organisational <i>documents</i> are analysed to identify directions and targets
1.3 A <i>situational analysis</i> is completed that identifies factors impacting on the direction and performance of the business
1.4 <i>Legal and ethical requirements</i> for the organisation are identified
1.5 The strategic direction of the organisation is documented and confirmed with owner/s, director/s or senior management and its impact on marketing activities identified |
| 2. Review marketing performance | 2.1 The effectiveness of previous marketing and positioning strategies is evaluated to identify lessons learned
2.2 Current key products or services and major markets are analysed for strengths, weaknesses, opportunities and threats
2.3 Previous marketing opportunities are evaluated and their profitability examined and documented
2.4 Marketing performance is evaluated against previous objectives and targets to identify critical success factors and areas for improvement |
| 3. Formulate marketing objectives | 3.1 Objectives are developed in consultation with <i>key stakeholders</i> , are attainable, measurable and identify the nature and extent of what is to be achieved
3.2 Objectives are consistent with the forecast needs of the business and the market
3.3 Objectives are compatible with the organisation's projected capabilities, resources and financial position
3.4 Objectives are compatible with the organisation's direction and purpose and meet legal and ethical requirements |

- | | |
|---|---|
| 4. Devise marketing strategies | <ul style="list-style-type: none">4.1 Options are identified that address agreed objectives, and their risks and returns are evaluated in the process of selection4.2 Strategies address strengths and opportunities and are within the organisation's projected capabilities and resources4.3 Where gaps exist between current capability and marketing objectives, strategies address ways of increasing resources and/or organisational expertise4.4 Marketing strategies are feasible and accompanied by supporting information that justifies their selection4.5 Strategies are compatible with the organisation's strategic direction4.6 A review strategy is included to address on-going review of organisational performance against marketing objectives |
| 5. Plan marketing tactics | <ul style="list-style-type: none">5.1 Tactics to implement each marketing strategy are detailed in terms of scheduling, costing, accountabilities and responsible person/s5.2 Coordination and monitoring mechanisms are identified for scheduled activities5.3 Tactics are achievable within the organisation's projected capabilities5.4 Tactics meet legal, ethical and budgetary requirements5.5 Tactics provide for on-going review of performance against objectives and budgets and for marketing targets to be adjusted if necessary |
| 6. Prepare and present a marketing plan | <ul style="list-style-type: none">6.1 The plan meets organisational as well as marketing objectives and incorporates <i>marketing approaches</i>, and strategic <i>marketing mix</i>6.2 The plan contains a rationale for objectives and information that supports the choice of strategies and tactics6.3 The plan is presented for approval in the required format and timeframe6.4 The plan is adjusted in response to feedback from key stakeholders and disseminated for implementation within the required timeframe |

KEY COMPETENCIES

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

Key Competency	Example of Application	Performance Level
Communicating ideas and information	through the development and presentation of a marketing plan	3
Collecting analysing and organising information	to review previous performance	3
Planning and organising activities	to schedule tactics and activities to address strategies and objectives	2
Working with others and in teams	to gain stakeholder approval	3
Using mathematical ideas and techniques	to schedule and cost activities	2
Solving problems	to determine strategies that best fit the needs and goals of the organisation	3
Using technology	for data analysis, scheduling and costing if required	1

RANGE STATEMENT

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

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

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

Strategic documents may include:

- strategic plans
- strategic marketing plans
- annual reports
- company policy
- customer service charter
- codes of practice
- security and privacy policies

Situational analysis may include:

- productivity /profitability analysis
- competitive analysis
- environmental analysis
- market measurements
- market analysis

Legal and ethical requirements may include:

- legislation, eg Trade Practices Act
- regulations
- codes of practice
- ethical principles
- policies and guidelines
- society's expectations
- cultural expectations and influences
- social responsibilities
- health and safety of workplace personnel
- security and privacy issues
- environmental issues

Marketing performance evaluation may include:

- product portfolio analysis
- comparative analysis
- competitive analysis
- life cycle models
- strengths-weaknesses-opportunities-threats (SWOT) analysis
- value chain analysis

Marketing objectives are:

- quantitative statements in terms of:
 - profit
 - volume
 - value
 - market share
- usually stated by
 - product
 - segment
 - overall

Key stakeholders may include:

- owner/s
- board of directors
- managers
- supervisors
- finance staff
- marketing personnel
- human resource staff
- IT staff
- production staff

- Marketing strategies:
- state how marketing objectives will be achieved
 - may include:
 - status quo
 - intense growth
 - integrated growth
 - diversification
 - market penetration
 - product or market development
 - may address:
 - product
 - price
 - promotion
 - distribution
 - demand
 - target market

- Marketing approaches may include:
- mass marketing
 - mass distribution
 - differentiated target marketing
 - product variety marketing
 - e-business

- Marketing mix may include:
- product or service variables such as:
 - technical features
 - design
 - quality
 - range
 - safety features
 - pricing
 - promotion
 - distribution
 - level of service

- Occupational Health and Safety considerations may include:
- health and safety of employees and public during marketing events

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
- Preparation and presentation of a marketing plan that addresses the needs of the business and the market

Underpinning Knowledge

- Relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- Organisation's business structure, products and services
- Strategic, operational and tactical plans
- Legal and ethical requirements
- Market performance evaluation methodologies
- Marketing strategies and approaches
- SWOT analysis
- Scheduling and costing
- Concept of marketing mix
- OHS management (manage health and safety hazards and risks)

At this level the learner must demonstrate understanding of specialised knowledge with depth in some areas.

Underpinning Skills

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

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

FDFCORFSY2A**Implement the food safety program and procedures****Unit Descriptor**

This is a Core unit. It covers the skills and knowledge required to maintain personal hygiene and conduct, food handling, housekeeping and waste disposal related to work tasks and responsibilities where work involves operation of production and/or packaging equipment and processes.

This unit is based on and equivalent to the guideline food safety unit GFSMFSRA Apply and monitor food safety requirements.

Note that this unit does not apply to the pharmaceutical industry. Refer to FDFPHGMP2A Implement Good Manufacturing Practice procedures.

Unit Sector

Core

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Implement the food safety program | 1.1 Food handling requirements are identified
1.2 Food handling is carried out according to the food safety program
1.3 Food safety hazards are controlled as required by the food safety program
1.4 Where food safety control requirements are not met, the incident is promptly reported and corrective action is taken
1.5 Food safety information is recorded to meet requirements of the food safety program
1.6 The workplace is maintained in a clean and tidy order to meet workplace standards |
| 2. Participate in maintaining and improving food safety | 2.1 Work area, materials, equipment and product are routinely monitored to ensure compliance with food safety requirements
2.2 Processes, practices or conditions which could result in a food safety breach are identified and reported according to workplace reporting requirements
2.3 Corrective action is taken in accordance with the food safety program
2.4 Food safety issues are raised with designated personnel |
| 3. Comply with personal hygiene standards | 3.1 Personal hygiene meets the requirements of the food safety program
3.2 Health conditions and/or illness are reported as required by the food safety program
3.3 Clothing and footwear worn is appropriate for the food handling task and meets the requirements of the food safety program
3.4 Movement around the workplace complies with the food safety program |

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and, unless otherwise indicated, items may or may not apply as required by the work context.

Range description

- A food safety program is a written document that specifies how a business will control all food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. The food safety program and related procedures must comply with legal requirements of the Food Safety Standards and must be communicated to all food handlers. Where no food safety program is in place, food safety requirements may be specified in general operating procedures
- Workplace information may be provided in a food safety program and/or in Standard Operating Procedures (SOPs), specifications, log sheets and written or verbal instruction
- Workplace information may include Standard Operating Procedures (SOPs), specifications, food safety plans, log sheets, standard forms and reports
- Food handling refers to food receipt and storage, food preparation, cooking, holding, cooling, chilling and reheating, packaging, and disposal
- Products/materials handled and stored can include raw materials, ingredients, consumables, part-processed product, finished product and cleaning materials
- Examples of a breach of food safety procedures could include failure to check delivery temperatures of potentially hazardous chilled food; failure to place temperature-sensitive food in temperature controlled storage conditions promptly; failure to wash hands when required; and use of cloths for unsuitable purposes
- Responsibility for monitoring food safety, identifying breaches in food safety procedures and taking corrective action relates to own tasks and responsibilities and occurs in the context of the food safety program in the workplace
- Monitoring describes the methods used to confirm that a food safety hazard is in control. Examples of monitoring procedures include taking temperatures, collecting samples, conducting visual inspections and conducting other tests as required
- A food safety hazard is a biological, chemical or physical agent in, or condition of, food that has the potential to cause an adverse health effect
- Minimum personal hygiene requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in the Food Safety Standard 3.2.2, Division 4:14 and/or state legislation/regulations
- Reporting of health conditions and illnesses requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in Food

Safety Standard 3.2.2, Division 4:13 and/or state legislation/regulations

- Appropriate clothing and footwear depends on work requirements. It should be designed to ensure that the body and clothing itself does not contaminate food or surfaces likely to come into contact with food. Examples of clothing designed to prevent contamination by the body include purpose designed overalls or uniforms, hair-nets, beard snoods, gloves and overshoes

EVIDENCE GUIDE

The assessment process must address all of the following items of evidence.

Ability to:

- Locate and follow workplace information relating to food safety responsibilities
- Follow workplace procedures to maintain food safety as required by the food safety program relating to own work
- Monitor food safety hazards as required by the food safety program. This may include methods such as visual inspection, sampling and testing
- Record results of monitoring, and maintain records as required by the food safety program
- Identify and report situations that do not meet the requirements of the food safety program and/or could result in unsafe food
- Take corrective action as required by food safety program within level of responsibility
- Handle, clean and store equipment, utensils, packaging materials and similar items according to the requirements of the food safety program as required by work role
- Maintain personal hygiene consistent with the food safety program
- Take necessary precautions when moving around the workplace and/or from one task to another to maintain food safety
- Wear and maintain appropriate clothing/footwear as required by work tasks and consistent with the requirements of the food safety program
- Report health conditions and illness as appropriate according to the food safety program
- Handle and dispose of out-of-specification or contaminated food, waste and recyclable material according to food safety program as this requirement relates to own work responsibility
- Maintain the work area in a clean and tidy state
- Identify and report signs of pest infestation
- Record food safety information in appropriate format

May include ability to:

- Clean and sanitize equipment
- Collect samples and conduct tests according to the food safety program
- Participate in investigating food safety breaches

Knowledge of:

- Sources of information and expertise on procedures and responsibilities for food safety relating to own work
- Basic concepts of HACCP-based food safety. This includes identification of hazards that are likely to occur, establishing appropriate methods of control and confirming that controls are met
- Food safety management arrangements in the workplace. This includes awareness of food safety legislation and workplace policies and procedures to implement responsibilities. It includes an understanding of the relationship between the quality system and food safety program, personnel responsible for developing and implementing the food safety program, the role of internal and external auditors as appropriate, procedures followed to investigate contamination events, and performance improvement processes
- Awareness of common micro biological, physical and chemical hazards related to the foods handled in the work area. This includes the types of hazards likely to occur, the conditions under which they occur, possible consequences and control methods to prevent occurrence
- Basic understanding of the properties, handling and storage requirements of ingredients, materials and products handled and used
- Suitable standard for materials, measuring devices, equipment and utensils used in the work area
- Food safety requirements related to work responsibilities. This includes personal hygiene, requirements and procedures to report illness and safe food handling practices for own work
- Methods used to monitor that food safety is under control. This may include an understanding of the purpose of sampling and taking measurements such as temperature and pH and conducting inspections and tests
- Action required in the event of non-compliance. Corrective action is typically described in the food safety program and/or related workplace information
- Purpose of keeping records and the recording requirements of the food safety program
- Methods used in the workplace to isolate or quarantine food which may be unsafe
- Product and ingredient traceability procedures. This may include product recall where required by work responsibilities
- Clothing and footwear requirements for working in and/or moving between food handling areas
- Personal clothing maintenance, laundering and storage requirements
- Appropriate bandages and dressings to be used when undertaking food handling
- Housekeeping requirements and responsibilities relating to own work. Where relevant this includes use and

- storage of housekeeping/cleaning equipment
- Procedures to follow in the event of pest sighting or discovery of infestation
- Purpose and importance of cleaning and sanitation procedures
- Waste collection, recycling and handling procedures relevant to own work responsibilities

May include knowledge of:

- Cleaning and sanitation procedures
- Impact of rework handling/addition on food safety
- Sampling and test methods

Relationship with other standards

Pre-requisite units

There are no pre-requisite units for this competency standard.

Co-assessment of related units

This unit should be assessed together with other units of competence relevant to the function or work role. In addition, the following optional or ancillary units may be relevant:

- FDFZCSCS1A Clean and sanitize equipment
- FDFOPTISP2A Implement sampling procedures
- PMLTEST300A Perform basic tests
- FDFCORQAS2A Implement quality systems and procedures

Resources required for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:

- Food safety information relating to the workplace. This includes a food safety program outlining food safety hazards and control methods. It may also include company policies, procedures and codes of practice such as Good Manufacturing Practice (GMP)
- Related work instructions and procedures
- Work tasks and responsibilities
- Appropriate clothing and related apparatus
- Reporting and monitoring systems
- Cleaning and sanitation policies and procedures as required
- Sampling and test procedures and related equipment as required

Assessment requirements

For information on how to assess this competency standard and who can assess, refer to the Assessment Guidelines for this Training Package.

FDFCORQAS2A**Unit Descriptor****Implement quality systems and procedures**

This is a Core unit. It covers the skills and knowledge required to apply quality principles and system requirements when carrying out work responsibilities where work involves the operation of packaging and/or processing equipment.

Note that this unit does not apply to the pharmaceutical industry. Refer to FDFPHGMP2A Implement Good Manufacturing Practice procedures.

Unit Sector

Core

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Monitor quality of work outcome | 1.1 Quality requirements are identified
1.2 Inputs are inspected to confirm capability to meet quality requirements
1.3 Work is conducted to produce required outcomes
1.4 Work processes are monitored to confirm quality of output and/or service
1.5 Processes are adjusted to maintain outputs within specification |
| 2. Participate in maintaining and improving quality at work | 2.1 Work area, materials, processes and product are routinely monitored to ensure compliance with quality requirements
2.2 Non-conformance in inputs, process, product and/or service is identified and reported according to workplace reporting requirements
2.3 Corrective action is taken within level of responsibility, to maintain quality standards
2.4 Quality issues are raised with designated personnel |

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and, unless otherwise indicated, items may or may not apply as required by the work context.

Range description

- Work is carried out in accordance with company policies and procedures, licensing and regulatory requirements, legislative requirements and industrial awards and agreements
- Workplace information may include Standard Operating Procedures (SOPs), quality specifications, food safety plans, log sheets, standard forms and reports
- Control points refer to those key points in a work process which must be monitored and controlled. This includes food safety (critical) as well as quality and regulatory control points
- Monitoring quality includes observation and other checks, tests or inspections to confirm that the work output meets defined specifications or quality standards. This can include the use of data collection and analysis tools such as control charts. Tests or inspections may be carried out by the operator, a third party or be automated
- Reporting and recording systems may be verbal, written, electronic or screen-based
- Participating in improvement may involve participation in structured improvement programs, one-off projects and day-to-day problem solving

EVIDENCE GUIDE

The assessment process must address all of the following items of evidence.

Ability to:

- Access and apply workplace information on quality requirements for own work
- Identify control points or inspection points for own work and related methods used to monitor quality
- Maintain quality of own work. This may require carrying out relevant checks and inspections in order to monitor control points and check and inspect equipment, materials, product, packaging consumables, processing conditions and service standards relevant to own work
- Identify and correct variation within boundaries of work role. This may require the use of quality data
- Determine when and how to make adjustments to maintain output within specified parameters
- Identify and respond to out-of-specification or unacceptable inputs and/or outputs
- Record quality data in required format

May include ability to:

- Conduct tests related to work responsibilities
- Collect samples as required by sampling regime where applicable

Knowledge of:

- Quality policy, procedures and responsibilities
- Quality system used in the workplace. This includes an understanding of the relationship between the quality system and food safety program, sources of information on quality requirements, the role of internal and external auditors as appropriate and performance improvement processes
- Basic concepts of quality assurance including hazards, risk assessment and control methods
- Requirements of internal and external customers
- Control points for own work. This includes an understanding of the purpose of the control point, the risk if not controlled and the method of control used
- Monitoring, testing and inspection procedures relating to process control requirements
- Scope to correct/control variation within equipment and process capacity parameters
- Evidence of out-of-standard or unacceptable performance
- Procedures for responding to out-of-specification or unacceptable performance/outcomes. This includes procedures for identifying or isolating materials or product of unacceptable quality
- Systems used to trace product ingredients as relevant to own work
- Requirements to report and record quality information

May include knowledge of:

- Sampling and test methods and procedures

Relationship with other standards

Pre-requisite units

There are no pre-requisite units for this competency standard.

Co-assessment of related units

This unit should be assessed together with other units of competence relevant to the function or work role. In addition, the following optional or ancillary units may be relevant:

- FDFCORFSY2A Implement the food safety program and procedures
- FDFOPTISP2A Implement sampling procedures
- PMLTEST300A Perform basic tests

Resources required for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:

- Quality policy, system and procedures. This includes company codes of practice/Good Manufacturing Practice (GMP)
- Work tasks and responsibilities
- Workplace information relating to work tasks. This may include specifications, work instruction and other advice on quality requirements and procedures
- Sampling and test procedures and related equipment as required
- Systems for recording quality information

Assessment requirements

For information on how to assess this competency standard and who can assess, refer to the Assessment Guidelines for this Training Package.

FDFCORQFS3A Monitor the implementation of quality and food safety programs

Unit Descriptor

This is a Core competency. It covers the skills and knowledge required to provide a leadership role in supporting day-to-day implementation of the food safety/quality programs in a work area. It also involves supporting others to implement the requirements of the food safety/quality procedures. This unit applies to those with formal responsibility for others, and to those required to model workplace policies and procedures but who have no formal management role.

This unit is based on and equivalent to the guideline food safety unit GFSOFSA Oversee the day-to-day implementation of food safety in the workplace.

Note that this unit does not apply to the pharmaceutical industry. Refer to FDFPHGMP3A Monitor the implementation of Good Manufacturing Practice procedures.

Unit Sector

Core

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Ensure others in the work area are able to meet quality and food safety requirements | 1.1 Hazard control and clothing and equipment appropriate to work requirements are available, functional and correctly fitted
1.2 Information on food safety/quality responsibilities and procedures is current, accessible and communicated to others in the work area
1.3 Information about identified hazards and the outcomes of risk assessment and risk control procedures is accessible and communicated to others in the work area
1.4 Food safety/quality hazards and control measures used in the work area can be identified by those in the work area
1.5 Mentoring and coaching support is available to support individuals/groups to implement quality and safe food handling procedures
1.6 Training needs are identified and addressed within level of responsibility |
| 2. Monitor observance of quality standards and food safety programs in the work area | 2.1 Work procedures in the work area are clearly defined, documented and followed
2.2 Deviation from identified procedures is identified, reported and addressed within level of responsibility
2.3 Personal behaviour is consistent with workplace policies and procedures that support food safety and quality
2.4 Food safety and/or quality hazards are identified and reported according to workplace procedure
2.5 Food safety and quality information is recorded to meet workplace reporting requirements
2.6 Housekeeping standards in the work area are maintained |

- | | |
|---|--|
| 3. Take corrective action in response to quality and food safety non-compliance | 3.1 Workplace procedures for responding to quality and food safety non-compliance are promptly implemented
3.2 Hazardous events are investigated to identify cause
3.3 Control measures to prevent recurrence and minimise risks of hazardous events are implemented |
| 4. Maintain and improve quality and food safety in the work area | 4.1 Processes or conditions which could result in a breach of food safety procedures or quality specifications are identified, assessed, removed or and/reported within level of responsibility and according to workplace procedure
4.2 Risk assessments are conducted and appropriate control measures are identified and implemented in the work area
4.3 Recommendations arising from risk assessments are implemented within level of responsibility
4.4 Inadequacies in control measures are identified and reported according to company reporting requirements
4.5 Matters raised relating to quality/food safety are promptly resolved and/or referred to appropriate personnel
4.6 The work group is consulted and advised of quality/food safety matters relevant to work role
4.7 Opportunities for improving food safety and quality are identified and raised with relevant personnel
4.8 Procedures are developed or revised to support effective control of quality and food safety hazards
4.9 Quality/food safety records are reviewed to ensure they are complete and meet the quality system, food safety program and legal requirements |

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and, unless otherwise indicated, items may or may not apply as required by the work context.

Range description

- Work responsibilities may include formal or informal responsibility for modelling appropriate quality/food safety policies and procedures and providing a support role to others in the work area
- A food safety program is a written document that specifies how a business will control all food safety hazards that may be reasonably expected to occur in all food handling operations of the food business. The food safety program and related procedures must comply with legal requirements of the Food Safety Standards and must be communicated to all food handlers. Where no food safety program is in place, food safety requirements may be specified in general operating procedures
- Quality systems may be externally accredited, such as an ISO system, or internally designed and managed
- Workplace information may be provided in food safety and quality policies and programs, Standard Operating Procedures (SOPs), specifications, log sheets and written or verbal instruction incorporating food safety and quality requirements
- A food safety incident is a situation where the safe limits or parameters identified by the food safety program are not met
- A quality incident is a situation where the quality limits or parameters identified in specifications or processing instructions are not met
- Monitoring describes the methods used to confirm that a food safety or quality hazard is in control. Examples of monitoring procedures include taking temperatures, collecting samples, conducting visual inspections and testing as required
- Responsibility for identifying breaches of food safety procedures and taking corrective action occurs in the context of the food safety program and within scope of responsibility
- Responsibility for identifying non-compliance against quality standards occurs within the context of defined standards or specifications and relates to work area
- Minimum personal hygiene requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in the Food Safety Standard 3.2.2, Division 4:14 and/or state legislation/regulations
- Reporting of health conditions and illnesses requirements are specified by the food safety program. At a minimum this must meet legal requirements as set out in Food Safety Standard 3.2.2, Division 4:13 and/or state legislation/regulations
- The operator at this level may not have direct

responsibility for overseeing the training/development of team members. At a minimum they must be able to identify development needs of others in the work area and refer this information to the relevant personnel

- The operator at this level may not have responsibility for independently assessing risks and determining the effectiveness of control measures. However, they would be expected to observe day-to-day effectiveness and participate in assessment and review processes
- Responsibilities at this level may include facilitating consultation processes within level of responsibility
- Record keeping complies with customer, legal and food safety program requirements

EVIDENCE GUIDE

The assessment process must address all of the following items of evidence.

Ability to:

- Access, interpret and communicate information about the food safety program, quality requirements and related procedures to others in the work area. This requires demonstration of two-way communication including active listening and constructive response to feedback
- Provide access to and maintain current food safety/quality documentation
- Model safe food handling and quality practices and procedures to achieve required outcomes. This includes demonstrating:
 - work procedures that meet the requirements of quality and food safety
 - cleaning and sanitizing equipment
 - sampling and testing as appropriate according to quality and food safety requirements
 - maintaining personal hygiene
 - wearing appropriate clothing and footwear as required by the work task
 - following procedure when moving within and between work areas
 - reporting health conditions and illnesses according to workplace procedures
 - handling, cleaning and storing equipment, utensils and packaging materials as appropriate
- Identify control points in the work area and demonstrate monitoring techniques used. Control points include critical, quality and regulatory control points
- Support others to meet quality standards and follow food safety procedures. This involves ensuring that all personnel in the work area receive the information required and have the necessary skills and equipment to carry out their responsibilities
- Identify, report and/or address food safety/quality non-compliance in an appropriate and timely manner within level of responsibility
- Determine when and how to make adjustments to maintain output within level of responsibility
- Identify, report and/or address food safety/quality training and development needs of others in the work area
- Ensure that appropriate and timely action is taken in response to non-compliance
- Handle and dispose of out-of-specification or contaminated food, waste and recyclable material according to food safety program as this requirement relates to own work responsibility
- Participate in investigations of non-compliance and risk assessment processes
- Participate in consultation processes to improve quality and food safety outcomes in the workplace

- Review practice and procedures to implement recommendations arising from risk assessments and/or improvement proposals within level of responsibility. This may include collection and analysis of food safety/quality records, reviewing operating procedures and communicating changes to others in the work area
- Ensure that housekeeping standards are maintained and that equipment is in operational order. This may include participating in the management of equipment calibration
- Monitor the recording of quality and food safety information to confirm that records accurately reflect performance and meet the requirements of the food safety and quality programs

May include ability to:

- Participate in food recall procedures as required, within level of responsibility
- Facilitate consultation processes
- Lead investigations of quality and food safety incidents

Knowledge of:

- Sources of information and expertise on procedures and responsibilities for food safety relevant to the workplace
- Principles of a HACCP-based approach to managing food safety. This includes identification of hazards that are likely to occur, establishing appropriate methods of control and confirming that controls are met
- Basic concepts of quality assurance including hazards, risk assessment and control methods
- Company programs and systems in place to manage and support quality and food safety in the workplace. This may involve separate or integrated programs. This includes system for maintaining and updating documents such as operating procedures and specifications. It also includes knowledge of:
 - clothing and footwear requirements for working in and/or moving between food handling areas
 - personal clothing maintenance, laundering and storage requirements
 - appropriate bandages and dressings to be used when undertaking food handling
 - housekeeping requirements and responsibilities relating to own work. Where relevant this includes use and storage of housekeeping/cleaning equipment
 - procedures to follow in the event of pest sighting or discovery of infestation
 - purpose and importance of cleaning and sanitation procedures
- Legal obligations for food safety and quality. At a minimum, this includes an awareness of government legislation and customer requirements
- Food safety and quality responsibilities and requirements relating to the work area
- Awareness of common micro biological, physical and chemical hazards related to the foods handled in the work area. This includes the types of hazards likely to occur, the conditions under which they occur, possible consequences and control methods to prevent occurrence
- Suitable standard for materials, measuring devices, equipment and utensils used in the work area
- Properties of food and ingredients used that affect food safety. This includes an understanding of related storage, processing and handling requirements
- Current technical and process knowledge required to participate in investigations of food safety/quality hazards, risks and incidents within level of responsibility. This includes an understanding of common micro biological, physical and chemical hazards, related control methods and the way changes in equipment and/or processing methods can affect food safety and quality outcomes
- Procedures for identifying unsafe and/or non-conforming product. This includes a knowledge of control points, evidence of out-of-specification product or materials and

may include knowledge of sampling procedures, test methods and inspections

- Options for responding to non-compliance. This includes an understanding of legal responsibility, risk management and cost/implications of different responses and level of responsibility for decision making
- Methods used in the workplace to isolate or quarantine food which may be unsafe
- Waste collection, recycling, handling and disposal. This may include handling/disposal requirements for different types of waste such as hazardous waste where relevant
- Traceability and recall procedures within level of responsibility
- Documentation system and procedures. This includes record keeping to meet both company and legal requirements, procedures for developing and/or reviewing workplace procedures, and document control systems used in the workplace
- Auditing arrangements, roles and responsibilities as they relate to own work responsibilities. This may include an understanding of internal and external audit processes
- Appropriate communication skills and techniques to convey information on quality and food safety requirements to others in the workplace

May include knowledge of:

- Cleaning and sanitation procedures
- Impact of rework handling/addition on food safety
- Sampling and test methods
- Facilitation and consultation techniques

Relationship with other standards

Pre-requisite units

There are no pre-requisites for this unit

Co-assessment of related units

This unit should be assessed together with other units of competence relevant to the function or work role. In addition, the following optional or ancillary unit may be relevant:

- FDFOPTPIP3A Participate in improvement processes
- FDFOPTTG3A Lead work teams and groups
- BSBCMN405A Analyse and present research information

Resources required for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:

- Food safety program for the work area which identifies critical control points, control measures and corrective action
- Quality policy, system and procedures
- Work area or system in which quality and food safety practices and procedures are to be monitored
- Personal protective clothing and equipment as required
- Review/audit arrangements
- Reporting and monitoring systems

Assessment requirements

For information on how to assess this competency standard and who can assess, refer to the Assessment Guidelines for this Training Package.

FDFHYCH2A**Operate a creamed honey manufacture process****Unit Descriptor**

This is a Specialist unit. It covers the skills and knowledge required to set up, monitor, and adjust a process to produce creamed honey.

Unit Sector

Honey

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Prepare the equipment and process for operation | 1.1 Liquid and seed honey is confirmed and available to meet production requirements
1.2 Cleaning and maintenance requirements and status are identified and confirmed
1.3 Machine components and related attachments are fitted and adjusted to meet operating requirements
1.4 Processing/operating parameters are set to meet safety and production requirements
1.5 Equipment performance is checked and adjusted as required
1.6 Pre-start checks are carried out as required by workplace requirements |
| 2. Operate and monitor the creamed honey manufacture process | 2.1 The process is started and operated according to workplace procedures
2.2 Equipment is monitored to identify variation in operating conditions
2.3 Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements
2.4 The process is monitored to confirm that specifications are met
2.5 Out-of-specification product/process outcomes are identified, rectified and/or reported to maintain the process within specification
2.6 The workplace meets housekeeping standards
2.7 Workplace records are maintained according to workplace recording requirements |
| 3. Shut down the creamed honey manufacture process | 3.1 The appropriate shutdown procedure is identified
3.2 The process is shut down according to workplace procedures
3.3 Maintenance requirements are identified and reported according to workplace reporting requirements |

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and, unless otherwise indicated, items may or may not apply as required by the work context.

Range description

- Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
- Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes the Food Standards Code, labelling including weights and measures legislation; and legislation covering food safety, environmental management, occupational health and safety, anti-discrimination and equal opportunity
- Workplace information may include Standard Operating Procedures (SOPs), specifications, production schedules and instructions, manufacturers' advice, standard forms and reports
- Production processes may be partly or fully automated. While processes vary, typical stages include addition of seed honey, holding, mixing/working and temperature control
- Operation of equipment and processes may require the use of process control panels and systems
- Equipment may include jacketed tanks/vats, buffer tanks, mixers/homogenisers, scraped surface heat exchangers, agitators and pumps
- Operators carry out changeovers within workplace arrangements and the relevant changeover procedures should be used to customise the details of this unit. Where more detailed changeovers are carried out, also refer to [FDFOPTCRM2A Conduct routine maintenance](#)
- Services may need to be confirmed. These depend on the nature of the process. Typical examples include power, water, and compressed and instrumentation air

EVIDENCE GUIDE

The assessment process must address all of the following items of evidence.

Ability to:

- Access workplace information to identify processing requirements
- Select, fit and use personal protective clothing and/or equipment
- Confirm supply of necessary materials and services. This includes selecting appropriate seed honey. It may also require selection of more than one liquid honey to meet required product characteristics
- Conduct pre-start checks. This may involve inspecting equipment condition to identify any signs of wear; selecting appropriate settings and/or related parameters such as temperature and agitation settings; cancelling isolation or lockouts as required; confirming that equipment is clean and correctly configured for processing requirements; sensors and controls are correctly positioned; any scheduled maintenance has been carried out, and that all safety guards are in place and operational
- Start, operate, monitor and adjust process equipment to achieve required outcomes. This may include monitoring control points and conducting inspections as required to confirm process remains within specification
- Monitor supply and flow of materials to and from the process
- Take corrective action in response to out-of-specification results
- Respond to and/or report equipment failure within level of responsibility
- Locate emergency stop functions on equipment
- Follow isolation and lock out/tag out procedures as required to take process and related equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- Complete workplace records as required
- Maintain work area to meet housekeeping standards

May include ability to:

- Use process control systems
- Demonstrate batch/product changeovers
- Collect samples and conduct tests
- Conduct routine maintenance
- Clean and sanitize equipment

Knowledge of:

- Basic principles of crystallisation. Aspects include an understanding of crystal structure and where appropriate, methods used to reduce crystal size, the effects of temperature and agitation on crystal formation, appropriate ratio of seed to liquid honey and factors that influence the crystallisation process including moisture content and crystal size
- Basic operating principles of equipment. This may include an operational understanding of main equipment components, status and purpose of guards, equipment operating capacities and applications and the purpose and location of sensors and related feedback instrumentation. It also includes knowledge of services required and action to take if services are not available
- Quality and organoleptic characteristics of different types of honey processed
- Quality characteristics to be achieved by the final product and related test methods used to confirm quality
- Quality requirements of seed and liquid honey used and the effect of variation on the final product
- Operating requirements, parameters and corrective action required where the process is outside specified operating parameters. Typical operating parameters include ambient and processing temperatures, agitation speeds and holding times and temperatures
- Typical equipment faults and related causes. This includes recognition of signs and symptoms of faulty equipment and early warning signs of potential problems
- Methods used to monitor each stage of the production process. This may include inspecting, measuring and testing as required. It requires awareness of inspection or test points (control points) in the process and the related procedures and recording requirements
- Contamination/food safety risks associated with the process and related control measures. This relates specifically to air inclusion and moisture content and related methods of control
- Common causes of variation and corrective action required
- Factors that affect the stability and shelf-life of the finished product and options to extend shelf-life. This includes storage conditions for packed product
- OHS hazards and controls. This includes awareness of the limitations of protective clothing and equipment relevant to the work process
- Requirements of different shutdowns as appropriate to the process and workplace production requirements. This includes emergency and routine shutdowns and procedures to follow in the event of a power outage
- Isolation, lock out and tag out procedures and responsibilities
- Procedures and responsibility for reporting production and performance information

- Environmental issues and controls relevant to the process. This includes waste/rework collection and handling procedures related to the process

May include knowledge of:

- Basic operating principles of process control where relevant. This includes the relationship between control panels and systems and the physical equipment
- Product/process changeover procedures and responsibilities
- Sampling and testing associated with process monitoring and control
- Routine maintenance procedures
- Cleaning and sanitation procedures

Relationship with other standards

Pre-requisite units

There are no pre-requisite units for this competency standard.

Co-assessment of related units

This unit should be assessed together with core units and other units of competence relevant to the function or work role. In addition, the following optional or ancillary units may be relevant:

- FDFZPRCI2A Operate a process control interface
- FDFOPTISP2A Implement sampling procedures
- PMLTEST300A Perform basic tests
- FDFOPTCRM2A Conduct routine maintenance
- FDFZCSCIP2A Clean equipment in place
- FDFZCSCS2A Clean and sanitize equipment

Resources required for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:

- Personal protective clothing and equipment
- Work procedures including advice on safe work practices, food safety, quality and environmental requirements
- Information on equipment capacity and operating parameters
- Production schedule/batch instructions
- Specifications, control points and processing parameters
- Process and related equipment and services
- Seed and liquid honey
- Sampling schedules and test procedures and equipment as required
- Documentation and recording requirements and procedures
- Cleaning procedures, materials and equipment as required

Assessment requirements

For information on how to assess this competency standard and who can assess, refer to the Assessment Guidelines for this Training Package.

FDFOPTHCP3A**Participate in a HACCP team****Unit Descriptor**

This is an Optional unit. It covers the skills and knowledge required to participate in the development and/or review of a HACCP-based food safety program under direction. It is appropriate where the operator requires a detailed understanding of the steps and techniques used to develop and review a HACCP-based food safety program.

This unit is based on and achieves part of the guideline food safety unit GFSDFSPA Develop food safety programs.

Prerequisite Unit(s)

FDFCORFSY2A Implement the food safety program and procedures

Unit Sector

Optional

ELEMENT**PERFORMANCE CRITERIA**

- | | | |
|---|-----|---|
| 1. Prepare to develop and/or review a food safety program | 1.1 | Roles and responsibilities for participating in, developing or reviewing a food safety program are identified |
| | 1.2 | The scope of the food safety program is identified |
| 2. Identify and/or review food safety hazards | 2.1 | Processes to be covered by the food safety program are identified and steps within each process are described |
| | 2.2 | Food safety hazards that are reasonably expected to occur are identified for each process |
| | 2.3 | Handling methods, processing techniques and existing support programs used in the workplace are identified |
| 3. Establish and/or review methods to monitor and control food safety hazards | 3.1 | Acceptable methods of control are established for each food safety hazard that is reasonably expected to occur |
| | 3.2 | Control methods are validated |
| | 3.3 | Procedures for taking preventative action are established |
| | 3.4 | Appropriate methods for monitoring that processes remain within control are established |
| | 3.5 | Required corrective action to respond to situations where hazards are not effectively controlled is established |
| 4. Establish and/or review food safety documentation, communication and recording systems | 4.1 | Food safety-related roles and responsibilities are communicated |
| | 4.2 | Records required to document, implement and maintain the food safety program are established |
| | 4.3 | Record keeping requirements and responsibilities are communicated to food business personnel |

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and, unless otherwise indicated, items may or may not apply as required by the work context.

Range description

- This unit can be aligned at either AQF 3 or 4. When aligned at AQF 3 the person would typically participate in the development of the food safety program as part of a group. The scope of contribution would typically be limited to their immediate work area. When this unit is applied at AQF 4 the person may take a lead role in facilitating the development of the food safety program and would apply an understanding of food safety across more diverse operations or work areas
- A food safety program is a written document that specifies how a business will control all food safety hazards that are reasonably expected to occur in the food business. The food safety program must provide for the systematic monitoring of the controls as well as appropriate corrective action if a hazard is found not to be under control. Records must be kept to demonstrate action in relation to, or in compliance with, the food safety program
- Methods used to control hazards include both support programs and specific hazard control limits or requirements. Typical examples of support programs include product recall, cleaning schedules, pest control programs, personal hygiene practices, calibration procedures and related operating procedures
- A food safety program may be developed as a stand-alone program or may be integrated with the quality program in a workplace
- Food safety hazards include micro biological, chemical and physical hazards
- Validation refers to the use of objective evidence in order to prove that materials, processes, procedures or equipment used are capable of delivering the intended result
- Verification refers to reviewing all aspects of the food safety program and related records to determine compliance with and adequacy of the food safety program. At a minimum, food safety programs must be verified annually
- The scope of the HACCP-based plan depends on workplace requirements and may extend outside the direct area of responsibility of the team participants

EVIDENCE GUIDE

The assessment process must address all of the following items of evidence.

Ability to:

- Identify personal roles and responsibilities for participating in the development or review of a food safety program
- Identify processes and steps to be covered
- Identify hazards that are reasonably expected to occur and establish appropriate methods of control. This may include participating in validating existing control methods and where there is no adequate control method in place, establishing an appropriate method
- Establish or review procedures for implementing preventative action. Typically this involves revision of materials, processes and/or food handling procedures. It may require revision of workplace practices and documentation such as specifications, operating procedures and approved supplier programs
- Describe the appropriate monitoring requirements for each food safety hazard. This includes a description of the method or procedure to be followed, the frequency and timing, the person responsible, and the information to be recorded. Procedures to be followed would typically be specified in the form of a standard operating procedure or work instruction
- Describe corrective action requirements in the event that acceptable limits or requirements of support programs are not met
- Develop or review documentation relating to the design and maintenance of the food safety program. This may include process flow diagrams, hazard analysis charts and tables, support program requirements, data analysis reports, corrective action reports and verification reports
- Develop or review documentation to communicate food safety responsibilities. This may include Standard Operating Procedures, processing parameters and recording devices such as log sheets
- Communicate food safety responsibilities within level of responsibility using techniques and presentation styles appropriate to the audience

Knowledge of:

- The purpose and intent of food safety legislation
- Purpose and responsibilities for maintaining records as required by legislation and workplace procedures
- Roles and responsibilities for development and maintenance of the food safety program. This includes roles of internal and external auditors and of authorised officers
- Techniques for applying HACCP-based principles. This includes techniques for identifying hazards, assessing the likelihood of occurrence, determining acceptable methods of control, monitoring and recording requirements for each control point, identifying corrective action if controls are not met, and developing system review procedures
- Techniques used to map operations and analyse food safety requirements. This may include preparation of flow charts, hazard analysis charts and tables, and data analysis reports
- Raw materials, ingredient and finished product composition and characteristics, and related handling and storage requirements
- Food processing methods used in the workplace or work area and their effect on food safety
- Sources of technical expertise on food safety requirements
- The role of consultation in the development, implementation and ongoing maintenance of the food safety program
- Documentation and recording requirements to support communication and monitoring of the food safety program. This includes procedures for maintaining and updating relevant documents such as operating procedures
- Main types of food safety hazards/contamination likely to occur given the type of product and processing methods used
- Conditions required for bacterial food poisoning to occur. This may include aw (water activity), pH, composition, time and temperature as relevant to food handled
- Acceptable control methods for the hazards identified and required corrective action when control requirements are not met
- Typical support programs such as cleaning schedules, pest control, stock rotation, product traceability and personal hygiene etc, and how they can be used as part of a food safety program
- Acceptable control methods for the hazards identified and required corrective action when control requirements are not met
- Validation and verification processes and techniques and responsibilities

Relationship with other standards**Pre-requisite units**

The pre-requisite for this unit is:

- FDFCORFSY2A Implement the food safety program and procedures

Co-assessment of related units

This unit should be assessed together with core units and other units of competence relevant to the function or work role.

Resources required for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:

- Workplace food safety program documentation
- Advice on quality and food safety legislation
- Procedures for developing or modifying specifications and other advice on food safety requirements
- Procedures for developing or modifying documentation such as work instructions and procedures, log sheets and other recording requirements
- Review/audit arrangements
- Consultative mechanisms
- Communication systems
- Training system
- Reporting/recording system

Assessment requirements

For information on how to assess this competency standard and who can assess, refer to the Assessment Guidelines for this Training Package.

FDFOPTISP2A**Unit Descriptor****Implement sampling procedures**

This is an Optional unit. It covers the skills and knowledge required to understand the requirements of sampling plans, and to collect and transfer samples to retain sample integrity. Operators requiring this competency would typically be required to follow specific sampling procedures such as aseptic sampling.

Unit Sector

Optional

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-------------------------|--|
| 1. Prepare for sampling | 1.1 Sampling requirements are identified in accordance with the sampling plan
1.2 Sampling equipment, containers and labels are prepared |
| 2. Collect samples | 2.1 Samples are collected according to sampling procedures and the requirements of the sampling plan
2.2 Samples are handled and prepared to preserve sample and source integrity
2.3 Defects or abnormalities in source material and/or sample are identified and reported
2.4 Sample information is recorded according to workplace sample recording requirements
2.5 The workplace meets housekeeping standards |

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and, unless otherwise indicated, items may or may not apply as required by the work context.

Range description

- Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements and industrial awards and agreements
- Workplace information may include Standard Operating Procedures (SOPs), specifications, production schedules and instructions, manufacturers' advice, and sampling plans
- When applied to the pharmaceutical industry, relevant GMP codes apply and reference to food safety is replaced by GMP
- Sampling requirements include sampling under standard conditions and sampling after processes are adjusted in response to variation or non-conformance
- Sampling typically occurs at a number of points and using a range of techniques
- Maintenance of sample integrity may be achieved by use of appropriate personal protective clothing, clean sampling tools and containers (sterilised tools/containers for aseptic sampling), temperature control and addition of preservatives as required
- Sampling techniques may include sub-sampling

EVIDENCE GUIDE

The assessment process must address all of the following items of evidence.

Ability to:

- Access and interpret sampling plan to identify sampling requirements
- Select, fit and use personal protective clothing and/or equipment
- Prepare for sampling to ensure required tools, containers and labels are available
- Follow sampling procedures and the sampling plan to collect samples from the point/s, in the quantities and at the times specified
- Identify atypical source materials and/or samples and take corrective action. This may involve reporting abnormalities, repeating sample collection and/or following intensive sampling schedules as required
- Complete sample records according to workplace requirements. This may include labelling samples as required
- Transfer samples for testing
- Maintain work area to meet housekeeping standards

May include ability to:

- Prepare samples according to procedure

Knowledge of:

- Basic sampling principles. This includes an understanding of the importance of following the sampling plan to obtain representative sampling reflecting characteristics of source material; the sample characteristics and related preservation, handling and storage requirements; and the labelling system purpose and requirements
- Tests to be conducted on samples and related handling and preparation requirements and responsibilities
- Characteristics of materials sampled and common contaminants and related conditions under which contamination is likely to occur
- Sampling techniques relevant to samples collected. This may include an understanding of sterilisation methods and procedures
- The relationship between sampling, testing and production processes. This includes an understanding of different sampling regimes that may apply in response to non-standard conditions or after corrective action is taken to adjust production outputs
- Procedures and responsibility for reporting and recording sampling information. This may include legislative requirements

May include knowledge of:

- Procedures for preparing samples

Relationship with other standards**Pre-requisite units**

There are no pre-requisite units for this competency standard.

