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INTRODUCTION

The 1998 version of the Transport and Distribution Training Package contains ten documents:

- Users Guide
- Assessment Guidelines
- Road Transport Competency Standards and Qualifications
- Warehousing Competency Standards and Qualifications
- Stevedoring Competency Standards and Qualifications
- Rail Operations Competency Standards and Qualifications
- Rail Freight Services Competency Standards and Qualifications
- Rail Passenger Services Competency Standards and Qualifications
- Rail Civil Infrastructure Competency Standards and Qualifications
- Rail Electrical/Mechanical Infrastructure Competency Standards and Qualifications

Each Competency Standards manual includes the framework that details the requirements for completion of a qualification, under the Australian Qualification Framework.

It is important that this manual be used in conjunction with the Users Guide and Assessment Guidelines. Users should also reference the Australian Recognition Framework.

The Rail Transport Sector acknowledges the need to apply selected cross industry standards and standards from other industries. These have not been fully reproduced in this Training Package. These standards are listed at the rear of this document. To ensure currency and correct usage, Register Training Organisations and Enterprises wishing to include these standards in the development of a qualification are required to source the latest version of the standards from the origin developer. Further the standards are only to be used in building rail qualifications at the comparable AQF level of the origin standards and qualification. A rail contextualisation statement is also contained at the rear of this manual. The statement should be read in conjunction with the existing Range of Variables and Evidence Guides of competency units concerned. The additional information in the contextualisation statement should be used to ensure that training programs and assessment processes based on the standards, and designed for use with Rail sector trainees and staff relate in a meaningful way to key aspects and requirements of the rail sector context, particularly "safe working".

The Transport and Distribution Training Package is subject to continuous development. It is suggested that users confirm the status of this manual prior to use. Confirmation can be given from:

TDT Australia
Level 1, 351 William Street
West Melbourne VIC 3003

Telephone: (03) 9320 4242
Fax: (03) 9320 4243
E-mail: tdtaust@tdtaust.com.au
Website www.tdtaust.com.au

AUSTRALIAN QUALIFICATIONS FRAMEWORK

The Transport and Distribution Training Package provides significant flexibility to Registered Training Organisations, enterprises and individuals in packaging units together which lead to a qualification.

This level of flexibility reflects the multiple job roles, enterprise requirements and changing technological nature of the industry. It is expected however that users of this training package select units, which packaged together, provide a coherent qualification, inclusive of all the competencies necessary to fulfill occupation requirements.

Importantly, the flexibility of packaging available within the qualifications framework must be considered within the responsibility of individuals, enterprises and/or industry codes of practice necessary at an occupational level.

In packaging units together to form a training program, users should be aware of requirements set out in the Transport and Distribution Assessment Guidelines, and the Australian Recognition Framework. The qualification framework within this manual provides the units available within each qualification level and requirements for completion of a qualification.

TDT 104 98: CERTIFICATE I IN TRANSPORT & DISTRIBUTION (RAIL OPERATIONS)

CHARACTERISTICS OF THE QUALIFICATION

Title:

Certificate I in Transport and Distribution (Rail Operations)

Rationale:

A general qualification for the Rail sector of the Transport and Distribution Industry. Successful completion will require competency in units that relate to work defined as aligned AQF Level 1.

"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."

Qualification Contents:

Units may be selected from the following units of Competency aligned to Certificate I.

<i>FIELD</i>		<i>UNIT</i>	
B	Equipment Checking and Maintenance	TDT RB 11 98A	Maintain and Use Basic Hand Tools
D	Load Handling	TDT D1 97A	Shift Materials Safely
		TDT D2 97A	Use Manual Handling Equipment
E	Communications and Calculations	TDT E3 97A	Participate in Workplace Communication
		TDT E5 97A	Carry Out Workplace Calculations
F	Occupational Health and Safety	TDT F1 97A	Follow Occupational Health and Safety Procedures
		TDT F2 97A	Conduct Housekeeping Activities
G	Teamwork	TDT G1 97A	Work Effectively with Others
I	Customer Service	TDT I2 97B	Apply Customer Service Skills
L	Resource Management	TDT L1 97A	Complete Induction Procedures

Requirements for completion of the Qualification:

A successful assessment outcome for 7 of the units listed above aligned with this qualification consistent with the Transport and Distribution Training Package Assessment Guidelines.

TDT 204 98: CERTIFICATE II IN TRANSPORT AND DISTRIBUTION (RAIL OPERATIONS)

CHARACTERISTICS OF THE QUALIFICATION

Title:

Certificate II in Transport and Distribution (Rail Operations)

Rationale:

A general qualification for the Rail sector of the Transport and Distribution Industry. Successful completion will require competency in units that relate to work defined as aligned AQF Level 2.

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

Qualification Contents:

Units may be selected from the following units of Competency aligned to Certificate II. Certificates I units (7), are prerequisites for this qualification.

<i>FIELD</i>		<i>UNIT</i>	
B	Equipment Checking and Maintenance	TDT RB 05 98A	Diagnose and Rectify Minor Faults
		TDT RB 12 98A	Use and Maintain Minor Mechanical Equipment
D	Load Handling	TDT D3 97B	Handle Dangerous Goods and Hazardous Substances
E	Communication & Calculations	TDT E7 97A	Use Vehicle Communication Systems
		TDT E8 97A	Process Workplace Documentation
F	Occupational Health and Safety	TDT RF 02 98A	Operate and Maintain Fire Fighting Equipment
		TDT F11 97A	Care for the Environment
J	Quality	TDT J1 97A	Apply Quality Procedures
K	Computers and Technology	TDT K1 97A	Use Computer Applications
		TDT K2 97A	Use Infotechnology Devices in the Workplace
		TDT K3 97A	Apply Keyboard Skills
L	Resource Management	TDT RL 01 98A	Monitor and Process Attendance Records
		TDT RL 11 98A	Monitor and Record Rolling Stock Locations
		TDT RL 18 98A	Prepare for Train Departure
O	Security	TDT O 13 98A	Administer the Security of Assets and Facilities
Q	Financial Management	TDT RQ 02 98A	Maintain Petty Cash Account

Requirements for completion of the Qualification:

A successful assessment outcome for 7 of the units listed above aligned with this qualification consistent with the Transport and Distribution Training Package Assessment Guidelines. If additional units are acquired credit for two additional units may be credited to Certificate III.

TDT 304 98: CERTIFICATE III IN TRANSPORT AND DISTRIBUTION (RAIL OPERATIONS)

CHARACTERISTICS OF THE QUALIFICATION

Title:

Certificate III in Transport and Distribution (Rail Operations)

Rationale:

A general qualification for the Rail sector of the Transport and Distribution Industry. Successful completion will require competency in units that relate to work defined as aligned AQF Level 3.

"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 judgment is required in the selection of equipment, services or contingency measures and within known time constraints."

Qualification Contents:

Units may be selected from the following units of Competency aligned to Certificate III. Certificates II units (7), are prerequisites for this qualification.

FIELD		UNIT	
B	Equipment Checking and Maintenance	TDT RB 01 98A	Conduct Full Train Examination
		TDT RB 02 98A	Test Train Braking System
		TDT RB 03 98A	Visually Inspect Stationary Train
		TDT RB 04 98A	Conduct Train Roll By Inspection
		TDT RB 08 98A	Prepare, Start and Shut Down Motive Power Unit
		TDT RB 09 98A	Prepare for Train Operation
		TDT RB 10 98A	Set Up and Shut Down On-Train Remote Control System
C	Driving Vehicle	TDT RC 04 98A	Shunt Rolling Stock
		TDT RC 05 98A	Operate On-Train Remote Control System
E	Communications and Calculations	TDT E1 97A	Present Workplace Information
		TDT E2 97A	Estimate/Calculate Mass, Area and Quantify Dimensions
		TDT E4 97A	Prepare Workplace Documentation
F	Occupational Health and Safety	TDT F3 97A	Implement & Monitor OH&S Procedures
		TDT F8 97B	Provide First Aid in the Workplace
G	Teamwork	TDT G2 97A	Lead Work Team or Group
J	Quality	TDT J2 97A	Apply Quality Systems
L	Resource Management	TDT RL 05 98A	Allocate Motive Power
		TDT RL 09 98A	Assist with Train Operations
		TDT RL 21 98A	Plan Train Consists
		TDT L3 97A	Conduct Induction Process
N	Training	TDT N1 97A	Conduct Assessment in Accordance with an Established Assessment Procedure
P	Business Planning	TD RP 01 98A	Plan Train Consists

Requirements for completion of the Qualification:

A successful assessment outcome for 7 of the units listed above aligned with this qualification consistent with the Transport and Distribution Training Package Assessment Guidelines.

TDT 404 98: CERTIFICATE IV IN TRANSPORT AND DISTRIBUTION (RAIL OPERATIONS)

CHARACTERISTICS OF THE QUALIFICATION

Title:

Certificate IV in Transport and Distribution (Rail Operations)

Rationale:

A general qualification for the Rail sector of the Transport and Distribution Industry. Successful completion will require competency in units that relate to work defined as aligned AQF Level 4.

"Performance of a broad range of skilled applications including requirements to evaluate and analyse current practices, develop new criteria and procedure for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills."

Qualification Contents:

Units may be selected from the following units of Competency aligned to Certificate IV. Certificates III units (7), are prerequisites for this qualification.

FIELD		UNIT	
C	Driving Vehicle	TDT RC 01 98A	Prepare, Operate, Monitor and Stable Steam Locomotive
		TDT RC 02 98A	Prepare, Operate, Monitor and Stable Motive Power Unit
		TDT RC 03 98A	Conduct Marshalling Operations
		TDT RC 06 98A	Drive a Train to Operational Requirements
F	Occupational Health and Safety	TDT RF 01 98A	Investigate Incidents
		TDT RF 04 98A	Manage Emergencies
		TDT RF 16 98A	Implement and Monitor Environmental Protection Policies and Procedures
L	Resource Management	TDT RL 02 98A	Implement Equal Employment Equity Strategies
		TDT RL 03 98A	Promote Effective Workplace Practice
		TDT RL 06 98A	Develop Rosters
		TDT RL 07 98A	Apply and Amend Rosters
		TDT RL 08 98A	Organise Marshalling and Shunting Operations
		TDT RL 10 98A	Plan and Control Daily Train Operations
		TDT RL 12 98A	Control Rail Traffic Movement
		TDT RL 13 98A	Allocate Freight
		TDT RL 17 98A	Coordinate Train Movement Activities
		TDT RL 19 98A	Develop Train Plans and Schedules
		TDT RL 20 98A	Allocate Rolling Stock
N	Training	TDT N2 97A	Extension Unit - Plan & Review Assessment
		TDT N3 97A	Develop Assessment Tools
Q	Financial Management	TDT RQ 01 98A	Maintain Customer Credit Accounts and Services

Requirements for completion of the Qualification:

A successful assessment outcome for 7 of the units listed above aligned with this qualification consistent with the Transport and Distribution Training Package Assessment Guidelines.

RAIL OPERATIONS COMPETENCY STANDARDS

COMPETENCY STANDARDS

- Are the criteria to be used for any assessment leading to national recognised qualifications
- Are required to provide sufficient detail for a proper assessment of competency
- Must reflect workplace competency needs, they are not a course of training
- Are made of building blocks called units. A collection of units of competency (Competency Standards) needs to cover the full range of work activities within an industry. Sometimes units of competency from other industry sectors may be used to reduce duplication. Assessments will group together relevant units of competency
- Are to be used for assessment of new or existing employees and may assist employees to assess their own skills and knowledge and identify where training is needed
- Need to be able to be used flexibly by enterprises to reflect the different job roles and functions of individuals as well as the different business activities of the enterprise
- Competency Standards are intended to describe industry's perspective of work requirements for the industry sector or across industry.

Standards Describe:

- The kinds of skills, knowledge and attributes needed to be applied in work activities
- The indicators that describe when someone performs these activities well
- What employers and workers describe as required work competence
- The criteria used for assessment of competency

The Standards are not a curriculum document or a training program. Standards provide a basis for assessment including the recognition of current competency within the National Training Framework.

STRUCTURE AND LAYOUT OF THE STANDARDS

Each unit of competency consists of:

- Elements
- Performance criteria
- Evidence guide
- Range of variables

Performance Criteria, Range of Variables and Evidence Guides together identify what must be assessed for a unit of competency within the framework provided by the elements statements. Units of Competency may be assessed (and learned) in an integrated fashion with other units of competency.

UNITS OF COMPETENCY

Describe a broad area of performance.

Units of competency must:

- Be transferable and integrate a number of skills
- Define a major skills area of industry
- Relate to realistic work place activities
- Allow contextualisation to particular workplaces, products, work systems and circumstances whilst maintaining transferability

Successful achievement of units of competency would normally require the use of several skills and the application of knowledge, attitudes and values in the work.

Contextualisation and customisation must maintain the integrity of the units of competency.

ELEMENTS OF COMPETENCY

Identify and describe actions of outcomes (performances) which are observable. They are the smallest logical, identifiable, discrete sub-groupings of actions and knowledge that make up a unit of competency.

They are the component activities of the unit.

An element defines the skills associated with the unit. Elements provide further information on the scope of the unit of competency.

PERFORMANCE CRITERIA

Outline what people do to display competency.

Performance criteria are as precise as possible.

They:

- Describe evidence that is observable
- Describe only essential aspects of performance
- Refer to the work requirements where practicable
- Describe aspects of work organisations and the overall work role
- Avoid specifying procedures or methods

RANGE OF VARIABLES

Specify the range of contexts and conditions in which the competency is valid. Information must include:

- Legislation such as Occupational Health and Safety
- The range of equipment, processes and procedures
- Requirements arising from enterprise procedures
- Special characteristics and needs of customers
- Particular locations
- The range of applications arising from particular quality assurance systems

EVIDENCE GUIDES

Cover the required evidence of competency including the critical aspects of a unit including underpinning knowledge and the relationship of the unit to other units of competency.

The Evidence Guides provide information for assessors and candidates, supplementing information given in the Performance Criteria.

KEY COMPETENCIES

There are also competencies that underlie all work, the Key Competencies. Key competencies are integrated within the units of competency and are allocated to three performance levels.

Key Competencies are seen to have the capacity to assist in the transfer of knowledge and skill to new situations eg. different equipment or software, new processes.

1. *Collecting, analysing and organising information*

The capacity to locate information, sift and sort information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods to obtain it.

2. *Communicating ideas and information*

The capacity to communicate effectively with others using a range of spoken, written, graphic and other non-verbal means of expression.

3. *Planning and organising activities*

The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.

4. *Working with others in teams*

The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of a client and working effectively as a member of a team to achieve a shared goal.

5. *Using mathematical ideas and techniques*

The capacity to use concepts such as number, space and measurement and techniques such as estimation for practical purposes.

6. *Solving problems*

The capacity to apply problem solving strategies in purposeful ways, both in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking and a creative approach to achieve an outcome.