Co-assessment of related units

This unit should be assessed together with core units and other units of competence relevant to the function or work role. In addition, the following optional unit may be relevant:

- PMLTEST300A Perform basic tests

Resources required for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:

- Sampling plan
- Documentation including specifications, work instruction and other advice on sampling requirements
- Recording and reporting system
- Sampling instrumentation and containers as required
- Product/source material to be sampled

Assessment requirements

For information on how to assess this competency standard and who can assess, refer to the Assessment Guidelines for this Training Package.

FDFZCSCIP2A**Unit Descriptor****Clean equipment in place**

This is a Specialist unit. It covers the skills and knowledge required to prepare process equipment for cleaning in place (CIP) or in-line. It requires the operator to initiate, monitor and control variables during cleaning. Where this is not a requirement of a CIP system, this unit may not be relevant.

Unit Sector

Cleaning & Sanitation

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Prepare for cleaning | 1.1 Chemical stocks are available to meet cleaning and sanitation requirements
1.2 Services are confirmed as available and ready for operation
1.3 Equipment shutdown is planned and equipment is taken off-line for cleaning
1.4 Equipment and related valves and pipework are configured to confirm readiness for cleaning
1.5 The plant is set for the cleaning cycle |
| 2. Operate and monitor the cleaning process | 2.1 The cleaning cycle is undertaken according to company policies and procedures
2.2 The cleaning process is monitored to confirm cleaning meets company requirements
2.3 Cleaning data is recorded according to workplace reporting requirements
2.4 Out-of-specification process and equipment performance is identified, rectified and/or reported |
| 3. Dispose of waste and return plant to operating condition | 3.1 Cleaning chemicals are flushed from plant and disposed of according to company policies and procedures
3.2 Plant is set up to meet operational requirements |

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and, unless otherwise indicated, items may or may not apply as required by the work context.

Range description

- Work is carried out in accordance with company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements. When applied to the pharmaceutical industry, relevant GMP codes apply and reference to food safety is replaced by GMP
- Workplace information may include Standard Operating Procedures (SOPs), specifications, production and cleaning schedules and instructions, signs and symbols, Materials Safety Data Sheets (MSDSs), manufacturers' advice, standard forms and reports
- Dosing of cleaning chemicals may be automatically controlled or manually dosed
- Services may include power, water, steam, and compressed and instrumentation air
- Where tests are conducted as part of operation, a typical requirement is measurement of pH
- Monitoring the process is dependent on the nature of equipment. Examples of monitoring include chemical strength, cycle time, temperatures, time, storage tank levels and condensate quality
- Operation and monitoring of equipment and processes typically requires the use of control panels and systems

EVIDENCE GUIDE

The assessment process must address all of the following items of evidence.

Ability to:

- Access workplace information such as the cleaning schedule to identify cleaning requirements
- Select, fit and use personal protective clothing and/or equipment
- Confirm supply of necessary materials and services
- Handle and prepare cleaning and sanitation agents safely. This includes following correct handling and preparation procedures and use of appropriate protective clothing and equipment as required
- Schedule cleaning and/or liaise with related work areas to take equipment off-line with minimal disruption to production
- Prepare equipment for cleaning. This can include rendering equipment safe to clean, correctly positioning equipment such as valves, pipes, vents and taps, selecting appropriate cleaning cycle (CIP); removing waste; and or dismantling equipment
- Clean equipment according to cleaning process cycle and procedures. This can include starting up and operating the CIP process in both automatic and manual modes
- Monitor the process and equipment operation to maintain the cleaning process within the required parameters
- Locate emergency stop functions on equipment
- Return plant to operating order
- Take corrective action in response to out-of-specification results
- Advise affected work areas of cleaning schedule and progress
- Maintain and store chemicals and related equipment as required
- Carry out relevant checks and inspections to confirm effectiveness of cleaning
- Sort, collect, treat, recycle or dispose of waste
- Record cleaning information
- Maintain work area to meet housekeeping standards

May include ability to:

- Conduct routine maintenance
- Take samples and conduct tests

Knowledge of:

- Purpose and basic principles of cleaning in place (in-line). This includes the use and functions of caustic and acid solutions, and cleaning sequence and stages as required in the workplace
- Terminology relating to the chemical solutions used
- Safe work procedures including appropriate signage of cleaning activities and safe handling and storage of cleaners and sanitizers used
- Purpose and limitations of protective clothing and equipment
- Cleaning and sanitation requirements for work area. This includes different levels of cleaning requirements depending on the reason for cleaning
- Characteristics of cleaning and sanitizing chemicals used. This includes basic composition and may include compatibility of chemicals with types of equipment
- Methods used to render equipment safe to clean including understanding the status and purpose of equipment guards, relevant lock-out, tag-out and isolation procedures
- Equipment settings required for cleaning and for operating respectively
- Basic operating principles of process control where relevant. This includes the relationship between control panels and systems and the physical equipment
- Inspection points for cleaning and sanitation
- Consequences of contamination of process flows by cleaning solutions, and related safeguards
- Types of waste generated by both the production and the cleaning process and related collection, treatment and disposal requirements
- Environmental consequences of incorrect cleaning waste disposal procedures
- Requirements to liaise/advise related work areas
- Reporting and recording systems

May include knowledge of:

- Routine maintenance procedures
- Sampling methods and test procedures

Relationship with other standards**Pre-requisite units**

There are no pre-requisite units for this competency standard. In some cases the operator will require competence in the operation of the equipment they clean.

Co-assessment of related units

This unit should be assessed together with core units and other units of competence relevant to the function or work role. In addition, the following optional or ancillary units may be relevant:

- FDFOPTISP2A Implement sampling procedures
- PMLTEST300A Perform basic tests
- FDFOPTCRM2A Conduct routine maintenance

Resources required for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:

- Cleaning procedures and related advice on equipment operation including advice on safe work practices and environmental requirements
- Personal protective clothing and equipment
- Equipment to be cleaned, and related CIP system
- Chemicals and/or automated chemical addition system
- Services as required
- Material safety data sheets where appropriate
- Cleaning schedule or advice and related Standard Operating Procedures
- Housekeeping standards and procedures
- Advice on environmental management issues relevant to work responsibilities
- Workplace information recording systems, requirements and procedures
- They may require sampling and testing schedules and procedures as relevant to cleaning requirements in the workplace

Assessment requirements

For information on how to assess this competency standard and who can assess, refer to the Assessment Guidelines for this Training Package.

FDFZCSCS2A**Unit Descriptor****Clean and sanitize equipment**

This is a Specialist unit. It covers the purpose and effect of cleaning and sanitation and related procedures. This unit does not cover CIP (cleaning in place) processes. Where this is a required competency, select FDFZCSCIP2A Clean equipment in place.

Basic cleaning and sanitation procedures are covered in operational units. This unit should be selected where the operator is primarily responsible for cleaning and/or where they require a more detailed knowledge of cleaning and sanitation processes to carry out cleaning responsibilities. This unit applies to both wet and dry cleaning methods.

Unit Sector

Cleaning & Sanitation

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Prepare for cleaning | 1.1 Cleaning/sanitizing agents and services are available and ready for use
1.2 Equipment is cleared of product and/or packaging consumables in preparation for cleaning
1.3 Equipment is rendered safe to clean |
| 2. Clean and sanitize equipment to meet workplace requirements | 2.1 Equipment is cleaned and sanitized according to workplace procedure and requirements
2.2 Equipment is inspected to confirm operating condition and cleanliness
2.3 Unacceptable equipment condition is identified and reported according to workplace procedures
2.4 Cleaning equipment and chemicals are stored according to workplace procedure
2.5 Waste from cleaning process is disposed of according to workplace procedures
2.6 Equipment is restored to operating order |

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and, unless otherwise indicated, items may or may not apply as required by the work context.

Range description

- Work is carried out in accordance with company procedures, licensing requirements, legislative requirements, and industrial awards and agreements. When applied to the pharmaceutical industry, relevant GMP codes apply and reference to food safety is replaced by GMP
- Workplace information may include work instructions/operating procedures (SOPs), specifications, production and cleaning schedules, labels and codes, safety signs and symbols, materials safety data sheets (MSDSs), standard forms and written or verbal instruction
- Cleaning and sanitizing chemicals may be pre-mixed or manually mixed
- Preparing/restoring equipment to operating order may involve simple dismantling and reassembling of equipment parts, basic isolation, and covering of motors and instrumentation
- Services may include power, water, steam, and compressed and instrumentation air
- Inspecting cleaning effectiveness typically involves carrying out a visual inspection

EVIDENCE GUIDE

The assessment process must address all of the following items of evidence.

Ability to:

- Access workplace information such as the cleaning schedule to identify cleaning requirements
- Select, fit and use personal protective clothing and/or equipment
- Confirm supply of necessary cleaning and sanitizing equipment and services
- Select and prepare cleaners and sanitizers as required according to workplace procedures
- Prepare equipment for cleaning. This may include rendering equipment safe to clean, clearing product and waste materials, covering motors and instrumentation where steam or water hoses are used, and simple dismantling of equipment parts
- Advise any affected work areas/operators of cleaning progress to co-ordinate timely completion with minimal disruption to production
- Clean and sanitize equipment as required according to workplace procedures and cleaning schedule
- Return equipment to operating order. This may involve basic assembly of equipment parts
- Inspect equipment to identify equipment condition and cleanliness
- Locate emergency stop functions on equipment
- Report and/or correct unacceptable equipment condition
- Maintain housekeeping standards
- Prepare cleaners and sanitizers as required
- Store cleaners, sanitizers and related equipment as required
- Carry out relevant checks and inspections
- Maintain work area to meet housekeeping standards

May include ability to:

- Conduct routine maintenance
- Take samples and conduct tests
- Record cleaning and sanitation information

Knowledge of:

- The purpose of cleaning and sanitation and importance in maintaining food safety
- Functions of cleaners, sanitizers and related equipment
- Safe work procedures including appropriate signage of cleaning activities, safe handling and storage of cleaners and sanitizers used, safety when using cleaning methods such as hot water and steam hoses, status and purpose of safety guards
- Purpose and limitations of protective clothing and equipment
- Cleaning and sanitation requirements relating to work responsibilities. This includes an understanding of the need for different levels of cleaning where relevant
- Procedures for preparing cleaners and sanitizers as required
- Cleaning method/s to be followed relating to work responsibilities
- Other work areas/operators who need to be consulted/advised on timing of cleaning
- Methods used to render equipment safe to clean including understanding the status and purpose of equipment guards, relevant lock-out, tag-out and isolation procedures and related equipment settings for both cleaning and operating as required
- Procedures for conducting cleaning and sanitizing
- Types of waste generated by the cleaning process and related collection, treatment and disposal requirements
- Potential environmental impact of incorrect waste handling
- Inspection, cleaning and storage requirements of cleaning equipment used
- Inspection points and methods for confirming the effectiveness of cleaning and sanitation. This includes visual inspection and may require recording of cleaning conducted
- Inspection requirements to confirm equipment condition. This includes an understanding of acceptable equipment condition, ability to identify faulty or unacceptable equipment and take required corrective action
- Recording requirements and responsibilities

May include knowledge of:

- Routine maintenance procedures
- Sampling methods and test procedures

Relationship with other standards**Pre-requisite units**

There are no pre-requisite units for this competency standard.

Co-assessment of related units

This unit should be assessed together with core units and other units of competence relevant to the function or work role. In addition, the following optional or ancillary units may be relevant:

- FDFOPTISP2A Implement sampling procedures
- PMLTEST300A Perform basic tests
- FDFOPTCRM2A Conduct routine maintenance

Resources required for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:

- Cleaning procedures and related advice on equipment operation including advice on safe work practices and environmental requirements
- Personal protective clothing and equipment
- Cleaning schedule and related procedures, including OHS advice
- Equipment/items to be cleaned
- Chemicals, cleaning equipment and services as required
- Material safety data sheets where appropriate
- Housekeeping standards and procedures
- Cleaning/sanitizing information recording system and procedures
- Advice on environmental management issues relevant to work responsibilities

Assessment requirements

For information on how to assess this competency standard and who can assess, refer to the Assessment Guidelines for this Training Package

FDFZPKPP2A**Unit Descriptor****Operate a packaging process**

This is a Specialist unit. It covers the skills and knowledge required to set up, operate, adjust and shut down a packaging process or sub-system. This unit is generic and should be customised for a given process. It should only be selected where no specific packaging unit is available.

Unit Sector

Packaging

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Prepare the equipment and process for operation | 1.1 Packaging components/consumables, materials and items to be packaged are confirmed and available to meet operating requirements
1.2 Cleaning and maintenance requirements and status are identified and confirmed
1.3 Machine components and related attachments are fitted and adjusted to meet operating requirements
1.4 Operating parameters are entered as required to meet safety and production requirements
1.5 Materials, product and packaging components/consumables are loaded or positioned as required to meet packaging requirements
1.6 Equipment performance is checked and adjusted as required
1.7 Pre-start checks are carried out as required by workplace requirements |
| 2. Operate and monitor the process | 2.1 The process is started and operated according to workplace procedures
2.2 Equipment is monitored to identify variation in operating conditions
2.3 Variation in equipment operation is identified and maintenance requirements are reported according to workplace reporting requirements
2.4 The process is monitored to confirm that specifications are met
2.5 Out-of-specification process outcomes are identified, rectified and/or reported to maintain the process within specification
2.6 The workplace meets housekeeping standards
2.7 Workplace records are maintained according to workplace recording requirements |
| 3. Shut down the process | 3.1 The appropriate shutdown procedure is identified
3.2 The process is shut down according to workplace procedures
3.3 Maintenance requirements are identified and reported according to workplace reporting requirements |

RANGE STATEMENT

The range statement indicates the context for demonstrating competence. This statement is a guide and, unless otherwise indicated, items may or may not apply as required by the work context.

Range description

- Work is carried out according to company policies and procedures, regulatory and licensing requirements, legislative requirements, and industrial awards and agreements
- Legislative requirements are typically reflected in procedures and specifications. Legislation relevant to this industry includes labelling, weights and measures legislation; and legislation covering food safety, environmental management, occupational health and safety, anti-discrimination and equal opportunity. When applied to the pharmaceutical industry, relevant GMP codes apply in place of the Australian Food Standards Code and reference to food safety is replaced by GMP
- Workplace information may include Standard Operating Procedures (SOPs), specifications, production schedules and instructions, manufacturers' advice, standard forms and reports
- A packaging process may relate to primary and/or secondary packaging activities. It typically requires the operation of a series of related items of equipment to achieve the required outcome. Where a single item of packaging equipment is operated, refer to the unit FDFZPRBE1A Operate basic equipment
- Typical equipment that may form a packaging sub-system includes conveyor systems, filling, sealing, wrapping, thermo-form equipment, casepackers, bundlers, ink jet coders, labellers, palletisers, shrink wrappers and strappers
- Packaging may include vacuum packing and Modified Atmosphere Packaging (MAP)
- Operators carry out changeovers within workplace arrangements and the relevant changeover procedures should be used to customise the details of this unit. Where more detailed changeovers are carried out, also refer to FDFOPTCRM2A Conduct routine maintenance
- Shutdown procedures may include cleaning. In some cases cleaning may be carried out by a dedicated cleaning crew
- Operation of equipment and processes may require the use of process control panels and systems

EVIDENCE GUIDE

The assessment process must address all of the following items of evidence.

Ability to:

- Access workplace information to identify packaging requirements
- Select, fit and use personal protective clothing and/or equipment
- Confirm supply of necessary packaging components/consumables, materials and services
- Conduct pre-start checks. This may involve inspecting equipment condition to identify any signs of wear; setting coders and printers; selecting appropriate equipment settings and/or related parameters; cancelling isolation or lockouts as required; and confirming that equipment is clean and correctly configured for packaging requirements, sensors and controls are correctly positioned, any scheduled maintenance has been completed, and that all safety guards are in place and operational
- Start, operate, monitor and adjust packaging equipment to achieve required outcomes. This may include loading packaging components/consumables and/or product, and monitoring control points such as weights, codes, placement, glue temperatures, alignment and appearance, configuration and seal integrity as required to confirm process remains within specification
- Monitor supply and flow of materials to and from the process
- Take corrective action in response to out-of-specification results
- Respond to and/or report equipment failure within level of responsibility
- Locate emergency stop functions on equipment
- Follow isolation and lock out/tag out procedures as required to take packaging equipment off-line in preparation for cleaning and/or maintenance within level of responsibility
- Demonstrate batch/process changeovers
- Complete workplace records as required
- Maintain work area to meet housekeeping standards

May include ability to:

- Use process control systems
- Integrity testing of packaging
- Carry out routine maintenance
- Clean and sanitize equipment

Knowledge of:

- Purpose and basic principles of the packaging process. This includes an understanding of the purpose and characteristics required of packaging materials used and the principles of the packaging process used. Where methods involve vacuum or MAP packaging, it includes an understanding of the effect of modified atmosphere on product shelf-life
- Product and packaging coding requirements and related legal requirements including product weight
- Basic operating principles of equipment. This may include an operational understanding of main equipment components; status and purpose of guards; equipment operating capacities and applications; and the purpose and location of sensors and related feedback instrumentation. It also includes knowledge of services required and action to take if services are not available
- The flow of processes supplying the packaging process and the effect of outputs on downstream processes
- Quality characteristics required of the packaging process. This may include an understanding of the seal integrity requirements
- Effect of variation in inputs, which may include packaging components/consumables, materials and/or services, on process performance
- Operating requirements and parameters and corrective action required where operation is outside specified operating parameters. This includes an understanding of restart procedures following a crash or jam up
- Typical equipment faults and related causes. This includes recognition of signs and symptoms of faulty equipment and early warning signs of potential problems
- Methods used to monitor the packaging process. This may include visual inspecting, and measuring and testing as required by the process. It requires awareness of inspection or test points (control points) in the process and the related procedures and recording requirements
- Contamination/food safety risks related to stages in the packaging process and related control measures
- Common causes of variation and corrective action required
- OHS hazards and controls
- Requirements of different shutdowns as appropriate to the packaging process. This includes emergency and routine shutdowns and procedures to follow in the event of a power outage. This may involve conducting basic equipment referencing
- Product/packaging changeover procedures and responsibilities
- Isolation, lock out and tag out procedures and responsibilities
- Procedures and responsibility for reporting production and performance information
- Environmental issues and controls relevant to the

process. This includes waste/rework collection and handling procedures related to the process

May include knowledge of:

- Basic operating principles of process control where relevant. This includes the relationship between control panels and systems and the physical equipment
- Routine maintenance procedures
- Packaging integrity testing
- Cleaning and sanitation procedures

Relationship with other standards

Pre-requisite units

There are no pre-requisite units for this competency standard.

Co-assessment of related units

This unit should be assessed together with core units and other units of competence relevant to the function or work role. In addition, the following optional or ancillary units may be relevant:

- FDFZPRCI2A Operate a process control interface
- FDFOPTISP2A Implement sampling procedures
- PMLTEST300A Perform basic tests
- FDFOPTCRM2A Conduct routine maintenance
- FDFZCSCS2A Clean and sanitize equipment

Resources required for assessment

Assessment must occur in a real or simulated workplace where the assessee has access to:

- Personal protective clothing and equipment
- Work procedures including advice on safe work practices, food safety, quality and environmental requirements
- Information on equipment capacity and operating parameters
- Specifications, control points and operating parameters
- Packaging and related equipment and services
- Materials to be packaged and packaging components/consumables as required
- Sampling schedules and test procedures and equipment as required
- Documentation and recording requirements and procedures
- Cleaning procedures, materials and equipment as required

Assessment requirements

For information on how to assess this competency standard and who can assess, refer to the Assessment Guidelines for this Training Package.

FPICOT3231A

Unit Descriptor

Operate steam boiler

This unit specifies the outcomes required to start-up, operate, shut-down and store a steam generating boiler, including hand over, maintenance, inspection and safety

Application of the Unit

This unit supports the attainment of skills and knowledge required for competent workplace performance in forest and forest products operations of all sizes. The unit applies to a plant environment and involves application of skills and knowledge at a tradesperson level. These skills and knowledge are to be used within the scope of the person's job and authority

Unit Sector

Common Technical

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-------------------------------|--|
| 1. Prepare for operation | 1.1 Applicable Occupational Health and Safety (OHS), legislative and organisational requirements relevant to operate a steam boiler are identified and complied with
1.2 Work order is reviewed and clarified with appropriate personnel
1.3 Quantity of steam to be generated is assessed and set for the allocated process
1.4 Equipment is selected appropriate to work requirements and checked for operational effectiveness in accordance with manufacturer's recommendations
1.5 Steam generation is planned in accordance with site procedures
1.6 Communication with others is established and maintained in accordance with OHS requirements |
| 2. Operate and monitor boiler | 2.1 Pre operational safety and start-up checks are carried out on equipment in accordance with statutory requirements, manufacturer's recommendations and plant operating procedures
2.2 Boiler is started and brought safely on line with recent boiler performance clearly communicated to other personnel
2.3 Continued operation of boiler is assessed against pre-operational checks, maintenance requirements and operating conditions
2.4 Boiler operation and status is monitored and diagnosed with adjustments conducted to maintain safe and efficient operation
2.5 Boiler house chemicals are stored, recorded and handled in accordance with statutory requirements
2.6 Emergency shut-down procedures are followed in case of a fire
2.7 Fuel efficiency recordings, calculations, operating log, boiler operation and equipment faults are recorded and reported to the appropriate personnel |

- | | |
|-------------------------------|--|
| 3. Shut-down and store boiler | 3.1 Shut-down and lock-out procedures are followed in accordance with OHS legislation and statutory regulations |
| | 3.2 Condition of boiler is checked and maintenance requirements recorded and reported |
| | 3.3 Boiler is prepared for inspection process, with valves and fittings removed, in accordance with statutory requirements |
| | 3.4 Boiler is cleaned internally and externally in accordance with statutory requirements |
| | 3.5 Mode of storage is selected and boiler stored in accordance with statutory requirements |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills include:

- comply with legislation, regulations, standards, codes of practice and established safe practices and procedures for operating a steam boiler
- use and maintain relevant tools, machinery and equipment
- identify problems and equipment faults and demonstrate appropriate response procedures
- use appropriate communication and interpersonal techniques with colleagues and others
- accurately record and report workplace information, and maintain documentation
- efficiently and safely operate a steam boiler

Required knowledge and understanding includes:

- applicable Commonwealth, State or Territory legislative, regulatory or certification requirements and codes of practice relevant to operating a steam boiler
- organisational and site standards, requirements, policies and procedures for operating a steam boiler
- principles of cultural diversity and access and equity
- environmental protection requirements, including the safe disposal of waste material
- established communication channels and protocols
- problem identification and resolution
- types of tools and equipment and procedures for their use, operation and maintenance
- steam boiler operating procedures
- characteristics and dangers of steam
- assessing, diagnosing and testing boilers
- start-up and shut-down procedures
- procedures for recording, reporting and maintaining workplace records and information
- appropriate mathematical procedures for estimation and measurement

KEY COMPETENCIES

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace. Performance Level 1 at this level, the candidate is required to undertake tasks effectively. Performance Level 2 at this level, the candidate is required to manage tasks. Performance Level 3 at this level, the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By communicating in simple language to confirm work requirements, convey information and requests to colleagues, report and record outcomes for operating a steam boiler	2
Collecting analysing and organising information	By collecting, organising and understanding information required to undertake operation of a steam boiler	2
Planning and organising activities	By organising work activities in the correct sequence for operating a steam boiler to be completed within the designated timeframes	2
Working with others and in teams	By using effective communication and interpersonal techniques with colleagues and others to maximise confidence, satisfaction and productivity during the process of operating a steam boiler	2
Using mathematical ideas and techniques	By calculating time to complete tasks and estimating tools, equipment and material requirements including calculating quantities, setting boiler temperature and assessing pressure levels	1
Solving problems	By establishing safe and effective steam boiler operating processes which anticipate likely problems to avoid wastage and downtime	2
Using technology	By selecting and using steam boiler equipment to generate steam for material drying purposes	1

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below.

OHS requirements are to be in accordance with Commonwealth, State or Territory legislation and regulations, and organisational safety policies and procedures. Requirements may include:

- the use of personal protective equipment and clothing
- safety equipment
- first aid equipment
- fire fighting equipment
- hazard and risk control
- elimination of hazardous materials and substances
- manual handling including shifting, lifting and carrying
- machine isolation and guarding

Legislative requirements are to be in accordance with applicable legislation from all levels of government that affect organisational operation. Requirements may include:

- award and enterprise agreements
- industrial relations
- Australian Standards
- confidentiality and privacy
- OHS
- the environment
- equal opportunity
- anti-discrimination
- relevant industry codes of practice
- duty of care

Organisational requirements

- may include legal, organisational and site guidelines, policies and procedures relating to own role and responsibility, quality assurance, procedural manuals, quality and continuous improvement processes and standards, OHS, emergency and evacuation, ethical standards, recording and reporting, access and equity principles and practices, equipment use, maintenance and storage, environmental management (waste disposal, recycling and re-use guidelines)

Work order

- is to include instructions for steam generation, quantity and time-span

Appropriate personnel

- may include supervisors, suppliers, clients, colleagues and managers

Steam

- energy derived from boiling water creating expansion within the boiler and therefore pressure

Equipment

- is to include steam generating boilers including liquid or vapour restricted to water or steam, fuel and fuel supply system and boiler operations in conjunction with other plant

Communication

- is to include log entries and hand over communication procedures and may include verbal and non-verbal language, constructive feedback, active listening, questioning to clarify and confirm understanding, use of positive, confident and cooperative language, use of language and concepts appropriate to individual social and cultural differences, control of tone of voice and body language

Pre start-up checks

- are conducted to ensure the equipment has been set up correctly, the systems are performing accurately and are operating to optimum performance

Diagnosis	<ul style="list-style-type: none"> is to include use of audio, visual and written information together with water quality and chemical testing
Boiler house	<ul style="list-style-type: none"> is normally the isolated room or building where the boiler is located
Emergency shut-down	<ul style="list-style-type: none"> is the immediate shutting off of the equipment to prevent an accident or prevent damage to the machine or product
Records and reports	<ul style="list-style-type: none"> may include fuel efficiency recordings, calculations, operating log, storage location, quality outcomes, hazards, incidents or equipment malfunctions may be manual, using a computer-based system or another appropriate organisational communication system
Storage	<ul style="list-style-type: none"> is to include the close down time the boiler is inactive and the procedures for shut-down

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package

Overview of assessment	<ul style="list-style-type: none"> A person who demonstrates competency in this unit must be able to provide evidence that they can safely and efficiently operate a steam boiler according to organisational requirements
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<ul style="list-style-type: none"> Comply with applicable Commonwealth, State or Territory legislative and regulatory requirements and codes of practice, including OHS, environmental and organisational policies and procedures, relevant to operating a steam boiler Effectively communicate and work safely with others in the work area Efficiently operate a steam boiler in accordance with statutory requirements and standard operating procedures Effectively, start, monitor and shut-down a steam boiler in accordance with statutory requirements and standard operating procedures Effectively hand over operation of a steam boiler to other personnel

Context of and specific resources for assessment

- Competency is to be assessed in the workplace or realistically simulated workplace
- Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints
- Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context
- Assessment is to comply with relevant regulatory or Australian Standards requirements
- The following resources should be made available:
 - workplace location or simulated workplace
 - materials and equipment relevant to operating a steam boiler
 - specifications and work instructions

Method of assessment

- Assessment must satisfy the endorsed Assessment Guidelines of the FPI05 Training Package
- Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge
- Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies
- Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge
- Assessment may be applied under project-related conditions (real or simulated) and require evidence of process
- Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances
- Assessment may be in conjunction with assessment of other units of competency
- The assessment environment should not disadvantage the candidate
- Assessment practices should take into account any relevant language or cultural issues related to Aboriginality, gender or language backgrounds other than English
- Where the participant has a disability, reasonable adjustment may be applied during assessment
- Language and literacy demands of the assessment task should not be higher than those of the work role

FPIFGM139A

Unit Descriptor

Operate 4x4 vehicle in off-road conditions

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 | <ul style="list-style-type: none">1.1 Organisational & regulatory occupational health & safety procedures, practices, policies, & precautions are observed & followed1.2 Pre-start checks of motor vehicles, and equipment carried out to manufacturer's specifications and roadworthy requirements1.3 Tyres are checked for pressure suitable for terrain & or changed to operational guidelines1.4 Loads are secured in accordance with organisational & legislative requirements1.5 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 requirements1.7 Faults or malfunctions are corrected and or reported to organisation requirements1.8 Vehicle and equipment are cleaned & stored after use to organisation requirements1.9 Any log books or reports required by the organisation are completed in accordance with organisational procedures |
| 2. Operate vehicle on, or across, a slope | <ul style="list-style-type: none">2.1 Organisational & regulatory occupational health & safety procedures, practices, policies, & precautions are observed & followed2.2 Intended vehicle path is inspected prior to negotiation to be within drivers capabilities and vehicle manufacturer's specifications2.3 Correct gear / range is selected to negotiate slope2.4 The effect on the centre of gravity of changing fluid loads is explained2.5 Traction is maintained in accordance with requirements of the vehicle & the surrounding terrain2.6 Hazards and risks associated with traversing cross slopes are described |

- | | |
|--|---|
| 3. Operate vehicle ascending a steep slope including stall recovery | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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.

KEY COMPETENCIES

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

RANGE STATEMENT

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.

MNMOLH305A

Unit Descriptor

Conduct front end loader operations

This unit applies in all contexts to the movement of material through front end loader operations and tipping operations in the extractive process in open cut environments.

Units replaced

This unit replaces the following:

- MNMOCC1207A Conduct front end loader operations

Unit Sector

Open Cut Units Loading and hauling

ELEMENT

PERFORMANCE CRITERIA

- | | |
|------------------------------------|--|
| 1. Plan and prepare for operations | 1.1 Plan and prepare work according to site procedures and relevant <i>legislation</i>
1.2 Receive, interpret and clarify shift change-over details
1.3 Select appropriate type of <i>equipment and/or attachments</i> according to job specifications and to maximise efficiency and effectiveness of work activities
1.4 Identify, address and report <i>potential risks and hazards</i>
1.5 Select personal protective equipment appropriate for work activities
1.6 Conduct equipment <i>pre-start checks</i> to ensure equipment is ready for operation
1.7 Identify, address and report <i>environmental issues</i>
1.8 Communicate with other personnel using approved communication methods
1.9 Adhere to emergency procedures to ensure safety of personnel, plant and equipment |
| 2. Load material | 2.1 Carry out <i>start-up, park and shut-down procedures</i>
2.2 Operate equipment and attachments within recommended speed, <i>engine capability and limitations</i>
2.3 Monitor equipment performance utilising appropriate <i>indicators</i> to aid efficient operations
2.4 Manoeuvre equipment to maximise efficiency and ensure safety of other equipment and personnel
2.5 Assess <i>material and site conditions</i> to determine appropriate operating techniques
2.6 Complete work according to agreed work plan and outcomes
2.7 Remove or manage <i>contaminants</i> upon identification
2.8 Erect physical barricades and signage to prevent unauthorised entry into loading area
2.9 Minimise hauling distance travelled and delays by adjusting approach to heaping and loading process |
| 3. Dump load | 3.1 Slow speed of loader for approach and elevate boom to clear bund
3.2 Lift bucket to appropriate height in readiness for dumping, maintaining stability of loader
3.3 Dump mass of material evenly distributing load |

- | | |
|------------------------------------|---|
| 4. Conduct housekeeping activities | 4.1 <i>Clean</i> equipment |
| | 4.2 <i>Clean</i> and store attachments and other ancillary equipment |
| | 4.3 Complete all required records and documentation accurately and promptly |

KEY COMPETENCIES

A number of basic skills that are learnt through work and life are required in all jobs, and enable people to transfer and apply knowledge and skills developed in classrooms and other learning situations to the workplace. These skills are commonly referred to as the seven Key Competencies. There are three levels at which these Key Competencies can be applied:

Level 1 - Perform the process/task

Level 2 - Perform and administer the process/task

Level 3 - Perform, administer and evaluate/design the process/task

The level of application of each Key Competency in the context of this unit is:

Key Competency	Example of Application	Performance Level
Communicating ideas and information	To complete required records.	1
Collecting analysing and organising information	To receive, interpret and clarify shift change-over details.	1
Planning and organising activities	To carry out start-up, park and shut-down procedures.	1
Working with others and in teams	To communicate with other personnel.	1
Using mathematical ideas and techniques	To monitor equipment performance utilising indicators to aid efficient operation.	1
Solving problems	To assess material and site conditions to determine appropriate operating techniques.	2
Using technology	To operate equipment within recommended speed, engine capability and limitations.	1

RANGE STATEMENT

Engine capability and limitations may include:

- duration of operation
- efficient and safe operating speed
- operating limitations
- type of activities performed
- weight and/or load limitations

Equipment and/or attachments may include:

- basket
- work platform
- fork tines

Start-up, park and shutdown procedures may include:

- correct location of equipment
- safety mechanisms operational (horn, operating lights)
- vehicle is left secured

Pre-start checks may include:

- 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

Indicators may include:

- brake air pressure
- brake oil temperature
- computer indicators
- engine oil pressure
- fuel filter
- parking brake
- retarder
- service meter
- speedometer/odometer
- steering filters
- tachometer
- torque converter oil temperature
- transmission filter
- voltmeter
- water temperature

Cleaning methods may include:

- degreasing
- forced air
- steam cleaning
- vacuum
- water

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-hanging rocks
- personnel
- pot holes
- unsafe ground
- unstable faces
- vehicles

Environmental issues may include:

- culturally sensitive sites and artefacts
- drainage
- dust
- emissions
- flora and fauna
- hazardous chemicals
- heritage legislation
- noise
- runoff
- spills
- water quality

Site conditions may include:

- wet and dry
- day and night
- broken ground
- stable ground (compaction) amount of scale
- slope of working surface
- degree of compaction
- location of water table
- working over old underground workings and voids

Materials may include:

- gravel
- ore
- overburden
- oxidised waste
- rejects
- road base
- rubbish
- sand
- sulphide rock fill
- tailings
- topsoil
- water

Contaminants may include:

- animal carcasses (sheep, cows, kangaroos)
- ear plugs
- cigarette butts
- consumables
- metal bucket teeth
- metal or steel rods
- old fencing
- old piping
- plastic
- timber

Legislation may include Acts and regulation dealing with:

- mining safety and health
- mine inspection
- OH&S
- explosives
- environment

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for the Training Package.

Critical Aspects of Evidence

The evidence required to demonstrate this competency must be relevant to mine site operations. In addition to satisfying the requirements of all elements, performance criteria, required knowledge and skills, evidence must include demonstration of:

- knowledge of all procedures, requirements and instructions to conduct front end loader operations appropriate to a mine site
- implementation of appropriate procedures and techniques for efficient and effective conduct of front end loader operations appropriate to a mine site, while complying with site risk control, health, safety, environmental, quality and communication requirements. This will include:
 - planning and preparing for operations
 - loading material
 - dumping load
 - conducting housekeeping activities

Required Knowledge

Specific knowledge is required to achieve the performance criteria in this unit to the standards of performance required in the workplace, to transfer the skills to other contexts and to deal with unplanned events. Assessment requires evidence of the ability to identify and explain the purpose of:

- connecting and using attachments
- dumping procedures
- emergency procedures
- environmental and heritage procedures
- equipment processes, technical capability and limitations
- equipment safety requirements
- geological and technical data
- hauling procedures
- hazardous goods procedures and consequences of spills
- isolation procedures
- levelling procedures
- material placement procedures
- mine operational system
- night and day working procedures
- fatigue management
- OH&S procedures
- open cut procedures
- operational procedures and checks
- road rules
- shutdown procedures
- site procedures
- site safety requirements
- start up procedures
- towing procedures

Required Skills

Specific skills are required to achieve the performance criteria in this unit. In addition to the generic skills identified in the Key Competencies section of this unit, assessment needs to obtain evidence of the ability to:

- apply diagnostic techniques
- apply hazardous goods handling techniques
- interpret plans, reports, maps, specifications
- apply lifting techniques (manual, cranes and loads)
- organise work tasks
- work in a team

Assessment and Interdependence of Units

This unit may be assessed with other relevant units forming a cohesive work function, according to specific mine site requirements.

Resource Implications

Assessment of this competency requires typical resources normally used on a mine site work environment. Selection and use of resources for particular sites may differ due to site conditions, equipment availability, equipment/plant types and different contexts.

Consistency in Performance

To ensure consistency of performance, this unit may be assessed over a period of time and a range of work and site conditions. Local site factors will influence the breadth of evidence required to demonstrate the competency.

Context for Assessment

This unit should be assessed in the work environment where possible. Some assessment events 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.

The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job.

Methods of Assessment

Appropriate methods of assessment for this unit will usually include:

- workplace observation of processes and procedures
- oral and/or written questioning on required knowledge
- testimony from supervisors, colleagues, clients and/or other appropriate persons
- simulation and/or scenario analysis

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.

Questioning should be undertaken in a manner appropriate to the language and literacy levels of the candidate and to the requirements of the unit of competency.

Assessment should also reinforce the integration of the Key Competencies.

MNQOPS262A

Unit Descriptor

Operate medium vehicle

This unit covers the operation of medium vehicles in work site operations including: planning and preparing for operations; steering, manoeuvring and position the vehicle; managing engine power; monitoring and anticipating traffic and road conditions; monitoring vehicle efficiency; parking and securing the vehicle; carrying out post-operational activities; and carrying out basic operator maintenance.

Units Replaced

This unit replaces the unit MNQOP26A Operate medium vehicles.

Linkages outside this unit

The work described in this unit is equivalent to the work covered in the following unit:

MNCG1062A Operate medium vehicles.

Employability Skills

This unit contains employability skills.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Prepare for operations. | 1.1 Obtain, interpret and clarify <i>work requirements</i> .
1.2 Access and apply <i>safety information</i> and procedures throughout the operations.
1.3 Conduct <i>pre-start checks</i> on vehicle and ancillary equipment in accordance with legislative, manufacturer's and <i>site requirements</i> .
1.4 Prepare <i>vehicle records</i> and carry out log-on procedures to quarry site requirements.
1.5 Test vehicle operations in accordance with manufacturer's and quarry site procedures and report faults which affect the safety of the operation to the appropriate authority.
1.6 Start engine in accordance with manufacturer's guidelines and start-up procedures and perform <i>start-up checks</i> . |
| 2. Steer, manoeuvre and position vehicle. | 2.1 Steer, manoeuvre and position vehicle in accordance with traffic regulations and quarry manager's rules.
2.2 Carry out movements within limits of vehicle and road dimensions and in accordance with <i>manufacturer's specifications</i> .
2.3 Limit centrifugal forces to load configuration and driving environment.
2.4 Ensure that all movements are smooth and controlled.
2.5 Avoid contact with obstacles.
2.6 Ensure no injury to personnel or damage to property, equipment or facilities, and load. |

- | | |
|--|---|
| 3. Manage engine power. | 3.1 Manage <i>engine power</i> to ensure efficiency of vehicle movement and to minimise damage to the engine and drive line.
3.2 Operate vehicle within manufacturer's specified torque range and temperature.
3.3 Coordinate engine power with gear selection to maintain torque range. |
| 4. Monitor and anticipate traffic and road conditions. | 4.1 Constantly monitor and anticipate traffic and <i>road conditions</i> to allow a safe operation and ensure no injury to people or damage to property, equipment, loads and facilities.
4.2 Achieve vehicle speed and safety using the accelerator, engine gears and brakes.
4.3 Anticipate traffic flows to ensure the most efficient route of travel is taken to destinations with out backtracking.
4.4 Take account of road and <i>traffic conditions</i> , road standards, distance and load. |
| 5. Monitor vehicle efficiency. | 5.1 Constantly monitor the vehicle's performance to ensure maximum efficiency of operation and fuel consumption.
5.2 Take account of <i>warning devices</i> that indicate engine or vehicle performance is hindered.
5.3 Constantly monitor vehicle for any <i>engine or vehicle malfunctions</i> or factors which may affect vehicle performance.
5.4 Report any faults or damage to vehicle to the appropriate authority. |
| 6. Park and secure the vehicle. | 6.1 Stop vehicle through the use of brakes using straight line braking techniques.
6.2 Park, and lock/secure vehicle in accordance with manufacturer's specifications, site, safety and legal requirements, including traffic regulations. |
| 7. Carry out post-operational activities. | 7.1 Carry out engine shut-down in accordance with approved procedures.
7.2 Complete post-operations checks and report faults in accordance with approved procedures.
7.3 Maintain and update vehicle records and process information in accordance with site requirements. |

- | | |
|--|--|
| 8. Carry out basic operator maintenance. | 8.1 Conduct inspections and fault finding in accordance with manufacturers and/or site requirements for vehicle and associated attachments and accessories and report results.
8.2 Carry out routine operational servicing and lubrication housekeeping tasks to manufacturers and/or site requirements for vehicle and associated attachments and accessories.
8.3 Carry out minor maintenance to manufacturers and/or site requirements on vehicle and associated attachments and accessories.
8.4 Provide operator support during preparation for and conduct of major maintenance tasks in accordance with site regulations, if required.
8.5 Carry out vehicle washing and housekeeping to manufacturers and/or site requirement. |
|--|--|

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Specific skills are required to achieve the performance criteria in this unit. In addition to the generic skills identified in the Key Competencies section of this unit, assessment needs to obtain evidence of the ability to:

- access, interpret and apply technical information
- interpret geological conditions and survey indicators
- communicate effectively
- apply operator maintenance techniques and procedures
- use relevant hand tools
- apply diagnostic techniques
- maintain equipment records
- use fire fighting equipment.

Required knowledge:

Specific knowledge is required to achieve the performance criteria in this unit to the standards of performance required in the workplace, to transfer the skills to other contexts and to deal with unplanned events. Assessment requires evidence of the ability to identify and explain the purpose of:

- fire fighting equipment
- operational safety requirements
- quarry operational procedures
- equipment characteristics, technical capabilities and limitations
- maintenance requirements/procedures
- vehicle record system
- communication system
- warning and directional signals
- quarry environment conditions
- loading / offloading procedures
- relevant aspects of quarry manager's rules.

RANGE STATEMENT

The following Range Statement is subject to site specific operations, but is not limited to the following details. Site procedures, regulations and occupational health and safety and other relevant legislation applies to all elements and performance.

Work requirements may be received in:

- shift briefings
- handover details
- work orders.

Medium vehicles may include:

- fuel and service vehicles
- crane trucks (vehicle loading crane)
- table tops
- highway tippers
- water tankers
- fire engines
- explosive carriers.

Vehicle records may include manual or electronic data collection systems and cover:

- log-on/off activity recording
- trip records
- service and repair information
- refuelling information.

Pre-start checks may include:

- fluid levels including fuel, engine oil, brake fluid, coolant, clutch/transmission fluid and windscreen washer fluid
- windows and mirrors for clear visibility
- tyres and wheels (air pressure, tyre damage, illegal tread depth and condition, abnormal wear pattern and tyre compatibility)
- fan belts
- seat belts
- door hatches and latches
- battery and connections
- visible and current registration and licences
- draining air tanks
- spare wheel
- wheel nuts
- rear guards
- warning horn
- power take off (PTO).

Start-up checks may include:

- lights (headlights, clearance lights, indicators, hazard lights, reversing lights)
- brakes
- heating and ventilation
- instruments and gauges
- windscreen washers and wipers
- electrical charging
- oil pressure
- coolant temperature
- exhaust temperature (if applicable)
- engine oil temperature
- gearbox oil temperature (if applicable)
- drive axle(s) oil temperature (if applicable)
- coolant level, coolant temperature and low engine oil pressure audible warning device (if applicable)
- air brake pressure
- fuel quantity
- ancillary monitors.

Manufacturer's specifications may include:

- engine crank/start
- idling and engine RPM
- operating temperatures
- torque range.

Engine power may be managed by:

- selecting gear ratio to achieve smooth take-off
- changing gears to maintain specified torque range at all speeds
- utilising engine retarder.

Road conditions to be taken account may include:

- effects of weather conditions on road
- road surface
- road gradient
- degree of visibility.

Traffic conditions to be taken account may include:

- speed limits
- approved routes
- legal parking areas
- parking distances
- traffic pattern and density.

Warning devices may include:

- audible reversing buzzer
- warning lights/messages
- speedometer
- tachometer
- oil pressure
- air pressure
- temperature gauges/warning lights
- brake warning light
- fuel quantity
- electrical charging
- ancillary systems indicators (e.g. high beam, turn signals, parking brake).

Engine malfunctions maybe identified by uncharacteristic engine noises, vibrations and smells, and may include:

- overheating
 - coolant
 - exhaust
 - drive-line
- low oil temperature
- electrical discharge/overcharge
- ancillary systems
- abnormal emissions.

Vehicle malfunctions may include:

- loose covers or lashings
- open hatches
- wheel/tyre faults
- information.

Safety information may include:

- vehicle height
- use of seat belts
- security of door
- condition of brakes and braking system (air pressure)
- load characteristics
- vehicle speed
- fluid levels.

Site requirements may include:

- use of authorised cargo restraining equipment
- observing authorised parking areas
- correct distances between vehicles
- observing quarry traffic rules.

EVIDENCE GUIDE

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

Critical Aspects of Evidence

The evidence required to demonstrate this competency must be relevant to work site operations. In addition to satisfying the requirements of all elements, performance criteria, required knowledge and skills, evidence must include demonstration of:

- knowledge of procedures, requirements and instructions to operate medium vehicles on a work site
- implementation of appropriate procedures and techniques for the efficient and effective operation of medium vehicles on a work site, while complying with site risk control, health, safety, environmental, quality and communication requirements. This will include:
 - applying personal and operational safety procedures
 - interpreting and communicating information on medium vehicle operations and site traffic rules
 - completing pre-start, start-up and shut-down procedures
 - completing essential functions including:
 - driving, stopping and parking
 - monitoring vehicle performance
 - identifying vehicle faults and damage
 - reporting and recording
 - completing operator maintenance.

Assessment and Interdependence of Units

This unit may be assessed with other relevant units forming a cohesive work function, according to specific work site requirements.

Prerequisite Units

There are no prerequisite units for this unit.

Resource Implications

Assessment of this competency requires typical resources normally used in a worksite work environment. Selection and use of resources for particular work sites may differ due to work site conditions, equipment availability, equipment/plant types and different contexts.

Consistency in Performance

To ensure consistency of performance, this unit may be assessed over a period of time and a range of work and site conditions. Local site factors will influence the breadth of evidence require to demonstrate the competency.

Context for Assessment

This unit should be assessed in the work environment where possible. Some assessment events may be conducted under simulated conditions where issues of safety and/or environmental damage are limiting factors.

All assessments must be valid, reliable, fair, flexible and sufficient evidence should be accumulated to demonstrate the required competence.

The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job.

Methods of Assessment

Appropriate methods of assessment for this unit will usually include:

- observation of processes and procedures
- oral and/or written questioning on required knowledge and skills
- testimony from supervisors, colleagues, clients and/or other appropriate persons.

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.

Questioning should be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and to the requirements of the unit of competency.

Assessment should also reinforce the integration of the Key Competencies.

MNQOPS339A**Unit Descriptor****Conduct sales loader operations**

This unit covers the conduct of sales loading operations on a work site using a front end loader. It includes the planning and preparation for operations; operating the front end loader; building and maintaining stockpiles; reclaiming, blending and loading bulk material; and carrying out post-operational procedures.

Units Replaced

This unit replaces the following unit:

MNQOP21A Conduct front end loader operations (in sales loading applications)

MNQOP13A Stockpile, load and dispatch product.

Links outside this unit

The work described in this unit covers most of the work described in the following units:

MNQOPS331A Conduct face loader operations

MNC1013A Conduct front end loader operations

BCC3005A Conduct front end loader operations.

The work described in this unit covers some of the work described in the following unit:

MNQOPS231A Service and handover front end loaders.

The work covered in this unit is relevant to the NOHSC Standard 7019 - Load shifting equipment.

Employability Skills

This unit contains employability skills.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-------------------------------------|---|
| 1. Plan and prepare for operations. | 1.1 Access, interpret and clarify <i>legislative, site and manufacturer's requirements and procedures</i> necessary to complete the allocated work.
1.2 Access, interpret and clarify <i>geological and survey data</i> required to complete the allocated work.
1.3 Obtain, interpret and clarify <i>work requirements</i> for the satisfactory completion of operations.
1.4 <i>Inspect and prepare work area in coordination with others</i> to work requirements and legislative, site and manufacturer's requirements and procedures. |
|-------------------------------------|---|

- | | |
|--|---|
| 2. Operate loader. | <p>2.1 Resolve <i>coordination</i> requirements with others at the site prior to commencing and during work activities.</p> <p>2.2 Carry out <i>pre-start, start-up, park-up and shutdown procedures</i> in accordance with legislative, site and manufacturer's requirements and procedures.</p> <p>2.3 Select and modify the <i>operating technique</i> to appropriately meet <i>changing work conditions</i>.</p> <p>2.4 Conduct, control and monitor operations within the equipment limitations and legislative, site and manufacturer's requirements.</p> <p>2.5 Connect and tow equipment and plant safely and in accordance with the authorised equipment and connection capacity.</p> <p>2.6 Act on or report monitoring systems and alarms in accordance with the legislative, site and manufacturer's requirements and procedures.</p> <p>2.7 Recognise and respond to <i>hazardous and emergency situations</i> in accordance with the legislative, site and manufacturer's requirements and procedures.</p> <p>2.8 Complete work in accordance with the agreed plan and outcomes and within the operating capacity of the allocated equipment.</p> |
| 3. Build and maintain stockpiles. | <p>3.1 Prepare the stockpile pad to receive bulk material in accordance with work requirements and legislative, site and manufacturer's requirements and procedures.</p> <p>3.2 Place <i>bulk material</i> in pre-determined stockpile location in accordance with work requirements and site requirements and procedures.</p> <p>3.3 <i>Monitor and control contamination</i> in accordance with work requirements and site requirements and procedures.</p> |
| 4. Reclaiming, blend and load bulk material. | <p>4.1 Reclaim <i>bulk material</i> from stockpiles in accordance with work requirements and site procedures.</p> <p>4.2 Blend bulk materials to specification and in accordance with work requirements and site requirements and procedures.</p> <p>4.3 Distribute bulk material s into haul units to ensure maintenance of the stability and maximum load requirements of the haul unit.</p> <p>4.4 Load bulk materials into materials handling equipment in accordance with site and manufacturer's requirements and procedures.</p> |
| 5. Carry out post-operational procedures. | <p>5.1 Inspect, fault find and report in accordance with work requirements and site and manufacturer's requirements and procedures.</p> <p>5.2 Carry out operational maintenance, servicing, lubricating and housekeeping tasks in accordance with work requirements and site and manufacturer's requirements and procedures.</p> <p>5.3 Process <i>records and reports</i> in accordance with <i>site requirements and procedures</i>.</p> |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Specific skills are required to achieve the performance criteria in this unit. In addition to the generic skills identified in the Key Competencies section of this unit, assessment needs to obtain evidence of the ability to:

- apply operational safety requirements
- access, interpret and apply technical information
- maintain equipment records
- apply diagnostic techniques
- use relevant hand tools
- dispose of environmentally sensitive fluids and materials
- apply chemical and fuel safety measures
- work wearing personal protective equipment

Required knowledge:

Specific knowledge is required to achieve the performance criteria in this unit to the standards of performance required in the workplace, to transfer the skills to other contexts and to deal with unplanned events. Assessment requires evidence of the ability to identify and explain the purpose of:

- site risk control procedures
- site and equipment health and safety procedures
- site environmental requirements and constraints
- site quality requirements
- site communication procedures
- site product characteristics
- towing requirements and techniques
- site geological and survey data
- site operational procedures
- front end loader pre-start, start-up, operating and shut-down procedures and techniques
- front end loader characteristics, technical capability and limitations
- hazard identification and response procedures
- site record keeping requirements
- site personal protection equipment requirements.

RANGE STATEMENT

The following Range Statement is subject to site specific operations, but is not limited to the following details. Site procedures, regulations and occupational health and safety and other relevant legislation apply to all elements and performance.

Front end loaders are:

- either articulated or rear wheel steer wheel loaders and may include diesel-electric or diesel-mechanical, and do not include integrated tool carriers.

Legislative, site and manufacturer's requirements and procedures may include:

- risk management
- occupational safety and health
- environmental management
- communications
- quality
- operating
- administration (including records and reports)
- maintenance, servicing, lubricating and housekeeping.

Geological data may include relevant site-specific information in relation to:

- rock type and characteristics
- faults and joints
- water tables or other water sources.

Survey data may include relevant site-specific information in relation to:

- floor heights
- bench widths
- grades.

Work requirements may come from briefings, handovers, and work orders and may include:

- product identification
- nature and scope of tasks
- achievement targets
- operational conditions
- obtaining permits required
- site layout
- out of bounds areas
- work site inspection requirements
- lighting conditions
- plant or equipment defects
- hazards and potential hazards
- coordination requirements or issues
- contamination control requirements.

Inspect and prepare work area may include:

- identification of hazards
- selection and implementation of control measures for the hazards identified
- safeguarding site and non-site personnel by:
 - erection of barricades and posting of signs
 - selection of appropriate equipment to ensure personnel safety and protection
- determination of appropriate path of movement for loads and equipment/vehicles
- floor clean up to specified levels and grade requirements.

Coordination with others may include with:	<ul style="list-style-type: none">• yard persons• laboratory personnel• weighbridge personnel• mobile plant operators• processing plant operators• haulage unit operators• maintenance personnel.
Pre-start and start-up procedures are to include:	<ul style="list-style-type: none">• external check of the machine• checking and topping up fluid levels (including fuel)• lubrication• inspection of attachments to ensure security and for defects• instrument and control lever checks• identifying and reporting defects and damage.
Park-up and shutdown procedures are to include ensuring that:	<ul style="list-style-type: none">• vehicle/equipment is secured as required by site procedures• attachments are rendered safe• access ways are clear.
Operating techniques may include:	<ul style="list-style-type: none">• bucket loading• load carrying• haulage vehicle positioning• load discharge• towing• observing site speed limits• working safely around:<ul style="list-style-type: none">• overhead powerlines• other machines and personnel• live stockpiles.
Bulk materials may include raw feed, product, by-product or waste such as:	<ul style="list-style-type: none">• soil• stone, sand and gravel• crushed aggregate• clay.
Changing work conditions may include variations in:	<ul style="list-style-type: none">• bulk material grades• height of stockpiles• materials• haulage units• materials handling facilities• weather conditions• day and night.
Haulage units may include:	<ul style="list-style-type: none">• off-highway dump trucks• on-highway trucks• rail cars.

Materials handling
equipment may include:

- feed hoppers
- feeders
- crushers.

Hazardous and emergency
situations may include:

- powerlines
- conveyors
- overhead services
- dust
- noise
- lighting strikes (potential tyre explosion)
- tyre fires (isolation procedures).

Preparing the stockpile
pad may include:

- removal of contamination
- drainage
- labelling/identification
- clearing the working area.

Monitor and control
contamination may include
site procedures for:

- visual inspections
- monitor sampling results to maintain specifications
- identifying the presence, type and amount of contamination
- housekeeping
- dealing with identified contaminated materials.

Records and reports may
include:

- stockpile information
- quality information
- despatch details.

EVIDENCE GUIDE

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

Critical Aspects of Evidence

The evidence required to demonstrate this competency must be relevant to work site operations. In addition to satisfying the requirements of all elements, performance criteria, required knowledge and skills, evidence must include demonstration of:

- knowledge of procedures, requirements and instructions to carry out sales loader operations on a work site
- implementation of appropriate procedures and techniques for the efficient and effective preparation, execution and completion of those operations on a work site, while complying with site risk control, safety, environmental, quality and communication requirements. This will include:
 - accessing and applying all applicable technical and work requirements
 - ensuring machine limitations are not exceeded
 - achieving agreed plans and outcomes
 - interpreting and responding appropriately to monitoring systems and alarms
 - recognising and responding appropriately to hazardous and emergency situations
 - identifying machine faults
 - maintaining required records and reports.

Assessment and Interdependence of Units

This unit may be assessed with other relevant units forming a cohesive work function, according to specific work site requirements.

Prerequisite Units

There are no prerequisite units for this unit.

Resource Implications

Assessment of this competency requires typical resources normally used in a worksite work environment. Selection and use of resources for particular work sites may differ due to work site conditions, equipment availability, equipment/plant types and different contexts.

Consistency in Performance

To ensure consistency of performance, this unit may be assessed over a period of time and a range of work and site conditions. Local site factors will influence the breadth of evidence require to demonstrate the competency.

Context for Assessment

This unit should be assessed in the work environment where possible. Some assessment events may be conducted under simulated conditions where issues of safety and/or environmental damage are limiting factors.

All assessments must be valid, reliable, fair, flexible and sufficient evidence should be accumulated to demonstrate the required competence.

The assessment environment should not disadvantage the participant. For example, language, literacy and numeracy demands of assessment should not be greater than those required on the job.

Methods of Assessment

Appropriate methods of assessment for this unit will usually include:

- observation of processes and procedures
- oral and/or written questioning on required knowledge and skills
- testimony from supervisors, colleagues, clients and/or other appropriate persons.

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.

Questioning should be undertaken in such a manner as is appropriate to the language and literacy levels of the candidate and to the requirements of the unit of competency.

Assessment should also reinforce the integration of the Key Competencies.

PMLORG301A**Unit Descriptor****Plan and conduct laboratory/field work**

This unit of competency covers the ability to plan and complete tasks individually or in a team context. The tasks involve established routines and procedures using allocated resources with access to readily available guidelines and advice. Work plans may need to be modified with supervisor agreement to suit changing conditions and priorities.

This unit of competency is based on, and equivalent to, the units PMLORG300A Follow established work plan and PMLTEAM300A Work efficiently as part of a team in PML99.

This unit of competency has no prerequisites.

This unit of competency is applicable to laboratory or technical assistants/officers and instrument operators working in all industry sectors covered by this Training Package.

Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Plan and organise daily work activities | 1.1 Clarify allocated work activities and required resources if necessary
1.2 Prioritise work activities as directed
1.3 Break down work activities into small achievable components and efficient sequences
1.4 Review work plan in response to new information, urgent requests, changed situations or instructions from appropriate personnel
1.5 Update work plan and communicate changes to appropriate personnel |
| 2. Complete allocated work | 2.1 Locate relevant workplace procedures for required tasks
2.2 Undertake task(s) following prescribed and routine work related sequences
2.3 Seek assistance from relevant personnel when difficulties cannot be handled
2.4 Record completion of activities to confirm outputs in accordance with plan |
| 3. Identify and resolve work problems | 3.1 Recognise problems or opportunities for improved work performance
3.2 Apply agreed problem solving strategies to consider possible causes and solutions
3.3 Identify and access appropriate sources of help
3.4 Consider available alternatives and keep them open before agreeing on the most appropriate action. |

- | | |
|--|--|
| 4. Work in a team environment | 4.1 Cooperate with team members to negotiate and achieve agreed outcomes, timelines and priorities
4.2 Recognise personal abilities and limitations when undertaking team tasks
4.3 Confirm personal role and responsibility within the team for particular outputs
4.4 Demonstrate sensitivity to the diversity of other team members' backgrounds and beliefs |
| 5. Update knowledge and skills as required | 5.1 Recognise own strengths and weaknesses and take advantage of skill development opportunities. |

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit. These are stand-alone levels and do not correspond to levels in the Australian Qualifications Framework (AQF).

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

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

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

RANGE STATEMENT

The range of variables relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

Where reference is made to industry Codes of Practice, and/or Australian/international standards, it is expected the latest version will be used.

All work is performed ethically and professionally and includes

- following enterprise policy and procedures, regulations and legislation
- behaving honestly and openly
- respecting others and treating them with courtesy and impartiality
- working diligently and responsibly
- ensuring confidentiality of information, including client identification and test results
- ensuring proprietary rights, intellectual property and copyright are protected
- clarifying personal values and ethics and analysing how they impinge on actions in the workplace.

Workplace activities may include but are not limited to performing

- set up and pre-use checks of laboratory equipment
- calibration status checks
- sampling and testing following standard procedures
- maintenance and cleaning tasks.

Workplace procedures may include

- standard operating procedures SOPs
- job cards, batch cards, production schedules
- job descriptions
- methods, recipes, procedures and protocols.

Problem solving may include

- accessing relevant documentation
- identifying inputs and outputs
- sequencing a process
- identifying and rectifying a problem step
- obtaining timely help
- implementing preventative strategies wherever possible.

Each team member assists the rest of the team to organise and manage its workload. The team may

- be ongoing with responsibility for particular services or functions, or project based
- have a mixture of full and part-time employees and contractors, laboratory, construction and production personnel
- be separated by distance and work at sites outside laboratory facilities.

The team operate within

- small, medium and large contexts
- internal and external environments
- enterprise guidelines covering access and equity principles and practices, licensing requirements, industrial awards, enterprise bargaining agreements, Codes of Practice
- agreed responsibility and accountability requirements
- appropriate goals, objectives
- given resource parameters.

The work tasks of individual team members will vary according to the size of enterprise, the scope of the laboratory and their level of responsibility.

The team may use a variety of strategies to maintain work flow

- communicating critical events on shift
- recognising shortages in reagents and problems with equipment
- communicating quality breakdowns
- recognising urgent and abnormal results to be processed
- communicating and behaving in a courteous manner
- being punctual.

Health, safety and environment

All operations to which this unit applies are subject to stringent health, safety and environmental (HSE) requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

All operations assume the potentially hazardous nature of samples and require standard precautions to be applied. Users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health. All operations are performed in accordance with standard operating procedures.

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence.

Critical aspects of competency

Competency must be demonstrated in the ability to perform consistently at the required standard. In particular, assessors should look to see that the candidate:

conducts work based on ethical values and principles

- clarifies tasks and recognises resource needs
- follows relevant procedures
- recognises potential disruptions or changed circumstances and modifies work plan in conjunction with relevant personnel
- compensates for a variety of working environments (indoor, outdoor and night)
- seeks assistance from relevant personnel when difficulties arise
- achieves quality outcomes within timelines
- works effectively with team members who may have diverse work styles, cultures and perspectives
- promotes cooperation and good relations in the team.

Underpinning knowledge

Competency includes the ability to apply and explain:

- enterprise procedures covering-
 - customer service
 - quality
 - OHS and environmental legislative requirements
 - technical work that the candidate routinely performs
- workplace agreements and employment conditions, such as-
 - workers compensation
 - industrial awards enterprise agreements
 - equal employment opportunity
 - anti discrimination and anti-harassment
- ethical background relevant to the nature of the work, such as-
 - use of animals for research
 - genetic modification, gene therapy, cloning, stem cells
 - in vitro fertilisation
 - forensic testing of populations
 - importance of commercial confidentiality
 - problem solving strategies
 - interpersonal communication and conflict resolution techniques
 - relevant health, safety and environment requirements.

Assessment context and methods

This unit of competency is to be assessed in the workplace or simulated workplace environment.

The following assessment methods are suggested:

- review of a flowchart prepared by the candidate to show efficient sequencing of tasks
- observation of the candidate performing a range of technical tasks over sufficient time to demonstrate their handling of a variety of contingencies
- review of documents detailing completed tasks, such as completed job cards, a report or suggestions for quality improvement
- feedback from peers and team members
- feedback from supervisors
- written or oral questions to partly assess the candidate's ability to handle a range of contingencies and working in a team environment.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Interdependent assessment of unit

This unit of competency may be assessed with:

- PMLOHS302A Participate in laboratory/field workplace safety
- PMLCOM300B Communicate with other people
- technical units related to the tasks undertaken.

Resource implications

Resources may include:

- enterprise procedures, equipment and materials for relevant technical tasks.

This competency in practice**Manufacturing**

A plastic processing plant had to halt production because of a suspect raw material. The plant manager immediately requested the polymer testing laboratory to test and identify all batches of polypropylene additives and colouring agents. The laboratory team of three assistants and one technical officer allocated the workload amongst themselves to conduct the twelve different tests within a period of four hours to identify the 'out of specification' materials and report them to the production supervisor. All laboratory assistants had to reschedule their workplan, perform the required tests and assist each other to solve the production problem.

Biomedical

As part of a routine sequence, a technical officer is required to perform a series of tasks, including the calibration of instruments required for testing of blood samples. These tasks are to be completed within a specified timeframe to meet the output requirements of the enterprise. During the calibration of one of the instruments, the technician experiences difficulties that required expert technical assistance. The problem is referred to the appropriate person and is quickly resolved. Consequently, the officer is able to complete all necessary tasks within the prescribed timeframe and the required output is maintained.

Food processing

Each of the technical assistants working in the laboratory of a food processing company was dedicated to performing specific analyses. As a result, they often alternated between periods of inactivity and excessive workload (the latter case had the potential to compromise their health and safety and the accuracy of their food analyses). One of the contributing factors to the periods of intense activity was the need to quickly prepare standard solutions and reagents. The team discussed this problem and agreed that while it was not appropriate for each assistant to become competent to perform every analytical procedure, it was feasible for each person to be able to prepare solutions and reagents used by others. The team developed a central register in which impending shortages of these materials was noted. Each assistant referred to this register when no other work was due and prepared the materials on a 'first in, first out' basis unless a task was given a priority rating. The team found that this strategy more evenly distributed the workload over their shift, improved safety in the laboratory and reduced the risk of error.

PMLSAMP200A**Unit Descriptor****Collect routine site samples**

This unit of competency covers the ability to collect samples at field or production sites using specified equipment and standard or routine procedures.

This unit of competency has no prerequisites.

This unit of competency is applicable to production operators, field assistants and laboratory assistants in all industry sectors.

Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section. This competency in practice'.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|-------------------------|---|
| 1. Prepare for sampling | 1.1 Confirm the purpose, priority and scope of the sampling request
1.2 Liaise with relevant personnel to arrange site access and all necessary clearances/permits
1.3 Identify site hazards and review enterprise safety procedures
1.4 Confirm what samples are to be collected, from where, how and when
1.5 Assemble all specified sampling equipment, safety equipment, materials and containers
1.6 Conduct pre-use and cleanliness checks of all items to ensure they are fit for purpose
1.7 Check all items against given inventory and stow them to ensure safe transport |
| 2. Conduct sampling | 2.1 Locate sampling point(s) and services at the site
2.2 Remove security devices, such as locks and covers as required
2.3 Seek advice if the required samples cannot be collected or if procedures require modification
2.4 Select and use required sampling equipment in accordance with given procedures
2.5 Closely follow sampling procedures to obtain required samples and maintain their integrity
2.6 Record all labelling information in accordance with enterprise/legal traceability requirements
2.7 Record sample appearance, environmental conditions and any other factors that may impact on sample integrity
2.8 Replace security devices, such as locks and covers as required |

3. Finalise sampling
 - 3.1 Follow enterprise procedures for the cleaning/decontamination of equipment and vehicle as necessary
 - 3.2 Check all equipment, materials and samples against inventory and stow for safe transport
 - 3.3 Liaise with relevant personnel to restore normal production and/or services as necessary
 - 3.4 Maintain integrity of samples during transportation
 - 3.5 Deliver samples to the required collection point and complete all documentation to ensure traceability
 - 3.6 On return, check and document serviceability of equipment before storage
4. Maintain a safe work environment
 - 4.1 Use established work practices and personal protective equipment to ensure personal safety and that of others
 - 4.2 Minimise environmental impacts of sampling and generation of waste
 - 4.3 Dispose of all waste in accordance with enterprise procedures

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit. These are stand-alone levels and do not correspond to levels in the Australian Qualifications Framework (AQF).

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

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

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

RANGE STATEMENT

The range of variables relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

Where reference is made to industry Codes of Practice, and/or Australian/international standards, it is expected the latest version will be used.

Samplers usually have access to information, such as

- enterprise sampling procedures for specific samples, sites and clients
- maps, site plans
- material safety data sheets (MSDSs) and safety procedures
- enterprise recording and reporting procedures.

Site hazards may include

- solar radiation, dust and noise
- wildlife, such as snakes, spiders, domestic animals
- biohazards, such as micro-organisms and agents associated with soil, air, water
- chemicals, such as acids and hydrocarbons
- sharps, broken glassware
- manual/handling of heavy sample bags and containers
- crushing, entanglement, cuts associated with moving machinery and hand tools
- falling objects, uneven surfaces, heights, slopes, wet surfaces, trenches, confined spaces
- vehicle handling in rough terrain, boat handling in rough or flowing water

Safety procedures may include

- use of material safety data sheets (MSDSs)
- use of personal protective equipment, such as hard hats, heavy protection, gloves, safety glasses, goggles, faceguards, coveralls, gown, body suits, respirators, safety boots
- correct labelling of hazardous materials
- handling and storing hazardous material and equipment in accordance with labels, MSDS, manufacturer's instructions, enterprise procedures and regulations
- regular cleaning and/or decontamination of equipment
- machinery guards
- signage, barriers, service isolation tags, traffic control, flashing lights
- lockout and tagout procedures

Types of samples may include

- grab samples
- disturbed or undisturbed materials
- composite samples, such as time, flow proportioned, horizontal/vertical cross section
- quality control samples, such as controls, background, duplicate, blanks.

Materials sampled may include

- gas or air samples
- water, wastewater, stormwater, sewage, sludges
- soils
- construction materials
- solid wastes, such as commercial, industrial, mining
- raw materials, start-, middle-, end- of production run samples, final products for a wide range of manufactured items, including food and beverages
- hazardous materials and/or dangerous goods

Sampling tools and equipment may include but are not limited to

- front-end loader, backhoe, excavator, drill rig
- shovels, augers, bucket
- sampling frames, sampling tubes, dip tubes, spears, flexible bladders, syringes
- access valves
- sample thief
- weighted sample bottles, bottles, plastic/metal containers and disposable buckets
- sterile containers, pipettes, inoculating loops, disposable spoons
- pumps, stainless steel bailers

Maintenance of integrity of samples could include

- appropriate containers and lids (for example, glass, plastic, amber, opaque)
- sealing of sample containers
- purging of sample lines and bores
- decontamination of sampling tools between collection of consecutive samples
- use of appropriate preservatives (for example, sodium azide, toluene or antibiotics)
- wrapping container in foil or wet newspaper
- temperature control, which may involve prevention of direct contact between the sample and coolant
- transfer of sterile sample into sterile container
- monitoring of storage conditions
- enterprise/legal traceability through appropriate sample labelling and records

Services may include

- water supply, gas, electricity
- telecommunications
- irrigation, stormwater, drainage systems
- production plant.

Minimising environmental impacts may involve

- replacement of soils and vegetation
- driving to minimise soil erosion and damage to fauna and vegetation
- disposal of surplus, spent or purged materials
- recycling of non-hazardous wastes
- appropriate disposal of hazardous waste
- cleaning of vehicles to prevent transfer of pests and contaminants.

Health, safety and environment

All operations to which this unit applies are subject to stringent health, safety and environmental (HSE) requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

All operations assume the potentially hazardous nature of samples and require standard precautions to be applied. Users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health. All operations are performed in accordance with standard operating procedures.

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence.

Critical aspects of competency

Competency must be demonstrated in the ability to perform consistently at the required standard. In particular, assessors should look to see that the candidate:

- closely follows sampling procedures when collecting a variety of samples at a range of sites
- collects samples safely with minimal environmental impact
- maintains the integrity and security of samples
- demonstrates enterprise and/or legal traceability requirements
- liaises with others to access sites and conduct sampling efficiently
- recognises limitations and seeks timely advice.

Underpinning knowledge

Competency includes the ability to apply and explain:

- key terminology and concepts, such as sample, contamination, traceability, integrity, chain of custody
- purpose for which the samples have been collected
- the function of key sampling equipment/materials and principles of operation
- hazards, risks and enterprise safety procedures associated with routine sampling undertaken
- enterprise procedures dealing with-
 - sampling
 - waste management, clean up and spillage
 - handling, transport and storage of dangerous goods
 - relevant health, safety and environment requirements.

Assessment context and methods

This unit of competency is to be assessed in the workplace or simulated workplace environment.

The following assessment methods are suggested:

- review of sampling documentation completed by the candidate
- review of the quality of samples collected by the candidate
- observation of the candidate collecting a variety of samples
- feedback from supervisors and clients that sampling plans were followed.
- oral/written questioning about sampling and safety procedures

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Interdependent assessment of unit

This unit of competency may be assessed with:

- PMLTEST200A Conduct routine site measurements.

Resource implications

Resources may include:

- variety of sample types
- sampling procedures
- a selection of sampling containers, equipment and documentation.

This competency in practice**Construction materials**

A laboratory assistant takes daily tar samples from the company's retort which is used to heat tar to reduce its moisture content. The purpose of this sampling program and subsequent testing is to ensure that the water content of the hot tar is at a safe level before the tar is transferred to a road tanker and used for road construction. Serious accidents can occur during the transfer or use of tar as high water content can cause an explosion due to escape of steam. One day, the retort operator was running behind schedule and tried to convince the laboratory assistant that the water content of the tar was the same as yesterday and didn't need to be tested. The laboratory assistant was able to explain that a high water content could lead to a serious explosion and burns for the operator.

Environmental

A new field assistant was collecting samples of environmental run-off during wet weather. To successfully complete the activity, the assistant made sure that they included a sample thief, pipette, or similar to extract the sample; a container with a secure lid, and an indelible marker to write on the label. In addition, the assistant remembered to take sealable, waterproof plastic bags in which to put the containers once the samples were collected and a spare bag to protect the field notebook from rain damage.

Manufacturing

A production operator has been given the task of collecting samples of the recent batches of blended products, prior to drumming and customer delivery. In addition, the operator is required to sample the bulk raw materials stored on site, and the drummed blend ingredients, including some powdered pigments.

The operator knows that the lab needs the blend samples first and after putting on chemical gloves and safety glasses, accesses each sample point on each of the blend tanks. Because the products are under pressure in the tank manifold, it is important to guard against splashes. Some of the products are flammable hydrocarbons, so the operator ensures that static leads are connected from the tank to the sample vessel during pouring. To sample the drummed product, a sample thief is used and again, safety glasses and chemical gloves are important. The pigments present a dust hazard when being sampled, so the operator applies a protective mask over their nose and mouth, to prevent ingestion while they use a small purpose-built shovel to empty the contents into the sample container.

PMLTEST300B**Unit Descriptor****Perform basic tests**

This unit of competency covers the ability to perform tests using standard methods and with access to readily available advice. Personnel are required to demonstrate close attention to the accuracy and precision of measurements and the data obtained. In general, they do not calibrate equipment and make only limited adjustments to the controls. The unit of competency does not cover interpretation or analysis of results or troubleshooting equipment problems.

This unit competency has no prerequisites.

This unit of competency is applicable to laboratory/field assistants working in all industry sectors.

Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------|---|
| 1. Interpret test requirements | 1.1 Review test request to identify samples to be tested, test method and equipment involved
1.2 Identify hazards and enterprise controls associated with the sample, preparation methods, reagents and/or equipment |
| 2. Prepare sample | 2.1 Record sample description, compare with specification, record and report discrepancies
2.2 Prepare sample in accordance with appropriate standard methods |
| 3. Check equipment before use | 3.1 Set up test equipment in accordance with test method
3.2 Perform pre-use and safety checks in accordance with enterprise procedures and manufacturer's instructions
3.3 Identify faulty or unsafe equipment and report to appropriate personnel
3.4 Check calibration status of equipment and report any out of calibration items to appropriate personnel |
| 4. Perform tests on samples | 4.1 Identify, prepare and weigh or measure sample and standards to be tested
4.2 Conduct tests in accordance with enterprise procedures
4.3 Record data in accordance with enterprise procedures
4.4 Perform calculations on data as required
4.5 Identify and report 'out of specification' or atypical results promptly to appropriate personnel
4.6 Shut down equipment in accordance with operating procedures |

- | | |
|-------------------------------------|---|
| 5. Maintain a safe work environment | 5.1 Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel
5.2 Minimise the generation of wastes and environmental impacts
5.3 Ensure safe disposal of laboratory and hazardous wastes
5.4 Clean, care for and store equipment and reagents as required. |
|-------------------------------------|---|

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit. These are stand-alone levels and do not correspond to levels in the Australian Qualifications Framework (AQF).

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

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

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

RANGE STATEMENT

The range of variables relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

Where reference is made to industry Codes of Practice, and/or Australian/international standards, it is expected the latest version will be used.

This unit of competency describes the work conducted by supervised laboratory assistants who perform a range of basic tests and measurements.

All operations must comply with relevant standards, appropriate procedures and/or enterprise requirements.

These procedures include or have been prepared from

- Australian and international standards, such as -
 - AS ISO/IEC 17025 General requirements for the competence of testing and calibration laboratories
 - AS/NZS 2243.2 Chemical aspects
 - AS 2243.6 Mechanical aspects
 - AS 2243.10 Storage of chemicals
 - AS 2830 Good laboratory practice
 - Codes of Practice (such as GLP and GMP)
- material safety data sheets (MSDSs) and safety procedures
- standard operating procedures (SOPs)
- equipment manuals
- equipment startup, operation and shutdown procedures
- calibration and maintenance schedules
- quality manuals
- enterprise recording and reporting procedures
- production and laboratory schedules
- material, production and product specifications.
- Codes of Practice.

Preparation of samples can include

- sub-sampling or splitting using procedures, such as riffing, coning and quartering, manual and mechanical splitters
- diluting samples
- physical treatments, such as ashing, dissolving, filtration, sieving, centrifugation and comminution
- moulding, casting or cutting specimens.

Typical tests carried out by laboratory/field assistants could include

- visual/optical tests of appearance, colour, texture, identity, turbidity, refractive index (alcohol content, Baume/Brix)
- physical tests, such as-
 - density, specific gravity, compacted density
 - moisture content, water activity
 - particle size, particle shape, size distribution
- chemical tests, such as-
 - gravimetric
 - colorimetric
 - electrical conductivity (EC), pH
 - specific ions using dipsticks and kits
 - nutrients (for example nitrates, orthophosphates) using basic kits
 - ashes, including sulphated ashes
- biological/environmental tests, such as-
 - pH, oxygen reduction potential (ORP), dissolved oxygen (DO), electrical conductivity
 - E coli using test kits
 - surface hygiene/presence of microbes
- packaging tests, such as-
 - tearing resistance, bursting strength, impact resistance
 - permeability and/or leakage
- mechanical tests, such as-
 - Emerson class
 - concrete slump

Other measurements may include

- simple ground surveys
- meteorological parameters, such as wind direction/strength, rainfall, max./min. temperature, humidity, solar radiation
- simple background radiation survey
- production/process parameters, such as temperature, flow, pressure
- gas levels in a confined space.

Common measuring equipment may include

- dimension apparatus
- dissolved oxygen (DO), electrical conductivity (EC)
- analogue and digital meters, charts/recorders
- basic chemical and biological test kits
- dipsticks and site test kits (for example, HACK)
- timing devices
- temperature measuring devices, such as thermometers, thermocouples.

Hazards may include

- electric shock
- biohazards, such as microbiological organisms and agents associated with soil, air, water, blood and blood products, human or animal tissue and fluids
- solar radiation, dust, noise
- chemicals, such as sulphuric acid, fluorides, hydrocarbons
- aerosols
- sharps, broken glassware and hand tools
- flammable liquids
- dry ice and liquid nitrogen
- fluids under pressure
- sources of ignition
- occupational overuse syndrome, slips, trips and falls
- manual handling, working at heights and in confined spaces
- crushing, entanglement, cuts associated with moving machinery or falling objects.

Enterprise controls to address hazards may include

- use of material safety data sheets (MSDS)
- use of signage, barriers and service isolation tags
- use of personal protective equipment, such as hard hats, hearing protection, sunscreen lotion, gloves, safety glasses, goggles, face guards, coveralls, gown, body suits, respirators and safety boots
- use of appropriate equipment, such as biohazard containers and cabinets, laminar flow cabinets
- recognising and observing hazard warnings and safety signs
- labelling of samples, reagents, aliquoted samples and hazardous materials
- handling and storage of all hazardous materials and equipment in accordance with labelling, materials safety data sheets and manufacturer's instructions, enterprise procedures and regulations
- cleaning and decontaminating equipment and work areas regularly using recommended procedures
- following established manual handling procedures for tasks involving manual handling.

Minimising environmental impacts may involve

- recycling of non-hazardous waste, such as chemicals, batteries, plastic, metals, glass
- appropriate disposal of hazardous waste
- correct disposal of excess sample/test material
- correct storage and handling of hazardous chemicals.

Health, safety and environment

All operations to which this unit applies are subject to stringent health, safety and environmental (HSE) requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

All operations assume the potentially hazardous nature of samples and require standard precautions to be applied. Users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health. All operations are performed in accordance with standard operating procedures.

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence.

Critical aspects of competency

Competency must be demonstrated in the ability to perform consistently at the required standard. In particular, assessors should look to see that the candidate:

- interprets enterprise procedure or standard methods accurately
- uses safety information (for example, MSDSs) and performs procedures safely
- checks test equipment before use
- completes all tests within required timeline without sacrificing safety, accuracy or quality
- calculates, records and presents results accurately and legibly
- maintains security, integrity and traceability of all samples, data/results and documentation
- cleans and maintains equipment.

Underpinning knowledge

Competency includes the ability to apply and explain:

- purpose of test
- principles of the standard method
- pre-use equipment checks
- relevant standards/specifications and their interpretation
- sources of uncertainty in measurement and methods for control
- enterprise and/or legal traceability requirements
- interpretation and recording of test result, including simple calculations
- procedures for recognition/reporting of unexpected or unusual results
- relevant health, safety and environment requirements.

Assessment context and methods

This unit of competency is to be assessed in the workplace or simulated workplace environment.

The following assessment methods are suggested:

- review of the quality of test data/results achieved by the candidate over time
- inspection of records and workplace documentation completed by the candidate
- feedback from peers and supervisors
- observation of the candidate performing a range of basic tests
- oral or written questioning to check underpinning knowledge of test procedures.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Interdependent assessment of unit

This unit of competency may be assessed with:

- PMLDATA200A Record and present data.

Resource implications

Resources may include:

- standard laboratory equipped with appropriate equipment standards and materials
- enterprise procedures and standard methods, equipment manuals
- material safety data sheets (MSDSs).

This competency in practice**Manufacturing**

Standard testing methods may be viewed as 'legal' requirements that must be followed to ensure that a product manufactured in a chemical plant meets the specification by which it is sold to the customer. Technical assistants perform tests in a quality control laboratory to ensure that material meets 'legal' requirements and the material is safe and effective in use. Peroxides may be present in ether as a result of light-catalysed air oxidation. Peroxides are toxic and can give rise to mixtures which are explosive when distilled. Technical assistants test ether to ensure that the level of peroxide is within acceptable limits. The test is done by shaking ether with a solution of potassium iodide. After standing for 30 minutes in the dark the yellow colour of the aqueous phase, due to the liberation of iodine, must not be more intense than a prepared standard solution. These tests ensure the quality and safety of the ether.

Food processing

A Snack Food Company produces a range of high quality, impulse purchase snack foods. Some of these products are moisture and/or oxygen sensitive and are therefore packaged in multi-layer flexible packaging to provide optimum shelf-life. The packaging must also be able to withstand the rigours of the production and distribution process. While the packaging is purchased to meet the shelf-life and distribution specifications, the quality assurance program requires the periodic evaluation of the packaging materials against these specifications. A laboratory assistant uses standard methods to test the tearing resistance, bursting strength, impact resistance and permeability and/or leakage of the snack food packaging. Tests are also conducted on aspects of the manufacturing process that can affect shelf-life. These tests involve the measuring of the heat-seam strength and the sealing performance of the closure process. The test results are recorded by the laboratory assistant to verify the conformance of the materials to the supplier specifications and of the process to the manufacturing specifications. The assistant reports any anomalies or non-conformances to the appropriate personnel.

PMLTEST406A

Unit Descriptor

Perform physical tests

This unit of competency covers the ability to interpret physical test requirements, prepare samples, conduct pre-use and calibration checks on equipment and perform routine physical tests. These tests will involve several measurement steps. The unit includes data processing and interpretation of results and tracking of obvious test malfunctions where the procedure is standardised. However, personnel are not required to analyse data, optimise tests/procedures for specific samples or troubleshoot equipment problems where the solution is not apparent.

This unit of competency is based on, and is equivalent to, the unit PMLTEST402A Perform non instrumental tests/procedures.

This unit of competency has no prerequisites.

This unit of competency is applicable to laboratory or technical assistants and instrument operators working in the manufacturing, environment, food and construction materials industry sectors.

Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Interpret and schedule test requirements | 1.1 Review test request to identify samples to be tested, test method and equipment/instruments involved
1.2 Identify hazards and enterprise control measures associated with the sample, preparation/test methods and/or equipment
1.3 Plan work sequences to optimise throughput of multiple samples (if appropriate). |
| 2. Receive and prepare samples | 2.1 Log samples using standard operating procedure
2.2 Record sample description, compare with specification and note and report discrepancies
2.3 Prepare samples and standards in accordance with physical testing requirements
2.4 Ensure traceability of samples from receipt to reporting of results |
| 3. Check equipment before use | 3.1 Set up equipment/instruments in accordance with test method requirements
3.2 Perform pre-use and safety checks in accordance with relevant enterprise and operating procedures
3.3 Identify faulty or unsafe components and equipment and report to appropriate personnel
3.4 Check equipment calibration using specified procedures (if applicable)
3.5 Quarantine out-of-calibration equipment/instruments |

- | | |
|--|--|
| 4. Test samples to determine physical properties | 4.1 Operate equipment/instruments in accordance with test method requirements
4.2 Perform tests/procedures on all samples and standards (if appropriate) in accordance with specified methods
4.3 Shut down equipment/instruments in accordance with operating procedures |
| 5. Process and interpret data | 5.1 Record test data noting atypical observations
5.2 Ensure calculated values are consistent with expectations
5.3 Record and report results in accordance with enterprise procedures
5.4 Interpret trends in data and/or results and report 'out-of-specification' or atypical results promptly to appropriate personnel
5.5 Determine if obvious procedure or equipment problems have led to atypical data or results |
| 6. Maintain a safe work environment | 6.1 Use established safe work practices and personal protective equipment to ensure personal safety and that of other laboratory personnel
6.2 Minimise the generation of wastes and environmental impacts
6.3 Ensure the safe collection of laboratory and hazardous waste for subsequent disposal
6.4 Care for and store equipment and materials as required |
| 7. Maintain laboratory records | 7.1 Enter approved data into laboratory information management system
7.2 Maintain confidentiality and security of enterprise information and laboratory data
7.3 Maintain equipment and calibration logs in accordance with enterprise procedures. |

KEY COMPETENCIES

The seven key competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit. These are stand-alone levels and do not correspond to levels in the Australian Qualifications Framework (AQF).

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

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

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

RANGE STATEMENT

The range of variables relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

Where reference is made to industry Codes of Practice, and/or Australian/international standards, it is expected the latest version will be used.

All operations must comply with relevant standards, appropriate procedures and/or enterprise requirements.

These procedures include or have been prepared from

- Australian and international standards, such as -
 - AS ISO/IEC 17025 General requirements for the competence of testing and calibration laboratories
 - AS 2243.7 Safety in Laboratories - electrical aspects
 - ISO 9000 series Quality management and quality assurance standards
 - Codes of Practice (such as GLP and GMP)
 - National Measurement Act
- material safety data sheets (MSDSs)
- standard operating procedures (SOPs)
- quality manuals, equipment and procedures manuals
- equipment startup, operation and shutdown procedures
- calibration and maintenance schedules
- data quality procedures
- enterprise recording and reporting procedures
- production and laboratory schedules
- material, production and product specifications.