7. *Using technology*

The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems. (Mayer, 1992)

SUMMARY OF KEY COMPETENCY STRANDS AND LEVELS

KEY COMPETENCIES	PERFORMANCE LEVEL 1	PERFORMANCE LEVEL 2	PERFORMANCE LEVEL 3
1. Collecting, analysing and organising ideas and information	Access and record - single source	Access, select and record - more than one source	Access, evaluate and organise - range of sources
2. Communicating ideas and information	Simple - familiar setting	Complex - particular context	Complex - variety of contexts
3. Planning and organising activities	Under supervision	With guidance	Independently initiate and evaluate complex activity
4. Working with others and in teams	Familiar activities	Help formulate and achieve goals	Collaborate in complex activities
5. Using mathematical ideas and techniques	Simple tasks	Select appropriate complex tasks	Evaluate and adapt as appropriate for task
6. Solving problems	Routine - minimal supervision Exploratory - close supervision	Routine - independently Exploratory - with guidance	Complex problems Implement systematic approach; explain processes
7. Using technology	Reproduce or present basic product or service	Construct organise or operate products or services	Design or tailor products or services

Unit TDT RB 01 98A CONDUCT TRAIN EXAMINATION

Field B Checking and maintenance

DESCRIPTION:

This unit covers the skills required to conduct and document train examinations and confirmation of train consist, load compliance, rolling stock serviceability and train continuity.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Prepare for examination	<ul style="list-style-type: none"> a. Train consist and load detail information is established for examination purposes. b. Location for full train examination is confirmed and other relevant personnel notified of examination. c. Customer defect notices/carded wagon information is established for examination purposes. d. Materials and equipment required to conduct the full train examination are prepared. e. OH&S requirements applicable to the examination are confirmed. f. Other relevant train documentation is accessed and reviewed to establish key information on rolling stock required for examination.
2. Prepare train for examination	<ul style="list-style-type: none"> a. Applicable safety device or system is used to ensure train is isolated or secured for examination. b. Road is locked out using appropriate techniques to ensure safety during examination. c. Flags, banners, signs and other relevant safety equipment is positioned before and during examination to ensure safety is maintained.
3. Examine rolling stock	<ul style="list-style-type: none"> a. Types of rolling stock and capacities are confirmed as appropriate for the safe transportation of passengers or freight. b. Brake systems are checked and all brake tests are conducted and certificates issued as appropriate. c. Structure of rolling stock and major components are checked and tested to ensure operational safety. d. Rolling stock is carded and information is recorded within enterprise system. e. Train irregularities are noted and corrective action initiated in accordance with operational requirements. f. End-of-train monitor is attached and correct operation is confirmed. g. OH&S legislation, codes of practice, policies and procedures are observed during the examination to prevent injury and damage. h. Communication is maintained with other personnel involved to ensure safe, efficient and complete examination.
4. Examine loads	<ul style="list-style-type: none"> a. Load security is checked and confirmed to meet operational safety requirements. b. Load contamination is identified and rectified in accordance with OH&S and dangerous goods requirements. c. Load dimensions are confirmed appropriate to wagon type and checked against documentation for accuracy.
5. Document and action examination results	<ul style="list-style-type: none"> a. Required documentation is completed and forwarded for recording examination results and initiate corrective actions. b. Other relevant personnel are informed of remedial or appropriate action required prior to resumption of train service.

Range Of Variables

CONDUCT TRAIN EXAMINATION

<i>VARIABLE</i>	<i>SCOPE</i>		
1. General context	<ul style="list-style-type: none"> a. Rolling stock to be examined may include all rolling stock in service within Australian rail systems. b. Work is performed under some supervision, generally within a team environment. 		
2. Worksite environment may include	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Locations for examinations may include: <ul style="list-style-type: none"> b.1. heavy traffic b.2. high volume city freight terminals b.3. remote regional yard and siding locations c. Persons involved in examination may include: <ul style="list-style-type: none"> c.1. self only c.2. self in conjunction with other personnel d. Load status of train during examination may include: <ul style="list-style-type: none"> d.1. loaded d.2. unloaded e. Items examined may include: <ul style="list-style-type: none"> e.1. brake equipment e.2. draw gear e.3. superstructures e.4. out-of-gauge conditions e.5. wheels and axles e.6. bearings e.7. locking and securing devices e.8. dangerous goods condition and separation e.9. air and electrical connections e.10. load condition (damage, leaks etc.) e.11. load securing devices (chains, ropes, pins etc.) e.12. steps, handrails and handbrakes e.13. rolling stock sequence e.14. trailing items (ropes, hoses etc.) e.15. bogies and brake rigging e.16. hearing protection </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> f. Communication methods may include: <ul style="list-style-type: none"> f.1. written f.2. verbal f.3. line-of-sight signals f.4. radio g. Relevant personnel can include: <ul style="list-style-type: none"> g.1. train controllers g.2. train examiners g.3. maintenance personnel g.4. train crews g.5. yard and other operational personnel g.6. those responsible for controlling signals h. Safety and protective equipment may include: <ul style="list-style-type: none"> h.1. high visibility clothing h.2. end of train markers h.3. gloves h.4. sunscreen h.5. sunglasses h.6. safety glasses h.7. insect repellent h.8. safety headwear h.9. safety footwear h.10. portable radios h.11. hand lamps h.12. flags h.13. safety devices h.14. hearing protection i. Corrective action may include: <ul style="list-style-type: none"> i.1. notification of others who will deal with problem i.2. detachment and replacement of defective rolling stock </td> </tr> </table>	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Locations for examinations may include: <ul style="list-style-type: none"> b.1. heavy traffic b.2. high volume city freight terminals b.3. remote regional yard and siding locations c. Persons involved in examination may include: <ul style="list-style-type: none"> c.1. self only c.2. self in conjunction with other personnel d. Load status of train during examination may include: <ul style="list-style-type: none"> d.1. loaded d.2. unloaded e. Items examined may include: <ul style="list-style-type: none"> e.1. brake equipment e.2. draw gear e.3. superstructures e.4. out-of-gauge conditions e.5. wheels and axles e.6. bearings e.7. locking and securing devices e.8. dangerous goods condition and separation e.9. air and electrical connections e.10. load condition (damage, leaks etc.) e.11. load securing devices (chains, ropes, pins etc.) e.12. steps, handrails and handbrakes e.13. rolling stock sequence e.14. trailing items (ropes, hoses etc.) e.15. bogies and brake rigging e.16. hearing protection 	<ul style="list-style-type: none"> f. Communication methods may include: <ul style="list-style-type: none"> f.1. written f.2. verbal f.3. line-of-sight signals f.4. radio g. Relevant personnel can include: <ul style="list-style-type: none"> g.1. train controllers g.2. train examiners g.3. maintenance personnel g.4. train crews g.5. yard and other operational personnel g.6. those responsible for controlling signals h. Safety and protective equipment may include: <ul style="list-style-type: none"> h.1. high visibility clothing h.2. end of train markers h.3. gloves h.4. sunscreen h.5. sunglasses h.6. safety glasses h.7. insect repellent h.8. safety headwear h.9. safety footwear h.10. portable radios h.11. hand lamps h.12. flags h.13. safety devices h.14. hearing protection i. Corrective action may include: <ul style="list-style-type: none"> i.1. notification of others who will deal with problem i.2. detachment and replacement of defective rolling stock
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3. Sources of information/documents may include	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> a. Documentation and records may include: <ul style="list-style-type: none"> a.1. repair cards and books a.2. inspection reports a.3. consist forms a.4. wagon cards a.5. transport instructions a.6. incident reports </td> <td style="vertical-align: top; width: 50%;"> <ul style="list-style-type: none"> a.7. safeworking forms a.8. out-of-gauge documents a.9. load and weight records a.10. dangerous goods manifest a.11. driver's advice (train load) a.12. mechanical condition advice forms a.13. brake test certification </td> </tr> </table>	<ul style="list-style-type: none"> a. Documentation and records may include: <ul style="list-style-type: none"> a.1. repair cards and books a.2. inspection reports a.3. consist forms a.4. wagon cards a.5. transport instructions a.6. incident reports 	<ul style="list-style-type: none"> a.7. safeworking forms a.8. out-of-gauge documents a.9. load and weight records a.10. dangerous goods manifest a.11. driver's advice (train load) a.12. mechanical condition advice forms a.13. brake test certification
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4. Workplace context may include	<ul style="list-style-type: none"> a. Conditions under which examination is undertaken may include: <ul style="list-style-type: none"> a.1. full range of weather conditions a.2. full range of light conditions a.3. typical running temperatures of trains b. Work organisation procedures and practices, in regard to acquisitions c. Regulations/standards may include: <ul style="list-style-type: none"> c.1. work instructions c.2. two way radio operation procedures c.3. organisation policies and procedures 		
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health and Safety legislation, codes of practice, b. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i> c. Environmental Protection Act 		

Evidence Guide

CONDUCT TRAIN EXAMINATION

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1. Operate safely a.2. Interpret and communicate operational information a.3. Plan examination procedures a.4. Complete relevant documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of the job role for persons carrying out train examination operations.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Safeworking systems and requirements b. Organisational policies and procedures c. OH&S legislation, codes of practice, policies and procedures d. Relevant standards and codes of practice for manual handling e. Documentation relating to visual examination f. Standards and specifications for all items requiring examination g. Signals and signalling systems h. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i> i. Contingency management processes for unplanned events j. Communication skills k. Working as part of a team l. Interpreting and following instructions m. Operating electronic communications equipment n. Implementing contingency plans for unplanned events in co-operation with others o. Assessment of rolling stock defects
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to train examination situations in real or appropriately simulated environments.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1. completing tasks a.2. identifying improvements a.3. applying safety precautions relevant to the task a.4. assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of machinery and equipment capability and limitations b.5. quality procedures (where existing) b.6. security procedures b.7. following enterprise housekeeping processes b.8. waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment b. Competence should be demonstrated under normal working conditions for a range of typical train examination activities as determined by the organisation

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	1	2	3

Unit TDT RB 02 98A TEST TRAIN BRAKING SYSTEMS

Field B Checking and maintenance

DESCRIPTION:

This unit covers the skills required to conduct brake and continuity testing as a part of the inspection used to ensure that a train can be safely moved on running lines.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Plan and prepare for train brake inspection and testing	<ul style="list-style-type: none"> a. Brake test documentation, rolling stock data and other relevant reports are read to confirm required action. b. Appropriate tools and equipment are obtained and checked prior to inspection. c. OH&S legislation, codes of practice, policies and procedures are identified and followed. d. Train is isolated or secured in accordance with organisational procedures to make the work area safe for the inspection.
2. Inspect and test train brake operation	<ul style="list-style-type: none"> a. Brake leakage test is conducted to ensure compliance to required standards. b. Where required by organisational procedures, modified brake tests are conducted to organisational procedures to meet required standard. c. Air continuity test is conducted to conform with organisational procedures to ensure train braking system meets functional specifications. d. Brakes are applied and released on train and their function confirmed e. Defects and faults are identified and rolling stock is carded.
3. Deal with identified faults	<ul style="list-style-type: none"> a. Procedures for replacement or repair of identified defective components are implemented in accordance with organisational procedures and manufacturers' specifications. b. Confirmation/verification of minor repairs or replacements is obtained. c. Defective rolling stock not fit to run are identified and detachment arrangements made in compliance with operational requirements.
4. Record brake test	<ul style="list-style-type: none"> a. Brake test records are prepared or endorsed to reflect inspection results. b. Records are circulated and filed in accordance with organisational policies and procedures.

Range Of Variables

TEST TRAIN BRAKING SYSTEMS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Rolling stock to be tested may include all types of rolling stock in service within Australian rail systems b. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Locations for examinations may include: <ul style="list-style-type: none"> b.1 heavy traffic b.2 high volume city freight terminals b.3 remote regional yard and siding locations c. Movement status of rollingstock to be tested may include: <ul style="list-style-type: none"> c.1 arriving c.2 departing c.3 stationary d. Load status of train during brake testing may be loaded or unloaded e. Tests may include: <ul style="list-style-type: none"> e.1 brake leakage test e.2 air continuity test e.3 modified brake test e.4 train brake test e.5 hose and pipe components repair or replacement f. Safety equipment may include: <ul style="list-style-type: none"> f.1 high visibility clothing f.2 gloves f.3 sunscreen and sun glasses f.4 insect repellent f.5 safety headwear, mask and footwear f.6 portable radios f.7 hearing protection f.8 hand lamps f.9 flags f.10 hearing protection f.11 safety glasses f.12 safety devices
3. Source of information/documents may include	<ul style="list-style-type: none"> a. Documentation may include: <ul style="list-style-type: none"> a.1. inspection reports a.2. repair cards and books a.3. brake test certificates
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation policies and procedures relevant to train braking systems. b. Regulations/standards may include: <ul style="list-style-type: none"> b.1. work instructions b.2. two way radio operation procedures b.3. codes of practice b.4. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i> b.5. brake instruction manuals b.6. emergency procedure manuals b.7. equipment operation manuals b.8.
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health and Safety b. Environmental Protection Act c. Australian Standards

Evidence Guide

TEST TRAIN BRAKING SYSTEMS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1 Operate safely a.2 Interpret and communicate operational information a.3 Plan and conduct brake testing procedures a.4 Complete relevant documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of the job role for persons carrying out the testing of train brake systems.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Brake systems, components and their operation b. Types of brake tests and their purpose c. Safeworking systems and requirements d. Organisational policies and procedures e. OH&S legislation, codes of practice, policies and procedures f. Relevant standards and codes of practice for manual handling g. Tools and equipment applications h. Diagnostic techniques i. Carding and documentation requirements j. Communication skills k. Working as part of a team l. Interpreting and following instructions m. Using instructional, maintenance and procedural manuals n. Operating electronic communications equipment o. Implementing contingency plans for unplanned events in co-operation with others p. Selection and use of appropriate tools and equipment q. Removal and replacement of minor braking components r. Testing and repair of minor braking components and systems s. Solving problems related to train brakes and braking systems
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to train brake testing situations in real or appropriately simulated environments.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment b. Competence should be demonstrated under normal working conditions for a range of typical train brake testing activities as determined by the organisation

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	2	2	3

Unit TDT RB 03 98A VISUALLY INSPECT STATIONARY TRAIN

Field B Checking and maintenance

DESCRIPTION:

This unit covers the skills required to inspect a stationary train by walking its length and checking visually for unacceptable conditions of rolling stock, couplings and load.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Prepare for visual inspection	<ul style="list-style-type: none"> a. Inspection location and requirements are obtained and inspection activities planned. b. Materials, documents and equipment required for the inspection are identified, obtained, and prepared for use. c. Inspection is started at planned time and location to minimise delays to train availability. d. Train identification and status is confirmed and required actions taken to ensure train remains safe for duration of inspection. e. Individual responsibilities required to complete inspection are agreed with relevant personnel. f. Conditions are assessed and necessary actions taken to ensure inspection is effective.
2. Inspect train	<ul style="list-style-type: none"> a. Inspection is undertaken systematically to ensure all items and rolling stock are checked. b. Communication is maintained with relevant personnel to ensure safe, efficient and complete inspection. c. Inspection is conducted in accordance with OH&S and other organisational policies and procedures to prevent injury and damage. d. Condition of rolling stock, couplings and load are inspected and specific faults, wagons and locations documented. e. Wagons are carded, in accordance with organisational policies and procedures, where required by inspection result. f. Minor problems are investigated and corrected as part of the inspection, where possible. g. Conditions requiring urgent action are noted and appropriate action taken to initiate immediate response.
3. Document and action inspection results	<ul style="list-style-type: none"> a. All required documentation is completed and forwarded to record inspection results and initiate corrective actions. b. Appropriate personnel are informed of actions required prior to movement of train.

Range Of Variables

VISUALLY INSPECT STATIONARY TRAIN

<i>VARIABLE</i>	<i>SCOPE</i>		
1. General context	<ul style="list-style-type: none"> a. Rolling stock to be visually inspected may include all rolling stock and wagon types in service within Australian rail systems. b. Work is performed under some supervision, generally within a team environment. 		
2. Worksite environment may include	<table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Locations for examinations may include: <ul style="list-style-type: none"> b.1 heavy traffic b.2 high volume freight terminals b.3 remote regional yard and siding locations c. Persons involved in examination may include: <ul style="list-style-type: none"> c.1 self only c.2 self in conjunction with other personnel d. Load status of train during examination may include loaded or unloaded. e. Items to be visually inspected may include: <ul style="list-style-type: none"> e.1 brake equipment e.2 draw gear e.3 superstructures e.4 out-of-gauge conditions e.5 wheels e.6 load and discharge doors e.7 locking and securing devices e.8 dangerous goods condition and separation e.9 air and electrical connections e.10 load condition (damage, leaks etc) e.11 load securing devices (chains, ropes, pins etc) e.12 trailing items (ropes, hoses etc) f. Safety equipment may include: <ul style="list-style-type: none"> f.1 high visibility clothing f.2 end of train markers </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> f.3 gloves f.4 sunscreen and sun glasses f.5 insect repellent f.6 safety headwear, mask and footwear f.7 portable radios f.8 hearing protection f.9 hand lamps f.10 flags f.11 hearing protection f.12 safety glasses f.13 safety devices g. Relevant personnel may include: <ul style="list-style-type: none"> g.1 train controllers g.2 other train examiners/inspectors g.3 maintenance personnel g.4 train crews g.5 yard and other operational personnel g.6 those responsible for controlling signals h. Communication methods may include: <ul style="list-style-type: none"> h.1 written h.2 verbal h.3 line of sight signals h.4 radio </td> </tr> </table>	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Locations for examinations may include: <ul style="list-style-type: none"> b.1 heavy traffic b.2 high volume freight terminals b.3 remote regional yard and siding locations c. Persons involved in examination may include: <ul style="list-style-type: none"> c.1 self only c.2 self in conjunction with other personnel d. Load status of train during examination may include loaded or unloaded. e. Items to be visually inspected may include: <ul style="list-style-type: none"> e.1 brake equipment e.2 draw gear e.3 superstructures e.4 out-of-gauge conditions e.5 wheels e.6 load and discharge doors e.7 locking and securing devices e.8 dangerous goods condition and separation e.9 air and electrical connections e.10 load condition (damage, leaks etc) e.11 load securing devices (chains, ropes, pins etc) e.12 trailing items (ropes, hoses etc) f. Safety equipment may include: <ul style="list-style-type: none"> f.1 high visibility clothing f.2 end of train markers 	<ul style="list-style-type: none"> f.3 gloves f.4 sunscreen and sun glasses f.5 insect repellent f.6 safety headwear, mask and footwear f.7 portable radios f.8 hearing protection f.9 hand lamps f.10 flags f.11 hearing protection f.12 safety glasses f.13 safety devices g. Relevant personnel may include: <ul style="list-style-type: none"> g.1 train controllers g.2 other train examiners/inspectors g.3 maintenance personnel g.4 train crews g.5 yard and other operational personnel g.6 those responsible for controlling signals h. Communication methods may include: <ul style="list-style-type: none"> h.1 written h.2 verbal h.3 line of sight signals h.4 radio
<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Locations for examinations may include: <ul style="list-style-type: none"> b.1 heavy traffic b.2 high volume freight terminals b.3 remote regional yard and siding locations c. Persons involved in examination may include: <ul style="list-style-type: none"> c.1 self only c.2 self in conjunction with other personnel d. Load status of train during examination may include loaded or unloaded. e. Items to be visually inspected may include: <ul style="list-style-type: none"> e.1 brake equipment e.2 draw gear e.3 superstructures e.4 out-of-gauge conditions e.5 wheels e.6 load and discharge doors e.7 locking and securing devices e.8 dangerous goods condition and separation e.9 air and electrical connections e.10 load condition (damage, leaks etc) e.11 load securing devices (chains, ropes, pins etc) e.12 trailing items (ropes, hoses etc) f. Safety equipment may include: <ul style="list-style-type: none"> f.1 high visibility clothing f.2 end of train markers 	<ul style="list-style-type: none"> f.3 gloves f.4 sunscreen and sun glasses f.5 insect repellent f.6 safety headwear, mask and footwear f.7 portable radios f.8 hearing protection f.9 hand lamps f.10 flags f.11 hearing protection f.12 safety glasses f.13 safety devices g. Relevant personnel may include: <ul style="list-style-type: none"> g.1 train controllers g.2 other train examiners/inspectors g.3 maintenance personnel g.4 train crews g.5 yard and other operational personnel g.6 those responsible for controlling signals h. Communication methods may include: <ul style="list-style-type: none"> h.1 written h.2 verbal h.3 line of sight signals h.4 radio 		
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Repair cards and books b. Inspection reports c. Consist forms d. Wagon cards e. Transport instructions f. Incident reports g. Safeworking forms h. Out-of-gauge documents i. Load and weight records j. Dangerous goods manifest k. Driver's advice (train load) l. Mechanical condition advice forms 		
4. Workplace context may include	<ul style="list-style-type: none"> a. Regulations and standards may include: <ul style="list-style-type: none"> a.1 work instructions a.2 two way radio operation procedures a.3 organisational policies and procedures b. Conditions under which examination is undertaken may include: <ul style="list-style-type: none"> b.1 full range of weather conditions b.2 full range of light conditions b.3 typical running temperatures of trains 		
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health and Safety legislation b. Environmental Protection Act c. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i> 		

Evidence Guide

VISUALLY INSPECT STATIONARY TRAIN

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1 Operate safely a.2 Interpret and communicate operational information a.3 Plan and conduct visual inspection procedures a.4 Complete relevant documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of the job role for persons carrying out train visual inspection operations.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Safeworking systems and requirements b. Organisational policies and procedures c. OH&S legislation, codes of practice, policies and procedures d. Relevant standards and codes of practice for manual handling e. Documentation relating to visual examination f. Standards and specifications for all items requiring examination g. Signals and signalling systems h. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i> i. Contingency management processes for unplanned events j. Communication skills k. Working as part of a team l. Interpreting and following instructions m. Operating electronic communications equipment n. Implementing contingency plans for unplanned events in co-operation with others o. Assessment of rolling stock defects
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to visual train inspection situations in real or appropriately simulated environments.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment. b. Competence should be demonstrated under normal working conditions for a range of typical train visual inspection activities as determined by the organisation.

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	3	3

Unit TDT RB 04 98A CONDUCT TRAIN ROLL-BY INSPECTION

Field B Checking and maintenance

DESCRIPTION:

This unit covers the skills required to inspect a moving train, from a stationary position near the track, by observing unacceptable conditions of rolling stock and load.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Prepare for inspection	<ul style="list-style-type: none">a. Position is taken for inspection at planned time to ensure complete observation without personal risk.b. Individual responsibilities required to complete inspection are agreed, where necessary, with relevant personnel.c. Conditions are assessed and necessary actions taken to ensure inspection is effective.
2. Inspect moving train	<ul style="list-style-type: none">a. Train identification and status is confirmed to ensure inspection is appropriate.b. Inspection is undertaken systematically to ensure maximum effectiveness.c. Communication is maintained with relevant personnel to ensure safe, efficient and complete inspection.d. Inspection is conducted in accordance with OH&S organisational policies and procedures to prevent injury and damage.e. Condition of rolling stock and load are observed and specific faults, wagons and locations identified.f. Conditions requiring urgent action are noted and appropriate action taken to initiate immediate response.
3. Report and action inspection results	<ul style="list-style-type: none">a. All required documentation is completed and forwarded to record inspection results and initiate corrective actions.b. Appropriate personnel are informed of actions required to minimise risk from continued movement of train.

Range Of Variables

CONDUCT TRAIN ROLL-BY INSPECTION

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Rolling stock to be visually inspected may include all rolling stock and wagon types in service within Australian rail systems. b. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Locations for examinations may include: <ul style="list-style-type: none"> b.1 heavy traffic b.2 high volume freight terminals b.3 remote regional yard and siding locations c. Persons involved in examination may include: <ul style="list-style-type: none"> c.1 self only c.2 self in conjunction with other personnel d. Load status of train during examination may include loaded or unloaded. e. Items to be visually inspected may include: <ul style="list-style-type: none"> e.1 brake equipment e.2 draw gear e.3 superstructures e.4 out-of-gauge conditions e.5 wheels e.6 bearings e.7 locking and securing devices e.8 dangerous goods condition and separation e.9 air and electrical connections e.10 load condition (damage, leaks etc) e.11 load securing devices (chains, ropes, pins etc) e.12 trailing items (ropes, hoses etc) f. Safety equipment may include: <ul style="list-style-type: none"> f.1 high visibility clothing f.2 end of train markers f.3 gloves f.4 sunscreen and sun glasses f.5 insect repellent f.6 safety headwear, mask and footwear f.7 portable radios f.8 hearing protection f.9 hand lamps f.10 flags f.11 hearing protection f.12 safety glasses f.13 safety devices g. Relevant personnel may include: <ul style="list-style-type: none"> g.1 train controllers g.2 other train examiners/inspectors g.3 maintenance personnel g.4 train crews g.5 yard and other operational personnel g.6 those responsible for controlling signals h. Communication methods may include: <ul style="list-style-type: none"> h.1 written h.2 verbal h.3 line of sight signals h.4 radio
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Repair cards and books b. Inspection reports c. Consist forms d. Wagon cards e. Transport instructions f. Incident reports g. Safeworking forms h. Out-of-gauge documents i. Load and weight records j. Dangerous goods manifest k. Driver's advice (train load) l. Mechanical condition advice forms
4. Workplace context may include	<ul style="list-style-type: none"> a. Regulations and standards may include: <ul style="list-style-type: none"> a.1 work instructions a.2 two way radio operation procedures a.3 organisational policies and procedures b. Conditions under which examination is undertaken may include: <ul style="list-style-type: none"> b.1 full range of weather conditions b.2 full range of light conditions b.3 typical running temperatures of trains
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health and Safety legislation b. Environmental Protection Act c. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i>

Evidence Guide

CONDUCT TRAIN ROLL-BY INSPECTION

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1 Operate safely a.2 Interpret and communicate operational information a.3 Plan and conduct roll-by inspection procedures a.4 Complete relevant documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of the job role for persons carrying out train roll-by train inspection operations.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Safeworking systems and requirements b. Organisational policies and procedures c. OH&S legislation, codes of practice, policies and procedures d. Relevant standards and codes of practice for manual handling e. Documentation relating to visual examination f. Standards and specifications for all items requiring examination g. Signals and signalling systems h. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i> i. Contingency management processes for unplanned events j. Communication k. Working as part of a team l. Interpreting and following instructions m. Operating electronic communications equipment n. Implementing contingency plans for unplanned events in co-operation with others o. Assessment of rolling stock defects
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to roll-by train inspection situations in real or appropriately simulated environments
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment b. Competence should be demonstrated under normal working conditions for a range of typical train roll-by inspection activities as determined by the organisation

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Unit TDT RB 05 98A DIAGNOSE AND RECTIFY MINOR FAULTS

Field B Checking and maintenance

DESCRIPTION:

This unit covers the skills required to diagnose and repair minor faults on motive power units and/or rollingstock using hand tools. Repairing minor faults includes component exchange where necessary.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Identify maintenance/repair requirements	a. Condition of rolling stock and/or motive power unit ancillary equipment is assessed. b. Faulty or damaged components or equipment are identified and assessed for component exchange or minor repair. c. Equipment and tools required are identified and obtained. d. Work area(s) and equipment are prepared and made safe for repair/maintenance/component exchange activities.
2. Conduct minor maintenance and routine repairs	a. Minor repair/maintenance/component exchange are carried out to comply with the manufacturer's specifications and organisational procedures. b. Equipment, tools and materials required are operated, applied and handled to conform to OH&S requirements and manufacturer's specifications to prevent injury and damage.
3. Check and report minor repairs/maintenance	a. Minor repair/maintenance/component exchange activities are checked for operational serviceability and safety. b. Repair/maintenance/component exchange activities are documented in appropriate records or log books.
4. Provide support	a. Repairs/maintenance/component exchange activities requiring support are identified and level of support established. b. Assistance to repair/maintenance/component exchange activities is provided where required. c. Repair/maintenance/component exchange work not able to be undertaken or completed is reported to appropriate personnel for follow-up action. d. Work site is checked for cleanliness and operational safety and appropriate action taken to restore site and equipment.

Range Of Variables

DIAGNOSE AND RECTIFY MINOR FAULTS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Motive power units and rolling stock to be checked and maintained may include all classes of locomotives, motive power units, rail cars and types of wagons in service within Australian rail systems. b. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Minor maintenance/repair component exchange may include: <ul style="list-style-type: none"> b.1. minor component change out b.2. diagnosing minor faults b.3. identifying correct lubricants b.4. identifying correct fuel and refuelling b.5. identifying correct solvents and cleaning fluids b.6. maintaining fluid and air pressures b.7. replacing faulty/damaged/worn equipment b.8. servicing and cleaning batteries b.9. inspecting wheels and ancillary equipment in cabin or on rollingstock c. Safety equipment may include: <ul style="list-style-type: none"> c.1. high visibility clothing c.2. end of train markers c.3. gloves c.4. sunscreen and sun glasses c.5. insect repellent c.6. safety headwear, mask and footwear c.7. portable radios c.8. hearing protection c.9. hand lamps c.10. flags c.11. hearing protection c.12. safety glasses c.13. safety devices
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Log books b. Computer recording systems c. Card systems d. Manufacturer's manuals e. Records for reporting results of inspection and testing f. OH&S legislation, codes of practice, policies and procedures are those which apply to site and repair work activities including use of safety and protective equipment
4. Workplace context may include	<ul style="list-style-type: none"> a. Regulations and standards may include: <ul style="list-style-type: none"> a.1 work instructions a.2 two way radio operation procedures a.3 organisational policies and procedures b. Work organisation policies and practices relating to rectifying minor faults.
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health and Safety legislation b. Environmental Protection Act c. Railways of Australia <i>Code of Practice and Conditions for the Carriage of Dangerous Goods</i>

Evidence Guide

DIAGNOSE AND RECTIFY MINOR FAULTS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1 Operate safely a.2 Interpret and communicate operational information a.3 Plan and conduct diagnosis and rectification of minor faults a.4 Complete relevant documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> b. This unit of competency may be assessed in conjunction with other units that form part of the job role for persons carrying out diagnosis and rectification of minor faults on trains.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. OH&S legislation, codes of practice, policies and procedures b. Manufacturer's equipment manuals and operating instructions c. Fault diagnosis d. Hazardous substances or materials e. Organisational documentation procedures f. Correct use and safe operation of tools and equipment g. Organisational component and material supply system h. Diagnosing faults i. Interpreting and applying technical information j. Operating hand tools correctly and safely k. Following maintenance procedures and instructions l. Working as part of a team m. Working efficiently and accurately n. Problem solving
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to minor repair situations in real or appropriately simulated environments.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment b. Competence should be demonstrated under normal working conditions for a range of typical train minor repair activities as determined by the organisation

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Unit TDT RB 08 98A PREPARE, START AND SHUT DOWN MOTIVE POWER UNIT

Field B Equipment Checking and Maintenance

DESCRIPTION:

This unit covers preparing motive power unit/s for operation including checking, minor servicing, starting and limited uncoupled driving on other than main running lines. This includes the movement of units for maintenance and other relocation purposes.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Check and prepare motive power unit	<ul style="list-style-type: none"> a. Features, functions and location of motive power unit and associated equipment are identified. b. Log book is checked to confirm serviceability of unit. c. Pre-start internal and external safety and maintenance checks are conducted, in accordance with OH&S and other organisational policies and procedures, to prevent injury and damage. d. Motive power unit, kit and equipment are checked by visual inspection and defects and deficiencies recorded and rectified or reported to ensure safe and effective operation. e. Availability of appropriate power source, lubricating oils, water, coolant and sand quantities are checked against journey requirements and organisational policies and procedures. f. Relevant OH&S requirements are followed to prevent injury and damage.
2. Examine locomotives	<ul style="list-style-type: none"> a. Locomotive(s) is started in accordance with manufacturer's instructions and any operating faults are diagnosed and recorded in appropriate records for follow-up. b. Pre-departure checks are carried out to ensure unit is braking and powering effectively and is safe to move. c. Instruments and associated equipment are observed in order to confirm effective operation or to identify defects.
3. Start motive power unit	<ul style="list-style-type: none"> a. Authority to move motive power unit is obtained and relevant personnel are advised of intention and procedures. b. Motive power unit is operated in accordance with standard procedure and within operating and operational constraints. c. Motive power unit is positioned in accordance with operational requirements and directions. d. Motive power unit performance is monitored during operation in order to confirm effective operation or to identify defects. e. Equipment defects are identified, rectified and recorded or relevant personnel are advised for assistance. f. Relevant OH&S requirements are followed to prevent injury and damage.
4. Position motive power unit	<ul style="list-style-type: none"> a. Authority to move motive power unit is obtained and relevant personnel are advised of intention and procedures. b. Motive power unit is operated in accordance with standard procedure and within operating and operational constraints. c. Motive power unit is positioned in accordance with operational requirements and directions. d. Motive power unit performance is monitored during operation in order to confirm effective operation or to identify defects. e. Equipment defects are identified, rectified and recorded or relevant personnel are advised for assistance. f. Relevant OH&S requirements are followed to prevent injury and damage.
5. Shut down and secure motive power unit	<ul style="list-style-type: none"> a. Motive power unit is stabled and/or shut down in accordance with established policies and procedures. b. Motive power unit/s documentation is maintained in accordance with established policies and procedures. c. Relevant personnel are promptly advised of location and condition of secured motive power unit/s.