Preparation of samples may include processes, such as

- drying, washing, grinding, sieving, melting, moisture conditioning
- cutting, trimming or machining of test specimens, etching.

Physical tests and procedures may include

- precise measurement of position, orientation and dimensions, such as
 - 3D set up of manufacturing tools using inclinometers, verniers, laser
 - thickness using vernier, X-ray, gamma ray
 - particle size using sieving, laser
 - dimensional stability involving expansion, contraction, weathering
 - movement using strain gauge, accelerometer
- mass, density and specific gravity, such as-
 - moisture/density relationship
 - compaction
 - loose and compacted density
- thermal tests, such as-
 - thermal conductivity
 - coefficients of expansion (for example, linear, volume)
 - melt flow index
 - calorimetry, (for example, specific heat, latent heat)
 - combustion properties (for example, enthalpy, energy content)
 - drying times
 - thermal stability of products
- optical tests, such as-
 - flatness, surface finish
 - refractive index
 - optical rotation
 - transmission/absorption of filters
 - colour matching of products
- acoustic tests, such as-
 - absorption, reflection, transmission
 - intensity, attenuation, loudness (dB)
 - amplitude, frequency
- electrical tests, such as-
 - conductance, resistance, insulation
 - temperature dependence of dielectrics
- magnetic tests, such as-
 - permeability
 - retentivity, hysteresis loss, coercivity
 - intrinsic induction.

Tests may include methods for

- control of starting materials, in-process materials and finished products
- investigation of sources of construction materials
- basic troubleshooting of enterprise processes.

Hazards may include

- microbiological organisms and agents, associated with soil, air, water
- chemicals, such as acids and solvents
- radiation, such as alpha, beta, gamma, X-ray, neutron
- sharps, broken glassware and hand tools
- flammable liquids and gases
- cryogenics, such as dry ice and liquid nitrogen
- fluids under pressure, such as steam, industrial gases
- sources of ignition
- burners, ovens
- disturbance or interruption of services
- crushing, entanglement, cuts associated with moving machinery (grinders).

Hazard control measures may include

- ensuring access to service shut-off points
- recognising and observing hazard warnings and safety signs
- labelling of samples, and hazardous materials
- handling and storage of hazardous materials and equipment in accordance with labelling, materials safety data sheets and manufacturer's instructions
- identifying and reporting operating problems or equipment malfunctions
- cleaning equipment and work areas regularly using enterprise procedures
- using personal protective clothing and equipment, such as gloves, safety glasses, coveralls, and safety boots
- following established manual handling procedures
- reporting abnormal emissions, discharges and airborne contaminants, such as noise, light, solids, liquids, water/waste water, gases, smoke, vapour, fumes, odour and particulates to appropriate personnel.

Records may include

- test and calibration results
- equipment use, maintenance and servicing history
- faulty or unsafe equipment.

Health, safety and environment

All operations to which this unit applies are subject to stringent health, safety and environmental (HSE) requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

All operations assume the potential hazardous nature of samples and require standard precautions to be applied. Users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health. All operations are performed in accordance with standard operating procedures.

EVIDENCE GUIDE

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence.

Critical aspects of competency

Competency must be demonstrated in the ability to perform consistently at the required standard. In particular, assessors should look to see that the candidate:

- interprets test methods/procedures accurately
- prepares and tests samples in accordance with specified methods
- performs calibration checks (if required)
- safely operates test equipment/instruments to enterprise standards and/or manufacturer's specifications
- applies basic knowledge of physical properties of materials to interpret gross features of data and make relevant conclusions
- identifies atypical results, such as 'out of normal' range or an artefact
- traces and sources obvious causes of an artefact
- communicates problem(s) to a supervisor or outside service technician
- records and communicates results in accordance with enterprise procedures
- maintains security, integrity and traceability of samples, sub-samples, test data/results and documentation.

Underpinning knowledge

Competency includes the ability to apply and explain:

- physical principles and concepts underpinning the test/procedure, such as-
 - matter, interatomic and intermolecular forces, states of matter
 - mass, weight, forces, pressure, energy
 - properties of gases, pressure/volume/temperature, density, diffusion, compressibility
 - cohesive/adhesive forces, hydrostatic pressure, fluid flow, viscosity, friction
 - thermal expansion, thermal conductivity, coefficients of expansion
 - changes of state, energy content, enthalpy change, endothermic and exothermic processes
 - electromagnetic spectrum, primary/secondary colours, reflection, refraction diffraction, interference of light
 - electrical concepts, including electric field, voltage, current, resistance, AC/DC
 - (electro)magnetic concepts, including magnetic field and flux, electromagnetic induction
 - sound concepts, including wave properties, amplitude, frequency, loudness dB
 - use of instruments for qualitative and/or quantitative analysis
- purpose of test(s)
- metrology techniques underpinning test/procedure
- principles and concepts related to equipment/instrument operation and testing
- function of key components of the equipment/instrument
- effects on test of modifying equipment/instrument variables
- sample preparation procedures
- basic equipment/method troubleshooting procedures
- use of calibration procedures
- calculation steps to give results in appropriate units and precision
- enterprise and/or legal traceability requirements
- relevant health, safety and environment requirements.

Assessment context and methods

This unit of competency is to be assessed in the workplace or simulated workplace environment.

The following assessment methods are suggested:

- review of test data/results obtained by the candidate over a period of time to check accuracy, consistency and timeliness of results
- review of test records and workplace documentation completed by the candidate
- observation of candidate conducting a range of physical tests and procedures and sample preparation
- feedback from peers and supervisors
- oral or written questioning of physical principles and concepts, test methods and enterprise procedures.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Interdependent assessment of unit

This unit of competency may be assessed with:

- PMLDATA400A Process and interpret data.

Resource implications

Resources may include:

- standard laboratory equipped with appropriate test equipment/instruments, standards and materials
- enterprise procedures and standard methods.

This competency in practice**Manufacturing**

A technical assistant was measuring the specific density of a shipment of glycerol using a standard laboratory procedure. The result did not agree with the manufacturer's certificate of analysis. The assistant notified the manufacturer who came to the plant and checked the delivered material. It had been raining while the glycerol was in transit and rain water had entered the drum, diluting the glycerol. The drum was returned to the manufacturer and a new drum was supplied to the manufacturing plant. The manufacturer investigated the seals on the glycerol drums and took action to ensure that new seals would protect the product in transit.

Food processing

A technician was testing the melt flow index of a new type of polymer that was to be used as a sealant for packages of freeze dried coffee. The technician measured the melt flow rate and found it was much too high. The technician then checked the melt flow equipment as per the manufacturer's directions and found the machine was out of calibration. After recalibration using recommended standards, another sample was obtained and retested. This time, the polymer was within specification and was released for use in production.

PRMPFES03B**Safely move materials and loads in the workplace****Unit Descriptor**

This unit of competency covers the knowledge and skills required to equip service technicians for the responsibility of safely moving materials and loads to avoid injuries to self and others, and to prevent damage to product and property from incorrect handling methods. All work in this area must be completed in accordance with relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Use manual handling techniques to move material and loads | 1.1 <i>Identify hazards</i> and implement risk assessment and control methods prior to moving material or loads
1.2 Use <i>manual handling techniques</i> including the use of OHS procedures as appropriate for the type of load or material being moved |
| 2. Use mechanical handling aids to move material and loads | 2.1 Use <i>mechanical handling aids</i> to assist with safe manual handling of materials or loads according to <i>industry and legislative requirements</i> and <i>workplace procedures</i>
2.2 Maintain <i>mechanical handling aids</i> according to <i>organisational requirements</i> and manufacturers' specifications
2.3 Report faulty <i>mechanical handling aids</i> to <i>relevant persons</i> according to <i>organisational requirements</i> |
| 3. Adhere to the requirements of Commonwealth/state/territory regulations for moving dangerous material | 3.1 Comply with the requirements of the relevant dangerous goods regulations and relevant <i>OHS policies and procedures</i> when moving any material or load that is assessed as dangerous or hazardous |

KEY COMPETENCIES

There are a number of processes learnt throughout work and daily life that are required in all jobs. They are fundamental processes and generally transferable to other work environments. Some of these work processes are covered by the key competencies listed below. Information provided to each question highlights how these processes are applied in this unit of competency.

The number in brackets indicates the level to which the key competency should be demonstrated.

1. Perform the process
2. Perform and administer the process
3. Perform, administer and design the process

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Collect information regarding the work environment and analyse against relevant policies and procedures.	1
Collecting analysing and organising information	Resolve manual handling issues with relevant or designated personnel.	2
Planning and organising activities	Organise work tasks according to safe work practices cognisant of regulatory framework.	2
Working with others and in teams	Contribute to a safe work environment.	1
Using mathematical ideas and techniques	Calculate load weights and adhere to equipment maintenance schedules.	1
Solving problems	Identify and report hazards and display initiative to identify problems.	2
Using technology	Use manual handling aids and apply correct techniques.	2

RANGE STATEMENT

The range statement links the required knowledge and organisational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit.

Hazard identification may include activities associated with

- checking equipment and the work area before work commences and during work
- workplace inspections of equipment and work areas
- regular housekeeping activities.

Hazards may be

- ergonomic e.g. improper manual handling methods
- environmental e.g. improper use of hazardous materials/chemicals
- obstructive e.g. blocked access to emergency entry/exit points
- associated with electrical or mechanical faults.

Manual handling techniques may include

- lifting
- pushing
- pulling
- carrying.

Manual handling aids may include

- lifting magnets
- suction grips
- lifting straps
- hooks
- wheelbarrows
- hand trucks
- trolleys
- non-licensed mechanical handling aids including cranes, hoists, manually operated forklifts and pallet trucks.

Legislative and industry requirements may include

- relevant Commonwealth and state/territory building Acts/regulations/codes
- OHS legislation, codes and regulations
- relevant current Australian Standards e.g. AS1851
- Building Code of Australia
- dangerous goods regulations
- licensing arrangements
- environmental regulations
- building surveyor requirements
- other relevant legislation (including international and shipping/marine codes) relating to fire protection equipment
- Australian petroleum industries' requirements.

Workplace procedures may include

- instructions from colleagues/supervisor/manager
- specific customer requirements
- assignment instructions
- equipment manufacturers' requirements
- reporting and documentation requirements
- personal protective equipment requirements.

Organisational requirements may be located in quality assurance and/or procedures manuals relating to

- legal and organisational policy/guidelines
- personnel practices and guidelines outlining work roles, responsibilities and delegations
- legislation relevant to the service operation
- OHS policies, procedures and programs
- documentation and information systems and processes
- use of electronic job scheduling and communication devices.

Relevant persons may include

- team leaders
- supervisors
- managers
- colleagues
- customers.

OHS policies and procedures may relate to

- employer/employee rights and responsibilities
- the OHS hierarchy of control
- assessing the work site for hazards and risks prior to preparing the work site for the work procedure
- displaying signs and/or utilising barriers in the work area
- hazard and risk identification and reporting
- risk assessment and control measures
- incident/accident investigation
- OHS audits and safety inspections
- safe operating procedures/instructions including:
 - working safely around electrical wiring, cables and overhead powerlines
 - working safely around tools and equipment
 - working safely on ladders and raised platforms
 - risk and hazard recognition
 - emergency procedures
 - awareness of electrical hazards
 - following confined spaces procedures
 - utilising personal protective equipment including:
 - safety glasses or goggles
 - safety boots or shoes
 - hard hat
 - ear muffs or plugs
 - appropriate gloves and overalls
 - sun hat
 - dust mask
- equipment maintenance and use
- use and storage of hazardous substances
- First Aid.

EVIDENCE GUIDE

Knowledge needed to achieve the performance criteria

Knowledge and understanding are essential to apply this unit of competency 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 meaning of materials handling as applied to the role of the service technician.
- The purpose of hazard identification, hazard assessment and hazard control.
- The implications of incorrect manual lifting techniques.
- The implications of ignoring safety precautions used with mechanical and manual handling aids.
- The purpose and structure of the relevant dangerous goods legislation including HAZCHEM signs and emergency information panels.

Specific skills needed to achieve the performance criteria

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

- assess and control risk and hazards
- apply correct manual handling techniques
- assess safe working loads
- solve problems in practical and safe ways
- assess movement paths for loads and materials
- move dangerous goods safely
- apply literacy and language skills to:
 - understand and comply with work instructions
 - interpret safety signs
 - read and comprehend instructions
 - participate in manual handling training.

Other units of competency that could be assessed with this unit

This unit could be assessed on its own or in combination with other competencies relevant to the job function, for example:

- PRMCMN201A Participate in workplace safety arrangements
- PRMCMN301A Contribute to workplace safety arrangements.

Resources required to assess this unit

The candidate and the assessor should have access to the appropriate documentation and resources normally utilised in the workplace. This includes access to:

- a suitable work area, or a simulated workplace environment, that allows for the demonstration of manual handling techniques
- suitable load and manual handling aids for the candidate to demonstrate manual handling techniques
- personal protective equipment commonly used in manual handling
- manuals and relevant documentation
- assessment documentation forms and record books.

Gaining evidence to assess this unit

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and be observed by the assessor (or assessment team working together to conduct the assessment). The competency is to be demonstrated in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Assessment of competency may be made through practical demonstrations in the work environment or in a simulated work environment. Oral or written questioning methods may be used to assess understanding of underpinning knowledge areas. (In assessment situations where the candidate is offered a preference between oral questioning and written assessment, questions are to be identical.) Evidence of competency is best obtained by observing various activities involving manual handling techniques in the workplace.

Supplementary evidence may be obtained by relevant authenticated written correspondence from supervisors, team leaders or management staff.

Information derived from enterprise policy and practices must be treated as commercial-in-confidence.

Performance and assessment of this unit must be carried out within the relevant requirements of the following legislative and industry framework:

- building Acts/regulations/codes
- Australian Standards identified as relevant to the required maintenance procedure
- environmental regulations
- manufacturers' specifications
- organisational requirements, including OHS policies and procedures
- OHS legislation, codes and regulations.

PRMWM04B

Unit Descriptor

Develop waste management strategies

This unit of competency describes the development of waste management strategies for clients to meet their individual needs. It requires the ability to analyse practices and develop strategies by working effectively with clients. These work functions would be carried out under minimal supervision within organisational guidelines.

Employability Skills

This unit contains employability skills.

Unit Sector

Waste Management

ELEMENT	PERFORMANCE CRITERIA
1. Determine possible options	<p>1.1 Review results and findings of waste assessment to determine strategy focus areas and options in accordance with <i>client requirements</i>, OHS regulations and work procedures</p> <p>1.2 Identify all options to meet the <i>client's</i> waste management needs</p> <p>1.3 Consult and involve client in the development of appropriate <i>waste management options</i></p>
2. Develop strategies	<p>2.1 Assess <i>feasibility of waste management options</i> in consultation with clients to ensure appropriate, realistic and achievable options are identified</p> <p>2.2 Prioritise waste management options in consultation with clients to ensure most important waste management issues are given greater emphasis</p> <p>2.3 Develop realistic and achievable waste management strategies which satisfy client and legislative requirements</p> <p>2.4 Detail the client's implementation requirements such as process changes, education, training, <i>resource requirements</i> and schedule</p> <p>2.5 Review the implementation of strategies in accordance with client requirements, OHS regulations and work procedures</p>
3. Document strategy	<p>3.1 Document <i>waste management strategy</i> clearly and accurately based on information available, with all relevant aspects outlined including OHS procedures</p> <p>3.2 Include indemnity to limit liability in accordance with accepted industry practice, company requirements and relevant legislation</p>
4. Present strategy	<p>4.1 <i>Present strategy</i> in a professional manner in accordance with client requirements</p> <p>4.2 Explain benefits and rationale of the strategy</p> <p>4.3 Allow time for client questions and discussion</p>

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

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

- sound oral communication skills including questioning, listening, liaison, consultation and facilitation
- sound written communication skills for documentation
- sound presentation skills
- sound reading skills for the interpretation of data, information, plans and documents
- methodical organisation of work
- research skills
- ability to prioritise
- computer skills
- safe and efficient work practices
- ability to apply appropriate decision-making techniques.

Required knowledge:

Knowledge and understanding are essential to apply this unit 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.

- Features required for waste management strategies.
- Impact of recommendations on client processes.
- Waste management options available.
- Nature and significance of waste minimisation hierarchy lifecycle assessment.
- Waste analytical methods.
- Waste types, streams and characteristics.
- Company requirements.
- Occupational health and safety requirements.
- Relevant industry standards.
- Relevant legislation.
- Relevant environmental regulations.
- OHS hierarchy of control.

RANGE STATEMENT

The range statement links the required knowledge and organisational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit.

Client	<ul style="list-style-type: none">• includes all forms of business enterprises in this context including government agencies, local governments/councils, private and public companies and residents/ratepayers.
Client requirements	<ul style="list-style-type: none">• are found in briefing papers, letters from client, quality assurance documents, tender/contract documents and verbal or written instructions

Equipment requirements include

- absorbent material
- bunding equipment
- camera
- collection containers
- lifting gear
- measurement equipment
- personal protective equipment
- reference manuals
- safety barriers and warning signs
- sample bench
- scales.

Feasibility of waste management options should involve consideration of

- commitment
- compliance with relevant legislation
- cost-benefit analysis
- costs
- lead time
- process constraints
- resource requirements (including equipment, personnel)
- resources available.

Information relating to waste management strategy may include

- access to site
- locations of waste containers
- map of plant/site
- OHS procedures
- processing methods
- production dates and schedules
- production inputs and outputs
- site size
- specific site requirements
- storage and disposal methods
- waste handling
- waste hazards
- waste outputs
- waste recovery routes
- waste streams.

Performance of this unit is carried out in accordance with relevant requirements of the following

- Australian Standards
- environmental regulations
- legislative requirements
- manufacturers' specifications
- OHS regulations
- organisational procedures
- relevant state/territory regulations.

Personnel requirements include

- licences required, personnel skills, training/briefing.

Site may include

- business premises, landfill site, local government area, plant/factory and waste processing plant.

Strategy presentation methods include	<ul style="list-style-type: none"> • formal presentation to appropriate personnel with aids such as Microsoft PowerPoint or overheads • informal discussion to appropriate personnel • issuing appropriate handouts.
Waste management options include but are not limited to	<ul style="list-style-type: none"> • advertising • changed disposal methods • education • employee participation • minimisation • preventative maintenance • process audit • process changes • product and material changes • product scheduling and planning • reclamation • recycling • re-use • waste segregation.
Waste management strategy may include	<ul style="list-style-type: none"> • feasibility, findings, implementation and recommendations.

EVIDENCE GUIDE

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

Critical aspects of competency	<ul style="list-style-type: none"> • Identify waste management options and interpret audit findings. • Conduct feasibility analysis. • Develop strategies. • Present waste management strategies.
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Other units of competency that could be assessed with this unit	<p>This unit could be assessed on its own or in combination with other competencies relevant to the job function, for example:</p> <ul style="list-style-type: none"> • PRMWM30B Determine waste management services • PRMWM32B Inform and educate clients on waste management issues • PRMWM33B Educate public on waste management issues • PRMCMN302A Respond to client inquiries and complaints • PRMCMN402A Facilitate effective client relationships • BSBSBM404A Undertake business planning.
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Resources required to assess this unit

The following resources should be available:

- examples of options lists
- documentation of client liaison
- documented waste management strategies
- presentation material.

Gaining evidence to assess this unit

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and be observed by the assessor (or assessment team working together to conduct the assessment). The competency is to be demonstrated in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Evidence of competency is best obtained by observing activities in the relevant environment and developing waste management strategies under normal industry operating conditions. If this is not practicable, observations in realistic simulated environments may be substituted.

Consistency in performance

Assessment requires that strategies meet the objectives of clients and comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it will be necessary to assess the unit within a variety of waste management environments or different client needs to assess competency in the development of waste management strategies.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge. (In assessment situations where the candidate is offered a preference between oral questioning and written audit, questions are to be identical.)

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Note: All practical demonstrations must adhere to the safety and environmental regulations relevant to each state or territory.

PRMWM07B

Unit Descriptor

Implement waste management plan

This unit of competency describes the implementation of a waste management plan. It requires the ability to plan and coordinate activity. These work functions would be carried out under routine supervision within organisational guidelines.

Employability Skills

This unit contains employability skills.

Unit Sector

Waste Management

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1. Organise for implementation of waste management plan | 1.1 Review <i>waste management strategy</i> to determine implementation requirements
1.2 Identify <i>potential risks and hazards</i> and notify/discuss with designated/ <i>appropriate person</i>
1.3 Select appropriate <i>equipment</i> , including <i>personal protective equipment</i> and personnel requirements, for implementation of strategy, in accordance with <i>company requirements</i> and OHS procedures |
| 2. Implement waste management plan | 2.1 Explain new or changed waste management procedures and processes to all relevant personnel
2.2 Implement new or changed waste management procedures in accordance with waste management plan and company and <i>relevant legislative requirements</i>
2.3 Provide education and training to personnel to ensure full understanding of and commitment to waste management plan including OHS procedures, appropriate personal protective equipment, work procedures, company requirements and relevant legislation |
| 3. Monitor and review outcomes of strategy | 3.1 <i>Review implementation of waste management plan</i> to determine safety, feasibility, compliance, efficiency and effectiveness
3.2 Make necessary adjustments to waste management plan to maximise achievement of objectives |
| 4. Document strategy implementation and review | 4.1 Document details of waste strategy implementation and review in accordance with <i>company requirements</i> |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

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

- oral communication skills including questioning, listening, giving instructions, giving information, training, signalling
- interpersonal skills
- written communication skills
- reading and interpreting strategy
- change implementation
- waste assessment
- quality control inspection
- methodical organisation of work
- record keeping
- computer skills
- use of emergency and personal protective equipment
- safe and efficient work practices.

Required knowledge:

Knowledge and understanding are essential to apply this unit 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.

- Waste minimisation hierarchy.
- Site waste management processes and procedures.
- Site waste management plan.
- Waste management techniques.
- Quality control measures.
- Waste sampling methods and techniques.
- Company requirements.
- Occupational health and safety requirements.
- Duty of care in provision of services.
- Relevant industry standards.
- Relevant legislation.
- Relevant environmental regulations.
- OHS hierarchy of control.

RANGE STATEMENT

The range statement links the required knowledge and organisational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit.

Appropriate person may include

- client, supervisor and team member.

Client	<ul style="list-style-type: none">• includes all forms of business enterprises in this context including government agencies, local governments/councils, private and public companies and residents/ratepayers.
Company requirements	<ul style="list-style-type: none">• are found in job sheet, management strategy, manuals, verbal or written instructions and work procedures.
Contamination may include	<ul style="list-style-type: none">• exposure to sunlight, infestation, mixing with other waste types, rot or mould, and waterlogging.
Equipment includes but is not limited to	<ul style="list-style-type: none">• collection container, load shifting equipment, measurement equipment and tarpaulin.
Emergency and personal protective equipment must include	<ul style="list-style-type: none">• communications equipment• eye protection• eyewash kit• fire extinguishers• First Aid kit• gloves• overalls• protective boots• protective clothing.
Emergency and personal protective equipment could also include	<ul style="list-style-type: none">• breathing apparatus• emergency procedure guides• face shield/mask• hard hat• hearing protection• material safety data sheets• spill kit.
Emergency response action/procedures include but are not limited to	<ul style="list-style-type: none">• clean up• contain emergency• equipment/plant isolation and shut-down• evacuation• First Aid• make safe• notification of authorities• use of appropriate personal protective equipment.

Hazardous waste may include

- biological products
- blood products
- broken metal
- chemicals
- electrical wiring
- gases/fumes
- glass
- hospital waste
- leaking containers
- needles/syringes
- oil/petrol.

Manufacturers' specifications

- are found in equipment specifications and operator manuals.

Performance of this unit is carried out in accordance with relevant requirements of the following

- Australian Standards
- environmental regulations
- legislative requirements
- manufacturers' specifications
- OHS regulations and procedures
- organisational procedures
- relevant state/territory regulations.

Personal protective equipment required

- will be cleaned/maintained, stored, worn/fitted in accordance with equipment specifications, company requirements, manufacturers' specifications and occupational health and safety and other legislation.

Potential risks and hazards	<ul style="list-style-type: none"> are those risks and hazards identified by the organisation that could lead to injury or illness of employees, contractors, visitors or the public; damage to plant, vehicles or property; or that could cause harm to the environment. <p>This relates to on-site and off-site activities (whether company owned or occupied premises, customer/client premises or public property) over which it could be expected the organisation had control.</p> <p>Risks and hazards may include:</p> <ul style="list-style-type: none"> broken glass/metal compaction equipment contamination dust fire gases and fumes hazardous waste (e.g. sharps) injuries resulting from manual handling and repetitive work narrow driveways other vehicles and equipment overhanging signs projectiles spark-producing equipment unguarded conveyor belt weather.
Relevant legislation and codes cover state and federal	<ul style="list-style-type: none"> duty of care industry codes of conduct occupational health and safety Australian Standards environmental protection legislation.
Review of implementation of waste management plan may include but is not limited to	<ul style="list-style-type: none"> achievement of objectives analysis of wastes audits quality control checks review of effectiveness of new procedures and processes samples waste counts.
Safe operating procedures include	<ul style="list-style-type: none"> any activity or operation conducted on site to ensure health and safety of personnel/equipment in the area.
Waste generator includes	<ul style="list-style-type: none"> all forms of business enterprises in this context, including private and public companies, and local governments/councils.

Waste management strategy may include

- changes to processes and procedures
- education and resource requirements
- feasibility study of waste management options
- future reviews and audits
- past waste audit information
- prioritisation of waste management strategies
- recycling requirements
- reduction
- re-use
- schedules
- waste management objectives.

Waste types include

- solid (non-hazardous) e.g. construction and demolition
- liquid (non-hazardous) e.g. chemical and aqueous
- hazardous - regulated, prescribed, quarantined, medical and clinical
- recoverable resources e.g. recyclable and green waste.

EVIDENCE GUIDE

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

Critical aspects of competency

- Interpretation of strategy requirements.
- Implementation of new processes and procedures.
- Organisation of education and training.
- Monitoring outcomes of strategy.

Other units of competency that could be assessed with this unit

This unit could be assessed on its own or in combination with other competencies relevant to the job function, for example:

- PRMWM27B Select and obtain waste management plant, equipment and materials
- PRMWM30B Determine waste management services
- PRMWM32B Inform and educate clients on waste management issues
- PRMWM33B Educate public on waste management issues
- BSBCMN413B Implement and monitor environmental policies.

Resources required to assess this unit

The following resources should be available:

- waste management plan
- strategies for plan implementation
- waste management practices and procedures
- relevant environmental protection legislative requirements.

Gaining evidence to assess this unit

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and be observed by the assessor (or assessment team working together to conduct the assessment). The competency is to be demonstrated in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Evidence of competency is best obtained by observing activities in this field and reviewing the implementation of a waste management plan under normal industry operating conditions. If this is not practicable, observations in realistic simulated environments may be substituted.

Consistency in performance

Assessment requires that the plan meets the objectives of the client and that it complies with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it may be necessary to refer to portfolio case studies of a variety of waste requirements to assess competency in the implementation of a waste management plan.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge. (In assessment situations where the candidate is offered a preference between oral questioning and written audit, questions are to be identical.)

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Note: All practical demonstrations must adhere to the safety and environmental regulations relevant to each state or territory.

PRMWM15A

Unit Descriptor

Move waste using load shifting equipment

This unit involves the skills and knowledge required to operate mobile load shifting plant (including loading and unloading) for the purpose of moving waste.

The competency outcomes of this unit are identical to the unit of the same code from the Waste Management Training Package. However, it has been reformatted into the ANTA approved TDT format.

Unit Sector

Load Handling

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Organise for moving | 1.1 Job sheet and schedule are reviewed to clearly identify all job requirements
1.2 Appropriate type of load shifting equipment and associated attachments are selected according to job requirements to maximise efficiency and effectiveness of transportation
1.3 Emergency and personal protective equipment is selected and fitted in accordance with job requirements, manufacturers' specifications, company requirements and relevant legislation
1.4 Appropriate license is held by operator in accordance with company requirements and relevant legislation
1.5 Potential risks and hazards to work are identified and managed according to job requirements, in accordance with company requirements, OHS and other relevant legislation |
| 2. Perform routine checks on load shifting equipment | 2.1 A visual check of equipment is conducted to pinpoint damage, leaks, obstructions, component wear or potential hazards
2.2 Equipment systems are tested in accordance with manufacturers' specifications and company requirements
2.3 Service checks are conducted to ensure water, oil, fuel, air pressure and greasing are maintained at appropriate levels in accordance with manufacturers' specifications
2.4 Emergency and personal protective equipment is checked to ensure correct operation
2.5 Associated equipment (e.g. attachments) is checked and tested to ensure it is operational and in accordance with manufacturers' specifications |

3. Monitor, adjust and report customer service
 - 3.1 Equipment is started and operated in accordance with manufacturers' specifications and company requirements
 - 3.2 Equipment is operated or driven in a safe and efficient manner, in accordance with company requirements, road and traffic regulations and other relevant legislation
 - 3.3 Continuous observation of surrounding environment is maintained to identify and avoid or minimise potential hazards
 - 3.4 Clear communications are maintained with other relevant personnel
4. Organise for loading
 - 4.1 Waste to be loaded is correctly identified, and checked to ensure integrity of containment
 - 4.2 Appropriate loading method is determined in accordance with waste containment type and company requirements
 - 4.3 Potential hazards to loading are clearly identified and incorporated into loading method
 - 4.4 Equipment is parked up or set up in a loading position which ensures efficiency and safety of loading
 - 4.5 Barriers and warning signs are erected at loading/unloading sites to ensure safety of surrounding personnel, in accordance with company requirements and relevant legislation
5. Load and unload waste
 - 5.1 Waste is loaded/unloaded safely and efficiently in designated area using appropriate loading/unloading method
 - 5.2 Integrity of load is maintained during loading/unloading
 - 5.3 Where waste is vacuumed, liquid flow is regulated to ensure maintenance of constant hose pressure
 - 5.4 Visual checks are maintained to identify potential hazards during loading/unloading
 - 5.5 Load conforms to equipment capacity requirements, manufacturers' specifications and relevant legislation
 - 5.6 Load is stacked or housed at destination in accordance with company requirements, manufacturers' specifications and relevant legislation

KEY COMPETENCIES

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

RANGE STATEMENT

General context

- Work must be carried out in accordance with relevant regulations and workplace waste movement procedures
- Work is performed under some supervision generally within a team environment
- Work involves the application of the basic principles and procedures when moving waste using load shifting equipment during waste management operations

Worksite environment

- Personal protective equipment required will be worn/fitted in accordance with workplace requirements, Occupational Health and Safety and other legislation
- Client/company includes all forms of business enterprises in this context, including private and public companies; government agencies; local governments/councils; residents/ratepayers
- Company requirements are found in verbal or written instructions
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
 - company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Communication in the work area may include:
 - fixed phone
 - mobile phone
 - fax
 - radio
 - oral, aural or signed communications

Sources of information/documents

- Information/documents may include but is not limited to:
 - workplace procedures and policies for the movement of waste using load shifting equipment
 - regulatory authority documents and reporting requirements relevant to the movement of waste using load shifting equipment
 - Dangerous Goods Code, HAZCHEM codes and other regulations pertaining to the movement of waste using load shifting equipment
 - equipment log books
 - weigh bridge dockets
 - run sheets
 - checklists
 - documentation on non-conformances
 - incident and accident and emergency reports
 - documentation on maintenance requirements
 - documentation on equipment used
 - emergency procedures
 - workplace operations manuals
 - standards and certification requirements
 - induction documentation
 - competency standards and training materials
 - manufacturer's specifications for relevant equipment
 - supplier and/or client instructions
 - award, enterprise bargaining agreement, other industrial arrangements
 - customer service and quality assurance standards and procedures

Applicable regulations and legislation

- Applicable regulations and legislation may include:
 - State/Territory regulations and license requirements relevant to the movement of waste using load shifting equipment
 - relevant duty of care regulations and industry codes of conduct
 - Australian Dangerous Goods Code, HAZCHEM codes, and other relevant regulations pertaining to waste management
 - relevant Australian standards
 - relevant State/Territory environmental protection legislation
 - relevant State/Territory OHS legislation

EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
 - effectively organise load shifting equipment operation
 - safely and efficiently load and unload waste
 - safely and efficiently operate equipment and move waste
 - apply hierarchy of hazard control
 - use safety precautions appropriate to the task

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a worker's job function

Required knowledge and skills

- Relevant Australian and State/Territory standards, regulations, licenses and codes of practice relevant to the movement of waste using load shifting equipment, including the Australian Dangerous Goods Code
- Requirements for the handling and transportation of waste
- Duty of care in the movement of waste using load shifting equipment
- OHS and environmental protection regulations, procedures and guidelines relevant to the movement of waste using load shifting equipment
- Hazards and risks involved in the movement of waste using load shifting equipment and related precautions to control the hazards and risks
- HAZCHEM identification systems
- Waste types and characteristics and implications for movement of waste using load shifting equipment
- Equipment load weight requirements
- Loading and unloading methods and techniques
- Emergency response procedures
- Confined space procedures
- Relevant Australian standards
- Requirements of workplace systems/operations and relevant equipment
- Ability to:
 - communicate effectively, including writing; following instructions, signalling, and reading and interpreting maps, plans and specifications
 - operate/drive equipment
 - apply materials handling techniques
 - read graduated device
 - identify hazards that may arise during waste shifting operations and take appropriate hazard control measures
 - use appropriate personal protective equipment
 - demonstrate safe and efficient work practices
 - use relevant communications equipment
 - identify and solve problems that may arise during waste shifting operations
 - follow requirements of material safety data sheets (MSDS)

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 move waste using load shifting equipment, and/or
 - move waste using load shifting equipment in an appropriate range of workplace contexts

Consistency in performance

- Applies underpinning knowledge and skills when:
 - organising equipment operation
 - loading and unloading waste
 - operating load shifting equipment during the movement of waste
- Shows evidence of application of relevant workplace procedures including:
 - Dangerous Goods Code and other regulations pertaining to the movement of waste using load shifting equipment
 - OHS regulations and hazard prevention policies and procedures
 - workplace procedures and work instructions
 - relevant guidelines relating to the use of required equipment
 - environmental protection procedures
- Action is taken promptly to respond to/report any problems/emergencies that may arise during the movement of waste using load shifting equipment in accordance with regulations and workplace procedures
- Performance is demonstrated consistently over a period of time and in a suitable range of contexts. The scope of movement of waste using load shifting equipment should be sufficient to cover a variety of different waste environments. If the assessment environment is narrowly defined, it may be necessary to use simulated emergencies with a variety of waste characteristics to assess competency in waste emergency response.
- Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- Work is completed systematically with required attention to detail without damage to 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

PRMWM43B**Develop an environmental management strategy****Unit Descriptor**

This unit of competency describes the development of an environmental management strategy.

The unit is from the Local Government National Competency Standards.

Employability Skills

This unit contains employability skills.

Unit Sector

Waste Management

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Define scope of environmental management strategy | 1.1 Identify the needs and expectations for development of an environmental management strategy
1.2 Identify the <i>constraints</i> under which the environmental strategy can be developed to enable a clear and concise direction to be established
1.3 Prepare a clear and concise statement of environmental objectives to ensure the needs of the strategy can be met |
| 2. Determine environmental strategy development process | 2.1 Identify process models applicable to the scope of the environmental management strategy
2.2 Assess and select a process model that will achieve the objectives determined in the scope
2.3 Identify principal <i>stakeholders</i> to maximise stakeholder participation in the development process
2.4 Consult stakeholders to obtain acceptance of the strategy development process |
| 3. Identify resources to undertake environmental strategy development | 3.1 Adopt resource requirements of the model/process in an accurate and comprehensive manner
3.2 Prepare accurate detailed financial budgets within the scope of the strategy development
3.3 Identify <i>human resource</i> requirements for strategy developments so that skill requirements can be specified
3.4 Identify facilities and equipment needs for strategy developments to ensure all requirements can be met on time |
| 4. Identify environmental assets, problems and opportunities | 4.1 Identify and collate existing <i>data</i> in a comprehensive manner relevant to the scope and models accepted
4.2 Evaluate existing data against the scope and model to identify needs for further data collection
4.3 Obtain additional data to ensure a comprehensive database is available for effective analysis
4.4 Assess available data against scientifically established criteria and community expectations within <i>relevant legislation and codes</i> |

- | | |
|--|---|
| 5. Determine and prioritise environmental issues | 5.1 Group common problems and opportunities to formulate environmental issues that can be actioned by stakeholders
5.2 Establish <i>criteria to enable environmental issues to be prioritised</i> |
| 6. Prepare environmental management strategy | 6.1 Determine practical actions that enable a resolution of environmental issues within strategy objectives
6.2 Prepare clear and concise draft documentation for the strategy to obtain feedback from stakeholders
6.3 Evaluate feedback and form a response that assesses impact on a resolution of environmental issues
6.4 Obtain local authority for the environmental management strategy |
| 7. Prepare an environmental management strategy implementation plan | 7.1 Prioritise actions to provide the most effective resolution of issues within available resources
7.2 Allocate resources to match action priorities
7.3 Monitor processes to ensure the strategy is achieving objectives and modified as required
7.4 Identify responsible parties who have the capacity to carry out strategy actions
7.5 Establish achievable timelines, schedules and targets which enable strategy objectives to be met within required timeframes |
| 8. Monitor and review effectiveness of the environmental management strategy | 8.1 Collect and analyse regular data to provide accurate measures of performance
8.2 Make comparisons with strategy objectives to assess effectiveness
8.3 Make changes to strategy as required in a timely manner to ensure outcomes are achieved
8.4 Use information obtained during monitoring and review to develop new strategies which are based on accumulated knowledge and experience |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

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

- research
- analysis
- communication skills (including liaising with stakeholders, asking questions, providing information, explaining strategy)
- strategic planning and strategy development
- reading and interpreting data and information
- prioritising
- evaluation
- budgeting.

Required knowledge:

Knowledge and understanding are essential to apply this unit 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.

- Features of an environmental management strategy.
- Management strategy options.
- Waste minimisation hierarchy.
- Environmental issues.
- Environmental planning/management.
- Community needs and expectations.
- Resource availability.
- OHS hierarchy of control.
- Relevant environmental protection legislation.

RANGE STATEMENT

The range statement links the required knowledge and organisational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit.

Alternative model characteristics include	<ul style="list-style-type: none">• consultative, regional, undertaken by external consultants and unilateral.
Constraints include	<ul style="list-style-type: none">• budgets, knowledge, resources and time.
Criteria to prioritise issues may include	<ul style="list-style-type: none">• budget constraints, community preferences, environmental (including energy efficiency issues) impact/benefit, legislative provisions, resources and timeframes.

Data includes but is not limited to	existing reports/programs, questionnaires, references, stakeholder input and surveys.
Human resources include	<ul style="list-style-type: none"> community experts, consultants, government agencies, internal staff, project officers and volunteers.
Performance of this unit is carried out in accordance with relevant requirements of the following	<ul style="list-style-type: none"> Australian Standards environmental regulations legislative requirements manufacturers' specifications organisational procedures relevant state/territory regulations.
Relevant legislation and codes cover	<ul style="list-style-type: none"> state and federal industry codes of conduct, occupational health and safety legislation, Australian Standards and environmental protection legislation.
Stakeholders include but are not limited to	<ul style="list-style-type: none"> business community council funding bodies government industry interest groups land management agencies local authorities statutory authorities.

EVIDENCE GUIDE

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

Critical aspects of competency	<ul style="list-style-type: none"> Ability to identify environmental management objectives. Relevant stakeholders consulted in development of strategy. Relevant environmental assets clearly identified. Ability to prioritise environmental issues by level of importance and impact.
Other units of competency that could be assessed with this unit	This unit could be assessed on its own or in combination with other competencies relevant to the job function.

Resources required to assess this unit

The following resources should be available:

- environmental protection legislation
- company policy and procedure
- range of stakeholders.

Gaining evidence to assess this unit

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and be observed by the assessor (or assessment team working together to conduct the assessment). The competency is to be demonstrated in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Evidence of competency is best obtained by observing activities in the field and reviewing the development of an environmental management strategy. If this is not practicable, observations in realistic simulated environments may be substituted.

Consistency in performance

Assessment requires that strategies meet the objectives of clients and comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it will be necessary to assess the unit within a variety of waste management environments or different client needs to assess competency in the development of an environmental management strategy.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge. (In assessment situations where the candidate is offered a preference between oral questioning and written audit, questions are to be identical.)

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Note: All practical demonstrations must adhere to the safety and environmental regulations relevant to each state or territory.

PRMWM45B**Unit Descriptor****Employability Skills****Unit Sector****Develop site safety plan**

This unit of competency describes the development of a site safety plan for a waste management environment.

This unit contains employability skills.

Waste Management

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Review site safety requirements | 1.1 Obtain and review all <i>details of site and site requirements</i> to determine specific safety requirements
1.2 Identify all <i>site safety requirements</i> in accordance with <i>company, OHS and relevant legislative requirements</i> |
| 2. Develop site safety plan | 2.1 Include on-site safety plan all safety information necessary to ensure the safety of all personnel and the general public
2.2 Ensure safety plan clearly classifies and identifies all <i>site areas</i> (e.g. evacuation area, First Aid, restricted areas and level of danger)
2.3 Identify exact locations of all First Aid and emergency facilities (e.g. eye baths, fire extinguishers, breathing apparatus, First Aid kits) on-site safety plan
2.4 Ensure that all wastes on site (including dangerous and hazardous wastes) are clearly identified on-site safety plan by location and type
2.5 Identify all necessary <i>personal protective equipment</i> (PPE) requirements (e.g. hard hat, hearing protection, gloves) for specific site areas in site safety plan |
| 3. Communicate site safety plan to personnel | 3.1 Communicate site safety plan promptly and clearly to all relevant personnel in accordance with company, OHS and other legislative requirements
3.2 Confirm personnel's understanding of all aspects of the site safety plan through questioning and observation
3.3 Provide opportunities for personnel to ask questions or obtain clarification on-site safety plan
3.4 Display site safety plan in personnel work areas to ensure availability for immediate referral |
| 4. Document site safety plan | 4.1 Document site safety plan in accordance with company, OHS and other legislative requirements and in a format understandable to all personnel |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

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

- communication including listening, questioning, giving clear instructions, answering questions, obtaining feedback
- reading and interpreting work requirements
- preparing a clear, detailed and accurate site safety plan (including drawing simple site maps)
- identification of waste types and level of associated danger
- identification of potential risks and hazards in the work environment
- communicating and explaining site safety plan to personnel.

Required knowledge:

Knowledge and understanding are essential to apply this unit 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.

- OHS requirements.
- Site safety plan requirements.
- Components, features and layout of a site safety plan.
- Standard symbols, terms and abbreviations used in site safety plans.
- Company policy and procedures in relation to safety.
- Site environment.
- Personnel work requirements and company site operations.
- Duty of care to personnel and general public.
- Personal protective equipment types and uses.
- OHS hierarchy of control.

RANGE STATEMENT

The range statement links the required knowledge and organisational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit.

Company requirements	<ul style="list-style-type: none"> • are found in briefing documents, letters, quality assurance documents, tender/contract documents and verbal or written instructions.
Details of site and site requirements will include all necessary detail to ascertain safety requirements. Such information may include	<ul style="list-style-type: none"> • areas allowing access to general public • company and site OHS requirements • number of personnel on site • potential risks and hazards/level of risk • wastes incoming/present at the site • work schedule.

Emergency and PPE must include

- appropriate footwear
- communications equipment
- eye protection
- eyewash kit
- fire extinguishers
- First Aid kit
- gloves
- overalls and protective clothing.

Emergency and PPE could also include

- breathing apparatus
- emergency procedure guides
- face shield/mask
- hard hat
- hearing protection
- material safety data sheets (MSDS)
- spill kit.

Performance of this unit is carried out in accordance with relevant requirements of the following

- Australian Standards
- environmental regulations
- legislative requirements
- manufacturers' specifications
- organisational procedures
- relevant state/territory regulations.

Relevant legislation and codes

- cover state and federal industry codes of conduct, occupational health and safety legislation, Australian Standards and environmental protection legislation.

Site areas

- may include evacuation area, First Aid bay, general public access areas and restricted areas.

Site safety requirements

- will include all necessary requirements to ensure the safety of all personnel, equipment, structures, environment and general public.

Site safety requirements could also include

- awareness of potential risks and hazards
- communications requirement
- confined spaces awareness
- emergency procedure guides
- emergency response equipment (e.g. First Aid kit, fire fighting equipment)
- emergency shut-down and lock-out procedures
- evacuation area
- First Aid
- induction
- PPE requirements
- site security
- training
- warning signs and barriers.

EVIDENCE GUIDE

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

Critical aspects of competency

- Correct identification of all site safety requirements.
- Accurate classification of all site areas (including evacuation area, First Aid, restricted areas and level of danger).
- Ability to specify all necessary PPE required to undertake work safely in each site area.
- Understanding of all relevant OHS requirement and duty of care to provide safe environment for personnel and general public.

Other units of competency that could be assessed with this unit

This unit could be assessed on its own or in combination with other competencies relevant to the job function, for example PRMCMN301A Contribute to workplace safety arrangements.

Resources required to assess this unit

The following resources should be available:

- range of waste types/streams for identification
- OHS requirements
- work environment in which to identify range of potential risks and hazards.

Gaining evidence to assess this unit

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and be observed by the assessor (or assessment team working together to conduct the assessment). The competency is to be demonstrated in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Evidence of competency is best obtained by observing activities in the field and reviewing the development of a site safety plan. If this is not practicable, observations in realistic simulated environments may be substituted.

Consistency in performance

Assessment requires that strategies meet the objectives of clients and comply with industry expectations in the particular client environment. If the environment is narrowly defined or is not representative of industry needs, it will be necessary to assess the unit within a variety of waste management environments or different client needs to assess competency in the development of a site safety plan.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge. (In assessment situations where the candidate is offered a preference between oral questioning and written audit, questions are to be identical.)

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

Note: All practical demonstrations must adhere to the safety and environmental regulations relevant to each state or territory.

PRSSO323A

Unit Descriptor

Lead small teams

This competency standard covers the skills and knowledge required to lead and develop small teams to achieve designated assignment instructions within a security context. It requires the ability to allocate duties and schedule rosters, set and maintain team and individual performance standards, facilitate open communication and resolve individual or team concerns. This work would be carried out under limited supervision within organisational guidelines.

Unit Sector

Security Operations

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-----------------------------|---|
| 1. Facilitate team planning | 1.1 Individual and team purpose, roles and responsibilities are clarified, agreed upon and defined in accordance with <i>organisational goals and objectives</i>
1.2 <i>Assignment instructions</i> are identified and clearly communicated to team members in accordance with <i>legislative and organisational requirements</i>
1.3 Open <i>communication</i> within the team is encouraged and facilitated to ensure full understanding and accurate exchange of information
1.4 Team effort is rewarded and support provided to develop mutual concern and camaraderie and to maximise benefit from team diversity |
| 2. Monitor team performance | 2.1 Duties, rosters and responsibilities are assessed against and matched to team capabilities and is in accordance with assignment instructions, legislative and organisational requirements
2.2 Performance of the team and individual members is systematically monitored against defined measurable performance criteria to ensure the satisfactory completion of assignment instructions
2.3 Adequate consideration is given to <i>contingencies</i> when allocating specific rosters duties and responsibilities to team members
2.4 Performance expectations are assessed objectively against assignment and client expectations, team and individual capabilities
2.5 Performance expectations are communicated clearly to individual team members and the team as a whole
2.6 Industrial relations requirements are considered and adhered to in maintaining the team and addressing team and individual concerns |

- 3. Develop team performance
 - 3.1 Effective working relationships are established and maintained through the provision of appropriate support, communication and feedback
 - 3.2 *Constructive feedback* on quality of performance is regularly provided to team members for integration into work practices
 - 3.3 Positive action to address deficiencies or areas for improvement in team performance is taken and handled sensitively
 - 3.4 Team is supported and encouraged to achieve its goals and changing priorities through active reflection and participation in team activities and communication processes
 - 3.5 Team concerns are acknowledged and addressed as required and wherever possible discussed and resolved within the team
 - 3.6 In the event of non-resolution, team concerns are constructively presented to and discussed with appropriate personnel in a timely and objective manner using established dispute resolution procedures

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. Information below highlights how these processes are applied in this competency standard.

1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Individual or team concerns may be addressed and resolved through facilitated discussion within the group.	2
Collecting analysing and organising information	Roles, responsibilities and organisational goals and objectives may be defined and clearly communicated to individual and team members.	1
Planning and organising activities	Individual and team performance may be systematically monitored and feedback regularly provided or sequenced as required.	1
Working with others and in teams	Open communication and constructive feedback may be used to encourage and support individual and team members to improve their performance and meet designated tasks within timeframes.	2
Using mathematical ideas and techniques	Mathematical techniques may be used to prioritise work tasks and schedule rosters.	1
Solving problems	Established dispute resolution procedures may be used to sensitively resolve individual or team problems.	1
Using technology	Technology may be used to communicate, record and manage information.	1

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit:

Organisational goals and objectives may include:

- reporting deadlines
- budgetary targets
- team participation
- team and individual learning goals

Assignment instructions may include:

- client brief
- instructions from the supervisor
- roster / shift details
- reporting procedures and documentation requirements
- resource and equipment requirements
- schedules
- work tasks and procedures
- personal protective equipment requirements

Applicable legislation, codes and national standards:

Must relate to:

- relevant Commonwealth / State / Territory legislation which affect organisational operation:
- Occupational Health and Safety
- environmental issues
- equal employment opportunity
- industrial relations
- anti-discrimination and diversity
- licensing requirements
- Australian Standards, quality assurance and certification requirements

May relate to:

- relevant industry Codes of Practice
- award and enterprise agreements
- trade practices

Organisational requirements may relate to:

- legal and organisational policy and procedures including personnel practices and guidelines
- organisational goals, objectives, plans, systems and processes
- legislation relevant to the operation, incident and / or response
- employer and employee rights and responsibilities
- business and performance plans
- policies and procedures relating to own role, responsibility and delegation
- quality and continuous improvement processes and standards
- client service standards
- defined resource parameters
- Occupational Health and Safety policies, procedures and programs
- emergency and evacuation procedures
- duty of care, code of conduct, code of ethics
- access and equity policy, principles and practice
- records and information systems and processes
- communication channels and reporting procedures

Communication techniques may include:

- two-way interaction
- constructive feedback
- active listening to clarify and confirm understanding
- active silence
- non-verbal positive actions
- reflection and summarising
- use of positive, confident and co-operative language
- control of tone of voice and body language
- culturally aware / sensitive use of language and concepts
- demonstrating flexibility and willingness to negotiate

Contingencies may involve:

- preferences
- impending leave
- domestic considerations
- team dynamics and combinations
- individual strengths and weaknesses

Constructive feedback may include:

- formal / informal performance appraisals
- comments from supervisors, colleagues or clients
- personal, reflective behaviour strategies
- workplace assessment

EVIDENCE GUIDE

The Evidence Guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to lead small teams. Assessment of performance should be over a period of time covering all categories within the Range Statement that are applicable in the learning environment.

What critical aspects are required for evidence of competency?

- Clearly define and communicate roles and responsibilities, assignment instructions and organisational goals and objectives to individual and team members
- Select and allocate duties and responsibilities appropriate to individual knowledge, skill, aptitude and assignment requirements
- Communicate performance expectations for a range of tasks and duties within the team and provide constructive feedback
- Assess and monitor team and individual performance against set measurable criteria and create opportunities to maintain or improve individual and / or team performance
- Communicate effectively on a one-to-one and group basis with colleagues, clients and supervisors and develop trust and confidence in workplace relationships
- Acknowledge individual or team concerns and facilitate discussion and resolution within the group

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:

- Organisational policies, procedures, goals, objectives and direction
- Individual and team roles, responsibilities and accountability
- Relevant legislation and regulations including OHS
- Organisational performance standards, criteria and assessment techniques
- Teamwork principles and strategies and relationship-building techniques
- Organisational procedures and guidelines appropriate to own role, responsibility and delegation
- Reporting procedures and documentation requirements and processes
- Rights and responsibilities of employers and employees
- Site layout and access points
- Types of security systems and respective activation and deactivation processes
- Technology applications and how it can be used to assist in the scheduling of tasks

What specific skills are needed to achieve the performance criteria?

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

- Communicate, interact and provide constructive feedback to individual and team members
- Use coaching and mentoring skills to provide support and build effective workplace relationships
- Apply effective interpersonal techniques including active listening
- Apply conflict resolution and negotiation techniques
- Provide effective informal performance counselling
- Acknowledge and resolve individual or team problems
- Prioritise work tasks to meet designated schedules
- Accurately maintain records and documentation

What resources may be required for assessment?

- Access to a suitable venue and equipment
- Access to plain English version of relevant statutes and procedures
- Assignment instructions, work plans and schedules, policy documents and duty statements
- Assessment instruments, including personal planner and assessment record book
- Access to a registered provider of assessment services

What is required to achieve consistency of performance?

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor. The competency is to be demonstrated in a range of situations, which may include involvement in related activities normally experienced in the workplace.

Evidence of underpinning knowledge understanding of processes and principles can be gained through thorough questioning and by observation of previous work.

Assessment against this unit may involve the following:

- Continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and Range Statement that make up the unit
- Continuous assessment in the workplace, taking into account the Range Statement affecting performance
- Self-assessment on the same terms as those described above
- Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes

PSPGOV307B

Unit Descriptor

Organise workplace information

This unit covers organisation of information in the workplace. It includes collecting and assessing information, organising and providing information.

In practice, organising workplace information may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, working effectively, working with diversity, using resources, assisting with scientific technical support, undertaking basic procurement, calculating duty and other taxes, undertaking routine inspections and monitoring, searching land, investigating tenure and land use history, processing claims, etc.

This is one of 5 units of competency in the Working in Government and Management Key Areas that deal with information/knowledge management. Related units are:

PSPGOV206B Handle workplace information PSPGOV406B Gather and analyse information
PSPGOV504B Undertake research and analysis
PSPMNGT614A Facilitate knowledge management

This unit replaces and is equivalent to PSPGOV307A Organise workplace information.

Employability Skills

This unit contains employability skills.

Unit Sector

Working in Government

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-------------------------------------|---|
| 1. Collect and assess information | 1.1 <i>Information</i> is gathered and recorded within specified timeframes and according to organisational procedures
1.2 Information gathered is checked for accuracy and to ensure it meets relevant work requirements
1.3 Confidentiality and privacy procedures are followed |
| 2. Organise and provide information | 2.1 Information and materials are organised and <i>stored</i> within established procedures
2.2 Information is organised for easy access by relevant staff
2.3 Records maintenance is completed in a manner that is accurate, up-to-date and in a format acceptable to the organisation
2.4 Security procedures are followed for information storage and retrieval
2.5 Incoming information and materials within the area of responsibility are sorted and distributed to relevant staff in accordance with <i>legislation, policy and procedures</i>
2.6 Information is communicated to relevant staff clearly and within appropriate timeframes
2.7 Information is used to develop options for consideration and action as required |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- establishing and maintaining filing systems
- applying computer technology to data storage, security, retrieval and presentation
- applying information security requirements
- undertaking basic statistical and numerical manipulation
- problem solving and referring problems as required
- communicating with colleagues and supervisors
- responding to diversity, including gender and disability
- applying public sector legislation such as occupational health and safety and environment in the context of organising workplace information

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislation, policies, procedures and guidelines relating to information handling in the public sector, such as confidentiality, privacy, security, freedom of information
- public sector standards
- organisational information handling and storage procedures
- electronic and manual filing systems
- databases and data storage systems
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of information management

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in italics in the Performance Criteria is explained here.

Information is

- specified by the work of the organisation and may include:
 - basic numerical and statistical data
 - legislative, organisation, and policy requirements
 - client data
 - registries and file records
 - library materials
 - financial records
 - mail
 - human resources records
 - asset details
 - meta-data.

***Storage of information
may include***

- systems which are internal and external to the organisation
- manual and computer files
- databases
- information systems
- records management systems
- web sites.

***Legislation, policy and
procedures may include***

- Commonwealth and State/Territory legislation, standards and guidelines especially relating to privacy, confidentiality, freedom of information, security, fraud control, copyright, intellectual property
- government policy
- public sector code of ethics
- Australian standards such as records management, knowledge management, risk management
- the organisation's policies and practices
- organisational code of conduct.

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit Descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite units* that must be achieved prior to this unit :*Nil*
- *Co-requisite units* that must be assessed with this unit :*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPBORD305A Calculate taxes, fees and charges
 - PSPETHC301B Uphold the values and principles of public service
 - PSPGOV301B Work effectively in the organisation
 - PSPGOV305B Access and use resources and financial systems
 - PSPGOV306B Implement change
 - PSPGOV308B Work effectively with diversity
 - PSPGOV312A Use workplace communication strategies
 - PSPGOV313A Compose workplace documents
 - PSPIM301A Process claims
 - PSPLAND302A Investigate tenure and land use history
 - PSPLEGN301B Comply with legislation in the public sector
 - PSPOHS301A Contribute to workplace safety
 - PSPPROC302A Undertake basic procurement
 - PSPREG301A Undertake routine inspections and monitoring
 - PSPSCI301A Assist with scientific technical support.

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of Employability Skills as they relate to this unit
- organisation of workplace information in a range of (3 or more) contexts (or occasions, over time).

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to information in the public sector
- case studies and workplace scenarios to capture the range of situations likely to be encountered when organising workplace information.

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when organising workplace information, including coping with difficulties, irregularities and breakdowns in routine
- organisation of workplace information in a range of (3 or more) contexts (or occasions, over time).

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations.

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- demonstration
- observation
- portfolios
- projects
- questioning
- scenarios
- simulation or role plays
- authenticated evidence from the workplace and/or training courses.

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

PSPGOV417A

Unit Descriptor

Identify and treat risks

This unit covers the identification and treatment of risk using the organisation's risk management procedures and treatments. It applies to the risks inherent in all aspects of everyday work in the public sector as well as to specific functional activities and projects related to the particular mandate of the organisation. The unit covers establishment of the risk context, identification, analysis and evaluation of risks, risks treatment, and monitoring and review of risk treatment plan.

In practice, identifying and treating risk occurs in the context of other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government processes, handling classified information, using resources, administering projects, providing parliamentary support, making arrests, using financial processes, undertaking scientific research, awarding contracts, undertaking native title assessments, assessing compensation claims, road transport compliance, etc.

This is one of 4 units of competency in the Working in Government and Management Key Areas that deal with risk. Related units are:

PSPGOV517A Coordinate risk management

PSPMNGT608B Manage risk

PSPMNGT704A Undertake enterprise risk management

This is a new unit of competency, added to the Working in Government Key Area of the Training Package in 2004.

This unit contains employability skills.

Working in Government

Employability Skills

Unit Sector

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-------------------------------|---|
| 1. Establish the risk context | 1.1 The nature and extent of the work activity are established within the broader <i>organisational context</i>
1.2 The outcomes to be achieved are identified and documented as required
1.3 The relationship between the activity and its environment is analysed and critical <i>factors</i> in the environment that may impact on the achievement of outcomes are identified
1.4 <i>Stakeholders</i> are identified and consulted to identify their opinions, concerns and needs related to the activity and the management of risks related to it
1.5 <i>Risk evaluation criteria</i> are determined for the activity in accordance with <i>legislation, policy and procedures</i> related to <i>risk management</i> in the organisation |
|-------------------------------|---|

- 2. Identify risks
 - 2.1 *Method/s for identifying risks* are selected in accordance with risk management policy and procedures, budgetary and time constraints relative to the type of activity to be undertaken
 - 2.2 *Sources* of risk are identified and documented as required
 - 2.3 *Risk events* related to each source of risk are identified and recorded in accordance with risk management policy and procedures
 - 2.4 Consultation and communication is undertaken to ensure all possible risks are identified
- 3. Analyse risks
 - 3.1 The *probability* of identified risks occurring is analysed and rated in accordance with risk management policy and procedures
 - 3.2 The *consequences* of identified risks occurring are analysed and rated according to organisational procedures
 - 3.3 Current *control measures* for any of the identified risks are considered in the risk analysis, and residual risks are analysed and included if necessary
 - 3.4 *Levels of risk* are determined in accordance with risk matrix used by the organisation
 - 3.5 Consultation/communication is undertaken as required to confirm risk levels, and analysis is *documented* in accordance with organisational risk management procedures
- 4. Evaluate risks
 - 4.1 Risks are evaluated by comparing the level of risk with risk evaluation criteria established at the beginning of the risk management process
 - 4.2 The importance of the activity, its outcomes and the degree of control over the risks are considered
 - 4.3 Potential and actual losses which may arise from the risk are considered
 - 4.4 Benefits and opportunities presented by the risk are taken into account
 - 4.5 Risks are identified as *acceptable* or *unacceptable* in accordance with risk evaluation criteria, and confirmation/approval is obtained in accordance with risk management policy and procedures
 - 4.6 Unacceptable risks are prioritised and the reason/s for acceptance of risks is documented

- 5. Treat risks
 - 5.1 *Options* for treating risks are determined in accordance with risk management policy and procedures
 - 5.2 The best treatment option is selected and a cost-benefit analysis is undertaken to compare the cost of implementing the treatment with the benefits
 - 5.3 A *risk treatment plan* is prepared, approved and communicated to those who will be involved in implementation
 - 5.4 Changes required to operational structure, procedures or staffing in order to implement risk treatments are negotiated in accordance with organisational policy and procedures
 - 5.5 *Resources* are arranged and risk treatment plan is implemented in accordance with risk management policy and procedures
- 6. Monitor and review risk treatment plan
 - 6.1 *Changes* in the organisational environment and factors impacting on the organisation are monitored for their impact on risks and existing risk treatments
 - 6.2 Risk treatments for unacceptable risks are monitored and adjusted as required to ensure they remain effective
 - 6.3 Acceptable risks are monitored to ensure these risk levels do not increase over time
 - 6.4 Consultations are conducted and data relating to risks and risk treatments are collected, analysed and used to improve risk management in own area of operation
 - 6.5 Risk treatment plan is reviewed in accordance with timetable for review of plan and updated as required
 - 6.6 Input is provided into formal reviews/audits of risk in the organisation to improve risk management outcomes

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Skill requirements

- applying legislation, regulations and policies relating to risk management
- researching and analysing the wider context affecting the organisation
- assessing and evaluating risks
- monitoring and reviewing risks and risk treatments
- communicating and consulting with a diverse range of stakeholders
- estimating and arranging resources needed for implementation of risk treatments
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and environment in the context of risk management.

Required knowledge:

Knowledge requirements

- legislation, regulations, policies, procedures and guidelines relating to risk management
- Australian and New Zealand standards - Risk management, AS/NZS 4360:1999 or as revised
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- the organisation's risk management framework
- the relationship of risk to context - how the context may define the risks
- the importance of consultation and communication at every stage of the risk management cycle
- risk management as a core activity of everyday work in the public sector
- the diversity of risks in the public sector
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and environment in the context of risk management.

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in italics in the Performance Criteria is explained here.

Organisational context

may include

- the organisation, how it is organised, and its capabilities
- the organisation's functions:
 - political
 - operational
 - financial
 - social
 - legal
 - commercial
- the various stakeholders and clients
- any official resources, including physical areas and assets, that are vital to the operation of the organisation
- key operational elements and services of the organisation
- any major projects
- the relationship between the organisation and the environment in which it operates

Environmental factors

may be

- social
- economic
- legal
- technological
- environmental

Stakeholders may include

- employees
- managers
- volunteers
- unions
- financial managers
- self-insurers
- clients
- suppliers
- contractors
- service providers
- community organisations
- the public

Risk evaluation criteria are

- used to rank risks and decide whether they are acceptable or not
- affected by:
 - legal requirements
 - perceptions of internal/external stakeholders
 - cost-benefit analysis, for example, cost of risk management being less than financial cost if the risk occurred

Legislation, policy and procedures may include

- Commonwealth and State/Territory legislation relating to risk management
- national and international codes of practice and standards, such as SIRCA 8001:2003
- the organisation's risk management policies and practices
- codes of conduct/codes of ethics
- Australian and New Zealand standards - Risk management, AS/NZS 4360:1999 or as reviewed
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- international guidelines such as ISO/IEC Guide 73:2002, Risk management - vocabulary, guidelines for use in standards
- professional standards for risk management, for example certified practising risk manager (CPRM)
- jurisdictional policies, guidelines and web sites, for example www.riskmanagement.qld.gov.au

Risk management

- is a logical and systematic process of identifying, analysing, evaluating, treating and monitoring risks related to any strategy, plan, process, program or procedure that will enable the organisation to minimise losses and maximise opportunities
- may be considered in relation to an organisation's:
 - people
 - assets and physical environment
 - reputation and image
 - legal issues
 - business continuity
 - finances
- may include written procedures to ensure staff know:
 - what
 - how
 - when, and
 - by whom, action is to be taken to treat risks in the organisation

Methods of identifying**risks** may include

- analysis of past records
- personal, local or overseas experience
- interviews/discussions with stakeholders
- surveys/questionnaires
- audits and physical inspections
- observation of activity
- analysis of scenarios
- research of external sources
- using industry experts/consultants

Risks may include

- physical injury or death
- failure of machinery or equipment
- breaches of security
- fraud
- litigation
- client dissatisfaction
- unfavourable publicity

Risks may be

- internal
- external
- random
- real
- perceived

Sources of risk may include

- human behaviour
- technology/technical issues
- occupational health and safety
- legal
- political
- property/equipment
- environmental
- financial/market
- natural events

Risk events are

- what can happen, as opposed to the source (how a risk may arise) and the impact (what is the implication if it happens)

Probability of risk may be

- almost certain
- likely
- possible
- unlikely
- rare

Consequences of risk may be

- insignificant
- minor
- moderate
- major
- catastrophic

Control measures may	<ul style="list-style-type: none">• reduce the probability of the risk occurring, the consequences of the risk, or both• include:<ul style="list-style-type: none">• training• supervision• minimising/restricting exposure• physical barriers• relocation
Level of risk may be	<ul style="list-style-type: none">• low - treated with routine procedures• moderate - with specific responsibility allocated for the risk, and monitoring and response procedures implemented• high - requiring action, as it has potential to be damaging to the organisation• extreme - requiring immediate action, as the potential could be devastating to the organisation
Documentation of analysis may include	<ul style="list-style-type: none">• table showing all risks, any existing controls, probability of occurring, consequences and subsequent level of risk
Acceptable risks are	<ul style="list-style-type: none">• those which an organisation has determined have the least potential for harm• not necessarily insignificant
Risks may be acceptable because	<ul style="list-style-type: none">• the risk level is so low that it does not warrant spending time and money to treat it• the risk is low and the benefits outweigh the cost of treating it• the opportunities presented are much greater than the threat
Unacceptable risks are	<ul style="list-style-type: none">• those which an organisation has determined have the most potential for harm
Options for treating risks may include	<ul style="list-style-type: none">• avoiding the risk, for example, by terminating the activity or conducting it in another way (these actions may have different risks attached)• controlling the risk, by reducing the probability of the risk occurring, the consequences of the risk, or both• transferring the risk, for example, by arranging insurance, contracting some or all of the activity to another organisation or person, etc• retaining the risk, and making contingency plans/funds allocation for covering any loss or other negative effect from the risk

Risk treatment plan may include

- sources of risk and risk events
- analysis of risks - probability, consequences and risk levels
- prioritised list of unacceptable risks
- treatment options selected
- person/s responsible for implementing treatment options
- resources required
- performance measures
- timeframe for implementation
- timetable for review of plan

Resources may include

- physical - equipment, motor vehicles, furniture
- human - management, employees, volunteers
- financial - funding, budget allocation, sponsorship
- resources that are part of the risk treatment, not just implementation of the treatment plan
- training and briefing sessions
- changes to the organisation's operating structure

Changes may mean that

- new risks are created
- existing risks are increased or decreased
- risks no longer exist
- the priority order of risks changes
- risk treatment strategies are no longer effective

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit Descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite units* that must be achieved prior to this unit :*Nil*
- *Co-requisite units* that must be assessed with this unit :*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPFIN401A Use public sector financial processes
 - PSPGOV402B Deliver and monitor service to clients
 - PSPGOV405B Provide input to change processes
 - PSPGOV406B Gather and analyse information
 - PSPGOV409A Provide support to Parliament
 - PSPGOV422A Apply government processes
 - PSPGOV419A Work with interpreters
 - PSPLAND402A Undertake native title assessments
 - PSPPM405A Administer simple projects
 - PSPPROC410A Administer contracts
 - PSPREG406C Make arrests
 - PSPSEC405A Handle security classified information

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Key Competencies as they relate to this unit (see final table for examples)
- identification and treatment of risks in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to risk management
- Australian and New Zealand standards - Risk management, AS/NZS 4360:1999 or as revised
- Guidelines for managing risk in the Australian and New Zealand public sector - HB 143:1999
- other national and international standards relating to risk management, such as SIRCA 8001:2003
- case studies and workplace scenarios to capture the range of risk management situations likely to be encountered

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when identifying and treating risks, including coping with difficulties, irregularities and breakdowns in routine
- identification and treatment of risks in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

PSPPA601A

Unit Descriptor

Manage public affairs

This unit covers management of public affairs including crisis management and high-profile events. It includes contributing to public affairs scope and direction, planning and managing a public affairs program, developing crisis management communication strategies, and handling high-profile events.

In practice, managing public affairs may overlap with other generalist or specialist public sector work activities such as acting ethically, complying with legislation, applying government systems, managing change, managing diversity, using complex communication strategies, providing leadership, etc.

This is a new unit of competency, added to the Public Affairs Competency field of the Training Package in 2004.

Employability Skills

Unit Sector

This unit contains employability skills.

Public Affairs

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Contribute to public affairs scope and direction | 1.1 An <i>environmental scan</i> is conducted to identify public affairs issues and needs for the organisation
1.2 Target audiences for public affairs action are identified in accordance with organisational requirements
1.3 Public affairs objectives and programs are developed in line with the organisation's business and strategic plans
1.4 Criteria and measures are developed for assessing objectives
1.5 <i>Resourcing</i> requirements are identified and the scope of public affairs activities is negotiated in accordance with organisational priorities and resource constraints |
| 2. Plan and manage public affairs program | 2.1 An operational plan is developed for public affairs to integrate strategies and coordinate communications and activities
2.2 Schedules are developed for communications and activities that are flexible enough to provide for contingencies and emerging issues
2.3 Responsibilities and accountabilities are defined, and reporting requirements and benchmarks are identified for monitoring the program
2.4 Public affairs program is implemented and monitored to ensure progress or to make changes to achieve the program objectives
2.5 Results are evaluated in terms of media coverage, penetration and desired audience response, reasons for variations are identified and changes are made to improve results |

- 3. Develop crisis management communication strategies
 - 3.1 Organisational activities and operations are assessed to identify potential crisis factors and evaluate risk management strategies
 - 3.2 The composition of a crisis communication team is explored and determined in terms of required *specialist knowledge and guidance*
 - 3.3 Training needs for potential spokespersons are identified and media training is organised in accordance with organisational policy and procedures
 - 3.4 *Individuals and groups* who must be contacted in crisis situations are identified, lines of communication are established and their involvement/role/responsibilities confirmed
 - 3.5 Crisis management action plan is developed and submitted for approval to document crisis management communication strategies and protocols, including *post-crisis communication*
- 4. Handle high-profile events
 - 4.1 Public affairs strategic planning is undertaken for *high-profile events* in accordance with organisational requirements
 - 4.2 Outside groups, partners, the media and business are involved in sponsoring/supporting special events as required
 - 4.3 Protocol standards are applied and explained to others as required to ensure a positive organisational outcome from high-profile events
 - 4.4 The involvement of managers, staff and government representatives in high-profile events is overseen and supported in accordance with organisational policy and procedures
 - 4.5 Speeches and statements for management and other officials are prepared for special events or in times of crisis

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- applying legislation, regulations and policies relating to public affairs
- planning and setting objectives
- undertaking strategy development
- establishing and maintaining relationships inside and outside the organisation
- communication including consulting, negotiating and liaising with diverse groups
- responding to diversity, including gender and disability
- applying procedures relating to occupational health and safety and the environment in the context of public affairs

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislation, regulations, policies, procedures and guidelines relating to public affairs
- public affairs capability and how this relates to organisational objectives
- event management
- requirements of crisis management communication strategies
- equal employment opportunity, equity and diversity principles
- public sector legislation such as occupational health and safety and the environment in the context of public affairs

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Environmental scan may include

- corporate strategy
- strategic and operational objectives
- range of products and services
- operating environment
- previous public affairs programs and their effectiveness

Resourcing may include

- human resources
- financial resources
- physical resources such as equipment
- outsourced expertise
- contingency provisions

Specialist knowledge and guidance may include

- legal aspects
- technical aspects
- security
- industrial relations
- management
- occupational health and safety
- emergency management

Individuals and groups may include

- Minister's office
- police
- emergency services
- employees
- clients
- media
- public

Post-crisis communication strategies may include

- cooperation with investigators
- debriefing employees
- thanking organisations and individuals who assisted in the crisis
- information on changes to prevent or avoid the crisis recurring
- strategies to re-build the organisation's image

High-profile events may include

- special events
- unforeseen incidents
- disasters
- times of crisis

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit Descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite units* that must be achieved prior to this unit :*Nil*
- *Co-requisite units* that must be assessed with this unit :*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC601B Maintain and enhance confidence in public service
 - PSPGOV601B Apply government systems
 - PSPGOV605A Persuade and influence opinion
 - PSPGOV606A Prepare high-level/sensitive written materials
 - PSPMNGT605B Manage diversity
 - PSPMNGT608B Manage risk
 - PSPMNGT609B Formulate business strategies
 - PSPLEGN601B Manage compliance with legislation in the public sector
 - PSPOHS602A Manage workplace safety

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- managing public affairs in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, policy, procedures and protocols relating to public affairs
- examples of crisis situations and high-profile events
- case studies and workplace scenarios to capture the range of situations likely to be encountered when managing public affairs

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing public affairs, including coping with difficulties, irregularities and breakdowns in routine
- managing public affairs in a range of (3 or more) contexts (or occasions, over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- portfolios
- projects
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

PSPPM405A

Unit Descriptor

Administer simple projects

This unit covers the administration of a straightforward project or a discrete component of a larger project by staff who are not specialists in project management. The unit focuses on the application of project management skills and the requirement to meet timelines, quality standards, budgetary limits and other requirements set for the project. It includes defining the project, developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of Procurement and Contract Management.

Units of competency for specialist project managers at this level include PSPPM401B Design simple projects, PSPPM402B Manage simple projects and PSPPM403B Close simple projects. The unit of competency for specialist project officers is PSPPM404A Carry out simple project activities.

This unit and the 3 project management competencies for specialist project managers (PSPPM401B - PSPPM403B) are mutually exclusive and may not contribute to the same qualification.

This unit has been drawn from, and is equivalent to BSBCMN419A Manage projects, from the Business Services Training Package.

This unit contains employability skills.

Employability Skills

Unit Sector

Project Management

ELEMENT

PERFORMANCE CRITERIA

1. Define project

- 1.1 *Project scope and other relevant documentation* are accessed in accordance with organisational *policy and procedures*
- 1.2 Project *stakeholders* are identified and their interest in or relationship to the project is established
- 1.3 Clarification is sought from *delegating authority* of any issues related to the project and *project parameters*
- 1.4 Limits of own responsibility and reporting requirements are confirmed
- 1.5 Relationship of the project to other projects and to the organisation's objectives is clarified
- 1.6 Available resources to undertake the project are determined and accessed in accordance with organisational requirements

- | | |
|-----------------------------------|--|
| 2. Develop detailed project plan | <p>2.1 A <i>project plan</i> is developed that identifies in detail how the project will be executed and managed in relation to the project parameters</p> <p>2.2 <i>Project management tools</i> are identified and accessed in accordance with project requirements</p> <p>2.3 A communication strategy and risk management plan that address the project, organisational and legislative requirements are contained within the project plan</p> <p>2.4 A timeline for completion of activities and a budget, developed and approved in accordance with organisational procedures, are included within the project plan</p> <p>2.5 Stakeholders' understanding of and agreement to fulfil the project requirements and their roles and responsibilities are confirmed</p> <p>2.6 Project plan is finalised and any necessary approvals are gained to commence the project according to the documented plan</p> |
| 3. Administer and monitor project | <p>3.1 <i>Support</i> is provided to ensure that the quality of the expected deliverables of the project and documented timelines are met</p> <p>3.2 Required <i>recordkeeping systems</i> are established and maintained throughout the project</p> <p>3.3 <i>Component plans</i> that identify how key aspects of the project will be managed are implemented and monitored in accordance with set requirements</p> <p>3.4 Project reports are completed and forwarded as required in accordance with the project communication strategy</p> <p>3.5 <i>Risk management</i> is undertaken in accordance with the project plan to ensure project requirements are achieved in accordance with the project plan</p> <p>3.6 Project deliverables are completed to the required standard, in the required timeframe and within budget</p> |
| 4. Finalise project | <p>4.1 Any financial recordkeeping associated with the project is completed and checked for accuracy</p> <p>4.2 Staff involved in the project are de-briefed before assignment to new or previous roles</p> <p>4.3 Project documentation is completed and <i>signed off</i> in accordance with organisational procedures</p> |
| 5. Review project | <p>5.1 Project deliverables and processes are reviewed against the project scope and plan</p> <p>5.2 Stakeholders are involved in the review of the project</p> <p>5.3 Lessons learnt from the project are documented and reported in accordance with organisational requirements</p> |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required skills:

Look for evidence that confirms skills in:

- detailing requirements, writing recommendations and preparing reports requiring complex language structures and precision of expression
- negotiating timelines, roles and responsibilities with team members
- communicating with stakeholders using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- leading and managing a project team
- managing time and costs
- using project management tools
- applying quality management techniques including testing and auditing as appropriate
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Required knowledge:

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on the project and management of the project, for example:
- public sector codes of ethics/conduct
- occupational health and safety and environment
- project governance requirements
- quality standards
- risk management
- procurement
- human resources
- equal employment opportunity, equity and diversity principles
- organisational structure and lines of authority within organisation
- project management tools to suit the projects administered
- evaluation techniques for projects

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in italics in the Performance Criteria is explained here.

Project scope and other relevant documentation refers to

- project proposal
- tender documents
- contract or other agreement
- project plan or summary
- other documents outlining:
 - expected outcomes of the project
 - inclusions and exclusions from project
 - timeframes for project
 - quality standards for project
- project resources

Policy and procedures may include

- government legislation (Federal, State and Local) affecting organisation's administration such as:
 - public sector management acts
 - financial management and accounting legislation and regulations
 - privacy legislation
- government and organisational guidelines and procedures relating to:
 - project governance
 - resourcing
 - security
 - strategic plans
 - recruitment
 - risk management
 - procurement guidelines
 - designation approvals
- industrial agreements

Stakeholders may include

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee
- end user
- supplier/service provider

Delegating authority may include

- project sponsor
- business owner of the project
- program manager
- specialist project management office
- CEO, manager or management representative
- funding body
- customer or client

Project parameters may include

- scope of project
- quality standards
- timelines
- finances for project
- integration of project within organisation
- risks associated with project
- reporting requirements
- procurement requirements associated with project
- physical and human resources available or required for project

Project plan will include some or all of

- acquisition strategies
- budget and financial management strategy
- continuous improvement process established for the project
- contract management
- cost estimates
- evaluation criteria
- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Project management tools may include

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
- Gantt and bar charts
- Program Evaluation and Review Technique (PERT) charts
- Critical Path Method
- cost schedule control system
- logistics support analysis
- life cycle cost analysis
- spreadsheets
- recording systems - electronic and manual

Support may include

- mentoring and coaching
- feedback
- encouragement
- additional physical and human resources (within allocated budget) if and as required
- regular meetings

Recordkeeping may include systems for

- financial data including costs, expenditure, income generated, purchases, contracts
- quality data including survey, needs, test results
- recording of time spent on project and progress in completing project
- progress reports
- performance reports against milestones
- correspondence
- samples, prototypes, models
- project deliverables/outputs and outcomes

Component plans may relate to

- risk management
- schedule management
- financial management
- communication, including reporting
- resources management
- logistics management
- scope management
- change management
- quality management
- people management

Risk management may include

- removing the risk
- minimising the risk
- accepting the risk
- preparing a contingency plan
- allocation of reserves
- reducing costs
- researching and applying more efficient methods of completing project tasks
- seeking further resources to meet deadline
- negotiating an extension of deadline or redefining completion or quantities or quality of deliverables
- sharing of ideas to gain improvements to work undertaken within the project
- outsourcing some aspects of the project
- changing roles and responsibilities within project team

Sign-offs may be required by

- project sponsor
- business owner of the project
- program manager
- specialist project management office
- chief executive officer, manager or management representative
- funding body
- customer or client

EVIDENCE GUIDE

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit Descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together

- *Pre-requisite units* that must be achieved prior to this unit :*Nil*
- *Co-requisite units* that must be assessed with this unit :*Nil*
- *Co-assessed units* that may be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to:
 - PSPETHC401A Uphold and support the values and principles of public service
 - PSPGOV402B Deliver and monitor service to clients
 - PSPGOV403B Use resources to achieve work unit goals
 - PSPGOV404B Develop and implement work unit plans
 - PSPGOV411A Deal with conflict
 - PSPGOV412A Use advanced workplace communication strategies
 - PSPGOV422A Apply government processes
 - PSPLEGN401A Encourage compliance with legislation in the public sector
 - PSPOHS401B Implement workplace safety procedures and programs
 - PSPPROC410A Administer contracts
- *Excluded units* that may not contribute to the same qualification as this unit:
 - PSPPM401B Design simple projects
 - PSPPM402B Manage simple projects
 - PSPPM403B Close simple projects

Overview of evidence requirements

In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms:

- the knowledge requirements of this unit
- the skill requirements of this unit
- application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework)
- administration of simple projects in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

Where and how to assess evidence

Valid assessment of this unit requires:

- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when administering projects, including coping with difficulties, irregularities and breakdowns in routine
- evidence of administration of simple projects in a range of (3 or more) contexts (or occasions over time)

Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as:

- people with disabilities
- people from culturally and linguistically diverse backgrounds
- Aboriginal and Torres Strait Islander people
- women
- young people
- older people
- people in rural and remote locations

Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of:

- case studies
- demonstration
- portfolios
- questioning
- scenarios
- authenticated evidence from the workplace and/or training courses

For consistency of assessment

Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

PUACOM001B**Unit Descriptor****Communicate in the workplace**

This unit covers the competency for interacting with people internally and externally through verbal, nonverbal and written communications in the workplace and the ability to follow verbal and written workplace instructions.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Communicate verbally | 1.1 Language used in all communications is clear concise and appropriate to client, assignment and organisation's requirements
1.2 Active listening skills and questioning techniques are used to clarify issues
1.3 Established communication pathways are used for routine and non-routine communication |
| 2. Communicate non verbally | 2.1 Non verbal communication is positive, culturally appropriate and tailored to the audience
2.2 Non verbal communication is consistent with verbal communication |
| 3. Communicate with clients | 3.1 Questioning, learning and summarising skills are used to establish client needs
3.2 The needs of clients are addressed in line with organisation's policy and procedures
3.3 Confidentiality is observed in accordance with organisation's policies and procedures |
| 4. Give and receive instructions | 4.1 Instructions received are acted upon within an agreed time frame and to meet organisation needs
4.2 Difficulties/problem areas are identified and communicated to the appropriate person in a timely manner
4.3 Clarification of instructions is sought from the appropriate person
4.4 Instructions are relayed clearly, concisely and accurately and confirmation of understanding obtained |
| 5. Take part in group discussions and informal meetings | 5.1 Contributions are made in small informal group activities and meetings to facilitate outcomes
5.2 Responses are sought from, and provided to, other group members in a constructive way
5.3 Views and opinions of individuals or a group are understood, acknowledged and accurately represented to others where required |
| 6. Prepare and process routine written correspondence notes and records | 6.1 Information and ideas are presented in a format, language and timeframe to meet organisation's requirements
6.2 Presentation of written documents meets organisation's standards of style and accuracy
6.3 Documents are processed to comply with legislative requirements and organisation's policy and procedures |

KEY COMPETENCIES

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

RANGE STATEMENT

Clients may include	external internal representatives of other organisations representatives of non government organisations contractors members of the public persons from culturally and linguistically diverse backgrounds people with hearing/vision impairments
Instructions may be	verbal non verbal written and may include requests directions

Modes of communication may include	written face to face radio mobile telephone land line telephone facsimile information technology systems signalling systems pamphlets translated in other languages for persons from culturally and linguistically diverse backgrounds Auslan gestures use of interpreters signals visual signalling re vessels helicopter signals fixed plane signals signalling to vessel skipper re anchoring, towing etc
Client needs may include	information advice directions assistance
Workplace may include	office in the field workshop operational area surf or ocean environment blue water coastal areas, barrier reef bars and bar crossings
Non verbal communication may include	body language gestures and signals
Routine correspondence may include	brief notes documents number of themes covered in document would be simple and limited

EVIDENCE GUIDE

Critical aspects of evidence	It is essential for this unit that competence be demonstrated in effectively interacting with clients and communicate verbally and non verbally
Interdependent assessment of units	Pre-requisite units: Nil Co-requisite units: Nil
Underpinning knowledge	effective non verbal communication techniques effective verbal communication techniques group communication techniques small group dynamics written communication skills
Underpinning skills	communicate in group setting follow written instructions give and receive verbal instructions interact with clients use information technology effectively
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	A combination of oral or written presentations observations on the job and/or in a simulated workplace environment

PUADEFMR205A Manage emergency operations

Unit Descriptor

This unit covers the competency required to plan and prepare for emergency operations and manage emergency operations in a training area or a range.

Emergency operations are the result of a range or training area incident such as injury, accident or bushfire that generates a requirement to coordinate and manage activities between users and other emergency services.