Range Of Variables

PREPARE, START AND SHUT DOWN MOTIVE POWER UNIT

<i>VARIABLE</i>	<i>SCOPE</i>								
1. General context	a. Work is performed under minimal supervision, generally within a team environment.								
2. Worksite environment may include	<table border="1"> <tr> <td>a. Operations conducted by day or night in all relevant weather conditions. a.1 Motive power units may include a.2 diesel locomotives a.3 electric locomotives a.4 railcars a.5 multiple units including electric multiple units a.6 Motive power unit equipment may include a.7 ancillary systems a.8 automatic control systems a.9 braking systems a.10 drive systems a.11 instrumentation a.12 manual controls a.13 remote control systems a.14 communication systems a.15 warning equipment a.16 power source a.17 vigilance systems a.18 traction systems a.19 head and marker lights</td> <td>c. Pre-departure checks may include c.1 lubrication system c.2 checking for steam, water and oil leaks c.3 brake testing c.4 door operation c.5 establishing radio/telephone communications c.6 traction systems c.7 supervisory systems c.8 battery charging c.9 sand boxes c.10 power direction</td> </tr> <tr> <td>b. Pre-start internal and external safety and maintenance checks may include b.1 all items listed in the manufacturer's operation and maintenance manuals for each particular motive power unit and organisation's safety procedures b.2 Visual inspections may include checking of b.3 wheels and braking equipment for signs of wear or damage b.4 flexible connections and fittings for signs of wear or damage b.5 couplings for signs of wear or damage b.6 fuel, oil, water and coolants b.7 checking emergency and safety equipment b.8 air system leakage b.9 emergency and safety equipment such as vigilance control and deadman relays</td> <td>d. Safety and protective equipment may include d.1 gloves d.2 sunscreen and sunglasses d.3 safety glasses d.4 insect repellent d.5 safety headwear and footwear d.6 two-way radios d.7 hand lamps d.8 flags d.9 safety devices d.10 audible indicators d.11 breathing equipment d.12 fire extinguishers d.13 high visibility clothing</td> </tr> <tr> <td></td> <td>e. Positioning motive power unit may include e.1 operation of manual points e.2 operation of turntable e.3 coupling/uncoupling to other rollingstock</td> </tr> <tr> <td></td> <td>f. Relevant personnel may include f.1 maintenance personnel f.2 yard, station and other operational personnel f.3 train controllers and signallers f.4 motive power rostering staff f.5 train crews f.6 depot co-ordinators</td> </tr> </table>	a. Operations conducted by day or night in all relevant weather conditions. a.1 Motive power units may include a.2 diesel locomotives a.3 electric locomotives a.4 railcars a.5 multiple units including electric multiple units a.6 Motive power unit equipment may include a.7 ancillary systems a.8 automatic control systems a.9 braking systems a.10 drive systems a.11 instrumentation a.12 manual controls a.13 remote control systems a.14 communication systems a.15 warning equipment a.16 power source a.17 vigilance systems a.18 traction systems a.19 head and marker lights	c. Pre-departure checks may include c.1 lubrication system c.2 checking for steam, water and oil leaks c.3 brake testing c.4 door operation c.5 establishing radio/telephone communications c.6 traction systems c.7 supervisory systems c.8 battery charging c.9 sand boxes c.10 power direction	b. Pre-start internal and external safety and maintenance checks may include b.1 all items listed in the manufacturer's operation and maintenance manuals for each particular motive power unit and organisation's safety procedures b.2 Visual inspections may include checking of b.3 wheels and braking equipment for signs of wear or damage b.4 flexible connections and fittings for signs of wear or damage b.5 couplings for signs of wear or damage b.6 fuel, oil, water and coolants b.7 checking emergency and safety equipment b.8 air system leakage b.9 emergency and safety equipment such as vigilance control and deadman relays	d. Safety and protective equipment may include d.1 gloves d.2 sunscreen and sunglasses d.3 safety glasses d.4 insect repellent d.5 safety headwear and footwear d.6 two-way radios d.7 hand lamps d.8 flags d.9 safety devices d.10 audible indicators d.11 breathing equipment d.12 fire extinguishers d.13 high visibility clothing		e. Positioning motive power unit may include e.1 operation of manual points e.2 operation of turntable e.3 coupling/uncoupling to other rollingstock		f. Relevant personnel may include f.1 maintenance personnel f.2 yard, station and other operational personnel f.3 train controllers and signallers f.4 motive power rostering staff f.5 train crews f.6 depot co-ordinators
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5. Applicable State/
Territory/
Commonwealth
regulations and
legislation may include
- a. Legislation / regulations / standards may include
 - a.1 OH&S legislation, codes of practice, policies
 - a.2 manufacturer's specifications and procedures
 - a.3 local instructions
 - a.4 maintenance specifications
 - a.5 emergency procedure manuals
 - a.6 two-way radio operation procedures
 - a.7 equipment operation manuals
 - a.8 Railways of Australia Code of Practice and Conditions for the Carriage of Dangerous Goods

Evidence Guide

PREPARE, START AND SHUT DOWN MOTIVE POWER UNIT

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 Operate safely a.2 Interpret and communicate operational information a.3 Complete pre-start, walk-around, start-up and shut-down procedures a.4 Manoeuvre and position motive power unit a.5 Respond to warning devices and gauges a.6 Stable and secure the motive power unit a.7 Complete relevant documentation 		
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role of persons required to prepare, start and shut down motive power units.</p>		
3. Required knowledge and skills	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>a. motive power unit operation including</p> <ul style="list-style-type: none"> a.1 principles, purpose and location of controls, monitoring devices, braking, power source and traction systems a.2 start-up and shut-down procedures a.3 operating procedures a.4 braking and safety system a.5 ancillary system procedures a.6 fuel tank capacity and range a.7 brake shoe/pad replacement procedures a.8 sand box requirements <p>b. minor servicing including:</p> <ul style="list-style-type: none"> b.1 lubrication requirements and procedures b.2 cleaning requirements and procedures b.3 refuelling procedures <p>c. documentation requirements and procedures</p> <p>d. safeworking systems and requirements</p> <p>e. organisational policies and procedures</p> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> f. OH&S legislation, codes of practice, policies and procedures g. communication skills h. working as part of a team i. interpreting and following instructions j. operating electronic communications equipment with required protocol k. identifying equipment defects and assessing them for appropriate action l. carrying out minor maintenance and servicing of motive power units m. starting motive power units n. driving motive power units over short distances for purposes other than a specified journey o. identifying obvious defects and deficiencies in motive power equipment p. refuelling and lubricating motive power unit q. stabling, shutting-down and securing motive power unit </td> </tr> </table>	<p>a. motive power unit operation including</p> <ul style="list-style-type: none"> a.1 principles, purpose and location of controls, monitoring devices, braking, power source and traction systems a.2 start-up and shut-down procedures a.3 operating procedures a.4 braking and safety system a.5 ancillary system procedures a.6 fuel tank capacity and range a.7 brake shoe/pad replacement procedures a.8 sand box requirements <p>b. minor servicing including:</p> <ul style="list-style-type: none"> b.1 lubrication requirements and procedures b.2 cleaning requirements and procedures b.3 refuelling procedures <p>c. documentation requirements and procedures</p> <p>d. safeworking systems and requirements</p> <p>e. organisational policies and procedures</p>	<ul style="list-style-type: none"> f. OH&S legislation, codes of practice, policies and procedures g. communication skills h. working as part of a team i. interpreting and following instructions j. operating electronic communications equipment with required protocol k. identifying equipment defects and assessing them for appropriate action l. carrying out minor maintenance and servicing of motive power units m. starting motive power units n. driving motive power units over short distances for purposes other than a specified journey o. identifying obvious defects and deficiencies in motive power equipment p. refuelling and lubricating motive power unit q. stabling, shutting-down and securing motive power unit
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4. Resource implications	<p>a. Access is required to relevant motive power unit and associated equipment.</p>		
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>		
6. Context for assessment	<p>a. Assessment may occur on the job or on a suitable simulator</p>		

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	3	2	3

Unit TDT RR 09 98A PREPARE FOR TRAIN OPERATION

Field B Equipment Checking and Maintenance

DESCRIPTION:

This unit covers preparing to operate an assembled train by carrying out required motive power unit(s), rolling stock and documentation checks. (Note this unit will usually be assessed in conjunction with Units A2 and B8)

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
6. Implement pre-departure checks	<ul style="list-style-type: none">a. Motive power control systems are set-up and checked in accordance with organisational policies and procedures.b. Required checks and relevant procedures and standards are identified.c. Train, or relevant portion of the train, is checked to ensure that rolling stock is coupled and sequenced correctly.d. Train braking systems are applied and released to ensure they are operating effectively.e. Visual inspection is conducted to identify any obvious defects that would prevent safe transit.f. Faults are identified and appropriate corrective action is taken to ensure operational safety with minimum delay to planned running schedule.g. Relevant OH&S requirements are followed to prevent injury and damage.
7. Confirm train documentation	<ul style="list-style-type: none">a. Relevant personnel are promptly advised of the result of checks completed.b. Purpose of the journey and activities to be undertaken, are identified.c. Constraints and special instructions that may apply for the journey are identified.d. Documentation is read to identify and confirm consist, attach/detach information, loading information and characteristics of the train.e. Authority to proceed relevant to the operational situation is obtained and followed.

Range Of Variables

PREPARE FOR TRAIN OPERATION

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	c. Work is performed under minimal supervision, generally within a team environment
2. Worksite environment may include	<p>d. Operations conducted by day or night in all relevant weather conditions.</p> <p>e. Motive power units may include</p> <ul style="list-style-type: none"> e.1. diesel locomotives e.2. electric locomotives e.3. railcars e.4. multiple units including electric multiple units <p>f. Rolling stock may include</p> <ul style="list-style-type: none"> f.1. all rolling stock in service within Australian rail systems f.2. Correct coupling and sequencing of train requires that f.3. couplings are locked in place and flexible connections between rolling stock are made f.4. positioning and set-up of remote control equipment is correct f.5. the separation of dangerous goods complies with Statutory requirements <p>g. Visual inspections may include checking</p> <ul style="list-style-type: none"> g.1. wheels and braking equipment for signs of wear or damage g.2. flexible connections and fittings for signs of wear or damage g.3. couplings for signs of wear or damage g.4. fuel, oil, water and coolant g.5. air system for leaks/electrical equipment g.6. pantographs g.7. emergency and safety equipment such as vigilance control and deadman relays <p>h. Relevant personnel can include</p> <ul style="list-style-type: none"> h.1. maintenance personnel h.2. yard, station and other operational personnel h.3. train controllers and signallers h.4. train crews h.5. depot co-ordinators h.6. hand-over crew
3. Sources of information/documents may include	<p>a. Train documentation includes</p> <ul style="list-style-type: none"> a.1. train consist a.2. train notices a.3. out-of-gauge notices a.4. dangerous goods manifest a.5. brake certification a.6. load/passenger manifests a.7. OH&S legislation, codes of practice, policies and procedures a.8. organisational policies and procedures a.9. maintenance specifications a.10. local instructions a.11. two-way radio operation procedures a.12. emergency procedure manuals a.13. manufacturer's specifications a.14. equipment operation manuals
4. Workplace context may include	<p>a. Work organisation procedures and practices</p> <p>b. Conditions of service, legislation and industrial agreements including:</p> <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<p>a. Legislation / regulations / standards may include</p> <ul style="list-style-type: none"> a.1. safe working regulations a.2. local authority regulations and procedures a.3. relevant state railway legislation/regulations a.4. quality improvements a.5. Australian Standards a.6. workplace OH&S a.7. environmental policies

Evidence Guide

PREPARE FOR TRAIN OPERATION

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 apply safeworking and OH&S regulations and procedures a.2 Interpret and communicate operational information a.3 complete train preparation procedures a.4 complete relevant documentation
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role of persons required to prepare trains for operation.</p>
3. Required knowledge and skills	<ul style="list-style-type: none"> a. train coupling equipment and methods b. set-up procedures for equipment used in the control of trains c. train testing procedures d. documentation requirements and procedures e. communication procedure and protocols f. safeworking systems and requirements g. organisational policies and procedures h. OH&S legislation, codes of practice, policies and procedures i. safety working in electrified areas j. train characteristics and specifications k. maintenance and servicing procedures l. Railways of Australia Code of Practices and Conditions for the Carriage of Dangerous Goods m. communication skills n. working as part of a team o. interpreting and following instructions p. operating electronic communications equipment with required protocol q. identifying equipment defects and assessing for appropriate action r. testing air continuity and braking systems s. setting up and checking train control systems
4. Resource implications	<p>a. Access is required to appropriate motive power units, rolling stock and other associated equipment involved in train operations.</p>
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<p>a. Assessment may occur on the job or in an appropriately simulated environment</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	2

Unit TDT RB 10 98A SET UP AND SHUT DOWN ON-TRAIN REMOTE CONTROL

Field B Equipment Checking and Maintenance

DESCRIPTION:

This unit covers setting up and shutting down on-train remote control equipment for motive power units other than the primary control unit.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Set up remote control system	<ul style="list-style-type: none"> a. Remote control system components are set up in accordance with operational plans and manufacturer's instructions. b. Remote motive power units are placed in required operating mode. c. Communication code is entered and air and electrical systems are activated. d. Brake and traction systems are tested using approved personnel to ensure correct operation.
2. Set up lead control system	<ul style="list-style-type: none"> a. Cab console is checked, electrical systems are activated and the system self-test is confirmed. b. Communication code is entered and confirmation obtained that system has entered link mode. c. Full control is obtained and brake tests are conducted, using lead control equipment, to ensure correct braking is operational. d. Procedures to establish total control are repeated where necessary. e. Train is moved using the full range of tests to ensure operational safety and control.
3. Shut down remote control equipment	<ul style="list-style-type: none"> a. Shut down procedures of lead and remote control equipment are followed to ensure train security and de-activation of the system. b. Equipment indicators or functions are operated to ensure the shut down process is correct and complete.

Range Of Variables

SET UP AND SHUT DOWN ON-TRAIN CONTROL SYSTEM

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	a. Work is performed under minimal supervision, generally within a team environment
2. Worksite environment may include	b. Operations conducted by day or night in all relevant weather conditions. c. Motive power units include: Motive power units include c.1 diesel locomotives c.2 electric locomotives c.3 railcars c.4 multiple units including electric multiple units d. Worksite environment may include d.1 Operations conducted by day or night in all relevant weather conditions. d.2 On-train remote control equipment is d.3 that using any mechanism and operating system to allow the control of one motive power unit which is part of a train from another unit which is part of the same train e. Remote control operation maybe used: e.1 within a yard for the purpose of marshalling or shunting f. on running lines
3. Sources of information/documents may include	a. Information on procedures and regulations may include: a.1. OH&S legislation, codes of practice, policies and procedures a.2. safeworking systems and requirements a.3. local instructions a.4. maintenance specifications a.5. emergency procedure manuals a.6. two-way radio operation procedures a.7. equipment operation manuals a.8. manufacturer's specifications a.9. organisational policies and procedures
4. Workplace context may include	a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	a. Legislation / regulations / standards may include a.1 safe working regulations a.2 local authority regulations and procedures a.3 relevant state railway legislation/regulations a.4 quality improvements a.5 Australian Standards a.6 QA plans, data and document control a.7 workplace OH&S a.8 environmental policies

Evidence Guide

SET UP AND SHUT DOWN ON-TRAIN CONTROL SYSTEM

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1 Operate safely a.2 Interpret and communicate operational information a.3 Complete operational procedures a.4 Set up and shut down remote control equipment a.5 Respond to warning devices and gauges a.6 Complete relevant documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role of persons required to set up and operate on-train control systems.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. set up and operation of remote control equipment b. brake testing c. shut down procedures d. organisation's procedures for remote control operations e. control of motive power units f. setting up and operating of remote control equipment g. testing motive power unit systems
4. Resource implications	<ul style="list-style-type: none"> a. Access to appropriate remote control equipment and motive power units and associated facilities.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	2	2	2	3

Unit TDT RB 11 98A MAINTAIN AND USE BASIC HANDTOOLS

Field B Equipment Checking and Maintenance

DESCRIPTION:

This unit covers the skills required to select and use the correct hand tool for a job, maintain basic hand tools and secure and store hand tools according to safety, organisation and manufacturers specifications.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
8. Select and use hand tools	<ul style="list-style-type: none">a. Correct tools for work to be carried out are chosen to ensure efficient and safe working conditions.b. Appropriate personal safety protection is used to minimise the risk of personal injury.
9. Maintain basic hand tools	<ul style="list-style-type: none">a. Equipment is cleaned and maintained in accordance with manufacturers specifications and/or local instructions to ensure correct functionality of equipment.b. Any unserviceable tools are repaired, replaced or reported to relevant personnel to ensure correct functionality.
10. Secure and store hand tools	<ul style="list-style-type: none">a. Tools are transported in a safe, secure, efficient manner to minimise risk of injury to personnel and damage to equipment.b. Tools are stored and secured according to manufacturers or organisational procedures to prevent damage to, and losses of, equipment.

Range Of Variables

MAINTAIN AND USE BASIC HAND TOOLS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	i. Work is performed under some supervision, generally within a team environment
2. Worksite environment may include	<p>c. Operations conducted by day or night.</p> <p>d. Work conducted in restricted spaces or exposed conditions or controlled or open environments.</p> <p>e. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles.</p> <p>d. Equipment may include:</p> <p>d.1. mechanical handling/lifting equipment</p> <p>d.2. basic hand tools</p> <p>e. Materials may include:</p> <p>e.1. servicing materials such as lubricants</p> <p>e.2. bi-products associated with using tools, eg nails, screws etc.</p>
3. Sources of information/documents may include	a. Use and maintenance of basic hand tools may be obtained from: <ul style="list-style-type: none"> i.1. works orders i.2. organisation personnel i.3. manufacturers specifications
4. Workplace context may include	<p>c. Work organisation procedures and practices relevant to use and maintenance of basic hand tools.</p> <p>d. Conditions of service, legislation and industrial agreements including:</p> <p>d.1. workplace agreements and awards</p> <p>d.2. State, Federal or Territory Legislation</p> <p>e. Contingency processes may involve:</p> <p>e.1. personal injury</p> <p>e.2. tool malfunction</p> <p>f. Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used.</p> <p>g. Regulations/standards include safe working regulations, workplace regulations, quality improvements, QA plans, data and document control, workplace OHS, technical instructions.</p>
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<p>a. Occupational Health & Safety legislation regarding use of hand tools</p> <p>b. Environmental Protection Act</p> <p>c. Australian Standards</p>

Evidence Guide

MAINTAIN AND USE BASIC HAND TOOLS

7. Critical aspects of evidence to be considered	<p>b. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> b.1. select and use hand tools correctly, relevant to job requirements b.2. maintain hand tools to specifications of organisation and manufacturer b.3. secure and store hand tools correctly b.4. select and appropriately use protective clothing b.5. locate, interpret and apply relevant information b.6. work effectively with others b.7. maintain workplace records b.8. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context b.9. follow the designated work plan for the job
8. Interdependent assessment of units	<p>b. This unit of competency may be assessed in conjunction with other units that form part of a job role or function:</p> <ul style="list-style-type: none"> b.1. Plan work requirements b.2. Clean up worksite b.3. Arrange track protection b.4. Participate in a team to achieve designated tasks b.5. Apply workplace health and safety procedures
9. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1. ability to use hand tools according to job requirements, manufacturer's specifications and workplace safety guidelines a.2. ability to obtain train information to contribute to a safe work site a.3. ability to follow workplace health and safety practices and procedures a.4. maintain hand tools according to guidelines and procedures
10. Resource implications	<p>b. Access to variety of hand tools, safety guidelines relating to each tool, job requirements, maintenance equipment, storage facilities, relevant personnel and management.</p>
11. Consistency in performance	<p>f. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> f.1. describing consequences f.2. completing tasks f.3. identifying improvements f.4. applying safety precautions relevant to the task f.5. assessing operational capability of equipment used and work processes selected <p>g. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> g.1. job procedures and work instructions g.2. quality procedures (where existing) g.3. security procedures g.4. following enterprise housekeeping processes <p>h. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>i. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>j. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
12. Context for assessment	<p>Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	2	1	1	1

Unit TDT RB 12 98A USE AND MAINTAIN MINOR MECHANICAL EQUIPMENT

Field B Equipment Checking and Maintenance

DESCRIPTION:

This unit covers the skills required to use minor mechanical equipment and hand tools following safety procedures, and maintain equipment according to manufacturer’s and organisation guidelines.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Carry out pre-operation checks	<ul style="list-style-type: none"> a. Pre-operational checks are conducted to manufacturers specifications to ensure optimum functionality of equipment. b. Necessary adjustments to equipment are made to ensure efficient operation, according to manufacturer’s instructions. c. Faulty equipment is reported to relevant person to ensure equipment is safe and effective to use.
2. Operate mechanical equipment	<ul style="list-style-type: none"> a. Equipment is operated in accordance with manufacturer’s or organisation operating instructions to ensure safe and effective operation. b. Appropriate personal safety protection is used to minimise the risk of injury to operator. c. Work operational hazards are eliminated or controlled appropriately when using equipment to ensure safe working conditions. d. Assisting personnel are given clear instructions about their duties if required to ensure safe and effective working conditions
3. Conduct routine maintenance	<ul style="list-style-type: none"> a. Equipment is cleaned and maintained in accordance with manufacturers specifications to ensure optimum functionality. b. Detailed and accurate records are maintained according to organisation procedures.
4. Secure and store	<ul style="list-style-type: none"> a. Equipment is handled and transported in a safe, secure, efficient manner to minimise risk of injury to personnel and damage to equipment. b. Equipment is stored and secured according to manufacturers or organisational procedures to prevent damage and losses of equipment.

Range Of Variables

USE AND MAINTAIN MINOR MECHANICAL EQUIPMENT

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	a. Work is performed under minimal supervision, generally within a team environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night. b. Work conducted in restricted spaces or exposed conditions or controlled or open environments. c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. d. Equipment may include: <ul style="list-style-type: none"> d.1 mechanical handling/lifting equipment d.2 basic hand tools d.3 small plant such as motorised borers and saws e. Materials may include: <ul style="list-style-type: none"> e.1 servicing materials such as lubricants e.2 byproducts associated with using tools eg: nails, screws etc.
3. Sources of information/documents may include	a. Use and maintenance of minor equipment may be obtained from: <ul style="list-style-type: none"> a.1 works orders a.2 organisation personnel a.3 manufacturers specifications
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices relevant to use and maintenance of minor mechanical equipment. b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation c. Contingency processes may involve: <ul style="list-style-type: none"> c.1 personal injury c.2 tool malfunction d. Operators of mechanised equipment must have undertaken training and where appropriate, hold the relevant license, permit or certificate and be recognised as competent for the class of machinery being used. e. Regulations/standards include safe working regulations, workplace regulations, quality improvements, QA plans, data and document control, workplace OHS, technical instructions.
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation regarding use of minor equipment including hand tools b. Environmental Protection Act c. Australian Standards

Evidence Guide

USE AND MAINTAIN MINOR MECHANICAL EQUIPMENT

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1. carry out pre-operational checks correctly a.2. identify faulty equipment quickly and accurately a.3. operate equipment correctly according to manufacturer's or organisation guidelines a.4. control operating environment efficiently a.5. use appropriate safety equipment a.6. maintain and clean equipment to specifications of organisation and manufacturer a.7. transport and store equipment correctly a.8. select and appropriately use protective clothing a.9. locate, interpret and apply relevant information a.10. work effectively with others a.11. maintain workplace records a.12. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.13. follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function:</p> <ul style="list-style-type: none"> a.1 Plan work requirements a.2 Arrange track protection a.3 Participate in a team to achieve designated tasks a.4 Apply workplace health and safety procedures
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 use basic mechanical equipment according to job requirements, manufacturer's specifications and workplace safety guidelines a.2 ability to obtain train information to contribute to a safe work site a.3 ability to follow workplace health and safety practices and procedures a.4 maintain basic mechanical equipment according to guidelines and procedures
4. Resource implications	<p>a. Access to variety of equipment, safety guidelines relating to each tool, job requirements, maintenance equipment, storage facilities, relevant personnel and management.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	2	2	1	2

Unit TDT B1 97A CHECK AND ASSESS OPERATIONAL CAPABILITY OF EQUIPMENT

Field B Equipment Checking and Maintenance

DESCRIPTION:

This unit relates to the responsibility of all equipment operators to ensure the safe and operational effectiveness of the equipment they operate. This unit will be endorsed for the particular equipment where the employee is competent

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Inspect equipment and work area	a. Equipment is inspected prior to start-up in accordance with enterprise pre-operational functional safety check procedures and manufacturer's specifications to ensure it is free from damage, leaks and obstructions that may limit operational capability
2. Check equipment operational capability	a. Equipment and components are tested after start-up in accordance with manufacturer's specifications and enterprise procedures b. Warning systems are all checked for operational effectiveness
3. Identify and assess impact faults on work requirements	a. Faults are identified and assessment made of the potential effect on the operation of the equipment for the required work b. Faults that may affect the safe operation of the equipment are reported to the appropriate personnel for rectification
4. Record and report results of inspection and testing	a. Accurate reporting of the results of the inspection and testing is kept in accordance with Statutory requirements, enterprise policy and industry guidelines b. Records are clear, unambiguous and concisely kept in accordance with enterprise policy c. Clear reference is made to any items which may affect the future safety of the equipment

Range Of Variables

CHECK AND ASSESS OPERATIONAL CAPABILITY OF EQUIPMENT

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring e. Safety checks and equipment tests are performed under limited supervision and at work location. f. Safety checks may be performed on: <ul style="list-style-type: none"> f.1. light and heavy forklifts f.2. straddle carriers f.3. front end loaders f.4. rear skid loaders(bobcat) f.5. bulldozers f.6. excavators f.7. shipboard cranes/derricks f.8. bridge and gantry cranes f.9. internal transfer vehicles f.10. mobile non slewing crane(reach stacker) wharf crane f.11. mobile slewing cranes g. This unit will be endorsed for the particular equipment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

CHECK AND ASSESS OPERATIONAL CAPABILITY OF EQUIPMENT

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to b. Locate, interpret and apply relevant information c. Conduct of the operation for the following (where applicable) d. Visual checks: <ul style="list-style-type: none"> d.1. pressure over/under specification d.2. fluid leaks d.3. temperature over/under specifications d.4. cracks, surface or structural faults or other damage d.5. tightness of bolts, fixtures and fittings within specs e. Operate equipment through required range: <ul style="list-style-type: none"> e.1. warning devices e.2. operating lights or audible cues e.3. braking and transmission systems e.4. lifting devices e.5. steering and suspension systems e.6. isolation switches and shut down systems e.7. mechanical, electrical, electronic, hydraulic or pneumatic components e.8. windscreen wipers e.9. Check seat positions, seat belts, mirror positions e.10. Explain and report implications on safe and effective work of defects found f. Record results of pre-operation tests including: <ul style="list-style-type: none"> f.1. details of faulty equipment or specific components f.2. action taken f.3. results of testing f.4. details of repair and maintenance work to be undertaken
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function: <ul style="list-style-type: none"> a.1. operational safety requirements a.2. use characteristics, capabilities and limitations of the equipment a.3. organisational operating procedures a.4. use of relevant tools and equipment a.5. identification of non-conformity to requirements which may comprise operational capability a.6. access, assess, interpret and apply technical information a.7. locating appropriate personnel supervisory or maintenance personnel
4. Resource implications	<ul style="list-style-type: none"> a. Access to <ul style="list-style-type: none"> a.1. manufacturers specification and information on safe use a.2. workplace or industry information on pre-operational checks a.3. tools and equipment for checking a.4. relevant load shifting equipment
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when: <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. hazard policies and procedures Codes of Practice; emergency, fire and accident procedures b.2. relevant guidelines relating to the safe use of machinery and equipment including the tagging of unserviceable or damaged items c. Operational checks reveal faults that may comprise safe and effective use of equipment. Checks that sequences are logical and meet workplace requirements d. Maintains records within workplace procedures e. Work completed systematically with attention to detail and without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
2	2	1	1	1	1	1

Unit TDT B2 97A TEST EQUIPMENT AND ISOLATE FAULTS

Field B Equipment Checking and Maintenance

DESCRIPTION:

This requires the application of planning, technical knowledge and skills to the checking and isolation of faults and reporting on the status of equipment

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Identify Scope of Operational Check	<ul style="list-style-type: none"> a. Physical condition of equipment is observed b. Test procedures and parameters are identified in accordance with workplace procedures and manufacturers' specifications c. Preliminary observations recorded d. Test procedures are discussed with appropriate staff and necessary permission obtained
2. Plan Operational Checks	<ul style="list-style-type: none"> a. Specifications and notes from preliminary observations are checked and areas to be clarified are identified b. Sequence of tests are planned noting areas where results and observations should be recorded c. Safe area for testing identified d. Arrangements made for any additional resources (including staff)
3. Check Unit Through Full Operating Range	<ul style="list-style-type: none"> a. Test is undertaken observing relevant safety and operational requirements b. Results recorded and findings confirmed
4. Isolate Fault and/or Formulate Recommendations	<ul style="list-style-type: none"> a. Impact of fault on work schedule is identified b. Proposals for equipment repair are recorded based on faults found, cost/time implications and workplace approval systems c. Report explained to relevant workplace personnel including any options and recommendations d. Parts are procured and/or repairs undertaken in accordance with enterprise procedures

Range Of Variables

TEST EQUIPMENT AND ISOLATE FAULTS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

TEST EQUIPMENT AND ISOLATE FAULTS

1. Critical aspects of evidence to be considered	<p>Assessment must confirm appropriate knowledge and skills to</p> <ol style="list-style-type: none"> test for faults and recommend repairs or replacements based on cost and time effectiveness locate, interpret and apply relevant information provide customer/client service and work effectively with others convey information in written and oral form maintain workplace records
2. Interdependent assessment of units	<ol style="list-style-type: none"> This unit of competency may be assessed in conjunction with other units that form part of a job role or function the pre-requisite for this unit is <i>Check and Assess Operational Capability of Equipment</i>
3. Required knowledge and skills	<ol style="list-style-type: none"> Displays the following knowledge and skills in terms of job role or function: <ol style="list-style-type: none"> site layout focus of operation of work systems, equipment, management and site operating systems relationships and requirements of work and operating systems in respect of related systems application of relevant industrial requirements identification and correct use of equipment, processes and procedures used design of test procedures use of on equipment test systems and warning devices visual, manipulative and aural observations use of meters and gauges; tools and equipment prediction of most cost/time effective rectification procedures the application of mechanical, hydraulic, electrical and electronic principles characteristics of the materials used in the system being tested classification of systems types and identification of system components
4. Resource implications	<ol style="list-style-type: none"> Access to potentially faulty equipment, workplace policies and procedures, regulations (where applicable) and manufacturers information
5. Consistency in performance	<ol style="list-style-type: none"> Applies knowledge and skills when: <ol style="list-style-type: none"> establishing plans describing consequences completing tasks identifying improvements applying safety precautions relevant to the task Shows evidence of application of relevant workplace procedures including: <ol style="list-style-type: none"> hazard policies and procedures including Codes of Practice issue resolution procedures job procedures and work instructions relevant guidelines relating to the safe use of machinery and equipment including the tagging of unserviceable or damaged items quality assurance procedures (where existing) security procedures following recognised housekeeping processes waste, pollution and recycling management processes Action taken promptly- accidents and incidents reported in accordance with Statutory requirements and according to enterprise procedures Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ol style="list-style-type: none"> Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
3	3	2	2	2	2	3

Unit TDT RC 01 98A PREPARE, OPERATE, MONITOR AND STABLE STEAM LOCOMOTIVE

Field C Driving Vehicle

DESCRIPTION:

This unit covers preparing a steam locomotive for operation including checking, minor servicing, raising steam and maintaining its operational condition during a journey and stabling.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Conduct pre-operational checks	<ul style="list-style-type: none"> a. Features, functions and location of steam locomotive equipment are identified. b. Pre-operational internal and external safety and maintenance checks are conducted, in accordance with OH&S and organisational policies and procedures, to prevent injury and damage. c. Kit and equipment are checked by visual inspection and defects and deficiencies recorded, rectified or reported to ensure safe and effective operation. d. Fuel, water and lubrication oil quantities are checked and filled to meet light up and journey requirements.
2. Light fire and raise steam	<ul style="list-style-type: none"> a. Pre-light up procedures applicable to the type of fire box are identified and followed to enable safe boiler operation. b. Light-up procedures and safety practices are followed to build up steam within the boiler and to ensure 'smoking' is minimised. c. Instruments and equipment are monitored to ensure safe and efficient operation as steam pressure is raised to operating level.
3. Prepare locomotive for journey	<ul style="list-style-type: none"> a. Purpose of journey is established from train running sheet and availability of resources and the constraints that may apply are identified. b. Required fuel, lubrication and water quantities are checked and filled to meet journey requirements. c. Safety equipment required for the journey is identified and checked. d. Pre-departure operational checks are conducted and appropriate action taken in accordance with operating practices and established procedures.
4. Maintain operational conditions en route	<ul style="list-style-type: none"> a. Locomotive is fired and driven using effective management techniques. b. Equipment and instruments are monitored to ensure the supply of fuel and water to the boiler is maintained en route. c. Fire is maintained to minimise clinking and ensure effective burning of fuel used. d. Fire and level of steam are maintained at optimum level to ensure efficient running. e. Vacuum across firebox is maintained by efficient use of blower to prevent fire blowback and ensure safe running. f. Fireman is supervised to ensure appropriate stoking of boiler.
5. Stable and secure steam locomotive	<ul style="list-style-type: none"> a. Stabling procedures are identified and followed in conjunction with other personnel. b. Fire cleaning and dumping and other cleaning operations are conducted, in accordance with OH&S and organisational policies and procedures, to prevent injury and damage. c. Post-operational internal and external inspections are carried out to ensure the boiler and ancillary equipment are fully functional. d. Defects or deficiencies identified are rectified if possible or appropriate personnel notified for assistance. e. Locomotive is secured, in accordance with OH&S and organisational policies and procedures, to prevent injury and damage.