A control and management facility (the operations centre) is normally activated to manage an emergency on the range or training area. The level and complexity of activities of the operations centre will vary to meet operational requirements.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|-----------------------------------|--|
| 1. Prepare for operations | 1.1 <i>Operational information</i> is obtained and hazards are identified to permit accurate assessment of the problem
1.2 <i>Operational plans</i> are activated in accordance with local emergency management practices and procedures |
| 2. Manage an operations centre | 2.1 Operations centre <i>tasks are allocated</i> and briefings are conducted in accordance with operational plans
2.2 Internal and external liaison networks are activated and maintained to ensure effective communication
2.3 Operations centre staff work is supervised to ensure it meets relevant OH&S and other regulatory requirements
2.4 Physical and financial resources are managed in accordance with the organisation's policies and procedures |
| 3. Manage operational information | 3.1 Operation centre staff are tasked to collect and collate operational information using standard operational procedures
3.2 Information flow is managed in accordance with standard operating procedures
3.3 Operational information is analysed to modify and update plans and prioritise tasks in accordance with operational plans and policies
3.4 Regular and timely situation reports are raised and distributed in accordance with organisational standards
3.5 Radio and allied <i>communication nets</i> are established in accordance with standard operating procedures
3.6 Message and information management systems are implemented and maintained to provide accurate operational records |

- | | |
|-------------------------------------|---|
| 4. Make operational decisions | 4.1 Extent of the operational area is promptly identified
4.2 Operational strategies are identified, assessed and implemented in accordance with local emergency management arrangements and standard operating procedures
4.3 <i>Hazards</i> are identified and prioritised to ensure that the response is appropriate to the type and scale of the event
4.4 Termination of the operation is accomplished in accordance with operational standards |
| 5. Manage post operation activities | 5.1 Debriefing requirements are met in accordance with organisational standards
5.2 <i>Operational reports</i> are prepared in accordance with organisation's policies and procedures
5.3 Training and operational planning review requirements are met to enhance future operations |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	2
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	3
Using technology	2

RANGE STATEMENT

Operational information may include	Nature and extent of the emergency Estimated duration of the emergency Location of incidents Number and nature of casualties Access and egress routes Resources available Weather forecast Potential hazards Other organisations involved
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Operational plans may include	<p>Those in Range Standing Orders</p> <p>User formation or unit instructions</p> <p>Regional, state or national plans</p>
Task allocation may be	<p>Guided by the organisation's policies and assessments of tasks</p> <p>An allocation of response teams based on resources available, competency and authority to act</p>
Communication nets may include	<p>HF, VHF and UHF radio systems</p> <p>Telephone systems</p> <p>Satellite phones</p> <p>Internet or Intranet links</p>
Hazards may include	<p>Adverse weather</p> <p>Environmental conditions</p> <p>Closed access routes</p> <p>Utilities</p> <p>Hazardous materials</p> <p>Protracted response operations</p> <p>Limited access to resources</p>
Operational reports may include	<p>Those required for coronial or other legal proceedings</p> <p>Organisational reports</p> <p>Debrief reports</p>

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to plan and prepare for emergencies, to manage emergency operations and to manage post emergency operational activities
Interdependent assessment of units	<p>Pre-requisite units: Nil</p> <p>Co-requisite units: Nil</p>

Underpinning knowledge

Relevant OH&S and regulatory requirements

Emergency plans

Principles of risk management

Locally used information management and communications systems

Local alert and warning systems

Locally available resources, their capabilities and access to them

Nature of local hazards and plans, including effects on the provision of communications

Local operating procedures

Local documentation requirements

Local operational briefing and debriefing procedures

Communications equipment and systems

Team work principles and strategies

Composition of teams and roles and responsibilities of team members

Verbal and non-verbal communication techniques

Written communication to a level required to complete workplace documentation and reports

Underpinning skills

Establish an operational plan and adapt the plan as circumstances change

Work in a team

Encourage and support team members

Solve problems and make decisions

Plan for emergency response, including the setting up of appropriate control and coordination structures

Establish an improvised operations centre

Raise regular and timely situation reports

Participate as a team member

Manage communications within and between teams and organisations

Provide and receive feedback in a constructive manner

Identify operational areas of concern

Conduct regular briefing and debriefing

Maintain a calm approach under stress

Apply verbal and non-verbal communication techniques

Read and understand organisations policies, procedures

Resource implications	Access to an operations centre and an operating range and training area
Consistency in performance	Competency should be demonstrated in a range of actual or simulated emergency contexts
Context of assessment	Competency should be assessed in the workplace or in a simulated work environment, in accordance with all relevant legislation and Defence requirements

PUAOPE001A**Unit Descriptor****Supervise response**

This unit covers the competency to supervise a response by a small team to incidents and may include the use of aircraft, which are time critical and/or potentially threatening to life, property or the environment.

The unit includes the competency to proceed to the incident, assess the incident, and plan and implement an operational response and post-response activities.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------------|---|
| 1. Receive incident response request | 1.1 Requests for response are received and dealt with in accordance with organisational policy and guidelines
1.2 Relevant incident information is obtained and assessed to enable personnel to make appropriate preparations
1.3 An appropriate response is determined according to the type of incident and information available in accordance with organisational policies and procedures
1.4 The location of the incident and the most appropriate route to the incident are ascertained |
| 2. Proceed to incident | 2.1 Personnel, equipment and transport resources are dispatched promptly, consistent with the nature of the incident and the information available
2.2 Communication is established and maintained
2.3 An appropriate route to the incident is followed to minimise response time
2.4 En-route hazards are recognised and negotiated to minimise risk
2.5 Multi-vehicle response is conducted in accordance with the organisation's procedures |
| 3. Assess the incident | 3.1 Observations are made en route to assist with incident assessments
3.2 Assigned personnel's arrival at the incident is confirmed according to organisational policies and procedures
3.3 Communication with on-site personnel is established
3.4 An initial assessment of the incident is carried out promptly
3.5 Hazards or potential hazards are assessed and minimised or controlled
3.6 Assigned resources to deal with the incident are established at the earliest opportunity
3.7 The need for additional resources is identified and resources requested in accordance with organisational policy and procedures
3.8 Hazards are monitored during the incidents and changes in the situation acted upon |

- | | |
|---|--|
| 4. Plan and implement an operational response to the incident | 4.1 A safe and effective operational environment is established and maintained in accordance with occupational health and safety guidelines and organisation's policies and procedures
4.2 Incident information is communicated to assigned personnel clearly, accurately and in a timely manner
4.3 Incident plan is developed based on available information and organisational procedures
4.4 Strategies and tactics are determined and tasks allocated to appropriate personnel
4.5 An incident plan is implemented, continually monitored, reported and reviewed in the light of additional information and communicated in accordance with the organisation's policies and procedures
4.6 Leadership and supervision are provided to ensure that performance and practice are to operational standards
4.7 Appropriate equipment and materials are deployed to deal with the incident
4.8 Changes in the incident plan are communicated to relevant personnel and organisations |
| 5. Conclude operation | 5.1 Incident is terminated in accordance with the organisation's procedures
5.2 Incident records of incident actions and decisions are maintained in accordance with the organisation's requirements
5.3 Incident assessment is conducted in accordance with the organisation's requirements |
| 6. Supervise post-response activities | 6.1 Equipment cleaning, repair, storage and replenishment is supervised
6.2 Debriefing requirements are met
6.3 Post operation reports are prepared to organisation's requirements
6.4 Welfare of team members is monitored and appropriate action taken |

KEY COMPETENCIES

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

RANGE STATEMENT

Incidents may include	fires
	public disorder
	crime
	flood
	storms
	accident
	hazardous materials incidents
	rescues
Transport may include	on-road
	off-road
	aviation
	maritime
En route hazards may include	smoke
	crowds
	traffic
	unauthorised redirection
	prevailing weather
	road conditions
	terrain
	debris
	tidal flow
	spot fires
	restricted areas
	wires
	masts/aerials
	other aircraft
	interference to communications

Hazardous conditions may include	adverse weather and fire behaviour after-dark operations difficult terrain dangerous goods and substances time pressure level of visibility structural collapse
Incident assessment may include	type and size of incident risk to life property and environment hazards/no go areas climatic and weather conditions capability of assigned personnel adequacy of allocated equipment information gathered from existing plans/databases forecasts and meteorological profiles crowds gathering installed fire protection type of building building construction persons trapped exposures access
Resources may include	aircraft (rotary and fixed wing) personnel trained for the task specialised personnel protective clothing equipment materials navigation aids maps aide memoirs pumps appliances specialist appliances

Communications equipment may include	radio (eg VHF aeronautical) telephone computer facsimile pager mobile data terminal audible alarms/whistles
Communications may include	ground to air hand signals distress signal units whistles verbal and written instructions radio telephone mobile phone
Incidents may involve	life threatening situations protection of property and the environment armed offenders explosive devices
Incident plan may include	incident objectives or goals roles and responsibilities of personnel resource requirements and limitations communication procedures strategies and tactics to be employed contingency arrangements planning checklists flight plans emergency landing areas for aircraft
Welfare of team members may include	physical stress physiological stress physical needs such as refreshments fatigue relief

Organisational policy, procedures, requirements and guidelines 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
 organisational personnel practices and guidelines
 organisational quality standards
 interagency liaison
 Civil Aviation Orders and requirements
 search and rescue time/procedures/action
 incident management systems

When dealing with aircraft response, performance may be affected by

task
 range
 engine type-piston
 turbine
 wing configuration
 twin/single engine
 load capacity
 airstrip length requirements
 pilot ability
 weather
 fire behaviour
 terrain

When dealing with aircraft, suitability may be affected by

visibility
 range
 speed
 take off capability
 communications system availability
 pilot local knowledge

When dealing with aircraft, supervising of aircraft management procedures includes	<ul style="list-style-type: none"> temporary restricted airspace aircraft separation-vertically and horizontally height separation direction inbound/outbound calls Fire Common Traffic Advisory Frequency (F-CTAF)
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EVIDENCE GUIDE

Critical aspects of evidence	It is essential for this unit that competence be demonstrated in implementation of an appropriate strategy to deal effectively with the incident
Interdependent assessment of units	<p>Pre-requisite units: PUAFIR302A Suppress urban fire OR PUAFIR303A Suppress wildfire (Fire Specific)</p> <p>Co-requisite units: Nil</p>
Underpinning knowledge	<ul style="list-style-type: none"> hazards/potential hazards and their effects knowledge of current navigational practices to perform navigation knowledge of current practices to perform conduct briefings and debriefings organisational policies and procedures relating to operations
Underpinning skills	<ul style="list-style-type: none"> analyse an incident assess risks and apply safe work practices communicate effectively conduct an incident assessment conduct briefings and debriefings for aircraft based work deploy personnel and equipment to deal with the incident for aircraft based work the ability to work in an aircraft for an extended period make decisions respond promptly to an incident use communication equipment
Resource implications	Assessment of this competency will require access to relevant transport, communication and emergency 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

Evidence of competent performance should be obtained by observing an individual in responding to and dealing with an actual or simulated incident operation and supplemented by appropriate questions

PUAOPE005A**Unit Descriptor****Manage a multi team response**

This unit covers the competency to manage a multi team response to incidents which may be time critical and/or potentially threatening to life, property or the environment.

Prerequisite Unit(s)

PUAOPE001A Supervise response

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------------|---|
| 1. Conduct an assessment of incident | 1.1 A risk assessment of all factors impacting upon the response is conducted
1.2 An initial assessment of resources required is conducted
1.3 Resources required to deal with the incident are identified
1.4 Constraints which may impede the response are identified
1.5 Initial response options are identified and assessed |
| 2. Establish control and command | 2.1 Control is assumed in accordance with the organisation's policies and procedures
2.2 Communication systems are activated in accordance with organisation's policies and procedures
2.3 Reporting processes are activated in accordance with organisational policies and procedures to provide continuous monitoring and evaluation of incident
2.4 Command and control facilities are established |
| 3. Develop operational plan | 3.1 Operational plan is developed and adjusted if required in accordance with response requirements and operational guidelines
3.2 Response strategies are identified
3.3 Tactics to effectively manage the incident are identified in accordance with the operational plan
3.4 Tasks are determined and prioritised |
| 4. Implement operational plan | 4.1 Operational plan is communicated to teams in accordance with the organisation's guidelines
4.2 Resources are deployed to ensure that the operational plan is implemented in accordance with organisation guidelines
4.3 Operations are conducted and monitored in accordance with the operational plan
4.4 Operational reports are issued in accordance with policy and procedures
4.5 Operations are modified as required by the situation
4.6 Resources are requested, acquired and deployed |

5. Manage post incident operations
- 5.1 Resources are accounted for and demobilised in accordance with organisational policies and procedures
 - 5.2 Post operational documentation is completed to organisational requirements
 - 5.3 Post incident recovery is initiated in accordance with the organisation's policies and procedures
 - 5.4 Effectiveness of operations is evaluated and documented
 - 5.5 Debriefing conducted in accordance with organisational guidelines
 - 5.6 Recommendations are made for changes in policies and procedures

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	3
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	3

RANGE STATEMENT

- Initial response options will be determined by
- the availability of resources and estimated outcome
 - organisational guidelines
 - regulatory authorities
 - legislative requirements
- Risks to life and property may include
- fire
 - flood
 - hazardous materials
 - landslip
 - severe storm
 - biological agents
 - fauna rescue

Transport may include	on road
	off road
	aviation
	maritime
	rail
Command facility may include	field facility such as an existing airfield
	helipads or established operations centre
En route hazards may include	traffic
	prevailing weather
	road conditions
	terrain
	debris
	plumes
	animals
	atmospheric hazards
	tidal conditions
	restricted areas
	wires/masts/aerials
	other aircraft
Hazardous conditions may include	interference communications
	adverse weather
	after dark operations
	difficult terrain
	dangerous goods and substances
	time pressure
	visibility

Incident assessment may include	type of incident risk to life property and environment hazards capability of assigned personnel adequacy of allocated equipment information gathered from existing plans/databases forecasts meteorological profiles
Communications systems may include	radio telephone computer facsimile pager mobile data terminal satellite signalling signage warnings
Incidents may include	life threatening situations protection of property and the environment

Constraints may include	legislative resources time prevailing weather restrictions on duration of work or the conditions under which personnel may be employed constraints on road closure redirection of water course military areas Aboriginal and Torres Strait Islander sacred sites other areas of environmental and cultural significance seasonal factors wilderness areas hazardous areas other areas requiring permission and/or authorisation to enter existing emergency management plans financial
Documentation and reporting requirements may include	input to debriefs completion of logs sitreps journal records assessment of safety procedures utilised financial statements post-operational report

Resources may include

- human -
 - operations personnel
 - volunteers
 - support personnel
 - local, federal and state/territory governments
- physical -
 - equipment
 - machinery
 - vehicles
 - technology devices
 - communication devices
 - equipment characteristics
 - support services
 - amenities
 - parking
 - safety equipment
 - aircraft
- personnel
 - specialised personnel such as aviation authorities
- equipment
- material

Command facility
establishment procedures
and principles may include

- proximity to incident
- size and type of structure
- special incident requirements
- communication modes
- topography
- environment
- climatic conditions
- logistical operations
- site access and exit requirements
- security arrangements

Monitoring of operations
may include

- progress against plan
- welfare of personnel
- utilisation of resources and potential of incident

Organisational policy, procedures, requirements and guidelines 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
 organisational personnel practices and guidelines
 organisational quality standards
 Civil Aviation Orders
 search and rescue time
 procedures/action

Operational plan may include

aims and objectives of the response/incident/operation
 possible strategies to achieve objectives
 possible tactics to implement strategies
 resources required including their availability
 limitations
 contingencies and alternatives
 monitoring and evaluative procedures
 reporting requirements
 pre-plans
 flight plans
 consideration of aircraft type
 performance and suitability

Operational plan may be

document (formal or informal)
 part of an overall plan
 cover one or more place
 area or region

EVIDENCE GUIDE

Critical aspects of evidence

It is essential for this unit that competence be demonstrated in assessment of incident both functionally and strategically; development of a plan and implementation of response in accordance with the organisation's policies and procedures.

Strategic reaction to changes within the emergency environment

Interdependent assessment of units

Pre-requisite units: PUAOPE001A Supervise response (Fire Specific)

Co-requisite units: Nil

Underpinning knowledge

codes of practice or other legislative requirements

current principles and practices in response activities

display of the following knowledge and skills in terms of job role or function:

- emergency management plans
- emergency site layout
- focus of operation of work systems and equipment
- legislation
- organisational command structure
- relevant agreements
- roles and responsibilities of all organisations
- security and confidentiality of material

Underpinning skills

accessing information and support from the control facility

development of response plans including predicting consequences and identifying improvements

effective and efficient deployment of human and physical resources including:

- electronic data exchange systems etc.
- equipment and consumables
- identification and correct use of equipment
- materials
- other organisations
- personnel
- personnel and external authorities
- processes and procedures
- radio frequency devices
- team and personnel management
- team dynamics
- use of a range of information technology devices including computers
- using tools and techniques to solve problems

Resource implications

Resources should involve access to, or simulation of, emergency situations in a multi-team response environment.

This includes resources relating to: equipment, personnel, facilities etc appropriate to the emergency situation and within the bounds of responsibility as designated within the requirements of control

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of assessment

Assessment may occur in an operational environment or in an industry-approved simulated work environment

PUAOPE006A**Unit Descriptor****Control multi-agency emergency situations**

This unit covers the competency to take and establish control of a multi-agency response to an emergency situation. Control refers to the overall direction of emergency management activities in an emergency situation. Authority for control is established in legislation or in an emergency plan and carries with it the responsibility for tasking other organisations in accordance with the needs of the situation. Control relates to situations and operates horizontally across organisations.

Prerequisite Unit(s)

PUAOPE005A Manage a multi team response
PUAOPE007A Command agency personnel within a multi-agency emergency response

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Take control | 1.1 Control is established in accordance with designated responsibility/authority
1.2 The identity of the controller is communicated to participating organisations/authorities and to relevant authorities/organisations pertinent to the emergency/incident situation
1.3 The nature and complexity of the emergency/incident is identified through liaison with relevant personnel/authorities |
| 2. Establish a control facility | 2.1 An appropriate control facility is established in accordance with approved operating procedures and principles
2.2 The establishment of the facility is communicated to participating and relevant personnel/authorities
2.3 Communication systems and procedures are established to facilitate the functions of control |
| 3. Establish and maintain a control structure | 3.1 A control structure is established appropriate to the nature and complexity of the emergency, encompassing specific roles and responsibilities of each participating organisation
3.2 The control structure is expanded or contracted in response to changes within the emergency environment
3.3 Control systems are managed ensuring flow of information is clear, accurate, timely and follows agreed reporting mechanisms
3.4 Control systems are managed ensuring human, physical, fiscal and communication systems are identified, allocated and deployed in accordance with the control structure
3.5 Control systems are managed ensuring accurate recording and reporting systems are established and maintained |

- | | |
|---|--|
| 4. Establish procedures to permit control to be exercised | <p>4.1 Control structure is communicated to participating organisations and relevant authorities/individuals who may have a regulatory or economic interest applicable to the emergency/incident</p> <p>4.2 Communication is implemented to provide an effective exchange between the controller and all organisations engaged in the emergency, supporting organisations, coordinator, higher authorities, media</p> <p>4.3 Liaison is initiated and maintained with those organisations that may provide information or resources applicable to the emergency/incident</p> |
| 5. Assess the situation and determine priorities | <p>5.1 Information about emergency is sought from participating organisations and relevant sources</p> <p>5.2 The nature, extent and potential of the emergency is continually assessed</p> <p>5.3 Relevant information is analysed and processed to establish priorities for dealing with the emergency/incident</p> <p>5.4 Desired objectives are determined to effectively manage the emergency/incident</p> <p>5.5 Objectives and priorities are continually reviewed in light of information updates, reports and feedback</p> |
| 6. Develop control plan | <p>6.1 Appropriate strategy(s) are determined to achieve objectives</p> <p>6.2 Components of the strategy are determined in consultation with organisations</p> <p>6.3 Control plan is documented in writing</p> <p>6.4 Control plan is communicated to relevant organisations following established procedures</p> |
| 7. Implement control plan | <p>7.1 Components of the strategy are allocated to operational and support organisations</p> <p>7.2 Performance is monitored and reports/feedback communicated through appropriate communication channels</p> <p>7.3 Control plan is monitored to meet changes in conditions and modifications are made where appropriate</p> |
| 8. Conclude emergency activities | <p>8.1 Recovery management is initiated</p> <p>8.2 Physical, human and fiscal resources are accounted for</p> <p>8.3 Debriefing requirements are met and operational control documentation is completed</p> <p>8.4 Reports are produced as required</p> |
| 9. Review emergency activities | <p>9.1 Plans and procedures are evaluated and reviewed</p> <p>9.2 Effectiveness of the control function and its interaction with command organisations is evaluated and documented</p> <p>9.3 Reports are produced and communicated in accordance with established protocols</p> |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	3
Using mathematical ideas and techniques	2
Solving problems	3
Using technology	2

RANGE STATEMENT

Types of emergencies (imminent or actual) may include	natural events drought fire (forest grasslands urban) avalanche snow/ice/hail tsunami windstorm/tropical storm hurricane/typhoon biological extreme heat/cold flood/wind driven water earthquakes/land shifts volcanic eruption tornado/cyclone landslide/mudslide dust/sand storms lightning storm oil spills marine life rescue
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Technological/industrial
events may include

- radiological accidents
- dam/levee failure
- fuel/resource shortages
- hazardous material releases
- explosions/fire
- transportation accidents
- building/structure collapse
- power/utility failure
- extreme air pollution
- strikes
- business interruption
- financial collapse
- high rise or underground incidents
- industrial accident and confined spaces

Civil/political events may
include

- economic
- general strike
- terrorism
- sabotage
- hostage situation(s)
- civil unrest
- eco-terrorism
- enemy attack

Considerations in the determination of the nature extent and potential of an emergency may include

risk to life
risk to property
risk to environment
scope and scale of incident including likely duration of incident
resource availability
potential for changes in situation
topography
weather
speed of onset
hazard agent(s)
location
demography
magnitude
intensity

Resources may include

human-operations personnel
volunteers
support personnel
local
state/territory and federal governments
physical-equipment
machinery
vehicles
technology devices
communication devices
fiscal

Information management system may include

data receival
recording
storage and dispatch modes
procedures and protocols
types of technology - electronic data exchange devices
audio and visual recording mechanisms
security and authorisation assignment

Control facility
establishment procedures
and principles may include
consideration of

legislation
proximity to emergency/incident
size and type of structure
special incident requirements
communication modes
topography
environment
climatic conditions
logistical operations
site access and exit requirements
security requirements
equipment characteristics
support services
amenities
span of control

Communication processes
and systems may involve

designation of appropriate modes and channels of
communication
communication responsibilities of personnel
radio communications
inter organisation liaison
data transfer
telecommunications
interpersonal communications

Participating and relevant organisations/ authorities may comprise

emergency organisations
ancillary organisations
higher authorities
public
media
clients
government and semi government authorities and departments
witnesses
victims
occupational health and safety specialists
emergency management specialists
service providers
other analysts and other stakeholders

Agreed reporting mechanisms may involve

authorisation distribution and developments of reports in accordance with regulatory and organisational requirements and may include:
media reports
ministerial reports
coronial reports
situation reports-within emergency
for external distribution-status reports
performance evaluations
legal reports
final reports
briefing papers

Activities controlled may include

operations
planning
logistics
communications
mapping
aircraft
information displays
resourcing

Sources of information/
documents may include

- emergency procedures
- standard operating procedures
- relevant Australian or international documentation in disaster/emergency management
- organisational and workplace operating procedures and policies
- client requirements
- communications technology equipment
- oral, aural or signed communications
- personal and work area
- work procedures and practices
- evacuation procedures
- occupational health and safety procedures
- applicable State, Territory and Commonwealth legislation and regulations which relate to:
 - public safety
 - state of emergency
 - occupational health and safety regulations and legislation
 - Workplace Relations Act(s)
 - workers compensation
 - privacy and confidentiality legislation
 - freedom of information
 - environment protection legislation
 - equal opportunity
 - equal employment opportunity and affirmative action legislation
 - standards and certification requirements
 - quality assurance procedures
 - memorandum of understanding/agreement
 - conventions
 - protocols
 - policies
 - codes of practice
 - maps
 - field reports

EVIDENCE GUIDE

Critical aspects of evidence

It is essential for this unit that competence be demonstrated in effective assignment and monitoring of organisation allocated task(s)

Analyse emergency situations both functionally and strategically

Select, prioritise, implement and evaluate appropriate courses of action

Strategically react to changes within the emergency environment

Incorporate risk management and contingency processes

Modify activities to cater for variations and changes in emergency contexts and environments

Establish plans

Describe consequences

Complete tasks

Identify improvements

Apply precautions relevant to the task

Hazard specific policies and procedures

Issue resolution procedures

Job procedures and work instructions

Guidelines relating to safe use of machinery and equipment

Quality assurance procedures (where existing)

Privacy

Confidentiality and security procedures

Waste pollution and environmental management

Recovery management processes

Work completed systematically ensuring minimal damage to equipment and emergency site

Interdependent assessment of units

Pre-requisite units: PUAOPE007A Command agency personnel within a multi-agency emergency response (Fire Specific)

PUAOPE005A Manage a multi team response (Fire Specific)

Co-requisite units: Nil

Underpinning knowledge	<ul style="list-style-type: none">decision makingemergency site layoutknowledge of current principles and practices to conduct an activity which exercises elements of public safety managementoperation of work systems and equipmentsecurity and confidentiality of material
Underpinning skills	<ul style="list-style-type: none">accessing information and support from organisationsapplication of relevant agreementscodes of practice or other legislative requirementsdevelopment of response plans including predicting consequences and identifying improvementseffective and efficient use of human and physical resources including:<ul style="list-style-type: none">equipment and consumablesidentification and correct use of equipmentmaterialsoperative and non-operative personnelpersonnel and external authoritiesprocesses and proceduresusing a range of information technology devices including:<ul style="list-style-type: none">computersradio frequency deviceselectronic data exchange systems etcusing tools and techniques to solve problems
Resource implications	<p>Resources should involve access to, or simulation of, emergency situations in a multi-agency response environment</p> <p>This includes resources relating to: equipment, personnel, facilities etc appropriate to the emergency situation</p>
Consistency in performance	<p>Evidence should be gathered over a period of time in a range of actual or simulated workplace environments</p>
Context of assessment	<p>Assessment may occur in an operational environment or in an industry-approved simulated work environment</p>

PUAOPE007A**Command agency personnel within a multi-agency emergency response****Unit Descriptor**

This unit covers the competence to command an organisation's personnel within a multi-agency emergency response environment.

Command is the internal direction of the members and resources of an organisation in the performance of the organisation's roles and tasks by agreement or in accordance with relevant legislation. Command operates vertically within an organisation.

Prerequisite Unit(s)

PUAOPE004A Conduct briefings/debriefings

PUAOPE001A Supervise response

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Take command | 1.1 Command is exercised in accordance with organisation authority and guidelines
1.2 The identity, location and contact details of the commander are communicated to internal personnel and to relevant external authorities/organisations/individuals pertinent to the emergency/incident |
| 2. Establish a command facility | 2.1 An appropriate command facility is established and operated in accordance with organisational guidelines
2.2 Details of the facility are communicated to internal personnel and to relevant external authorities/organisations/individuals as required |
| 3. Establish a command structure | 3.1 A command structure is established appropriate to the nature and complexity of the task (s) undertaken by the organisation
3.2 The command structure is expanded, contracted or modified in response to changes within the emergency environment |
| 4. Establish procedures to permit command to be exercised | 4.1 Command structure is communicated to internal personnel and external authorities/individuals whom may have a regulatory interest applicable to the emergency/incident
4.2 Command information management system is implemented
4.3 Communication mechanisms and procedures are implemented between levels of command in accordance with organisational guidelines
4.4 Liaison is established and maintained to meet control and command requirements
4.5 A public information system is established in accordance with control plan requirements |

- | | |
|--|--|
| 5. Determine operational command plan | 5.1 Tasks are received and/or determined in accordance with the control requirements
5.2 Operational command plan to implement strategies is developed and modified as required in accordance with organisational guidelines
5.3 Appropriate tactics to effectively manage the emergency/incident are identified in accordance with the operational command plan |
| 6. Manage resources under organisation command | 6.1 Resources are deployed to ensure that the operational command plan is implemented in accordance with organisational guidelines
6.2 Human and physical resources are effectively managed to achieve command plan outcomes |
| 7. Manage operation(s) | 7.1 Operations are conducted in accordance with the operational command plan
7.2 Significant changes in status and actions taken are reported consistent with organisational policy and procedures
7.3 Operations are redirected as required to meet changes in the conditions which affect the emergency/incident situation |
| 8. Conclude operation(s) | 8.1 Physical, human and capital resources are accounted for in accordance with organisational guidelines
8.2 Debriefing requirements are met in accordance with organisational guidelines
8.3 Operational documentation is completed to organisation standards
8.4 Reports are produced as required |
| 9. Review operations | 9.1 Plans and guidelines are evaluated and reviewed
9.2 Effectiveness of command and interaction with control is evaluated and documented
9.3 Reports are produced and communicated in accordance with established protocols |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	3
Using mathematical ideas and techniques	1
Solving problems	3
Using technology	1

RANGE STATEMENT

Types of emergencies (imminent or actual) may include	<ul style="list-style-type: none">natural eventsdroughtfire (forestrangeurban)avalanche snow/ice/hailtsunamiwindstorm/tropical stormhurricane/typhoonbiologicalextreme heat/coldflood/wind driven waterearthquakes/land shiftsvolcanic eruptiontornado/cyclonelandslide/mudslidedust/sand stormslightning stormsearch and rescuefauna rescues (eg marine life rescue)
Technological/industrial events may include	<ul style="list-style-type: none">radiological accidentsdam/levee failurefuel/resource shortageshazardous material releasesexplosions/firetransportation accidentsbuilding/structure collapsepower/utility failureextreme air pollutionstrikesbusiness interruptionfinancial collapse

Civil/political events may include

- economic
- general strike
- terrorism
- sabotage
- hostage situation(s)
- civil unrest
- eco-terrorism
- enemy attack

Considerations in the determination of the nature, extent and potential of an emergency may include

- risk to life
- risk to property
- risk to environment
- scope and scale of incident including likely duration of incident
- resource availability
- potential for changes in situation
- topography
- weather
- speed of onset
- hazard agent location
- demography

Resources may include

- human-operations personnel
- volunteers
- support personnel
- local
- state/territory and federal governments
- physical-equipment
- machinery
- vehicles
- technology devices
- communication devices
- aviation and marine vessels

Information management system may include	<ul style="list-style-type: none">data receivalrecordingstorage and dispatch modesprocedures and protocolstypes of technology - electronic data exchange devicesaudio and visual recording mechanismspublic/media information disseminationsecurity and authorisation assignmentrecording and documenting of incident
Personnel support activities may include supply of	<ul style="list-style-type: none">cateringsanitationshelterrest/relief counselling servicesstress management services
Command facility establishment procedures and principles may include consideration of	<ul style="list-style-type: none">proximity to emergency/incidentsize and type of structurespecial incident requirementscommunication modeslogistical operationssite access and exit requirementssecurity requirementsequipment characteristicssupport servicesamenitiesparkingtopographyenvironmentclimatic conditionslogistical operations

Communication processes and systems may involve	designation of appropriate modes and channels of communication communication responsibilities of personnel radio communications inter organisation liaison data transfer telecommunications interpersonal communications
Internal and external personnel and authorities may involve	operational personnel emergency organisations ancillary organisations higher authorities public media clients government and semi government authorities and departments witnesses victims occupational health and safety specialists emergency management specialists service providers other analysts and stakeholders
Support services may include	emergency agencies water gas and power agencies welfare and counselling organisations medical organisations equipment suppliers contractors community service organisations land management agencies transport
Debriefing may include	critical incident stress debriefing performance evaluations operational analysis

Agreed reporting mechanisms will involve	authorisation
	distribution and development of reports in accordance with regulatory and organisational requirements and may include:
	media reports
	ministerial reports
	coronial reports
	situation reports-within emergency
	for external distribution-status reports
	performance evaluations
	legal reports
	final reports
	briefing papers
Activities controlled include	operations
	planning
	logistics
	communications

Sources of information/
documents may include

- emergency procedures
- standard operating procedures
- maps
- field reports
- relevant Australian or international documentation in disaster/emergency management
- organisational and workplace operating procedures and policies
- client requirements
- communications technology equipment
- oral
- aural or signed communications
- personal and work area work procedures and practices
- evacuation procedures
- occupational health and safety procedures
- applicable State
- Territory
- Commonwealth legislation and regulations which relate to:
 - public safety
 - state of emergency
 - occupational health and safety regulations and legislation
 - Workplace Relations Act(s)
 - workers compensation
 - privacy and confidentiality legislation
 - freedom of information
 - environment protection legislation
 - equal opportunity
 - equal employment opportunity and affirmative action legislation
 - standards and certification requirements
 - quality assurance procedures
 - memorandum of understanding/agreement
 - conventions
 - protocols
 - policies
 - codes of practice

EVIDENCE GUIDE**Critical aspects of evidence**

It is essential for this unit that competence be demonstrated in:

- Effective deployment, monitoring and communication of organisation allocated task(s)
- analysis of emergency situations both functionally and strategically
- selection, prioritisation, implementation and evaluation of appropriate strategies
- implementation of response in accordance with organisational procedures and within bounds of authority
- securing emergency/operations site
- strategic reaction to changes within the emergency environment,
- incorporation of risk management and contingency processes
- effective liaison with emergency controller and
- logging and recording all actions and decisions

Interdependent assessment of units

Pre-requisite units: PUAOPE001A Supervise response
 PUAOPE004A Conduct briefing/debriefing (Fire Specific)
 Co-requisite units: Nil

Underpinning knowledge

- applications of relevant agreements
- code of practice or other legislative requirements
- emergency site layout
- identification and correct use of equipment
- knowledge of current principles and practices to conduct an activity which exercises elements of public safety management
- organisational command structure
- processes and procedures
- security and confidentiality of material

Underpinning skills

accessing information and support from the control facility, other organisations' personnel and external authorities

analyse emergency situations both functionally and strategically

development of response plans including predicting consequences and identifying improvements

effective and efficient deployment of human and physical resources including:

- operative and non-operative personnel
- materials
- equipment and consumables

effective deployment, monitoring and communication of organisation allocated task(s)

identification and correct use of equipment

implement response in accordance with organisational procedures and within bounds of authority

incorporate risk management and contingency processes

liaise effectively with emergency controller

operation of work systems and equipment

processes and procedures

secure emergency/operations site

select, prioritise, implement and evaluate appropriate strategies

strategically react to changes within the emergency environment

Resource implications

Resources should involve access to or simulation of emergency situations in a multi-organisation response environment. This includes resources relating to: equipment, personnel, facilities etc appropriate to the emergency situation and within the bounds of responsibility as designated within the requirements of control

Consistency in performance

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

Context of assessment

Assessment may occur in an operational environment or in an industry-approved simulated work environment

PUAOPE008A**Coordinate resources within a multi-agency emergency response****Unit Descriptor**

This unit covers the competency to bring together organisations and other resources to support an emergency management response.

Coordination refers to the bringing together of organisations and other resources to support an emergency management response. It involves the systematic acquisition and application of resources (organisational, human and equipment) in an emergency situation.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Commence coordination | 1.1 The coordination arrangements are invoked in accordance with agreed authority/responsibility
1.2 A coordination facility is established in accordance with the requirements of control
1.3 The coordination arrangements are communicated to participating organisations and to relevant authorities/organisations pertinent to the emergency/incident situation |
| 2. Establish and maintain a coordination network | 2.1 A coordination network is established appropriate to the nature and complexity of the emergency
2.2 The coordination network integrates with the control and command activities to meet the objectives of the control plan
2.3 The coordination network is expanded, contracted or modified in response to changes within the emergency environment |
| 3. Manage resource requirements in accordance with control requirements | 3.1 Resources are identified through the coordination network and external providers/authorities which may be appropriate to control requirements
3.2 Resources are acquired to meet the requirements of the control plan
3.3 Resources are supplied to meet operational requirements within negotiated timeframes
3.4 Allocated resources are monitored to ensure operational effectiveness and to confirm additional requirements |
| 4. Conclude coordination activities | 4.1 An audit is undertaken to ensure that resources are acquired and supplied in a cost-effective and efficient manner (where applicable)
4.2 Resources released from the emergency are returned to providers as appropriate
4.3 Acquisition and supply of resources meet the requirements of control |
| 5. Review coordination | 5.1 Debriefs are conducted to evaluate coordination effectiveness
5.2 Reports are produced as required and communicated in accordance with established protocols |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	3
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	3

RANGE STATEMENT

Types of emergencies (imminent or actual) may include	natural events drought fire (forest grassland urban) avalanche snow/ice/hail tsunami windstorm/tropical storm hurricane/typhoon biological extreme heat/cold flood/wind driven water earthquakes/land shifts volcanic eruption tornado/cyclone landslide/mudslide dust/sand storms lightning storm
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Technological/industrial incidents may include

- radiological accidents
- dam/levee failure
- fuel/resource shortages
- strikes
- business interruption
- financial collapse
- hazardous material spills hazardous material releases
- explosions/fire
- transportation accidents
- building/structure collapse
- power/utility failure
- extreme air pollution

Civil/political events may include

- economic
- general strike
- terrorism
- sabotage
- hostage situation(s)
- civil unrest
- eco-terrorism
- enemy attack

Considerations in the determination of the nature, extent and potential of an emergency may include

- risk to life
- risk to property
- risk to environment
- scope and scale of incident including likely duration of incident
- resource availability
- potential for changes in situation
- topography
- weather
- speed of onset
- hazard agent location
- demography

Resources may include	human-operations personnel volunteers support personnel local state/territory and federal governments physical-equipment machinery vehicles technology devices communication devices
Information management system may include	data receival recording storage and dispatch modes procedures and protocols types of technology - electronic data exchange devices audio and visual recording mechanisms security and authorisation assignment
Personnel support activities may include supply of	catering sanitation shelter rest/relief counselling services stress management services medical
Control facility establishment procedures and principles may include consideration of	proximity to emergency/incident size and type of structure special incident requirements communication modes logistical operations site access and exit requirements security requirements equipment characteristics support services amenities parking

Communication processes and systems may involve	designation of appropriate modes and channels of communication communication responsibilities of personnel radio communications inter organisation liaison data transfer telecommunications interpersonal communications
Consultative processes may involve	clients emergency management specialists emergency organisations higher authorities public media other professional or technical staff and/or organisations occupational health and safety specialists
Agreed reporting mechanisms will involve	authorisation distribution and development of reports in accordance with regulatory and organisational requirements and may include: media reports ministerial reports coronial reports situation reports-within emergency for external distribution-status reports performance evaluations legal reports final reports briefing papers
Identification and acquisition of resources may involve	networking geographical analysis cost benefit analysis logistics supply-demand financial analysis

Debriefing may include	<ul style="list-style-type: none"> performance evaluation operational analysis logistics supply-demand financial analysis
Coordination network may involve	<ul style="list-style-type: none"> operative and support organisations contractors other emergency organisations water gas and power agencies welfare and counselling organisations medical organisations equipment suppliers contractors community service organisations land management agencies Federal State/territory and local government authorities
Audit may comprise	<ul style="list-style-type: none"> supply mechanisms supply cost damage reports reconciliation
Sources of information/ documents may include	<ul style="list-style-type: none"> emergency procedures standard operating procedures relevant Australian or international documentation in disaster/emergency management organisational and workplace operating procedures and policies client requirements communications technology equipment oral aural or signed communications personal and work area work procedures and practices evacuation procedures occupational health and safety procedures

EVIDENCE GUIDE**Critical aspects of evidence**

It is essential for this unit that competence be demonstrated in ability to:

Implement coordination response in accordance with control plan and within bounds of authority

Identify, select, prioritise, implement and evaluate appropriate strategies for the acquisition and deployment of resources in accordance with control and command plan requirements

analyse resources requirements in accordance with present and future control requirements

implement and maintain an effective communication system both internal and external to an emergency

monitor the deployment of resources in meeting control requirements

maintain procurement and workplace records

strategically react to changes within the emergency environment

incorporate risk management and contingency processes

evaluate performance of coordination in meeting the requirements of control

modify activities to cater for variations and changes in emergency contexts and environments

apply underpinning knowledge and skills when establishing plans

describe consequences

complete tasks

identify improvements

apply safety precautions relevant to the task

show evidence of application of relevant workplace procedures including hazard policies and procedures, issue resolution procedures, job procedures and work instruction guidelines relating to the procurement of resources, quality assurance procedures (where existing), privacy, confidentiality and security procedures, waste, pollution and environmental management recovery processes

Interdependent assessment of units

Pre-requisite units: Nil

Co-requisite units: Nil

Underpinning knowledge	<ul style="list-style-type: none">control and organisation command structureemergency site layoutknowledge of principles and practices to conduct an activity which exercises elements of public safety managementsecurity and confidentiality of material
Underpinning skills	<ul style="list-style-type: none">accessing information and support from the control facilityadvanced communication and interpersonal skillsapply relevant agreements, codes of practice or other legislative requirementsdevelopment of response plans including predicting consequences and identifying improvementseffective and efficient deployment of human and physicalelectronic data exchange systemsfocus of operation of work systems and equipmentlogistics managementother organisations' personnel and external authoritiesradio frequency devicesresources including:<ul style="list-style-type: none">operative and non-operative personnelmaterialsequipment and consumablesuse equipmentusing a range of information technology devices including computersusing tools and techniques to solve problems
Resource implications	<p>Resources should involve access to or simulation of emergency situations in a multi-organisation response environment This includes identification, procurement and deployment of equipment, personnel, facilities etc appropriate to the emergency situation and within the bounds of responsibility as designated within the requirements of control</p>
Consistency in performance	<p>Evidence should be gathered over a period of time in a range of actual or simulated workplace environments</p>
Context of assessment	<p>Assessment may occur in an operational environment or in an industry-approved simulated work environment</p>

PUAPOL017A**Plan and develop strategies to support organisational policy****Unit Descriptor**

This unit covers the competency to translate policies into strategic plans to ensure the organisation's policies are realised.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|---|
| 1. Obtain and evaluate planning information | 1.1 Information requirements are identified accurately and re-evaluated at regular intervals
1.2 Information is collected in time to be of use
1.3 A variety of sources of information are regularly scanned for usefulness, reliability and cost
1.4 Opportunities are taken to identify, establish and maintain contacts with those who may provide useful information
1.5 The needs of clients are researched, confirmed and assessed
1.6 Alternative methods of collecting information are identified and utilised when normal information routes are blocked
1.7 Information is collated and organised into a form to optimise planning
1.8 Conclusions drawn from relevant information are based on reasoned argument and appropriate evidence |
| 2. Forecast trends and developments which affect service delivery goals | 2.1 Forecasts are based on the best information available within given constraints of cost and time
2.2 Assessments of future trends and developments are made at appropriate time, on a regular basis, and prior to planning
2.3 The assumptions made and degree of certainty are clearly stated
2.4 The impact of the relevant trends on the operations of the area of control are clearly illustrated
2.5 The forecasts provide suitable quantitative information for taking decisions on resource allocation
2.6 Review systems are used to identify and evaluate service needs in area of control
2.7 Risk management aspects are calculated and included in planning |
| 3. Coordinate planning | 3.1 Networks are established as required to ensure all stakeholders are informed and involved
3.2 Stakeholders who may be affected by strategies developed are included in the planning process
3.3 Strategies are communicated to appropriate personnel
3.4 The work of stakeholders is coordinated to ensure efficiency and effectiveness |

- | | |
|--|---|
| 4. Develop strategies to support organisational goals | 4.1 Outcomes of planning are consistent with the organisational goals and policies
4.2 Outcomes are realistic and measurable and indicate the criteria to be used in measuring performance
4.3 Implications for resource acquisition and allocation are realistically calculated and clearly presented |
| 5. Negotiate and secure agreement for strategies | 5.1 Negotiations are conducted ethically
5.2 Concessions made remain consistent with the original intentions and with the objectives of the organisation
5.3 Communication channels are kept open whilst additional support, arguments or further evidence is obtained when agreement is not immediately possible
5.4 Agreements which have wider implications for the organisation are considered and relevant stakeholders are advised and consulted |
| 6. Provide professional and technical direction and advice | 6.1 Professional and technical advice is provided either on request or where it will improve the quality of strategic decisions
6.2 Professional and technical advice is provided in a timely manner
6.3 Personal preference or opinion offered is clearly distinguished from professional or technical advice
6.4 Interests are declared when the interests of the manager's own area affect the advice given |
| 7. Establish/revise systems for future service delivery | 7.1 Monitoring systems are established to provide feedback information for future planning
7.2 Information is disseminated to appropriate personnel and relevant stakeholders in a timely manner and appropriate format |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	3
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	3
Using mathematical ideas and techniques	3
Solving problems	3
Using technology	3

RANGE STATEMENT

Information sources may include	departmental information computer information systems intelligence community information other organisations
Information requirements are	accurate timely concise current format that can be used easy to obtain
Community requirements may include	surveys crime statistics community concern public press representations - members of parliament, community leaders departmental policy
Information presentation may include	computerised systems local information systems intelligence systems
Forecast trends may include	crime statistics compare with similar areas trends in crime social changes population demographics

Impact of trends may include	type of crime time of crime area of crime frequency of crime impact on community planning implications surrounding areas crime trends strategies in surrounding areas that may impact
Review systems may include	regular feedback from patrols and clients crime statistics trends effect of strategies on surrounding areas client satisfaction
Risk management	cost benefit
Networks may include	peers other patrols formal/informal specialist groups community contacts other organisations other police services
Stakeholders may include	department community government bodies other organisations other police services
Communication channels may include	formal and informal written verbal/written verbal departmental policy client need to know

Resource implications may include	finances personnel equipment specialist groups other organisation involvement joint operations
Review systems may include	feedback reports - verbally or written department requirements statistics outcomes against expected outcomes client satisfaction personnel satisfaction

EVIDENCE GUIDE

Critical aspects of evidence	It is essential for this unit that competence be demonstrated in the ability to develop strategies that accurately reflect organisational policies and facilitate the realisation of policy objectives
Interdependent assessment of units	Pre-requisite units: Nil Co-requisite units: Nil
Underpinning knowledge	organisational policy organisation review systems risk management principles organisational information sources
Underpinning skills	listening research analyse and interpret information forecasting trend analysis establish networks communicate negotiating

Resource implications	No special requirements
Consistency in performance	Evidence will need to be gathered over time in an actual or simulated work environment
Context of assessment	Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

PUAWER001A**Identify, prevent and report potential workplace emergency situations****Unit Descriptor**

This unit covers the competency required to identify and prevent the development of workplace emergency situations, or to minimise their consequences, and to report if emergency protection systems, emergency control equipment and evacuation systems are compromised.