Range Of Variables

PREPARE, OPERATE, MONITOR AND STABLE STEAM LOCOMOTIVE

<i>VARIABLE</i>	<i>SCOPE</i>		
1. General context	<ul style="list-style-type: none"> a. Work is performed under minimal supervision, generally within a team environment. b. Steam locomotives may include all steam locomotives in service within Australian rail systems. 		
2. Worksite environment may include	<table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Equipment may include <ul style="list-style-type: none"> b.1. steam locomotive instrumentation (gauges) b.2. feed water controls b.3. boiler controls and safety devices; braking systems b.4. driving controls; etc. c. Visual inspections may include <ul style="list-style-type: none"> c.1. checking of wheels and braking equipment for signs of wear or damage c.2. flexible connections and fittings for signs of wear or damage c.3. couplings for signs of wear or damage c.4. fuel, oil, water and air for leaks c.5. emergency and safety equipment such as vigilance control and deadman relays d. Pre-departure checks may include <ul style="list-style-type: none"> d.1. lubrication system d.2. checking for steam, water and oil leaks d.3. brake testing d.4. ensuring sufficient fuel and water for journey d.5. establishing radio/telephone d.6. communications </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> e. Relevant personnel may include <ul style="list-style-type: none"> e.1. maintenance personnel e.2. yard and other operational personnel e.3. train controllers and signallers e.4. train crews e.5. motive power rostering staff e.6. depot co-ordinators driver or fireman e.7. immediate internal or external customers f. Safety and protective equipment may include <ul style="list-style-type: none"> f.1. gloves f.2. sunscreen, sunglasses and safety glasses f.3. insect repellent f.4. safety headwear and footwear f.5. two-way radios f.6. hand lamps f.7. flags f.8. safety devices f.9. audible indicators f.10. breathing equipment f.11. fire extinguishers f.12. high visibility clothing f.13. breakdown equipment g. Stabling procedure may include <ul style="list-style-type: none"> g.1. topping-up water and fuel tender g.2. positioning locomotive g.3. securing locomotive h. Cleaning operations may include <ul style="list-style-type: none"> h.1. fire box, smoke box and boiler h.2. post-operational internal and external inspection may include h.3. fire box, smoke box and control and monitoring equipment and cabin </td> </tr> </table>	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Equipment may include <ul style="list-style-type: none"> b.1. steam locomotive instrumentation (gauges) b.2. feed water controls b.3. boiler controls and safety devices; braking systems b.4. driving controls; etc. c. Visual inspections may include <ul style="list-style-type: none"> c.1. checking of wheels and braking equipment for signs of wear or damage c.2. flexible connections and fittings for signs of wear or damage c.3. couplings for signs of wear or damage c.4. fuel, oil, water and air for leaks c.5. emergency and safety equipment such as vigilance control and deadman relays d. Pre-departure checks may include <ul style="list-style-type: none"> d.1. lubrication system d.2. checking for steam, water and oil leaks d.3. brake testing d.4. ensuring sufficient fuel and water for journey d.5. establishing radio/telephone d.6. communications 	<ul style="list-style-type: none"> e. Relevant personnel may include <ul style="list-style-type: none"> e.1. maintenance personnel e.2. yard and other operational personnel e.3. train controllers and signallers e.4. train crews e.5. motive power rostering staff e.6. depot co-ordinators driver or fireman e.7. immediate internal or external customers f. Safety and protective equipment may include <ul style="list-style-type: none"> f.1. gloves f.2. sunscreen, sunglasses and safety glasses f.3. insect repellent f.4. safety headwear and footwear f.5. two-way radios f.6. hand lamps f.7. flags f.8. safety devices f.9. audible indicators f.10. breathing equipment f.11. fire extinguishers f.12. high visibility clothing f.13. breakdown equipment g. Stabling procedure may include <ul style="list-style-type: none"> g.1. topping-up water and fuel tender g.2. positioning locomotive g.3. securing locomotive h. Cleaning operations may include <ul style="list-style-type: none"> h.1. fire box, smoke box and boiler h.2. post-operational internal and external inspection may include h.3. fire box, smoke box and control and monitoring equipment and cabin
<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Equipment may include <ul style="list-style-type: none"> b.1. steam locomotive instrumentation (gauges) b.2. feed water controls b.3. boiler controls and safety devices; braking systems b.4. driving controls; etc. c. Visual inspections may include <ul style="list-style-type: none"> c.1. checking of wheels and braking equipment for signs of wear or damage c.2. flexible connections and fittings for signs of wear or damage c.3. couplings for signs of wear or damage c.4. fuel, oil, water and air for leaks c.5. emergency and safety equipment such as vigilance control and deadman relays d. Pre-departure checks may include <ul style="list-style-type: none"> d.1. lubrication system d.2. checking for steam, water and oil leaks d.3. brake testing d.4. ensuring sufficient fuel and water for journey d.5. establishing radio/telephone d.6. communications 	<ul style="list-style-type: none"> e. Relevant personnel may include <ul style="list-style-type: none"> e.1. maintenance personnel e.2. yard and other operational personnel e.3. train controllers and signallers e.4. train crews e.5. motive power rostering staff e.6. depot co-ordinators driver or fireman e.7. immediate internal or external customers f. Safety and protective equipment may include <ul style="list-style-type: none"> f.1. gloves f.2. sunscreen, sunglasses and safety glasses f.3. insect repellent f.4. safety headwear and footwear f.5. two-way radios f.6. hand lamps f.7. flags f.8. safety devices f.9. audible indicators f.10. breathing equipment f.11. fire extinguishers f.12. high visibility clothing f.13. breakdown equipment g. Stabling procedure may include <ul style="list-style-type: none"> g.1. topping-up water and fuel tender g.2. positioning locomotive g.3. securing locomotive h. Cleaning operations may include <ul style="list-style-type: none"> h.1. fire box, smoke box and boiler h.2. post-operational internal and external inspection may include h.3. fire box, smoke box and control and monitoring equipment and cabin 		
3. Sources of information / documents may include	<ul style="list-style-type: none"> a. Documentation may include <ul style="list-style-type: none"> a.1. locomotive log book a.2. maintenance notices, records and requests a.3. preparation sheets/dockets a.4. train running sheets 		
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation 		
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Organisational policies and procedures include those related to <ul style="list-style-type: none"> a.1. preventing steam locomotives from moving a.2. compliance with track speed, length and load limitations a.3. monitoring and complying with signals a.4. operating in accordance with track condition b. OH&S legislation, codes of practice, policies and procedures include <ul style="list-style-type: none"> b.1. use of protective clothing and equipment b.2. procedures to prevent light-up explosions b.3. Following procedures and instructions for controlling risk of steam injury and explosion 		

Evidence Guide

PREPARE, OPERATE, MONITOR AND STABLE STEAM LOCOMOTIVE

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1 Safely operate locomotive a.2 Interpret and communicate operational information a.3 Complete pre-start, walk-around, start-up and shut-down procedures a.4 Manoeuvre and position locomotive a.5 Respond to warning devices and gauges a.6 Stable and secure the locomotive a.7 Complete relevant documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role of a steam locomotive driver.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Steam locomotive systems including boiler, stoking and fire control principles b. Monitoring performance c. Start-up and shut-down procedures d. Operating procedures e. Braking and safety system f. Ancillary system procedures g. Documentation requirements and procedures h. Communication procedure and protocols i. Safeworking systems and requirements j. Organisational policies and procedures k. OH&S legislation, codes of practice, policies and procedures l. Safety working in electrified areas m. Details of road or track on which journey is undertaken n. Communication skills o. Working as part of a team p. Interpreting and following instructions q. Operating electronic communications equipment with required protocol r. Carrying out minor maintenance, cleaning, lubricating and servicing of steam locomotive s. Setting and lighting fire t. Stoking and managing boiler fire, water levels and steam pressure u. Driving steam locomotive v. Identifying equipment defects and assessing for appropriate action w. Refuelling and lubricating locomotive x. Stabling, shutting-down and securing steam locomotive y. Supervising and instructing fireman
4. Resource implications	<ul style="list-style-type: none"> a. Access is required to appropriate steam locomotive and related equipment and resources
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	Assessment may occur on the job and in appropriate simulators

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	2	1	2	2

Unit TDT RC 02 98A PREPARE, OPERATE, MONITOR AND STABLE MOTIVE POWER UNIT

Field C Driving Vehicle

DESCRIPTION:

This unit covers preparing, operating and stabling motive power units. It includes driving, monitoring and stabling a unit.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Prepare motive power unit	<ul style="list-style-type: none"> a. Features, functions and location of motive power unit equipment are identified. b. Pre-operational internal and external safety and maintenance checks are conducted, in accordance with OH&S and organisational policies and procedures, to prevent injury and damage. c. Kit and equipment are checked by visual inspection and defects and deficiencies recorded or reported to ensure safe and effective operation. d. Fuel, water and lubrication oil quantities are checked and filled, in accordance with environmental protection policies, to meet start up and journey requirements. e. Relevant OH&S requirements are followed.
2. Operate motive power units	<ul style="list-style-type: none"> a. Motive power unit handling techniques and track/road knowledge are applied to eliminate or minimise risk of injury to personnel or damage to equipment, rolling stock and load. b. Acceleration and braking techniques are applied safely within track/road and weather conditions. c. Movement of motive power unit between sections ensures that all rolling stock is positioned safely in accordance with relevant safeworking systems and requirements.
3. Operate and monitor on board equipment	<ul style="list-style-type: none"> a. Motive power unit equipment is monitored and operated to maintain optimum running conditions and identify faults, defects and deficiencies. b. Appropriate action is taken in response to identified faults, defects and deficiencies to ensure safe operation of motive power unit, including communications with operations controller where necessary. c. Faults, defects and deficiencies are assessed to determine risk of damage to equipment or injury to personnel.
4. Respond effectively to external operating factors	<ul style="list-style-type: none"> a. Instructions are verified, when required, interpreted and followed, in accordance with safeworking systems and requirements and organisational policies and procedures, to ensure that actions taken are appropriate and safe. b. Fixed and hand signals and verbal movement commands are interpreted and followed, in accordance with safeworking systems and requirements and organisational policies and procedures, to ensure that actions taken are appropriate and safe. c. Hazardous situations are recognised and appropriate action taken to minimise risk to personnel and equipment.
5. Stable and secure motive power unit	<ul style="list-style-type: none"> a. Stabling procedures are identified and followed in conjunction with other personnel. b. Post-operational internal and external inspections are carried out to ensure operational equipment is fully functional. c. Defects and deficiencies identified are rectified or appropriate personnel notified.

Range Of Variables

PREPARE, OPERATE, MONITOR AND STABLE MOTIVE POWER UNIT

<i>VARIABLE</i>	<i>SCOPE</i>		
1. General context	<ul style="list-style-type: none"> j. Work is performed under minimal supervision, generally within a team environment. k. Motive power units may include all those in service within Australian rail systems 		
2. Worksite environment may include	<table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Operation may occur on tracks owned by own company or another organisation c. Motive power units may include: <ul style="list-style-type: none"> c.1. diesel locomotives c.2. electric locomotives c.3. railcars c.4. multiple units including electric c.5. non-operational units c.6. multiple units d. Motive power unit equipment may include <ul style="list-style-type: none"> d.1. ancillary systems d.2. automatic control systems d.3. braking systems d.4. drive systems d.5. instrumentation d.6. manual controls d.7. remote train and signal control systems d.8. communication systems d.9. warning equipment d.10. power source d.11. vigilance systems d.12. traction systems </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> e. Track/road knowledge may include <ul style="list-style-type: none"> e.1. track/bridge limitations e.2. speed limitations e.3. gauge limitation e.4. curves and gradients e.5. curfews e.6. location of signals and crossings e.7. emergency cross-overs e.8. operation of tumbtable f. Risk minimisation may require differentiating between faults, defects and deficiencies that: <ul style="list-style-type: none"> f.1. do not present a hazard and could be attended to under running maintenance or in a normal maintenance schedule, f.2. present a potential hazard and need to be attended to under running maintenance or at the next most practical opportunity f.3. present an immediate hazard and require immediate attention g. Action taken as a result of identified faults, defects or deficiencies may include <ul style="list-style-type: none"> g.1. carrying out repairs or adjustments or initiating appropriate personnel to carry out repairs dependent on the level and extent of work required </td> </tr> </table>	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Operation may occur on tracks owned by own company or another organisation c. Motive power units may include: <ul style="list-style-type: none"> c.1. diesel locomotives c.2. electric locomotives c.3. railcars c.4. multiple units including electric c.5. non-operational units c.6. multiple units d. Motive power unit equipment may include <ul style="list-style-type: none"> d.1. ancillary systems d.2. automatic control systems d.3. braking systems d.4. drive systems d.5. instrumentation d.6. manual controls d.7. remote train and signal control systems d.8. communication systems d.9. warning equipment d.10. power source d.11. vigilance systems d.12. traction systems 	<ul style="list-style-type: none"> e. Track/road knowledge may include <ul style="list-style-type: none"> e.1. track/bridge limitations e.2. speed limitations e.3. gauge limitation e.4. curves and gradients e.5. curfews e.6. location of signals and crossings e.7. emergency cross-overs e.8. operation of tumbtable f. Risk minimisation may require differentiating between faults, defects and deficiencies that: <ul style="list-style-type: none"> f.1. do not present a hazard and could be attended to under running maintenance or in a normal maintenance schedule, f.2. present a potential hazard and need to be attended to under running maintenance or at the next most practical opportunity f.3. present an immediate hazard and require immediate attention g. Action taken as a result of identified faults, defects or deficiencies may include <ul style="list-style-type: none"> g.1. carrying out repairs or adjustments or initiating appropriate personnel to carry out repairs dependent on the level and extent of work required
<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Operation may occur on tracks owned by own company or another organisation c. Motive power units may include: <ul style="list-style-type: none"> c.1. diesel locomotives c.2. electric locomotives c.3. railcars c.4. multiple units including electric c.5. non-operational units c.6. multiple units d. Motive power unit equipment may include <ul style="list-style-type: none"> d.1. ancillary systems d.2. automatic control systems d.3. braking systems d.4. drive systems d.5. instrumentation d.6. manual controls d.7. remote train and signal control systems d.8. communication systems d.9. warning equipment d.10. power source d.11. vigilance systems d.12. traction systems 	<ul style="list-style-type: none"> e. Track/road knowledge may include <ul style="list-style-type: none"> e.1. track/bridge limitations e.2. speed limitations e.3. gauge limitation e.4. curves and gradients e.5. curfews e.6. location of signals and crossings e.7. emergency cross-overs e.8. operation of tumbtable f. Risk minimisation may require differentiating between faults, defects and deficiencies that: <ul style="list-style-type: none"> f.1. do not present a hazard and could be attended to under running maintenance or in a normal maintenance schedule, f.2. present a potential hazard and need to be attended to under running maintenance or at the next most practical opportunity f.3. present an immediate hazard and require immediate attention g. Action taken as a result of identified faults, defects or deficiencies may include <ul style="list-style-type: none"> g.1. carrying out repairs or adjustments or initiating appropriate personnel to carry out repairs dependent on the level and extent of work required 		
3. Sources of information / documents may include	<ul style="list-style-type: none"> a. Documentation / records may include <ul style="list-style-type: none"> a.1. train consist a.2. special train a.3. inspection reports a.4. motive power unit log book a.5. maintenance notices, records and requests a.6. safeworking documentation 		
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation 		
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Applicable procedures and codes may include <ul style="list-style-type: none"> a.1. OH&S legislation, codes of practice, policies and procedures a.2. safeworking practices and procedures a.3. local instructions a.4. maintenance specifications a.5. equipment operation a.6. manufacturer's specifications a.7. Railways of Australia Code of Practice and Conditions for the Carriage of Dangerous Goods a.8. documentation procedures 		

Evidence Guide

PREPARE, OPERATE, MONITOR AND STABLE MOTIVE POWER UNIT

1. Critical aspects of evidence to be considered	b. Assessment must confirm appropriate knowledge and skills to: a.8 Operate safely a.9 Perform motive power unit handling and management a.10 Interpret and communicate operational information a.11 Complete pre-start, walk-around, start-up and shut-down procedures a.12 Manoeuvre and position motive power unit a.13 Respond to warning devices and gauges a.14 Stable and secure the motive power unit a.15 Complete relevant documentation						
2. Interdependent assessment of units	a. This unit of competency may be assessed in conjunction with other units that form part of a job role of a motive power unit driver.						
3. Required knowledge and skills	<table border="1"> <tr> <td>a. Motive power unit operational knowledge including: a.1 principles, purpose and location of controls a.2 operating procedures a.3 monitoring devices a.4 braking and drive equipment a.5 braking and safety system a.6 ancillary system procedures a.7 signalling systems</td> <td>d. safeworking systems and requirements e. organisational policies and procedures f. local procedures and operating requirements g. OH&S legislation, codes of practice, policies and procedures h. communication i. working as part of a team j. interpreting and following instructions k. giving instructions l. operating electronic communications equipment to required protocol m. identifying equipment defects and assessing for appropriate action n. skills to drive motive power unit including: n.1 operating controls to start, accelerate, decelerate and stop n.2 complying with speed and load limits n.3 adjusting controls to maximise efficient and safe running n.4 managing hazardous situations</td> </tr> <tr> <td>b. Track/road knowledge including: b.1 track/bridge limitations b.2 speed limits b.3 gauge limitations b.4 gradients and curves b.5 curfews b.6 yard and siding layouts</td> <td></td> </tr> <tr> <td>c. documentation requirements and procedures</td> <td></td> </tr> </table>	a. Motive power unit operational knowledge including: a.1 principles, purpose and location of controls a.2 operating procedures a.3 monitoring devices a.4 braking and drive equipment a.5 braking and safety system a.6 ancillary system procedures a.7 signalling systems	d. safeworking systems and requirements e. organisational policies and procedures f. local procedures and operating requirements g. OH&S legislation, codes of practice, policies and procedures h. communication i. working as part of a team j. interpreting and following instructions k. giving instructions l. operating electronic communications equipment to required protocol m. identifying equipment defects and assessing for appropriate action n. skills to drive motive power unit including: n.1 operating controls to start, accelerate, decelerate and stop n.2 complying with speed and load limits n.3 adjusting controls to maximise efficient and safe running n.4 managing hazardous situations	b. Track/road knowledge including: b.1 track/bridge limitations b.2 speed limits b.3 gauge limitations b.4 gradients and curves b.5 curfews b.6 yard and siding layouts		c. documentation requirements and procedures	
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b. Track/road knowledge including: b.1 track/bridge limitations b.2 speed limits b.3 gauge limitations b.4 gradients and curves b.5 curfews b.6 yard and siding layouts							
c. documentation requirements and procedures							
4. Resource implications	b. Access is required to relevant motive power unit.						
5. Consistency in performance	<table border="1"> <tr> <td>a. Applies underpinning knowledge and skills when: a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected</td> <td>b. Shows evidence of application of relevant workplace procedures including: b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes</td> <td>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</td> <td>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</td> <td>e. Work completed systematically with attention to detail without damage to goods, equipment or</td> </tr> </table>	a. Applies underpinning knowledge and skills when: a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected	b. Shows evidence of application of relevant workplace procedures including: b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes	c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures	d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others	e. Work completed systematically with attention to detail without damage to goods, equipment or	
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6. Context for assessment	a. Assessment may occur on the job or on a suitable simulator						

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	2	2	3

Unit TDT RC 03 98A CONDUCT MARSHALLING OPERATIONS

Field C Driving Vehicles

DESCRIPTION:

This unit covers planning and organising the efficient movement and positioning of rolling stock to make up a train, break up a train, load or unload.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Establish marshalling requirements	<ul style="list-style-type: none"> a. Job specifications and instructions are interpreted in order to clarify the train consist requirements. b. Personnel requirements, and availability, to make up the train consist are identified and confirmed. c. Equipment requirements are identified, obtained, and prepared for use. d. Relevant OH&S legislation, codes of practice, organisational policies and procedures and safeworking systems and requirements related to shunting are identified.
2. Plan rolling stock movements	<ul style="list-style-type: none"> a. Rolling stock is located and movements planned to ensure that track use and/or rolling stock placements are appropriate. b. Rolling stock cards are checked to determine availability and appropriateness to the consist.
3. Position rolling stock	<ul style="list-style-type: none"> a. Sequence of rolling stock movements is determined to achieve correct consist. b. Rolling stock is sorted, organised in correct sequence, positioned and coupled for efficient movement. c. Marshalling strategy minimises rolling stock movement and restrictions to track access. d. Marshalling strategy ensures that rolling stock is moved and placed safely by following relevant safeworking systems and requirements. e. Radio and line of sight communication tools are used in accordance with standard operational procedures and conventions. f. Contingency plans are implemented, when necessary, to overcome unplanned events. g. Appropriate end of train monitoring unit/signals are fitted and operation confirmed prior to departure. h. Train is finalised in accordance with operational requirements, and irregularities reported and rectified to ensure movement will be safe for personnel and load. i. Relevant OH&S requirements are followed to prevent injury and damage.
4. Prepare and distribute documentation	<ul style="list-style-type: none"> a. Train consist information is prepared and filed, and /or computer entered, according to operational requirements. b. Appropriate documentation is delivered to train crews and yard personnel to meet operational requirements. c. Documentation is provided to other relevant personnel, including those responsible for marshalling/shunting operations en route, to achieve operational requirements.

Range Of Variables

CONDUCT MARSHALLING OPERATIONS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Rolling stock may include all rolling stock in service within Australian rail systems.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Equipment may include: <ul style="list-style-type: none"> b.1. draw gear b.2. air brake system components and handbrakes b.3. rail tractors b.4. rolling stock b.5. communication equipment b.6. switching equipment b.7. turntables b.8. motor vehicles b.9. fixed signals c. OH&S requirements are <ul style="list-style-type: none"> c.1. those necessary to meet applicable organisational, state/territory and national policies and procedures and may include the use of: <ul style="list-style-type: none"> c.2.1. high visibility clothing <ul style="list-style-type: none"> c.2.1.1. gloves c.2.2. sunscreen and sun glasses c.2.3. insect repellent c.2.4. safety headwear, mask and footwear c.2.5. portable radios c.2.6. hearing protection c.2. hand lamps c.2.8. flags c.2.9. safety glasses c.2.10. emergency containers/extinguishers c.2.11. end of train unit or marker c.2.12. equipment for handling electrical cables c.2.13. emergency warning devices c.2.14. portable signs and markers d. Contingency plans and contingencies may involve <ul style="list-style-type: none"> d.1. emergency procedures manuals d.2. Railways of Australia Code of Practices and Conditions for the Carriage of Dangerous Goods d.3. safeworking systems and requirements d.4. derailments d.5. collisions d.6. breakdowns d.7. injuries and fatalities d.8. hazardous materials spills d.9. fires and leaks d.10. track damage d.11. powerline damage
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Sources of information on marshalling and shunting requirements may include <ul style="list-style-type: none"> a.1. order books a.2. cards/deck sheets a.3. notice boards a.4. special train notices a.5. yard orders a.6. periodical circulars a.7. transport authority rules and operating procedures a.8. computer based data systems a.9. timetables a.10. train consist a.11. incident reports a.12. driver's advice a.13. train register book a.14. safeworking forms a.15. dangerous goods manifest a.16. marshalling plan
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Legislation / regulations / standards may include <ul style="list-style-type: none"> a.1. safe working regulations a.2. local authority regulations and procedures a.3. workplace regulations a.4. relevant state railway legislation/regulations a.5. quality improvements a.6. Australian Standards a.7. QA plans, data and document control a.8. technical instructions a.9. workplace OH&S a.10. environmental policies

Evidence Guide

CONDUCT MARSHALLING OPERATIONS

1. Critical aspects of evidence to be considered	a. Assessment must confirm appropriate knowledge and skills to: a.1 Apply OH&S and safeworking regulations and procedures to marshalling operations a.2 Position rolling stock a.3 Attach/detach rolling stock a.4 Operate relevant equipment a.5 Interpret and communicate operational information a.6 Plan marshalling procedures a.7 Complete relevant documentation
2. Interdependent assessment of units	c. This unit of competency may be assessed in conjunction with other units that form part of the job role for persons carrying out marshalling operations.
3. Required knowledge and skills	a. Displays in job role knowledge and skills including: a.1 yard operation loading and unloading facilities wagon mechanisms OH&S legislation, codes of

	<ul style="list-style-type: none"> practice, policies and procedures a.5 safeworking systems and requirements a.6 local track and signal layouts a.7 relevant documentation a.8 operation of protective devices, air brakes, handbrakes, derailleurs and other physical characteristics of rolling stock a.9 relevant standards and codes of practice for manual handling a.10 shunting signals and commands and line-of-sight communication systems a.11 draw gear capacities and operating procedures a.12 communication skills a.13 radio communication protocol a.14 location and operation of signals and points a.15 emergency procedures a.16 rostering procedures a.17 organisational policies and procedures a.18 Railways of Australia Code of Practices and Conditions for the Carriage of Dangerous Goods a.19 working in a team a.20 interpreting instructions and prioritising work a.21 getting on and off rolling stock in an approved manner a.22 coupling and uncoupling rolling stock a.23 solving problems associated with marshalling and shunting operations a.24 operating mechanical and electronic and other line-of-sight communication equipment a.25 operating points and signals
4. Resource implications	a. Access to marshalling operational situations in real or appropriately simulated environments.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	Assessment may occur on the job or in an appropriately simulated environment

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Unit TDT RC 04 98A SHUNT ROLLING STOCK

Field C Driving Vehicles

DESCRIPTION:

This unit covers controlling and directing the physical movement of rolling stock and operating relevant equipment to carry out a developed marshalling strategy.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Plan and prepare for shunting operation	<ul style="list-style-type: none"> a. Shunting requirements are interpreted and clarified and vehicles and equipment are obtained and prepared in accordance with marshalling strategy. b. Rolling stock movements, availability and locations are established in order to determine appropriate siding and/or track locations for vehicle placement. c. Relevant OH&S legislation, codes of practice, organisational policies and procedures and safeworking systems and requirements related to shunting are identified.
2. Carry out shunting control procedures	<ul style="list-style-type: none"> a. Points, levers, switches, signals and line of sight communications are used to assist the control of rolling stock movement. b. Hand, light and radio shunting commands used are uniform and conform with operational and statutory requirements. c. Relevant OH&S requirements are followed to prevent injury and damage. d. Wagon cards are checked and wagons obtained and sorted to comply with marshalling requirements. e. Shunting control techniques applied prevent damage of rolling stock and loads/contents. f.
3. Shunt rolling stock	<ul style="list-style-type: none"> a. Organisational procedures for shunting are identified and applied. b. Rolling stock is positioned to meet marshalling requirements. c. Coupling systems are identified and applied to attach and detach rolling stock. d. Connecting brake hoses, electrical couplings and hand brakes are connected/disconnected and applied/released in accordance with operational and OH&S requirements. e. Shunting occurs with the minimum of necessary moves within governing safety requirements and limitations.
4. Finalise train consist	<ul style="list-style-type: none"> a. Train consists are made up according to operational procedures within timetabling requirements. b. Irregularities and defects with equipment rolling stock are reported in accordance with operational requirements.

Range Of Variables

SHUNT ROLLING STOCK

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> l. Work is performed under minimal supervision, generally within a team environment m. Rolling stock may include all rolling stock in service within Australian rail systems
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Equipment may include: <ul style="list-style-type: none"> b.1. draw gear b.2. motive power units b.3. rail tractors b.4. rolling stock b.5. communication equipment b.6. switching equipment b.7. freight handling equipment b.8. turntables b.9. motor vehicles b.10. fixed signals c. OH&S requirements may include <ul style="list-style-type: none"> c.1. those necessary to meet applicable organisational, state/territory and national policies and procedures and may include: <ul style="list-style-type: none"> c.1.1. high visibility clothing c.1.2. gloves c.1.3. sunscreen and sun glasses c.1.4. insect repellent c.1.5. safety headwear, mask and footwear c.1.6. portable radios c.1.7. hearing protection c.1.8. hand lamps c.1.9. flags c.1.10. safety glasses c.1.11. emergency containers/extinguishers c.1.12. end of train unit or marker c.1.13. equipment for handling electrical cables c.1.14. emergency warning devices c.1.15. portable signs and markers d. Contingency plans and contingencies may involve <ul style="list-style-type: none"> d.1. emergency procedures manuals d.2. Railways of Australia Code of Practices and Conditions for the Carriage of Dangerous Goods d.3. safeworking systems and requirements d.4. derailments or collisions d.5. breakdowns d.6. injuries and fatalities d.7. hazardous materials spills d.8. fires and leaks d.9. track damage d.10. powerline damage
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Sources of information on shunting requirements may include <ul style="list-style-type: none"> a.1. order books a.2. cards/deck sheets a.3. notice boards a.4. special train notices a.5. yard orders a.6. periodical circulars a.7. transport authority rules and operating procedures a.8. computer based data systems a.9. timetables a.10. train consist a.11. incident reports a.12. driver's advice a.13. train register book a.14. safeworking forms a.15. dangerous goods manifest a.16. marshalling plan and shunting lists
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> b. Legislation / regulations / standards may include <ul style="list-style-type: none"> b.1. safe working regulations b.2. local authority regulations and procedures b.3. workplace regulations b.4. relevant state railway legislation/regulations b.5. quality improvements b.6. Australian Standards b.7. QA plans, data and document control b.8. workplace OH&S b.9. environmental policies

Evidence Guide

SHUNT ROLLING STOCK

1. Critical aspects of evidence to be considered	a. Assessment must confirm appropriate knowledge and skills to: a.1 Operate safely a.2 Interpret and communicate operational information a.3 Complete shunting procedures a.4 Complete relevant documentation
2. Interdependent assessment of units	a. This unit of competency may be assessed in conjunction with other units that form part of a job role for persons carrying out shunting operations.
3. Required knowledge and skills	a. Displays in job role knowledge and skills including: a.1. yard operation a.2. loading and unloading facilities a.3. wagon mechanisms a.4. OH&S legislation, codes of practice, policies and procedures a.5. safeworking systems and requirements a.6. local track and signal layouts a.7. operation of protective devices, air brakes, handbrakes, derailleurs and other physical characteristics of rolling stock a.8. relevant standards and codes of practice for manual handling a.9. shunting signals and commands and line-of-sight communication systems a.10. draw gear capacities a.11. radio communication protocol a.12. location and operation of signals and points a.13. emergency procedures a.14. rostering procedures a.15. relevant documentation and organisational policies and procedures a.16. Railways of Australia Code of Practices and Conditions for the Carriage of Dangerous Goods a.17. working in a team a.18. interpreting instructions and prioritising work a.19. getting on and off rolling stock in an approved manner a.20. coupling and uncoupling rolling stock a.21. solving problems associated with shunting operations a.22. operating mechanical and electronic and other line-of-sight communication equipment a.23. communication skills a.24. operating points and signals a.25. identifying and reporting of hazards a.26. responding effectively to emergency situations and analogue clocks
4. Resource implications	c. Access to shunting operational situations in real or appropriately simulated environments.
5. Consistency in performance	k. Applies underpinning knowledge and skills when: k.1. completing tasks k.2. identifying improvements k.3. applying safety precautions relevant to the task k.4. assessing operational capability of equipment used and work processes selected l. Shows evidence of application of relevant workplace procedures including: l.1. hazard policies and procedures including Codes of Practice l.2. issue resolution procedures l.3. job procedures and work instructions l.4. relevant guidelines relating to the use of machinery and equipment capability and limitations l.5. quality procedures (where existing) l.6. security procedures l.7. following enterprise housekeeping processes l.8. waste, pollution and recycling management processes m. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures n. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others o. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	Assessment may occur on the job or in an appropriately simulated environment

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	3	2

Unit TDT RC 05 98A OPERATE ON-TRAIN REMOTE CONTROL SYSTEM

Field C Driving Vehicles

DESCRIPTION:

This unit covers preparing motive power units before setting up on-train remote control equipment and operating the system after set up is complete.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Position equipment and motive power units	<ul style="list-style-type: none"> a. Remote control equipment and motive power units are positioned in required locations. b. Brake test is conducted on each train section using appropriate personnel. c. Front and rear train consists are coupled together to form one train applying safeworking techniques. d. Relevant OH&S requirements are followed to prevent injury and damage. e. Relevant safeworking systems and requirements are followed.
2. Monitor and operate remote control equipment	<ul style="list-style-type: none"> a. Motive power units and control system set up are checked to ensure safe operational status. b. Remote control equipment is operated and monitored in accordance with operational requirements during train movements to provide safe train handling and control. c. Any operational difficulties encountered are addressed by re-establishing control of the motive power unit(s) with minimum risk to personnel and equipment.
3. Shut down remote control equipment	<ul style="list-style-type: none"> c. Shut down procedures of lead and remote control equipment are followed to ensure train security and de-activation of the system. d. Equipment indicators or functions are operated to ensure the shut down process is correct and complete.