For this unit the term workplace is defined as the area encompassed by an individual's responsibilities.

This unit:

has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 37452002

covers the work required before the emergency services or specialist response team arrives

does not cover the specific use of equipment to prevent workplace emergency situations

is part of a suite of eleven workplace emergency response units of competency that has three streams

is part of the prevention stream

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|---|--|
| 1. Identify, monitor and report situations that could lead to workplace emergencies | 1.1 <i>Situations that could lead to workplace emergencies</i> are identified and reported according to workplace procedures and accepted safe practices
1.2 Immediate work area is routinely checked for any situations that could lead to emergencies
1.3 <i>Hazardous work</i> is monitored to ensure precautions and workplace procedures are followed |
|---|--|

2. Identify, report and correct situations that could prevent workplace emergencies from being safely handled
- 2.1 Principles of operation of relevant *emergency protection systems* are identified
 - 2.2 Principles of operation of relevant *emergency control equipment* are identified
 - 2.3 *Evacuation systems* are identified
 - 2.4 Immediate work area is routinely checked according to workplace procedures and accepted safe practices for any *situations that could lead to emergency protection systems, emergency control equipment and evacuation systems being made inoperable*
 - 2.5 Situations that could lead to emergency protection systems, emergency control equipment and evacuation systems being made inoperable are identified, corrected and/or reported according to workplace procedures and accepted safe practices
 - 2.6 Workplace procedures and accepted safe practices are regularly monitored and followed to ensure operability of emergency protection systems, emergency control equipment and evacuation systems

KEY COMPETENCIES

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

RANGE STATEMENT

Emergencies must include those emergencies identified by the workplace hazard analysis, which may include

Animal or livestock emergencies
Bomb threat
Building invasion/armed invasion
Chemical, biological and radiological
Civil disorder
Criminal acts
Cyclones, including storm surge
Deliberate self-harm
Earthquake
Failure of utilities
Fire
Flood
Hazardous substances incidents
Hostage situations
Industrial accident
Letter bomb
Medical emergency
Severe weather/storm damage
Structural instability
Terrorism
Transport accident
Toxic emission
Veterinary emergencies
Wildfire

Workplaces include

Workplaces, buildings and structures as outlined in Australian Standard 3745-2002

Situations that could lead to workplace emergencies may include

- Deficient or ineffective security arrangements
- Failure to follow safe practices
- Fire/smoke hazards
- Poor maintenance
- Unreported faults
- Unsafe practices
- Unsafe storage and handling of dangerous goods and hazardous materials
- Unsafe use of electrical or mechanical equipment

Hazardous work includes the hazards identified in the hazard analysis and may include

- Handling dangerous goods and hazardous materials (including waste)
- Hot work
- Manufacturing
- Unsafe manual handling
- Using, mixing and/or moving chemicals
- Working at heights, in confined spaces, in poorly ventilated spaces or around noise
- Working around traffic
- Working with plant and machinery
- Working with unstable equipment or equipment that has deteriorated

Emergency protection systems may include

- Automatic fire/leak/spill/movement detectors
- CCTV
- Communications systems
- Manual alarms
- Passive installations, fire/smoke doors, fire walls
- Security infrastructure
- Special hazard identification systems
- Spill/leak containment systems
- Sprinkler and deluge systems
- Warning systems

Emergency control equipment may include	<p>Communications equipment</p> <p>Escape equipment</p> <p>Fire/smoke detection, alarm, mitigation and suppression systems</p> <p>First-aid kits</p> <p>Forcible entry tools</p> <p>Initial response firefighting equipment</p> <p>Isolation barriers</p> <p>Personal protection kits</p> <p>Shower and eyewash</p> <p>Spill control kits/equipment</p>
Evacuation systems include	<p>Access, egress</p> <p>Exits</p> <p>Procedures</p>
Situations that could lead to emergency protection systems, emergency control equipment and evacuation systems being made inoperable may include	<p>Blocking egress</p> <p>Compromising security infrastructure or integrity</p> <p>Emergency lighting and/or exit lighting being damaged, missing or under service</p> <p>Locking or blocking exits</p> <p>Impairing exits and/or pathways to exits</p> <p>Interfering with alarm systems</p> <p>Not replacing or replenishing used emergency equipment</p> <p>Not reporting damage to emergency control equipment or facilities</p> <p>Propping open fire/smoke doors</p>

EVIDENCE GUIDE

Critical aspects of evidence	Assessment must confirm the ability to identify emergency protection systems, emergency control equipment and evacuation systems; to identify and report situations that may lead to or contribute to workplace incidents and/or emergencies
Interdependent assessment of units	<p>Pre-requisite units: Nil</p> <p>Co-requisite units: Nil</p>

Underpinning knowledge	<p>Basic types, principles of operation and limitations of emergency protection systems and emergency control equipment typically installed in the workplace</p> <p>Hazards in the workplace that reduce the effectiveness of emergency protection systems and emergency control equipment</p> <p>Procedures for identifying, minimising or preventing, correcting and reporting situations within the organisation that may lead to workplace emergencies</p> <p>Safe practices applicable to the workplace that help to prevent emergencies</p> <p>Situations in the workplace that may lead to emergencies</p> <p>Situations that may make emergency protection systems and emergency control equipment inoperable</p>
Underpinning skills	<p>Communicate effectively according to workplace procedures and accepted safe practices</p> <p>Identify hazards in the workplace that reduce the effectiveness of emergency protection systems, emergency control equipment and evacuation systems</p> <p>Monitor the work area to identify new and emerging risks on an on-going basis</p>
Resource implications	<p>Access to:</p> <ul style="list-style-type: none">• scenarios that reflect a range of emergency situations that may be expected in the workplace• appropriate emergency protection systems and emergency control equipment• relevant standards and workplace procedures
Consistency in performance	<p>Competency should be demonstrated in the workplace</p>
Context of assessment	<p>Competency should be assessed in the workplace</p>

RTF2001A

Unit Descriptor

Apply a range of treatments to trees

This competency standard covers the application of treatment to trees to remedy common problems including alleviating tree stress and installing protective barriers. Treating trees also requires consideration of the environmental implications of treatment methods, techniques and procedures. Treatment of trees is likely to be under routine supervision with intermittent checking. Tree treatments are usually carried out within established routines, methods and procedures. Competency requires the application of knowledge and skills to a range of tree treatments.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Prepare to apply tree treatments | <p>1.1 Trees requiring treatments are located and the treatment identified according to work procedures .</p> <p>1.2 OHS hazards are identified, risks assessed and reported to the supervisor.</p> <p>1.3 Tools and equipment appropriate to the task being undertaken are prepared and used according to supervisors instructions and enterprise guidelines.</p> <p>1.4 Personal protective equipment (PPE) is selected and used according to enterprise OHS requirements.</p> <p>1.5 Treatment activities are undertaken according to OHS requirements and with due regard of environmental implications .</p> |
| 2. Modify trees to alleviate stress | <p>2.1 All dead, fractured, poorly attached, dying and diseased wood is removed at the designated position according to compartmentalisation of decay in trees (CODIT) principles.</p> <p>2.2 Competing branches are removed to allow adequate space for the natural form of the tree.</p> <p>2.3 Growth patterns are re-directed to avoid physical and structural damage to the tree.</p> <p>2.4 Removed plant material is disposed of according to enterprise guidelines and with due regard for environmental implications.</p> |
| 3. Modify environment to maintain health and vigour of tree | <p>3.1 Competing plants are removed to ensure adequate space; light, water and nutrient requirements of the tree are maintained.</p> <p>3.2 Nutrient additives are applied to the soil at rates and designated location according to supervisors instructions.</p> <p>3.3 Soil structure is modified according to supervisors instructions.</p> |

4. Apply treatments
 - 4.1 Application equipment is checked for volume calibration, adjusted and operated according to manufacturers instructions and enterprise guidelines.
 - 4.2 Treatments are applied following manufacturers instructions, enterprise guidelines and in accordance with OHS requirements and with due regard for environmental implications.

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Information about specific tasks associated with the job such as work completion and hazards encountered should be discussed with work colleagues and the supervisor.	1
Collecting analysing and organising information	Information about tree treatments such as tree species and appropriate treatments should be discussed with the supervisor and work team members.	1
Planning and organising activities	Equipment, materials, relevant OHS guidelines and production schedules should be established and organised before and during work periods.	1
Working with others and in teams	Treating trees may involve working with other members of a team to complete the treatment program.	1
Using mathematical ideas and techniques	Mathematical techniques may be applied when calibrating application equipment and calculating safe working loads.	1
Solving problems	Problems relating to treatment techniques, chemical application, workplace safety, other team members and interruption in treatment program may arise during the treatment process.	1
Using technology	Technology such as horticultural hand tools and equipment may be applied in treatment operations.	1

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, for example:

RTC2404A Treat plant pests, diseases and disorders

RTC2706A Apply chemicals under supervision.

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 the Assessment Guidelines. Further advice

may also be sought from the relevant sector booklet.

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 treatments may trees require?	Treatments may be chemical (fertilisers, pesticides, herbicides), biological, (beneficial insects, fungi, viruses) and environmental (modifying soil, removal of soil covering, reducing compaction, removing competition).
What work procedures are appropriate for this standard?	These may include supervisors instructions, company standard operating procedures (SOPs), waste disposal, recycling and re-use guidelines, and OHS procedures.
What OHS hazards may be identified in the work area?	These may include supervisors instructions, company standard operating procedures (SOPs), waste disposal, recycling and re-use guidelines, and OHS procedures.
What tools and equipment are used in the treatment process?	Tools and equipment may include chemical applicators, secateurs, handsaws, rakes, mattocks, shovels, and chainsaws, climbing and rigging equipment and trenching machines.
What PPE may be needed to carry out tree treatments?	Tools and equipment may include chemical applicators, secateurs, handsaws, rakes, mattocks, shovels, and chainsaws, climbing and rigging equipment and trenching machines.
What OHS requirements may be relevant to this standard?	OHS requirements may include guidelines for handling, transporting, storing and disposing of chemicals and hazardous substances and maintaining public and worker safety from falling tree limbs or debris on the ground. Guidelines may also include wearing protective clothing, safe operation of machinery and equipment, safety of general public, correct manual handling techniques, disposing of debris in an environmentally safe manner, basic first aid, and recognising and reporting problems to the supervisor. When a Code of Practice for Arboriculture is registered it will provide additional information on OHS requirements.
What environmental implications may be relevant when treating trees?	Environmental implications may include spray drift, noisy machinery, waste material including plant debris, soil and dust, spread of disease or pests, effect on habitat of wildlife and chemical contamination.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole? Competence in treating trees for a range of problems requires evidence that a person can prepare for tree treatments according to work procedures, modify trees to alleviate stress, modify environment to maintain health and vigour of tree, apply appropriate treatments for a range of tree problems, and install root barriers. The skills and knowledge required to treat trees for a range of problems must be transferable to a different work environment. For example, this could include different treatments and different tree species.

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:

- how trees react to drainage and stresses
- industry code of practice
- environmental considerations associated with the treatment program including use of chemical treatments and the environmentally safe disposal of plant, equipment and chemical debris
- principles and methods relating to identification of pests and disease
- factors affecting the timing and method of applying tree treatments
- different broad chemical types, for example, insecticides, herbicides and fungicides and the environmental implications of using these chemicals
- health, safety and environmental considerations when applying chemical treatments
- timing and placement of fertilisers and the need to minimise fertiliser use to limit environmental impact.

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:
- work using a variety of chemical application tools and pieces of equipment that are suitable for the particular application task while minimising environmental impact
- dispose of plant and equipment debris in an environmentally aware and sensitive manner, such as sorting plant and paper-based waste for recycling
- dispose of chemical substances and their containers in a way designed to minimise environmental impact
- interpret directions
- read labels
- record information
- communicate with fellow team members.

RTF2017A

Unit Descriptor

Prune shrubs and small trees

This competency standard covers the process of pruning shrubs and small trees. The work is likely to be undertaken from the ground. Aerial pruning from a ladder, an elevated work platform or from climbing ropes and rigging in a tree, are covered in separate units. Pruning work is likely to be carried out under routine supervision with intermittent checking. Competency is demonstrated by the application of knowledge and skills to a range of pruning tasks and roles usually within established enterprise routines.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Identify pruning requirements | 1.1 Plants that require pruning from the ground are identified according to enterprise work procedures .
1.2 The purpose and method of pruning are determined according to enterprise work procedures.
1.3 Services are located using site plans and in consultation with the supervisor.
1.4 Access to the site is determined in consultation with the supervisor.
1.5 OHS hazards are identified, risks assessed and reported to the supervisor. |
| 2. Prepare for pruning | 2.1 Pruning tools and equipment are selected according to the location, access and size of material to be pruned.
2.2 Pre-operational and safety checks are carried out on pruning tools and equipment according to manufacturers specifications and enterprise work procedures.
2.3 Pruning tools and equipment are prepared for use.
2.4 Suitable safety and personal protective equipment (PPE) is selected, used and maintained. |
| 3. Undertake pruning of shrubs and small trees | 3.1 Safety equipment is erected around the pruning site during and between work periods.
3.2 Plant material to be pruned or removed is identified according to the pruning program.
3.3 The pruning program is undertaken according to enterprise work procedures and OHS requirements .
3.4 Pruning tools and equipment are operated safely and effectively.
3.5 Where required, hygiene practices are observed during pruning operations. |

- 4. Complete pruning shrubs and small trees
 - 4.1 **Prunings** and waste material removed from the site are disposed of in an environmentally aware and safe manner according to enterprise work procedures.
 - 4.2 Correct manual handling techniques are used when lifting or moving heavy loads.
 - 4.3 Pruning tools and equipment are cleaned, maintained and stored according to enterprise work procedures.
 - 4.4 A **clean and safe area** is maintained throughout and on completion of work.
 - 4.5 Work outcomes are recorded or reported to the supervisor according to enterprise work 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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Ideas and information relating to pruning activities, plant species and growth habits encountered should be discussed with other members of the work team and the supervisor.	1
Collecting analysing and organising information	The pruning site and surrounding area should be inspected visually and the information gained discussed with the work team and supervisor. Enterprise work procedures and site plans should be consulted, interpreted and applied to co-ordinate pruning activities with further clarification sought from the supervisor where necessary.	1
Planning and organising activities	Equipment, materials and work procedures for pruning will need to be arranged before and between work periods and there may be some responsibility for co-ordinating work with others.	1
Working with others and in teams	The pruning program may involve working with other members of a team to complete the program.	1
Using mathematical ideas and techniques	Simple numeracy in relation to shrub, tree and pruned material quantity and working hours, as they apply to daily performance, will be required.	1
Solving problems	Problems in applying pruning methods to the aims of pruning or varying shrub and tree forms, workplace safety and other team members may arise during the pruning of shrubs and small trees.	1
Using technology	Technology may be applied in the preparation, use and maintenance of pruning tools and equipment.	1

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.

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 the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.

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.

What enterprise work procedures may apply to this standard?	Work procedures will be based on sound horticultural pruning principles and practices and may include supervisors oral or written instructions, the pruning program, enterprise standard operating procedures (SOPs), specifications, routine maintenance schedules, work notes; manufacturers service specifications and operators manuals; waste disposal, recycling and re-use guidelines; and OHS procedures.
For what purpose may shrubs and small trees be pruned?	Work procedures will be based on sound horticultural pruning principles and practices and may include supervisors oral or written instructions, the pruning program, enterprise standard operating procedures (SOPs), specifications, routine maintenance schedules, work notes; manufacturers service specifications and operators manuals; waste disposal, recycling and re-use guidelines; and OHS procedures.
What services may need to be located?	Services may include above ground outlets for water supply, irrigation fittings, low overhead power (electricity) and telecommunications lines.
How may OHS hazards be identified?	Services may include above ground outlets for water supply, irrigation fittings, low overhead power (electricity) and telecommunications lines.
What OHS hazards may be associated with pruning shrubs and small trees?	Hazards may include disturbance or interruption of services, solar radiation, dust, noise, manual handling, moving powered equipment parts, sharp tools and equipment, uneven surfaces, and flying and falling objects.
What or who may be at risk from OHS hazards?	Hazards may pose a risk to workers, equipment, people and animals external to the workplace (such as members of the public, stray pets and wildlife) and the natural environment.
What ground based pruning tools and equipment may be used?	Tools and equipment may include ropes, handsaws, hand and battery-powered secateurs, pneumatic snips and compressor, hedge trimmers both manual and powered, small chainsaws and chippers.
What preparation may be required before use of pruning tools and equipment?	Tools and equipment may include ropes, handsaws, hand and battery-powered secateurs, pneumatic snips and compressor, hedge trimmers both manual and powered, small chainsaws and chippers.

What safety equipment may be required?	Safety equipment may include signage and barriers.
What personal protective equipment (PPE) may be required to undertake pruning of shrubs and small trees?	Safety equipment may include signage and barriers.
What OHS requirements may be relevant to this standard?	OHS requirements may include identifying hazards, assessing and reporting risks, cleaning, maintaining and storing tools and equipment, appropriate use of personal protective equipment including sun protection, drinking to avoid dehydration, safe operation of tools and equipment, correct manual handling, basic first aid, personal hygiene and reporting problems to supervisors.
What hygiene practices may be required while pruning?	OHS requirements may include identifying hazards, assessing and reporting risks, cleaning, maintaining and storing tools and equipment, appropriate use of personal protective equipment including sun protection, drinking to avoid dehydration, safe operation of tools and equipment, correct manual handling, basic first aid, personal hygiene and reporting problems to supervisors.
What materials may prunings include?	Prunings may include small to medium branches, foliage, leaves, sticks, buds, flowers, fruit, bark, plant debris and chipped material.
How may a clean and safe area be maintained?	Tasks may include keeping public access paths and roads clear of debris, waste, tools and equipment, disabling tools and equipment after use, using signage and barriers where necessary and removing debris and waste from the work area swiftly and efficiently.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole? Competence in pruning shrubs and small trees requires evidence that a person using appropriate pruning tools and equipment can effectively achieve the desired tree and shrub forms in relation to appearance, capacity and vigour, yield quantities and clearance as required by individual enterprises. The skills and knowledge required to apply pruning techniques must be transferable to different work environments. For example, pruning techniques from the ground are required for a range of stages of plant growth in a number of horticultural industries, including production, amenity horticulture, arboriculture and nurseries. The practical knowledge of techniques used to remove canes in a viticultural enterprise may be applied in a different context to removing wood from roses after flowering in a floricultural enterprise.

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:

- practical awareness of the principles of pruning and the methods used to achieve plant management goals
- effects on plant growth, habit and production levels of pruning operations in relation to the purposes of the enterprise
- the purpose of tools and equipment used for pruning and the correct and safe use and care of these tools and equipment
- the effect of outdoor climatic conditions (e.g., rain, hail, days of extreme heat and/or wind, or very high ultraviolet radiation), which may prevent or impede pruning programs, or influence the selection of pruning tools, equipment and safety equipment to minimise the hazards presented
- awareness of the potential public nature of pruning work sites and the hazards and responsibilities associated with working in a publicly accessible situation
- plant names, growth habits, flowering times and effect of pruning on fruit production
- hygiene practices and plant health principles (e.g., CODIT) relevant to pruning.

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:

- participate in teams and contribute to team objectives
- understand work procedures
- communicate with team members and supervisor
- calibrate tools, estimate fuel levels, quantities of plant material to be pruned, such as counting buds or flowers to be retained along a branch or cane, and numbers of branches to be retained per plant or bay
- minimise noise and dust to prevent nuisance-level environmental disturbance.

RTF3017A**Unit Descriptor****Implement a tree pruning program**

This competency standard covers the process of implementing a tree pruning program. It covers work undertaken from ladders, ropes in trees and elevated platforms. Implementing a tree pruning program is likely to be under limited supervision from others, with checking only related to overall progress, and is usually done within routines, methods and procedures and according to an established program plan. Some discretion and judgement is required in the selection of tools and equipment according to the extent of the pruning program required. Competency would require the application of arboricultural knowledge and skills with depth in some areas, such as the use of different types of equipment and machinery to gain access to a tree.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

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|-----------------------------|---|
| 1. Prepare for tree pruning | 1.1 Trees are visually inspected and all branches to be removed are identified according to the pruning requirements of the program.
1.2 Removal stages are nominated to ensure the program is undertaken without unnecessary damage to the trees.
1.3 OHS hazards are identified, risks assessed and suitable controls implemented.
1.4 Pruning tools and equipment are selected and prepared according to the extent of the pruning program and enterprise guidelines.
1.5 Climbing equipment and machinery is selected, checked for damage or imperfections and prepared according to enterprise guidelines and manufacturers specifications. |
| 2. Implement tree pruning | 2.1 Climbing equipment and machinery is operated according to OHS requirements and manufactures' specifications.
2.2 Pruning cuts are implemented according to established pruning techniques .
2.3 Program is implemented in such a way that no damage occurs to equipment, property or personnel .
2.4 Site environmental concerns are adhered to in accordance with relevant legislation and/or regulations .
2.5 Waste material is mechanically processed according to enterprise guidelines and manufacturers' specifications.
2.6 Tools, equipment and machinery are cleaned, maintained, serviced and stored consistent with enterprise guidelines and manufacturers specifications.
2.7 Site is cleared and cleaned according to enterprise guidelines. |

3. Assess pruning quality
 - 3.1 Trees selected for the pruning program are visually checked to ensure the appropriate trees were pruned.
 - 3.2 Stub length and pruned height are checked to ensure they meet the pruning requirements of the program.
 - 3.3 Any incorrect pruning is rectified to ensure the tree is able to sustain its growth, natural habit and form.
 - 3.4 Completed program of pruning is recorded and communicated to management and/or the client according to enterprise 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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Communication of ideas and information may be applied when instructing site personnel of the requirements of the pruning program.	2
Collecting analysing and organising information	Information from an established pruning program may need to be interpreted, analysed and organised to ensure the pruning program is carried out efficiently and safely.	2
Planning and organising activities	Activities may need to be planned and organised according to local climatic conditions.	2
Working with others and in teams	Team work may need to be applied when operating climbing equipment and machinery.	2
Using mathematical ideas and techniques	Mathematical techniques may need to be applied when calculating the extent of a pruning program.	2
Solving problems	Problem-solving skills may need to be applied in the event of machinery and equipment failure, and dealing with branches that are difficult to prune.	2
Using technology	The use of technology may be applied in the operation of elevated platforms and powered pruning equipment.	2

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.

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 the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.

RANGE STATEMENT

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

What trees are likely to be included in a pruning program?	Any tree that can be accessed by a ladder, the use of ropes or an elevated platform may be included in a pruning program.
What pruning requirements may be included in a pruning program?	Any tree that can be accessed by a ladder, the use of ropes or an elevated platform may be included in a pruning program.
What OHS hazards are likely to be associated with tree pruning?	Hazards may include solar radiation, dust, noise, and damp conditions, sharp/blunt pruning tools and equipment, moving machinery, slopes, water, rock, undergrowth, slash, depressions/holes, falling branches and debris, tangled ropes, power lines, power surges, interruption or disturbance of electricity supply, placement of ladders, climbing ladders, ladder instability and loss of balance.
What suitable controls are likely to be implemented to minimise OHS hazards?	Suitable controls may include personal protective clothing and equipment such as rubber soled/leather boots, cut resistant trousers, gloves, helmets, goggles, safety harnesses, sun hats, hearing protection, face shields and sunscreen lotion; signage and barriers, approved ladders and ropes, safe operation and maintenance of machinery and equipment, safe procedures for working outdoors, correct manual handling techniques, and basic first aid training.
What pruning tools and equipment are likely to be used?	Pruning tools and equipment may include pruners, jacksaws, handsaws, chainsaws, pole saws pouches, steps, epicormic removers, secateurs, chippers and mulchers.
What climbing equipment and machinery is likely to be used?	Pruning tools and equipment may include pruners, jacksaws, handsaws, chainsaws, pole saws pouches, steps, epicormic removers, secateurs, chippers and mulchers.
What pruning techniques are likely to be utilised in a pruning program?	Pruning techniques may include cleaning out, crown lifting, crown reduction, structural integrity, crown renewal, crown thinning, dead wooding, hedging, branch, epicormic and green shoot removal.

How might a pruning program be implemented so no damage occurs to equipment, property or personnel?

Pruning techniques may include cleaning out, crown lifting, crown reduction, structural integrity, crown renewal, crown thinning, dead wooding, hedging, branch, epicormic and green shoot removal.

What legislation and/or regulations may be relevant to a pruning program?

Legislation and/or regulations may include National, State and local government legislation and regulations such as the Environmental Protection Act and Australian Standards for Pruning of Amenity Trees AS4373: 1996, or area specific tree preservation orders, and significant tree registers and/or legislation.

How might a site be cleared and cleaned after a pruning program?

Legislation and/or regulations may include National, State and local government legislation and regulations such as the Environmental Protection Act and Australian Standards for Pruning of Amenity Trees AS4373: 1996, or area specific tree preservation orders, and significant tree registers and/or legislation.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole? Competence in implementing a tree pruning program requires evidence that a person can prepare for tree pruning, implement tree pruning and assess the quality of pruning in accordance with an established pruning program. The skills and knowledge required to implement a tree pruning program must be transferable to a different work environment. For example, this could include different trees, pruning requirements and work 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 competency standard are listed below:

- identification of tree species and their pruning requirements
- CODIT and target pruning techniques
- principles and methods of pruning to achieve given objectives
- relevant legislation and/or regulations that may impact on a tree pruning program
- effect on plant growth and habit after pruning
- rope types and uses
- elevated work platform operations.

What specific skills are needed to achieve the performance criteria?

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

- communicate orally and using hand signals with other site personnel to share relevant workplace information and to ensure effective and safe pruning
- recognise common diseases, pests and nutrition deficiencies in trees
- sharpen and maintain tools required for pruning
- store and carry tools safely
- use appropriate pruning techniques to meet pruning program requirements
- conduct operations in such a way that no damage occurs to equipment, property, environment, trees or personnel.

RTF4514A**Unit Descriptor****Develop soil survey maps**

This competency standard covers the process of surveying soil characteristics and developing maps to identify any areas of concern and to assist in decision-making about plants/crops, irrigation and drainage. This is usually without supervision but with general guidance on progress. It requires knowledge of soil testing, the environmental impact of irrigating and the ability to use soil and water testing techniques.

Unit Sector

No sector assigned

ELEMENT**PERFORMANCE CRITERIA**

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|---|---|
| 1. Determine soil characteristics by performing a soil survey | 1.1 The density and depth for a representative sampling of the area are determined
1.2 Holes are excavated as determined at sampling sites according to enterprise policy and OHS requirements
1.3 Soil samples are collected for off-site assessment using recommended procedures
1.4 Samples for off-site testing are labeled with relevant information according to enterprise and testing agency guidelines
1.5 The physical characteristics of the soil are determined in line with investigative requirements
1.6 The chemical characteristics of the soil are determined as required
1.7 Results are recorded in an established format according to enterprise guidelines |
| 2. Interpret soil analysis results | 2.1 The soil types of the sample area are classified according to standards for soil classification
2.2 The acceptable soil parameters for specified plants are determined from published data and historical records
2.3 Collected results are compared with established parameters for actual or proposed land use and production
2.4 Soil characteristics are evaluated to determine whether they can be altered to meet plant needs
2.5 The Readily Available Water values for irrigation sites are determined in line with industry standards
2.6 Interpreted results are mapped in an established format according to enterprise guidelines |

3. Plot topography and soil survey data on property map
 - 3.1 Property boundaries and property features are defined
 - 3.2 Paddocks or irrigation areas are identified
 - 3.3 Contour or spot level information is plotted
 - 3.4 Soil sampling sites are plotted on map
 - 3.5 Soil profile and irrigation characteristics for each sampling site and/or irrigation area are described and indexed to the map
 - 3.6 The Readily Available Water values for irrigation sites are indexed to the map
 - 3.7 **Areas of specific concern** are plotted on the map and descriptions are indexed to the map

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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	Documenting soil survey data.	2
Collecting analysing and organising information	Collecting and analysing soil survey data.	2
Planning and organising activities	Developing soil survey maps.	2
Working with others and in teams	Using off-site assessment of samples.	2
Using mathematical ideas and techniques	Calculating RAW values, topographical data and analysing comparative statistical data.	2
Solving problems	Identifying and analysing areas of concern on a property.	2
Using technology	Using electronic testing equipment.	2

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.

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 the Assessment Guidelines. Further advice may also be sought from the relevant sector booklet.

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 equipment might be used for a soil survey?	Equipment may include hand auger, back hoe, equipment for pH testing such as soil test kits or electronic pH testing device, hand held salinity/EC meter, tape measure, sample bags, plastic overlays, aerial photographs, charts and tables of soil characteristics.
What OHS requirements may be relevant to this standard?	OHS requirements may include safe systems and procedures for outdoor work, including protection from solar radiation, dust and noise, the selection, use and maintenance of relevant personal protective clothing and equipment and protection against chemical residues, including that in/on foliage, water, soil and other items.
What soil may be relevant to this standard?	OHS requirements may include safe systems and procedures for outdoor work, including protection from solar radiation, dust and noise, the selection, use and maintenance of relevant personal protective clothing and equipment and protection against chemical residues, including that in/on foliage, water, soil and other items.
What soil testing agencies might be used?	Soil testing agencies may be government, commercial or private consultants.
What physical characteristics of the soil might be identified?	Soil testing agencies may be government, commercial or private consultants.
What chemical characteristics of the soil might be identified?	Chemical characteristics may include pH, salinity and carbonate content and nutrient (both macro and micro) availability.
What soil survey data might be plotted on the property map?	Chemical characteristics may include pH, salinity and carbonate content and nutrient (both macro and micro) availability.
What maps may be developed?	These may include contour maps and aerial photo maps and may include the use of overlays to indicate various categories of data.

What areas of concern might be plotted on the map?

These may include contour maps and aerial photo maps and may include the use of overlays to indicate various categories of data.

EVIDENCE GUIDE

What evidence is required to demonstrate competence for this standard as a whole? Competence in developing soil survey maps requires evidence that a person can perform a soil survey, analyse survey results, determine soil characteristics and plot topography and soil survey data on a property map. The skills and knowledge required to develop soil survey maps must be transferable to a different work environment. For example, this could include different soil types, environments, and enterprise 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 competency standard are listed below:

- Methods and techniques of soil sampling
- Relevant enterprise OHS and environmental requirements including the use of personal protective equipment
- Environmental impacts of irrigation, using water from any ground or underground source
- Soil types and profiles
- Physical and chemical properties of soils
- Soil quality factors
- Soil water retention testing techniques
- Water table and salinity
- Readily available water (RAW).

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:

- Collect and analyse data
- Read and apply testing agency procedures
- Label information for off-site testing
- Identify adverse environmental impacts of irrigation activities and appropriate remedial action
- Interpret published data and historical records to identify acceptable soil parameters
- Plot information on a map
- Use soil and water testing techniques
- Follow relevant enterprise OHS and environmental procedures.

RUV3501A

Provide advice on companion animal selection and general care

Unit Descriptor

This unit of competency covers the process of providing advice to customers on the appropriate selection of companion animals, and on their housing, nutritional and other general care requirements. Companion animals can include animals from the six major animal groups (amphibians, birds, fish, invertebrates, reptiles and mammals).

In addition to legal and ethical responsibilities, all units of competency in the Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to develop an empathetic understanding of animals in their care, so that stress and discomfort can be minimised.

The work functions within this unit require the demonstration of relevant theoretical knowledge and the application of a range of well-developed skills. One would be expected to apply known solutions to a variety of predictable problems and take responsibility for one's own outputs and have limited responsibility for the output of others.

Unit Sector

No sector assigned

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|--|
| 1. Provide information and advice on companion animal selection | 1.1 Interpersonal skills are used effectively to engage customers.
1.2 Client profiles are developed during communication with customers.
1.3 Information is provided on the characteristics of different breeds and species of animals.
1.4 Advice is provided on the suitability of the selected animals to meet customers' requirements. |
| 2. Advise on housing and environmental requirements | 2.1 Appropriate housing and shelter requirements are discussed for the selected animals.
2.2 Set up and maintenance of housing are explained and demonstrated if required.
2.3 Advice is provided on the introduction of animals to a new environment. |
| 3. Advise on health and nutritional requirements | 3.1 Animals' environmental health requirements are discussed with customers.
3.2 Information is provided on recommended medical treatments for the selected animals.
3.3 Dietary requirements are explained for the selected animals.
3.4 Grooming requirements are explained for the selected animals. |

- 4. Advise on additional products and services
 - 4.1 **Accessories** are displayed and demonstrated in accordance with customer requirements.
 - 4.2 **Additional equipment and related services** are discussed and demonstrated as required.
 - 4.3 **Transportation** of animals is arranged or instructions are provided to customers.
- 5. Complete transactions
 - 5.1 Sales of animals and products are completed in accordance with organisational policies and procedures.
 - 5.2 **Legislative requirements** are complied with for the sale or transportation of the selected animals.
 - 5.3 Records are maintained and customers are followed up in accordance with organisational policies and procedures.

KEY COMPETENCIES

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the key competencies, although others may be added. The questions below highlight how these processes are applied in this unit of competency. 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.

Key Competency	Example of Application	Performance Level
Communicating ideas and information	By discussing and clarifying customers' needs to determine the appropriateness of the animal selected.	2
Collecting analysing and organising information	By recording customer requirements and analysing them against animal profiles.	2
Planning and organising activities	By following a process once the animal is selected to ensure customers have all the necessary products and equipment to ensure a smooth transition to a home environment.	2
Working with others and in teams	By consulting with other members of the work team to ensure customer satisfaction.	2
Using mathematical ideas and techniques	By measuring quantities and calculating volumes.	2
Solving problems	By matching customers' requirements to appropriate animals and helping customers understand technical information.	2
Using technology	By using the Internet to access information about an animal or product.	2

RANGE STATEMENT

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

What is meant by interpersonal skills?	Interpersonal skills may include communication skills that convey a professional business image and provide information and advice clearly and concisely. They may also include active listening and questioning skills to clarify and determine customer requirements.
What is meant by a client profile?	A client profile may include contact details, pet preferences, family structure and lifestyle, other animals the family may have, environment the animal will be living in and the reason for the client selecting a particular companion animal breed or species.
What forms of communication may take place?	Communication may include face to face, telephone, fax and email.
What is meant by characteristics of different breeds and species?	Characteristics may include temperament (e.g. aggressive, noisy, good with children, shy, quiet, requires companionship or playful); requires intensive exercise and / or grooming; heritable traits; medical conditions typical of the breed or species; breeding issues; training requirements; and natural predators.
What is included in set up and maintenance of housing?	Set up of housing may include the set up of cages, enclosures, compounds, brooders, aviaries, reptile housing, habitat boxes and paddocks. Maintenance may include checking security (e.g. locks, slides and bolts), heating, lighting systems and ventilation; securing and replacing enclosure furniture; checking for pests; regular cleaning; correct disposal of waste; and maintenance techniques relating to biological, mechanical and chemical water filtration systems.
What are environmental health requirements?	Environmental health requirements may include the type of heating, lighting and ventilation; shelter; access to natural foods; access to drainage; and disposal of waste.
What are included in recommended medical treatments?	Basic medical treatments may include worming, flea and parasite control and vaccinations.

What are dietary requirements?	Dietary requirements may include formulae for young animals; cereal products, seeds, meat, fish, food animals, hay, fruit and vegetables; activity foods; vitamins and supplements; processed foods; water; and milk.
What are included as accessories?	Accessories may include toys, leads, collars, feeding implements, enclosure furniture, literature, animal protective clothing and bedding.
What additional equipment and related services are likely to be included?	Additional equipment and related services may include grooming and walking, repair and maintenance of equipment, veterinary facilities and obedience and training schools.
What transportation may be required?	Transportation may include local, interstate or overseas travel to and from the companion animal facility and clients' homes.
What type of legislative requirements may need to be complied with?	Local council regulations (e.g. registration and microchipping), animal welfare requirements and environmental regulations.

EVIDENCE GUIDE

What are the critical aspects of evidence required for this unit of competency as a whole?	<p>The critical requirements that are valuable for this unit of competency as a whole are listed below.</p> <p>Assessment must confirm one's ability to:</p> <ul style="list-style-type: none">• engage customers effectively and advise on the suitability of a particular companion animal breed or species to meet their needs• demonstrate a good knowledge of the housing, nutrition, environmental and general maintenance requirements of a range of companion animals• demonstrate compliance with legislative requirements relating to the sale and transport of companion animals.
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What specific knowledge is needed to achieve the performance criteria?

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

- basic animal biology
- species or breed nutritional requirements
- common companion animal diseases and treatment strategies
- species compatibility
- general maintenance and cleaning of animal housing
- relevant products and additional services
- relevant legislative and environmental regulations
- communication and sales techniques.

What specific skills are needed to achieve the performance criteria?

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

- animal handling and restraint techniques
- feeding techniques for a range of species
- persuasion and sales techniques
- ability to demonstrate the set up of animal housing and the general maintenance of equipment
- ability to demonstrate the use of products and accessories
- literacy skills to read and follow OHS and waste management procedures and other organisational policies and procedures; select and apply the procedures to perform a range of defined tasks; follow sequenced written instructions; and record accurately and legibly the information collected
- oral communication skills / language competence to fulfil the job role as specified by the organisation including questioning techniques, active listening, asking for clarification and consulting with supervisor
- numeracy skills to complete arithmetic calculations
- interpersonal skills to work with and relate to people from a range of cultural, social and religious backgrounds
- problem-solving skills to use available resources and prioritise daily tasks.

What are the specific resource implications for this unit of competency?

For valid assessment, one **must** have 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 participate in *providing advice on companion animal selection and general care*. One **must** also have access to the resources listed below that include:

- an appropriate companion animal workplace or an environment that reproduces normal work conditions

equipment and / or resources normally used in the workplace

- a range of companion animal breeds and species
- animal housing and equipment, including lighting and ventilation systems
- companion animal accessories
- foodstuffs and other nutritional requirements
- information on animals, products and caring for animals
- information on disease identification and treatment
- relevant legislation and sales documentation.

What considerations should there be for consistency in performance?

To ensure consistency in one's performance, competency should be demonstrated on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and, where possible, over a number of assessment activities.

The skills and knowledge required to *provide advice on companion animal selection and general care* must be **transferable** to a range of work environments and contexts and include the ability to deal with unplanned events. This could include advice on different companion animals, products and care.

What considerations should there be for context of assessment?

Assessment for this unit of competency is to be largely practical in nature and will be most appropriately assessed in a companion animal workplace or in a situation that reproduces normal work conditions.

There must be access in either situation to the appropriate equipment and / or resources to enable one to demonstrate competency.

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

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

TDTB397B

Unit Descriptor

Carry out vehicle servicing and maintenance

This unit involves the skills and knowledge required to carry out basic servicing and maintenance of a commercial vehicle, including action to implement the vehicle manufacturer's specifications for routine checks and maintenance and to ensure that all specified safety requirements are met and that the vehicle is operational to the requirements of both the workplace and the relevant State/Territory roads and traffic authority.

Unit Sector Equipment Checking and Maintenance

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Maintain and service the vehicle systems | 1.1 Fluid levels are checked and adjusted following manufacturer's specifications and workplace procedures |
| | 1.2 Air levels are checked and adjusted following manufacturer's specifications and workplace procedures |
| | 1.3 Routine checks are made of vehicle systems and appropriate action is initiated for maintenance where required in accordance with workplace procedures |
| | 1.4 Appropriate precautions and procedures are followed when servicing/maintaining a vehicle to ensure adequate protection of the environment |
| | 1.5 OHS procedures are followed when carrying out routine servicing and maintenance of a vehicle |
| 2. Carry out minor repairs to a vehicle | 2.1 Vehicle components are removed, repaired or replaced and refitted to the vehicle using the correct tools and following manufacturer's instructions and workplace procedures |
| | 2.2 Tyres on vehicle are repaired or replaced following workplace procedures and manufacturer's instructions |
| | 2.3 Worn brakes are identified and action taken in accordance with workplace procedures and manufacturer's specifications |
| | 2.4 The need for more complex maintenance procedures is identified and the problem correctly referred following workplace procedures |
| 3. Diagnose minor vehicle faults and undertake repairs for the safe operation of a vehicle | 3.1 Minor faults in the vehicle systems are identified, diagnosed and repaired following manufacturer's specifications and workplace procedures |
| | 3.2 Identified faults which create a safety hazard are reported and appropriate action is taken to remove the vehicle from operation pending repair |
| 4. Complete documentation | 4.1 Records of routine servicing, maintenance and repairs are kept in accordance with workplace procedures |

KEY COMPETENCIES

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

RANGE STATEMENT

General context

- Work must be carried out in compliance with the regulations of the relevant roads and traffic authority
- Work is performed with limited or minimum supervision, with limited accountability and responsibility for self and others in achieving the prescribed outcomes
- Work involves the application of routine vehicle checking and maintenance principles and procedures to service and maintain a commercial vehicle across a variety of operational contexts

Worksite environment

- Maintenance may be carried out in typical road transport situations, including:
 - operations conducted at day or night
 - typical weather conditions
 - in tight or confined spaces, exposed conditions and controlled or open environments
 - while in a depot, base or warehouse
 - while in the vehicle on the road
 - while at a client's workplace
- Type of vehicle may include any commercial road transport vehicle including:
 - light vehicle
 - heavy vehicle
 - combination vehicle
- Maintenance checks may include:
 - routine inspections of vehicle systems
 - checks prior to operations
 - checks on completion of operations
 - checks on completion of maintenance activities
- Minor routine repairs may include:
 - replacement of blown globes in vehicle lights
 - replacement of broken fan belt
 - replacement of blown fuse
 - door mirrors
 - repairs to rear tail-light lens
 - changing of tyres
 - repair of tyre punctures
 - replacement of broken coolant hose
- Minor routine servicing may include:
 - topping-up of water levels
 - replacement of oils
 - replacement of air in tyres
- Environmental hazards may include:
 - leaking oil and fuel
 - defective or inappropriately adjusted exhaust systems
 - inappropriate disposal of vehicle fluids in drains or sewerage systems
- 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/records may include:
 - workplace routine servicing and maintenance procedures, checklists and instructions
 - relevant State/Territory roads and traffic authority vehicle maintenance regulations
 - maintenance checklists and records
 - vehicle manufacturer's instructions, specifications and recommended procedures
 - precautions and procedures to be adopted to protect the environment when servicing and maintaining vehicles
 - OHS procedures to be followed when servicing and maintaining vehicles

Applicable regulations and
legislation

- Applicable regulations and legislation may include:
 - relevant State/Territory roads and traffic authority vehicle maintenance regulations and requirements
 - relevant State/Territory OHS legislation
 - relevant State/Territory environmental protection legislation

EVIDENCE GUIDE

**Critical aspects of
evidence to be considered**

- Assessment must confirm appropriate knowledge and skills to:
 - diagnose basic vehicle faults and undertake repairs for the safe operation of a vehicle
 - carry out routine servicing and maintenance of vehicle systems
 - carry out minor repairs to a vehicle
 - identify typical basic servicing and maintenance problems and take appropriate action in conjunction with other staff as required
 - exercise all required safety, environmental and hazard control precautions and procedures during routine maintenance operations
 - communicate effectively with others when carrying out routine maintenance of a vehicle
 - complete required documentation

**Interdependent
assessment of units**

- This unit of competency may be assessed in conjunction with other units that are part of a worker's job function

Required knowledge and skills

- Relevant 'duty of care' requirements for the routine servicing and maintenance of vehicles
- Relevant OHS and pollution control procedures
- Procedures for the checking and routine service and maintenance of a commercial vehicle in accordance with workplace and manufacturer's requirements and established safety rules and regulations
- Problems that may occur during the routine servicing and maintenance of a vehicle and appropriate action and solutions
- Recognition and diagnosis of faults and vehicle irregularities
- Basic principles of operation of systems on commercial vehicles, including:
 - electrical systems
 - fuel systems
 - cooling systems
 - steering systems
 - exhaust systems
 - tyres
 - brakes
- Basic fault finding procedures required during routine servicing and maintenance of vehicles
- Procedures required to minimise waste during routine servicing and maintenance
- Housekeeping standards required for routine servicing and maintenance
- Procedures for the use and maintenance of the materials, tools and parts required for routine servicing and maintenance
- Reporting and documentation requirements
- Reading and comprehension of simple statements in English
- Writing of simple reports
- Ability to perform work under the required level of supervision

Resource implications

- Access is required to opportunities to:
 - participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to carry out routine servicing and maintenance on a commercial vehicle, and/or
 - carry out routine servicing and maintenance on a commercial vehicle in an appropriate range of operational situations

Consistency in performance

- Applies underpinning knowledge and skills when:
 - diagnosing basic vehicle faults and undertaking repairs for the safe operation of a vehicle
 - carrying out routine servicing and maintenance of vehicle systems
 - carrying out minor repairs to a vehicle
 - identifying basic servicing and maintenance problems and taking appropriate action in conjunction with other staff as required
 - exercising all required safety, environmental and hazard control precautions and procedures during routine servicing and maintenance
 - communicating effectively with others when carrying out routine maintenance of a vehicle
 - completing required documentation
- Shows evidence of application of relevant workplace procedures including:
 - vehicle maintenance requirements of the relevant State/Territory road traffic authority
 - OHS regulations and hazard prevention policies and procedures
 - job procedures and work instructions
 - relevant vehicle manufacturer's guidelines relating to the routine servicing and maintenance of the vehicle
 - environmental protection procedures when carrying out routine servicing and maintenance
- Action is taken promptly to report and/or rectify any identified vehicle faults or malfunctions in accordance with manufacturer's instructions, road traffic authority requirements and workplace procedures
- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Work is completed systematically with required attention to detail

Context for assessment

- Assessment of this unit must be undertaken by a Registered Training Organisation:
 - As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
 - Appropriate practical assessment must occur:
 - at the Registered Training Organisation, and/or
 - in an appropriate work situation

TDTD1497B**Load and unload vehicles carrying special loads****Unit Descriptor**

This unit involves the skills and knowledge required to load and unload vehicles carrying special loads, including loading and unloading the special load onto and from the vehicle, securing and protecting the vehicle and the load, and completing all required documentation.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory regulations and codes concerning the loading and unloading of the special load concerned, including, where relevant, mass and loading regulations and regulations dealing with oversize and overmass permits.

Unit Sector

Load Handling

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|---|
| 1. Load and unload vehicle | 1.1 Load characteristics are identified and taken into account when determining appropriate loading and unloading procedures
1.2 Hazardous cargo is identified and handled in accordance with required procedures for hazardous and dangerous cargo
1.3 Vehicle is loaded demonstrating compliance with vehicle loading regulations and workplace safety requirements
1.4 Lifting aids and appliances are selected and used to aid loading procedures in compliance with workplace procedures and safety legislation
1.5 Vehicle is unloaded or partially unloaded in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and the balance of the remaining load
1.6 Ancillary equipment is operated in accordance with company procedures and manufacturer's instructions during loading and unloading operations |
| 2. Secure and protect vehicle and load | 2.1 The vehicle load is secured using the correct load restraint and protection equipment for different loads, vehicles and carriage conditions
2.2 The load is protected in accordance with legal and workplace safety requirements
2.3 The distribution of the load is checked to ensure that it is even, legal and within the safe working capacity of the vehicle |
| 3. Complete documentation | 3.1 The loaded vehicle is inspected and checked for security to travel
3.2 All required transportation documentation for the cargo is completed in accordance with workplace requirements |

KEY COMPETENCIES

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

RANGE STATEMENT

General context

- Work must be carried out in compliance with the licence and permit requirements and regulations of the relevant State/Territory roads and traffic authority as well as the specific code, regulatory and permit requirements pertaining to the special load being carried
- Work is performed under some supervision generally within a team environment
- Work involves the application of the basic principles, routine procedures and regulatory requirements to the loading and unloading of vehicles designed to carry special loads

Worksite environment

- Type of vehicle may include all vehicles designed to carry special loads, for example, concrete agitator, livestock transporter, armoured car, tanker, refrigerated vehicle, waste vehicle, fresh produce vehicle, car carrier, container carrier, recovery vehicle, and vehicles carrying dangerous goods or explosives
- Loading and unloading operations may be conducted in a range of work environments and weather conditions by day or night
- Customers may be internal or external
- Workplaces may comprise large, medium or small worksites
- Work may be conducted in:
 - restricted spaces
 - exposed conditions
 - controlled or open environments
- Loads to be shifted may be:
 - irregularly shaped
 - packaged or unpackaged
 - labelled or unlabelled
 - palletted or unpalletted
- Hazards in the work area may include exposure to:
 - chemicals
 - dangerous or hazardous substances
 - movements of equipment, goods and materials
- Personnel in the work area may include:
 - workplace personnel
 - site visitors
 - contractors
 - official representatives
- Communication in the work area may include:
 - phone
 - electronic data interchange
 - fax
 - e-mail
 - Internet
 - radio
 - oral, aural or signed communications
- Loading operations may be carried out both manually and with the aid of lifting equipment and/or appliances
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
 - company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Personal protection equipment may include:
 - gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - high visibility clothing

Sources of information/ documents

- Information/documents may include:
 - goods identification numbers and codes, including ADG and IMDG markings and HAZCHEM signs
 - manifests, bar codes, goods and container identification
 - manufacturer's specifications for equipment/tools
 - workplace procedures and policies
 - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
 - supplier and/or client instructions
 - material safety data sheets
 - codes of practice including the National Standards for Manual Handling and the Industry Safety Code
 - National Load Restraint Guide
 - Australian Truck Drivers Manual
 - award, enterprise bargaining agreement, other industrial arrangements
 - relevant standards and certification requirements
 - quality assurance procedures
 - emergency procedures

Applicable regulations and legislation

- Applicable regulations and legislation may include:
 - State/Territory mass and loading regulations
 - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA's 'Dangerous Goods by Air' regulations
 - Australian and International Explosives Codes
 - Code of Practice for the Safe Transport of Radioactive Substances
 - State/Territory legislation covering the safe handling of infectious substances
 - relevant State/Territory environmental protection legislation
 - relevant State/Territory OHS legislation

EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
 - identify special load characteristics, required loading equipment and related practices
 - identify class and subsidiary risk labels for dangerous goods
 - follow ADG Code where applicable
 - safely load and unload special loads following workplace procedures for the special load concerned
 - distribute and secure special load for safe transport in accordance with the relevant regulations for the special load concerned
 - locate, interpret and apply relevant information
 - provide customer/client service and work effectively with others
 - convey information in written and oral form when loading/unloading
 - maintain workplace loading/unloading records
 - select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a worker's job function

Required knowledge and skills

- Relevant State/Territory mass and loading regulations and regulations pertaining to the various types of special loads, including ADG and AEG Code where applicable
- OHS and procedures and guidelines concerning the lifting and movement of loads
- Characteristics of various types of special loads
- Risks and hazards when loading and unloading various types of special loads and related precautions to control the risk
- Workplace procedures and policies for the loading and unloading of vehicles designed to carry special loads
- Housekeeping standards procedures required in the workplace
- Methods of securing various types of special loads
- Site layout and obstacles
- Ability to identify and correctly use equipment required to load and unload the various types of special loads
- Ability to modify activities depending on differing workplace contexts, risk situations and environments
- Ability to read and comprehend simple statements in English
- Ability to identify containers and goods coding, IMDG markings and where applicable emergency information panels
- Ability to estimate the size, shape and special requirements of loads
- Ability to safely use manual handling techniques and to operate manually-operated load shifting equipment

Resource implications

- Access is required to opportunities to:
 - participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to load and unload vehicles carrying special loads, and/or
 - load and unload vehicles carrying special loads in an appropriate range of operational situations

Consistency in performance

- Applies underpinning knowledge and skills when:
 - identifying special load characteristics, required loading equipment and related practices
 - identifying class and subsidiary risk labels for dangerous goods
 - following ADG Code where applicable
 - safely loading and unloading special loads following workplace procedures for the special load concerned
 - distributing and securing special load for safe transport in accordance with the relevant regulations for the special load concerned
 - locating, interpreting and applying relevant information for the special load concerned
 - providing customer/client service and working effectively with others
 - conveying information in written and oral form when loading/unloading
 - maintaining workplace loading/unloading records
 - selecting and using appropriate workplace colloquial and technical language and communication technologies in the workplace context
- Shows evidence of application of relevant workplace procedures including:
 - mass and loading regulations and procedures
 - regulations pertaining to the special loads concerned including ADG and AEG Code where applicable
 - OHS regulations and hazard prevention policies and procedures
 - workplace procedures and work instructions concerning the loading and unloading of the special loads concerned
 - relevant guidelines relating to the use of loading/unloading equipment
 - housekeeping procedures
 - environmental protection procedures when shifting materials
- Action is taken promptly to report any accidents, incidents or potential difficulties in loading and unloading special loads in accordance with regulations and workplace procedures
- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Work is completed systematically with required attention to detail without damage to goods, equipment or personnel

Context for assessment

- Assessment of this unit must be undertaken by a Registered Training Organisation:
 - As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
 - Appropriate practical assessment must occur:
 - at the Registered Training Organisation, and/or
 - in an appropriate work situation

TDTD497B**Unit Descriptor****Load and unload goods/cargo**

This unit involves the skills and knowledge required to load and unload goods and cargo, including loading and unloading goods, securing and protecting the load and completing all required documentation.

Persons achieving competence in this unit will need to fulfil all of the relevant State/Territory regulations and codes concerning the loading and unloading of cargo, including mass and loading regulations and regulations dealing with oversize and overmass permits.

Unit Sector

Load Handling

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--------------------------------|--|
| 1. Load and unload goods/cargo | 1.1 Load characteristics are identified and taken into account when determining appropriate loading and unloading procedures
1.2 Dangerous or hazardous goods are identified and handled in accordance with the Australian Dangerous Goods (ADG) Code and other relevant regulations/permit requirements
1.3 Load is packed/unpacked to make safe and effective use of available spaces
1.4 Goods/cargo are loaded in accordance with relevant mass and loading regulations and workplace procedures
1.5 Lifting aids and appliances are selected and used to aid loading procedures in compliance with workplace procedures and safety legislation
1.6 Unloading activities are conducted in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and the balance of the remaining load
1.7 Goods requiring special handling and/or documentation are identified and appropriate procedures followed
1.8 Relocated material is restacked appropriate for the transport method, safe height, weight loading, size and crushability of the goods |
| 2. Secure and protect load | 2.1 The distribution of the load is checked to ensure that it is even, legal and within safe working capacity
2.2 Load is checked to ensure that dangerous goods and hazardous substances are appropriately segregated in accordance with the ADG Code
2.3 Load is secured using the correct load restraint and protection equipment for different loads, carrying and storage conditions
2.4 The load is protected in accordance with legal and workplace safety requirements |

3. Complete documentation
- 3.1 The load is inspected and checked for security to travel in accordance with relevant regulations/permit requirements and the ADG Code where applicable
 - 3.2 All required documentation for the goods is completed in accordance with workplace requirements including the ADG Code where applicable

KEY COMPETENCIES

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

RANGE STATEMENT

General context

- Work must be carried out in compliance with the relevant regulations/permit requirements including those of the relevant State/Territory roads and traffic authority concerning the loading of goods/cargo
- Work is performed under some supervision generally within a team environment
- Work involves the application of the basic principles, routine procedures and regulatory/permit requirements to the loading and unloading of goods/cargo

Worksite environment

- Operations may be conducted in a range of work environments by day or night
- Customers may be internal or external
- Workplaces may comprise large, medium or small worksites
- Work may be conducted in:
 - restricted spaces
 - exposed conditions
 - controlled or open environments
- Goods/cargo to be loaded or unloaded may require special precautions
- Loads to be shifted may be:
 - irregularly shaped
 - packaged or unpackaged
 - labelled or unlabelled
 - palletted or unpalletted
- Hazards in the work area may include exposure to:
 - chemicals
 - dangerous or hazardous substances
 - movements of equipment, goods and materials
- Personnel in the work area may include:
 - workplace personnel
 - site visitors
 - contractors
 - official representatives
- Communication in the work area may include:
 - phone
 - electronic data interchange
 - fax
 - e-mail
 - Internet
 - radio
 - oral, aural or signed communications
- Loading operations may be carried out both manually and with the aid of lifting equipment and/or appliances
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
 - company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures
- Personal protection equipment may include:
 - gloves
 - safety headwear and footwear
 - safety glasses
 - two-way radios
 - high visibility clothing

Sources of information/ documents

- Information/documents may include:
 - goods identification numbers and codes, including ADG and IMDG markings and HAZCHEM signs
 - manifests, bar codes, goods and container identification
 - manufacturer's specifications for equipment/tools
 - workplace procedures and policies for the loading and unloading of goods/cargo
 - ADG Code and associated regulations
 - supplier and/or client instructions
 - material safety data sheets
 - EPGs and Initial Response Guide (HB76:1998 or equivalent)
 - codes of practice including the National Standards for Manual Handling and the Industry Safety Code
 - award, enterprise bargaining agreement, other industrial arrangements
 - relevant Australian standards and certification requirements
 - quality assurance procedures
 - emergency procedures
 - Load Restraint Guide

Applicable regulations and legislation

- Applicable regulations and legislation may include
 - relevant Australian standards and regulations including State/Territory mass and loading regulations
 - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - Australian and International Dangerous Goods Codes
 - Australian Marine Orders and the International Maritime Dangerous Goods Code
 - IATA's 'Dangerous Goods by Air' regulations
 - Australian and International Explosives Codes
 - relevant State/Territory environmental protection legislation
 - relevant State/Territory OHS legislation

EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
 - identify load characteristics, dangerous or hazardous goods, loading equipment and related practices and take appropriate action
 - identify class and subsidiary risk labels for dangerous goods and take appropriate action
 - follow ADG Code where applicable
 - safely load and unload goods following workplace procedures
 - distribute and secure load for safe transport in accordance with regulations
 - locate, interpret and apply relevant information
 - provide customer/client service and work effectively with others
 - convey information in written and oral form when loading/unloading
 - maintain workplace loading/unloading records
 - select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a worker's job function

Required knowledge and skills

- Relevant Australian standards and regulations including State/Territory mass and loading regulations
- Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
- OHS and procedures and guidelines concerning the lifting and movement of loads
- Risks when loading and unloading goods/cargo and related precautions to control the risk
- Workplace procedures and policies for the loading and unloading of goods/cargo
- Housekeeping standards procedures required in the workplace
- Methods of securing a load
- Site layout and obstacles
- Ability to identify and correctly use equipment required to load and unload goods/cargo
- Ability to modify activities depending on differing workplace contexts, risk situations and environments
- Ability to read and comprehend simple statements in English
- Ability to identify containers and goods coding, ADG and IMDG markings and, where applicable, emergency information panels and take appropriate action
- Ability to estimate the size shape and special requirements of loads and take appropriate action
- Ability to safely use manual handling techniques and to operate manually-operated load shifting equipment

Resource implications

- Access is required to opportunities to:
 - participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to load and unload goods/cargo, and/or
 - load and unload goods/cargo in an appropriate range of operational situations

Consistency in performance

- Applies underpinning knowledge and skills when:
 - identifying load characteristics, dangerous or hazardous goods, loading equipment and related practices and taking appropriate action
 - identifying class and subsidiary risk labels for dangerous goods and taking appropriate action
 - following ADG Code where applicable
 - safely loading and unloading goods following workplace procedures
 - distributing and securing load for safe transport in accordance with regulations
 - locating, interpreting and applying relevant information
 - providing customer/client service and work effectively with others
 - conveying information in written and oral form when loading/unloading
 - maintaining workplace loading/unloading records
 - selecting and using appropriate workplace colloquial and technical language and communication technologies in the workplace context
- Shows evidence of application of relevant workplace procedures including:
 - mass and loading regulations and procedures
 - Dangerous Goods Code and associated regulations
 - OHS regulations and hazard prevention policies and procedures
 - workplace procedures and work instructions concerning the loading and unloading of goods/cargo
 - relevant guidelines related to the use of loading/unloading equipment
 - housekeeping procedures
 - environmental protection procedures when shifting materials
- Action is taken promptly to report any accidents, incidents or potential difficulties/hazards in loading and unloading goods/cargo in accordance with regulations and workplace procedures
- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Work is completed systematically with required attention to detail without damage to goods, equipment or personnel

Context for assessment

- Assessment of this unit must be undertaken by a Registered Training Organisation:
 - As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
 - Appropriate practical assessment must occur:
 - at the Registered Training Organisation, and/or
 - in an appropriate work situation

TDTE701A**Unit Descriptor****Use communication systems**

This unit involves the skills and knowledge required to use communication systems including operating a communication system effectively, using appropriate communication protocols when using a system, communicating with a base, and identifying faulty operation of communications equipment and taking appropriate action.

Unit Sector

Communication and Calculation

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Identify system features | 1.1 System features and control functions are identified
1.2 Where relevant, battery and signal levels are monitored
1.3 Mobile equipment is set up to optimise communication
1.4 Where relevant, channels are selected appropriate to the communication |
| 2. Communicate using communications technology | 2.1 System checks are carried out to confirm communication system is operational in accordance with manufacturer's instructions and workplace procedures
2.2 Communication system is operated safely in accordance with manufacturer's instructions, workplace procedures and (any) regulatory requirements
2.3 Telephone and radio security is maintained in accordance with workplace procedures
2.4 Where relevant, channel selection is appropriate for the location and type of communication
2.5 Messages are transmitted clearly and precisely with due observation of ethics and protocols required of users
2.6 Incoming messages are received and answered promptly and courteously within operating procedures and (any) regulatory requirements
2.7 Appropriate protocols and procedures are followed when using communications systems during emergencies
2.8 Received messages are interpreted and recorded, where required, in accordance with workplace procedures
2.9 Vocal communication is clear, unambiguous and uses appropriate procedures, language and codes |
| 3. Maintain communication equipment operational status | 3.1 Equipment is checked and maintained in working order in accordance with workplace procedures
3.2 Minor faults in the communications systems are promptly identified, diagnosed, and repaired or reported in accordance with workplace procedures |
| 4. Complete documentation | 4.1 Appropriate records of communications are maintained in accordance with workplace procedures |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	2
Planning and organising activities	1
Working with others and in teams	2
Using mathematical ideas and techniques	1
Solving problems	2
Using technology	3

RANGE STATEMENT

General context

- Work is carried out in accordance with relevant regulations and workplace procedures
- Work is performed under some supervision, generally within a team environment
- Work involves the application of established communication principles and practice and the use of local technical and colloquial language and vocabulary in day-to-day communications

Worksite environment

- Use of communication systems will include that required in routine operations and may occur by day or night and in a variety of work contexts, including:
 - in confined spaces, exposed conditions and controlled or open environments
 - in a workplace, terminal, warehouse or depot
 - in a vehicle
 - on a vessel
 - on a train
 - on a worksite
 - at a client's workplace
- Communication equipment may include but is not limited to:
 - fixed phone systems
 - mobile phone, both on person or hands-free
 - radios including personal, hand-held or vehicle-mounted, CB, UHF, VHF, SSB, marine
- Worksite communication may include:
 - active listening
 - two-way conversation
 - questioning to obtain information and/or clarify information and understanding
 - routine oral reporting
- Communications may involve:
 - English-speaking persons
 - multilingual staff
 - persons with limited ability to communicate in English
- Communication problems may include:
 - misunderstanding
 - limited ability of others to communicate in English
 - noisy environments or communications channels
 - illegible writing or print
 - use of non-standard vocabulary
 - incorrect assumption that message has been received and/or correctly understood
 - not following correct communication protocols and procedures
- Communication may be with:
 - base personnel
 - other drivers and workplace personnel
 - managers
 - supervisors/team leaders
 - suppliers and clients
 - private and/or public sector security personnel
 - police and other emergency services personnel
 - security consultants
 - other professional or technical staff
 - local government authorities
- 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:
 - workplace communication procedures, protocols, checklists and instructions
 - manufacturer's specifications for communications equipment
 - goods identification numbers and codes
 - manifests, bar codes, goods and container identification
 - communication records
 - supplier and/or client instructions
 - material safety data sheets
 - relevant codes of practice including the national standards for manual handling and the industry safety code
 - legislation, regulations and related documentation
 - award, enterprise bargaining agreement, other industrial arrangements
 - standards and certification requirements
 - quality assurance procedures
 - emergency procedures

Applicable regulations and legislation

- Applicable regulations and legislation may include:
 - relevant regulations, standards and codes of practice, including the national standards for manual handling and industry safety codes
 - dangerous goods and freight regulations and codes
 - relevant Australian and State/Territory OH&S legislation
 - equal employment legislation and related policies
 - environmental protection regulations

EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
 - identify equipment features
 - operate a communication system effectively
 - communicate effectively using communication systems
 - maintain communication equipment operational status
 - use a communication system during emergencies
 - identify faults in communications equipment
 - identify communication problems and take appropriate action
 - maintain workplace records and documentation

**Interdependent
assessment of units**

- This unit of competency may be assessed in conjunction with other units that form part of a worker's job function

**Required knowledge and
skills**

- Relevant procedures and duty of care requirements
- Relevant OH&S responsibilities
- Protocols and procedures for communicating with others using relevant communication technology
- Procedures and protocols for the use of communication systems during an emergency
- Features of various communications systems
- Basic communication techniques including barriers to effective communication and how to overcome them
- Basic principles of effective communication
- Techniques for communicating effectively with a multilingual persons or persons with a limited ability to speak or understand English
- Pre-operational checks for communications systems and equipment
- Minor routine maintenance procedures for communications equipment
- Typical problems that may occur when using communications systems and appropriate action and solutions
- Ability to plan own work including predicting consequences and identifying improvements
- Ability to identify and use required communication technology
- Ability to effectively communicate during both transmission and receipt of information

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 use communication systems, and/or
 - use communication systems in an appropriate range of operational situations

Consistency in performance

- Applies underpinning knowledge and skills when:
 - identifying equipment features
 - operating a communication system
 - communicating using relevant technology
 - maintaining communication equipment operational status
 - using communications systems during emergencies
 - identifying faults in communications equipment
 - identifying problems with communication systems and taking appropriate action
 - maintaining workplace records and documentation
- 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
 - relevant guidelines relating to the use of communications equipment
 - environmental protection procedures
- Action is taken promptly to report any incidents or problems with communications systems in accordance with regulations and workplace procedures
- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Work is completed systematically with required attention to detail without damage to goods, equipment or personnel

Context for assessment

- Assessment of this unit must be undertaken by a Registered Training Organisation:
 - As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
 - Appropriate practical assessment must occur:
 - at the Registered Training Organisation, and/or
 - in an appropriate work situation

TDTF1397B

Unit Descriptor

Coordinate breakdowns and emergencies

This unit involves the skills and knowledge required to coordinate breakdowns and emergencies, including evaluating the breakdown/emergency situation, consulting with relevant personnel/emergency authorities, coordinating activities at the breakdown/emergency site, and completing all required reports and documentation.

Unit Sector Occupational Health and Safety

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Evaluate breakdown and/or emergency situation | 1.1 Causes and effects of breakdown/emergency situation are identified and clarified
1.2 Breakdown/emergency coordination procedures are applied in accordance with workplace policies
1.3 Assistance is rendered to injured persons within the limitations of duty of care and workplace requirements
1.4 Load is identified and the nature of risks and hazards are established and communicated to the relevant authorities
1.5 Appropriate precautions and action are taken where the load is identified as including dangerous goods, explosives or hazardous substances in accordance with the relevant codes, regulations and related procedures |
| 2. Consult with relevant persons and authorities | 2.1 Details of causes and effects of breakdown/emergency are reported in accordance with workplace procedures
2.2 Assistance and cooperation is provided to relevant authorities within legal and workplace limitations
2.3 Information about emergency is obtained and/or exchanged in accordance with legal and workplace requirements |
| 3. Coordinate breakdown and/or emergency situation | 3.1 Suitable measures are taken to control, warn, stop or divert traffic at breakdown/emergency site
3.2 Personal security precautions are taken in accordance with workplace procedures
3.3 Assistance is requested to minimise the possibility of further damage to persons or property, in accordance with workplace policy and relevant rules and regulations
3.4 Appropriate measures are taken to control and protect the site of breakdown/emergency
3.5 Traffic at the site of a breakdown or emergency is controlled, if necessary, in accordance with regulatory requirements and workplace procedures |
| 4. Complete documentation | 4.1 All required documentation and reports on breakdown/emergency are completed in accordance with workplace requirements |

KEY COMPETENCIES

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

RANGE STATEMENT

General context

- Work must be carried out in compliance with the licence requirements and regulations of the relevant State/Territory roads and traffic authority pertaining to the coordination of breakdowns and emergencies
- Work is performed with limited or minimum supervision
- Work involves judgement and discretion in the coordination of breakdowns and emergencies that may occur when driving a commercial vehicle

Worksite environment

- Type of vehicle may include any commercial transport vehicle
- Breakdowns and emergencies may occur in a range of road transport situations, including:
 - operations conducted at day or night
 - typical weather conditions
 - on the open road
 - on a private road
 - while at a depot, base or warehouse
 - while at a client's workplace or work site
- Type of breakdowns/emergencies may include
 - collision
 - spillage of fuel or dangerous load
 - tyre blow-outs
 - fire or explosion
 - engine failure
 - broken axle
 - bogged vehicle
 - load shifts
 - electrical failure,
 - breakdown
 - overturned vehicle
 - accident involving another vehicle
- Emergency equipment may include:
 - first aid kit
 - fire extinguishers
 - warning signs and indicators
 - mobile phone or radio
- Depending on the type and extent of the breakdown/emergency, the action to be taken to coordinate a breakdown/emergency may include:
 - identifying and following established breakdown/emergency procedures
 - evaluating the cause and effects of the breakdown/emergency
 - coordinating emergency procedures and rendering assistance and first aid if required
 - contacting and cooperating with relevant emergency authorities as required
 - controlling traffic at the site of a breakdown or emergency
 - taking appropriate action to secure the breakdown/emergency situation
 - obtaining and recording information about the incident
 - reporting on breakdown/emergency situation in accordance with regulatory and workplace requirements
- Consultative processes may include:
 - workplace personnel and management
 - designated breakdown/emergency officers
 - emergency services personnel including ambulance, police, fire services, etc.
 - union representatives

- industrial relations and OHS specialists
- other professional or technical staff
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
 - company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures

Sources of information/ documents

- Information documents may include:
 - workplace instructions and procedures concerning breakdowns and emergencies
 - State/Territory licence and permit requirements as they relate to breakdowns/emergencies
 - State/Territory road rules
 - vehicle manufacturer's instructions, specifications and recommended procedures
 - goods/materials identification numbers and codes, including IMDG markings and HAZCHEM signs
 - manifests, bar codes, goods and container identification
 - relevant codes of practice, including the Australian Dangerous Goods Code, the Australian Explosives Code, the Code of Practice for the Safe Transport of Radioactive Substances
 - workplace procedures and policies for the handling of dangerous goods, explosives and radioactive and other hazardous substances
 - vehicle log book or record book (where required)
 - relevant standards and certification requirements
 - quality assurance procedures

Applicable regulations and legislation

- Applicable procedures and codes may include:
 - relevant State/Territory roads and traffic authority driving regulations and licence/permit requirements pertaining to class of vehicle involved
 - relevant State/Territory road rules
 - relevant State/Territory permit regulations and requirements
 - relevant State/Territory OHS legislation
 - Australian Dangerous Goods Code
 - Australian Explosives Code
 - relevant State/Territory environmental protection legislation
 - Code of Practice for the Safe Transport of Radioactive Substances
 - State/Territory legislation covering the safe handling of infectious substances

EVIDENCE GUIDE

Critical aspects of evidence to be considered

- Assessment must confirm appropriate knowledge and skills to:
 - evaluate a breakdown or emergency situation
 - consult with relevant persons/emergency authorities
 - coordinate activities at the site of a breakdown or emergency situation
 - follow breakdown/emergency procedures
 - follow OHS and environmental protection procedures and regulations
 - complete required reports and other safety incident documentation

Interdependent assessment of units

- This unit may be assessed in conjunction with other competency units that form part of a transport worker's job function

Required knowledge and skills

- Relevant road rules, regulations, permit and licence requirements of the relevant State/Territory road traffic authority
- Relevant OHS and environmental procedures and regulations
- Duty of care requirements in a breakdown and/or emergency situation
- Types of breakdowns and emergencies that can occur when driving a vehicle and appropriate action that can be taken in each case
- Types of emergency equipment, their purpose, and the procedures for their use
- Procedures to be followed in the event of a breakdown and/or emergency
- Risks and hazards that can exist in breakdown/emergency situations and related precautions to control the risks
- Characteristics of various dangerous goods/explosives/hazardous substances and their implications in breakdown/emergency situations
- Ability to control traffic at the site of a breakdown or emergency
- Ability to identify and correctly use emergency equipment at the site of a breakdown or emergency
- Ability to modify activities depending on differing workplace contexts, risk situations and environments
- Ability to read and comprehend simple statements in English
- Ability to identify containers and goods coding, IMDG markings and where applicable emergency information panels

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 coordinate breakdown and emergency situations, and/or
 - coordinate breakdowns and emergencies in an appropriate range of operational transport situations

Consistency in performance

- Applies underpinning knowledge and skills when:
 - evaluating a breakdown or emergency situation
 - consulting with relevant persons/emergency authorities
 - coordinating activities at the site of a breakdown or emergency situation
 - following breakdown/emergency procedures
 - following relevant OHS and environmental protection procedures and regulations
 - completing required reports and other safety incident documentation
- Shows evidence of application of relevant workplace procedures including:
 - relevant State/Territory roads and traffic authority driving regulations and licence requirements pertaining to the class of vehicle concerned
 - OHS policies and procedures
 - identification of hazards in breakdown situations and implementing appropriate action to minimise the risks involved
 - workplace breakdown/emergency procedures and instructions)
 - relevant vehicle manufacturer's guidelines
 - environmental protection precautions and procedures in breakdown/emergency situations
- Action is taken promptly to report and/or attend to a breakdown/emergency in accordance with regulatory requirements 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 and without injury to self or others or damage to goods, personnel or equipment

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

TDTI297C**Unit Descriptor****Apply customer service skills**

This unit involves the skills and knowledge required to apply routine customer service skills to relevant workplace operations including dealing with customer inquiries, monitoring customer satisfaction and taking appropriate action to satisfy customer needs.

Unit Sector

Customer Service

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|----------------------------------|--|
| 1. Deal with customer inquiries | 1.1 Customer inquiries are dealt with courteously and efficiently both by phone and face to face
1.2 Questions are used to clarify the customer's needs or concerns
1.3 Assistance from other staff is sought when a customer's inquiry cannot be fully answered
1.4 Knowledge of products, services and/or operations is used to answer customer queries or to respond to customers' needs
1.5 Customer inquiries and associated action are recorded and reported in accordance with workplace procedures |
| 2. Monitor customer satisfaction | 2.1 Customer is greeted cordially in accordance with workplace procedures
2.2 Customer requirements are dealt with according to workplace procedures
2.3 Special needs are addressed within workplace policies
2.4 Appropriate feedback is provided to managers and internal and/or external customers |

KEY COMPETENCIES

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

RANGE STATEMENT

General context

- Work must be carried out in accordance with workplace standards and procedures for the provision of customer service
- Work is performed under supervision
- Work involves the application of established routine customer service principles and procedures to day-to-day interactions with internal and external customers during workplace operations

Worksite environment

- Customer service is provided in all areas of transport, distribution and storage including the provision of a range of services and/or the collection, movement, storage and delivery of equipment, goods, materials and various forms of freight
- Workplace activities may be conducted by day or night in any weather conditions
- Customers may be internal or external
- Requirements for work may include:
 - site restrictions and procedures
 - relevant domestic and international regulations
 - security procedures
 - communications equipment
 - hours of operation
 - authorities and permits
 - use of safety and personal protection equipment
- Consultative processes may involve:
 - existing and potential customers/clients
 - other employees and supervisors
 - suppliers
 - manufacturers
 - relevant authorities
 - management
 - union representatives
 - OHS specialists
 - other maintenance, professional or technical staff
- Communications systems may involve:
 - face-to-face conversation
 - telephone
 - fax
 - email
 - electronic data transfer of information (EDI)
 - mail
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
 - company procedures
 - workplace procedures
 - organisational procedures
 - established procedures

**Sources of information/
documents**

- Documentation/records may include:
 - workplace procedures and customer service standards
 - job specifications
 - operations manuals and instructions
 - induction documentation
 - competency standards and training materials
 - manufacturer's specifications, instructions and advice including material safety data sheets
 - workplace operating procedures and policies
 - supplier and/or client instructions
 - relevant Australian and international regulations, codes, standards and certification requirements
 - OHS procedures
 - quality assurance procedures
 - emergency procedures
 - customer service manuals

**Applicable regulations and
legislation**

- Applicable regulations and legislation may include:
 - relevant State/Territory and international regulations, codes and procedures
 - relevant Australian and international standards and certification requirements
 - dangerous goods and hazardous substances codes and regulations
 - relevant State/Territory OHS legislation
 - relevant State/Territory environmental protection legislation
 - relevant anti-discrimination legislation
 - relevant privacy and confidentiality legislation
 - relevant freedom of information requirements

EVIDENCE GUIDE**Critical aspects of
evidence to be considered**

- Assessment must confirm appropriate knowledge and skills to:
 - analyse process functions and problems
- apply customer service policies, standards and procedures
 - use appropriate workplace language and communication technologies
 - locate, interpret and apply relevant information
 - maintain workplace records

**Interdependent
assessment of units**

- This unit of competency may be assessed in conjunction with other units that form part of a worker's job role

Required knowledge and skills

- Knowledge of relevant duty of care responsibilities
- Relevant OHS and environmental procedures and regulations
- Workplace procedures relevant to work activities
- Customer service policies and procedures
- Products and/or services provided by the workplace concerned
- Sources of information/documentation needed for workplace operations
- Types of operations carried out in the workplace concerned
- Ability to read and interpret instructions, procedures and labels relevant to work activities
- Ability to write simple reports and records of inquiries
- Ability to effectively handle customer queries and complaints
- Ability to effectively use interpersonal skills
- Ability to use appropriate communication skills, including telephone techniques

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 apply customer service skills within workplace activities, and/or
 - apply customer service skills within workplace activities in an appropriate range of operational contexts

Consistency in performance

- Applies underpinning knowledge and skills when:
 - analysing process functions and problems
 - applying customer service policies, standards and procedures
 - using appropriate workplace language and communication technologies
 - locating, interpreting and applying relevant information
 - maintaining workplace records
- Shows evidence of application of relevant workplace procedures including:
 - relevant duty of care responsibilities
 - OHS policies and procedures
 - customer service procedures and standards
 - quality assurance procedures (where existing)
 - workplace procedures and instructions (including security and housekeeping procedures)
 - environmental protection procedures
- Action is taken promptly to report and/or rectify any identified customer service problems/complaints in accordance with workplace procedures
- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- Work is completed systematically with required attention to detail and without injury to self or others or damage to goods or equipment

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

TDTJ798B**Unit Descriptor****Conduct internal quality audits**

This unit involves the skills and knowledge required to conduct internal quality audits in accordance with relevant regulatory requirements and workplace procedures including preparing for internal audit, scheduling internal audit, conducting audit and documenting findings, and reporting audit results in accordance with workplace requirements.

Unit Sector

Quality

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 1. Prepare for internal audit | 1.1 Benchmarks for the quality audit are established/identified
1.2 Procedures required to be audited are identified and implications of non-conformance estimated
1.3 Technical and/or calibration requirements for audits are noted and (where necessary) appropriate support personnel are identified
1.4 Production schedules are examined to identify appropriate schedule for audit |
| 2. Schedule internal audit | 2.1 Audit timings are planned to ensure that relevant procedures are conducted within workplace agreed time intervals and timeframes
2.2 Audit frequency is adjusted based on importance of activities to the business unit, process or workplace changes or customer feedback
2.3 Contact is made with appropriate personnel and relevant appointments for the audit are made |
| 3. Conduct audit and document findings | 3.1 Methods for the conduct of the audit are established and confirmed
3.2 Observations and interviews are conducted with (any) required approved third party
3.3 Documentation of observations and interview responses is completed |
| 4. Report audit results | 4.1 Audit results are discussed with personnel associated with the procedures or standards audit
4.2 Audit reports indicate compliances noted
4.3 Non-compliance reports indicate location, relevant standard or procedure, and supporting evidence |

KEY COMPETENCIES

Key Competency	Performance Level
Communicating ideas and information	2
Collecting analysing and organising information	3
Planning and organising activities	3
Working with others and in teams	2
Using mathematical ideas and techniques	2
Solving problems	2
Using technology	2

RANGE STATEMENT

General context

- Work must be must be carried out in compliance with the relevant regulations, standards and codes of practice, including the ADG Code
- 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 the sections of the 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
- Audits may cover aspects of services, products, risks, work systems and workplace
- Quality audits may be conducted as part of enterprise, site or licence requirements
- Audits may be conducted alone or in conjunction with other staff from the enterprise or using external personnel
- Hazards may include:
 - confined spaces
 - hazardous or dangerous materials/goods
 - contamination of, or from, goods/materials being transported/stored
 - fire/explosions
 - noise, light, energy sources
 - stationary and moving machinery, parts or components
 - moving vehicles
- Communication in the work area may include:
 - phone
 - electronic data interchange (EDI)
 - fax
 - e-mail
 - Internet
 - RF communications
 - barcode readers
 - oral, aural or signed communications
- Requirements for work may include:
 - site restrictions and procedures
 - use of safety and personal protection equipment
 - systems and facilities for controlling storage environments
 - specialised lifting and/or handling equipment
 - incident/accident breakdown procedures
 - additional gear and equipment
 - noise restrictions
 - hours of operations
 - authorities and permits
 - communications equipment
- Hazard management is consistent with the principle of hierarchy of control with elimination, substitution, isolation and engineering control measures being selected before safe working practices and personal protective equipment
- Consultative processes may involve:
 - other employees and supervisors
 - suppliers, potential customers and existing clients
 - relevant authorities and institutions

- government instrumentalities and
- emergency services
- management and union representatives
- industrial relations and OHS specialists
- other maintenance, professional or technical staff
- Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
 - company procedures
 - enterprise procedures
 - organisational procedures
 - established procedures

Sources of information/documents

- Information/documentation may include:
 - Australian and international codes of practice and regulations relevant to workplace activities, including the ADG Code where applicable
 - workplace operating procedures and policies
 - supplier and/or client instructions
 - operations manuals, job specifications and procedures and induction documentation
 - manufacturer's specifications for equipment and environmental control systems
 - supplier's handling and storage advice
 - quality and customer service standards and procedures
 - material safety data sheets
 - Safe Working Limits (SWL) and Working Load Limits (WLL) of load shifting equipment and storage facilities
 - relevant Australian and International standards, criteria and certification requirements
 - communications technology equipment, oral, aural or signed communications
 - emergency procedures
 - relevant competency standards and training materials
 - QA plans, data and document control
 - conditions of service, legislation and industrial agreements including workplace agreements and awards

Applicable regulations and legislation

- Applicable procedures and codes may include:
 - relevant codes and regulations including ADG Code where applicable
 - relevant Australian and international standards and certification requirements
 - relevant State/Territory OHS and environmental protection legislation in terms of duties of employers, employees, suppliers and contractors
 - licence, patent or copyright arrangements
 - relevant Workplace Relations legislation
 - relevant Workers Compensation legislation
 - Equal Opportunity, Equal Employment Opportunity and Affirmative Action legislation

EVIDENCE GUIDE**Critical aspects of evidence to be considered**

- Assessment must confirm appropriate knowledge and skills to:
 - identify requirements of an audit
 - complete audits including the allocation and delegation of tasks in accordance with workplace procedures
 - manage own work to achieve workplace goals and required results
 - suggest improvements to audit operations
 - apply techniques to encourage appropriate participation of employees and, where appropriate, suppliers and customers in the quality system
 - locate, interpret and apply information relevant to the quality system
 - provide customer/client service and work effectively with others
 - use appropriate communication strategies and equipment
 - maintain enterprise records and documentation
 - apply the hierarchy of hazard control

Interdependent assessment of units

- This unit of competency may be assessed in conjunction with other units that form part of a worker's job role or function

Required knowledge and skills

- Relevant regulations, codes of practice and legislative requirements including the ADG Code where applicable
- Relevant OHS and environmental protection procedures and regulations
- Workplace procedures for the conduct of internal quality audits
- Problems that may occur during the conduct of internal quality audits and action that can be taken to resolve or report the problems
- Risks and hazards related to the conduct of internal quality audits and ways of controlling the risks involved
- Operational knowledge and understanding may include:
 - focus of operation of work systems, resources, management and workplace operating systems
 - equipment applications, capacities, configurations, safety hazards and control mechanisms
 - enterprise business policies and plans including procedures for identification of non-compliance and best practice
 - application of relevant Australian Standards and certification requirements
 - quality procedures and implementation strategies
 - resource availability including the competencies of individuals in the team/group
 - understanding and knowledge of the application of current competencies within functional activity
 - coaching and mentoring approaches to support team members to share knowledge and skills
 - relevant workplace documentation procedures
- Ability to:
 - prioritise work and coordinate self in relation to activities
 - read and interpret technical data, drawings, instructions and manuals
 - identify and solve problems that may arise during the conduct of internal quality audits
 - provide leadership to others
 - plan and organise activities
 - select and apply appropriate application of technology, information systems and procedures
 - 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 conduct internal quality audits, and/or
 - conduct internal quality audits in an appropriate range of operational warehousing, storage, transport and distribution contexts involving relevant systems, personnel, equipment, work instructions and deadlines

Consistency in performance

- Applies underpinning knowledge and skills when:
 - identifying the requirements of an audit
 - completing an audit to workplace requirements
 - managing own work to achieve workplace goals and required results
 - suggesting improvements to audit operations
 - applying techniques to encourage appropriate participation of employees and where appropriate suppliers and customers in the quality system
 - locating, interpreting and applying information relevant to the quality system
 - providing customer/client service and working effectively with others
 - using appropriate communication strategies and equipment
 - maintaining enterprise records and documentation
 - applying the hierarchy of hazard control
- Shows evidence of application of relevant workplace procedures including:
 - relevant regulations, codes of practice and legislative requirements including local and international codes and regulations pertaining to the handling and storage of perishable food products
 - OHS and environmental protection policies and procedures
 - workplace procedures and instructions (including quality, customer service, security and housekeeping procedures)

Consistency in performance

- Consistently considers when allocating tasks competency requirements, size of tasks, development opportunities and requirements of workplace policy and operating procedures and makes appropriate adjustments when required
- Action is taken promptly to report and/or rectify any identified 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

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