Range Of Variables

OPERATE ON-TRAIN CONTROL SYSTEM

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	a. Work is performed under minimal supervision, generally within a team environment
2. Worksite environment may include	a. Operations conducted by day or night in all relevant weather conditions. b. Motive power units may include: <ul style="list-style-type: none"> b.1. diesel locomotives b.2. electric locomotives b.3. railcars b.4. multiple units including electric multiple units c. On-train remote control equipment is <ul style="list-style-type: none"> c.1. that using any mechanism and operating system to allow the control of one motive power unit which is part of a train from another unit which is part of the same train d. Remote control operation may be used within a yard for the purpose of marshalling or shunting or on running lines
3. Sources of information / documents may include	a. Sources of information may include <ul style="list-style-type: none"> a.1. OH&S legislation, codes of practice, policies and procedures a.2. manufacturer's specifications a.3. local instructions a.4. maintenance specifications a.5. emergency procedure manuals a.6. two-way radio operation procedures a.7. equipment operation manuals
4. Workplace context may include	a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	a. Legislation / regulations / standards may include <ul style="list-style-type: none"> a.1. safe working regulations a.2. local authority regulations and procedures a.3. workplace regulations a.4. relevant state railway legislation/regulations a.5. quality improvements a.6. Australian Standards a.7. QA plans, data and document control a.8. workplace OH&S a.9. environmental policies

Evidence Guide

OPERATE ON-TRAIN CONTROL SYSTEM

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1 Operate safely a.2 Interpret and communicate operational information a.3 Complete operational procedures a.4 Operate remote control equipment a.5 Respond to warning devices and gauges a.6 Complete relevant documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role of persons required to operate on-train control systems.
3. Required knowledge and skills	<ul style="list-style-type: none"> a. set up and operation of remote control equipment b. safeworking practices and procedures c. brake testing d. compatible coupling e. shut down procedures f. organisation's procedures for remote control operations g. control of motive power units h. shunting and marshalling procedures i. operation of remote control equipment j. judgement in train speeds and movements k. motive power operating techniques
4. Resource implications	<ul style="list-style-type: none"> a. Access to remote control equipment and motive power units and associated facilities
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	Assessment may occur on the job or in an appropriately simulated environment

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	2

Unit TDT RC 06 98A DRIVE A TRAIN TO OPERATIONAL REQUIREMENTS

Field C Driving Vehicles

DESCRIPTION:

This unit covers applying train management techniques to manage the movement of a train and, as the driver of a motive power unit, to conduct all movements and related activities required to achieve operational requirements.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Drive efficiently and effectively	<ul style="list-style-type: none"> a. Motive power unit is operated in accordance with workplace procedures and instructions. b. Motive power unit is operated safely within track/road characteristics and conditions and to minimise wear and fuel use and avoid damage. c. Motive power unit is operated with due care for passenger comfort and/or condition of freight. d. Performance of equipment and rollingstock is monitored to maintain optimum running conditions and identify faults, defects and efficiencies. e. Relevant OH&S and environmental requirements are followed to prevent injury and damage.
2. Complete train journey	<ul style="list-style-type: none"> a. Train documentation is received, interpreted and followed. b. Train is operated and manoeuvred in accordance with train documentation and procedures. c. Events and circumstances affecting planned running schedule are communicated to relevant personnel en route. d. Safeworking and signalling requirements, as well as train control and other instructions are received, interpreted and applied to ensure safe and effective control of the train. e. Instructions concerning train operation are given to relevant personnel to ensure safe and efficient running.
3. Prepare train for crew hand over	<ul style="list-style-type: none"> a. Relevant personnel are advised of condition and location of the train. b. Documentation is updated and faults identified en route are reported to relevant personnel in accordance with established policies and procedures. c. Incidents or unusual occurrences are recorded and reported to relevant personnel in accordance with established policies and procedures.
4. Stable train	<ul style="list-style-type: none"> a. Train is stabled in accordance with organisational policies and procedures. b. Safety devices are activated or put in position to ensure the safety of personnel and equipment. c. Motive power unit is detached, when appropriate, and train stabled in accordance with established policies and procedures.

Range Of Variables

DRIVE A TRAIN TO OPERATIONAL REQUIREMENTS

<i>VARIABLE</i>	<i>SCOPE</i>		
1. General context	<ul style="list-style-type: none"> n. Work is performed under minimal supervision, generally within a team environment o. Operations may include all types of motive power units and rolling stock in service in the Australian rail system p. Trains may be operated over tracks owned and maintained by different organisations 		
2. Worksite environment may include	<table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Motive power units may include: <ul style="list-style-type: none"> b.1. diesel locomotives b.2. electric locomotives b.3. railcars b.4. multiple units including electric multiple units c. Rolling stock may include: <ul style="list-style-type: none"> c.1. all rolling stock in service within Australian rail systems d. Reporting and communication methods can include the use of <ul style="list-style-type: none"> d.1. radios d.2. telephones d.3. faxes d.4. computers e. Relevant personnel can include <ul style="list-style-type: none"> e.1. train controllers e.2. train examiners e.3. maintenance personnel e.4. train crews e.5. yard and other operational personnel e.6. those responsible for controlling e.7. those providing operational assistance e.8. signals e.9. passengers e.10. station staff </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> f. Track/road characteristics include <ul style="list-style-type: none"> f.1. track/bridge limitations f.2. speed limitations f.3. gauge limitation f.4. curves and gradients f.5. curfews f.6. location of signals and crossings f.7. emergency cross-overs g. Records/documentation can include <ul style="list-style-type: none"> g.1. motive power unit log book g.2. maintenance notices, records and requests g.3. train running sheets g.4. train register books g.5. dangerous goods manifests h. Safety devices can include <ul style="list-style-type: none"> h.1. power, hand brakes h.2. chocks h.3. lock-out equipment to prevent motive power unit/train from moving i. Stabling procedures can include <ul style="list-style-type: none"> i.1. arranging for refuelling i.2. positioning motive power unit i.3. securing motive power unit i.4. securing train </td> </tr> </table>	<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Motive power units may include: <ul style="list-style-type: none"> b.1. diesel locomotives b.2. electric locomotives b.3. railcars b.4. multiple units including electric multiple units c. Rolling stock may include: <ul style="list-style-type: none"> c.1. all rolling stock in service within Australian rail systems d. Reporting and communication methods can include the use of <ul style="list-style-type: none"> d.1. radios d.2. telephones d.3. faxes d.4. computers e. Relevant personnel can include <ul style="list-style-type: none"> e.1. train controllers e.2. train examiners e.3. maintenance personnel e.4. train crews e.5. yard and other operational personnel e.6. those responsible for controlling e.7. those providing operational assistance e.8. signals e.9. passengers e.10. station staff 	<ul style="list-style-type: none"> f. Track/road characteristics include <ul style="list-style-type: none"> f.1. track/bridge limitations f.2. speed limitations f.3. gauge limitation f.4. curves and gradients f.5. curfews f.6. location of signals and crossings f.7. emergency cross-overs g. Records/documentation can include <ul style="list-style-type: none"> g.1. motive power unit log book g.2. maintenance notices, records and requests g.3. train running sheets g.4. train register books g.5. dangerous goods manifests h. Safety devices can include <ul style="list-style-type: none"> h.1. power, hand brakes h.2. chocks h.3. lock-out equipment to prevent motive power unit/train from moving i. Stabling procedures can include <ul style="list-style-type: none"> i.1. arranging for refuelling i.2. positioning motive power unit i.3. securing motive power unit i.4. securing train
<ul style="list-style-type: none"> a. Operations conducted by day or night in all relevant weather conditions. b. Motive power units may include: <ul style="list-style-type: none"> b.1. diesel locomotives b.2. electric locomotives b.3. railcars b.4. multiple units including electric multiple units c. Rolling stock may include: <ul style="list-style-type: none"> c.1. all rolling stock in service within Australian rail systems d. Reporting and communication methods can include the use of <ul style="list-style-type: none"> d.1. radios d.2. telephones d.3. faxes d.4. computers e. Relevant personnel can include <ul style="list-style-type: none"> e.1. train controllers e.2. train examiners e.3. maintenance personnel e.4. train crews e.5. yard and other operational personnel e.6. those responsible for controlling e.7. those providing operational assistance e.8. signals e.9. passengers e.10. station staff 	<ul style="list-style-type: none"> f. Track/road characteristics include <ul style="list-style-type: none"> f.1. track/bridge limitations f.2. speed limitations f.3. gauge limitation f.4. curves and gradients f.5. curfews f.6. location of signals and crossings f.7. emergency cross-overs g. Records/documentation can include <ul style="list-style-type: none"> g.1. motive power unit log book g.2. maintenance notices, records and requests g.3. train running sheets g.4. train register books g.5. dangerous goods manifests h. Safety devices can include <ul style="list-style-type: none"> h.1. power, hand brakes h.2. chocks h.3. lock-out equipment to prevent motive power unit/train from moving i. Stabling procedures can include <ul style="list-style-type: none"> i.1. arranging for refuelling i.2. positioning motive power unit i.3. securing motive power unit i.4. securing train 		
3. Sources of information/documents may include	<ul style="list-style-type: none"> b. Information on procedures and codes may include <ul style="list-style-type: none"> b.1. OH&S legislation, codes of practice, policies and procedures b.2. safeworking systems and requirements b.3. local instructions b.4. maintenance specifications b.5. emergency procedure manuals b.6. two-way radio operation procedures b.7. equipment operation manuals b.8. manufacturer's specifications b.9. Railways of Australia Code of Practice and Conditions for the Carriage of Dangerous Goods b.10. organisational policies and procedures b.11. isolation and lock-out procedures b.12. using protective clothing and equipment b.13. complying with track speed, length and load limitations b.14. specified operating limits for motive power units 		
4. Workplace context may include	<ul style="list-style-type: none"> h. Work organisation procedures and practices i. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> i.1. workplace agreements and awards i.2. State, Federal or Territory Legislation 		
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> c. Legislation / regulations / standards may include <ul style="list-style-type: none"> c.1. safe working regulations c.2. local authority regulations and procedures c.3. relevant state railway legislation/regulations c.4. quality improvements c.5. Australian Standards c.6. QA plans, data and document control c.7. workplace OH&S c.8. environmental policies 		

Evidence Guide

DRIVE A TRAIN TO OPERATIONAL REQUIREMENTS

1. Critical aspects of evidence to be considered	a. Assessment must confirm appropriate knowledge and skills to: a.1 Drive a train safely a.2 Interpret and communicate operational information a.3 Complete pre-operational procedures a.4 Manoeuvre and position train a.5 Respond to warning devices and gauges a.6 Stable and secure the train a.7 Complete relevant documentation
2. Interdependent assessment of units	a. This unit of competency may be assessed in conjunction with other units that form part of a job role of a train driver.
3. Required knowledge and skills	a. Displays in job role knowledge and skills including: a.1. train characteristics including: a.1.1. track/train dynamics a.1.2. monitoring principles and procedures a.1.3. load types and security a.1.4. fault finding procedures a.1.5. signalling systems a.2. track/road characteristics including: a.2.1. track/bridge limitations a.2.2. speed limits a.2.3. gauge limitations a.2.4. gradients and curves a.2.5. curfews a.2.6. yard and siding layouts a.3. Railways of Australia Code of Practices and Conditions for the Carriage of Dangerous Goods a.4. fixed and hand signals a.5. documentation requirements and procedures a.6. safeworking systems and requirements a.7. organisational policies and procedures a.8. OH&S legislation, codes of practice, policies and procedures a.9. communication skills a.10. working as part of a team a.11. interpreting and following instructions a.12. giving instructions a.13. operating electronic communications equipment to required protocol a.14. identifying equipment defects and assessing for appropriate action a.15. monitoring train performance and security of load to facilitate optimum safe operation a.16. applying track/road knowledge a.17. stabling and securing train a.18. monitoring journey schedule
4. Resource implications	d. Access to appropriate train, including motive power unit, rolling stock and associated equipment and resources
5. Consistency in performance	p. Applies underpinning knowledge and skills when: p.1. completing tasks p.2. identifying improvements p.3. applying safety precautions relevant to the task p.4. assessing operational capability of equipment used and work processes selected q. Shows evidence of application of relevant workplace procedures including: q.1. hazard policies and procedures including Codes of Practice q.2. issue resolution procedures q.3. job procedures and work instructions q.4. relevant guidelines relating to the use of machinery and equipment capability and limitations q.5. quality procedures (where existing) q.6. security procedures q.7. following enterprise housekeeping processes q.8. waste, pollution and recycling management processes r. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures s. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others t. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	Assessment may occur on the job or in an appropriately simulated environment

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	2	2	2	3	3

Unit TDT D1 97A SHIFT MATERIALS SAFELY

Field D

Load Handling

DESCRIPTION:

This unit applies to employees who are required to shift loads by hand

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Assess risks arising from the relocation of the load	<ul style="list-style-type: none">a. Products, goods or materials to be relocated are identifiedb. Locations for storage determined and potential routes to be followed identifiedc. Effect of load relocation on original load base in predictedd. Points of balance estimatede. Required clearances compared to available space and adjustments madef. Effects of moving contents which may be loose, liquid, dangerous or hazardous are consideredg. Potential risks in route(s) which may be followed are consideredh. Risks to self are identified arising from the required lifting, load carrying, set down or movement of the goodsi. Manual handling procedures for lifting, lowering and carrying, pushing and pulling are identifiedj. Team lifting processes are considered for application
2. Plan load relocation	<ul style="list-style-type: none">a. Relocation of the load is planned consistent with the code of practice for manual handlingb. Process for relocating load proposed including predicting and planning for potential difficultiesc. Proposed process checked against code of practice and workplace procedures for compliance
3. Relocate load	<ul style="list-style-type: none">a. Required actions of lifting, lowering and carrying, pulling and pushing are usedb. Applications appropriate for team relocation of load are identifiedc. Team lifting tasks are co-ordinatedd. Planned process and route are followede. Relocated materials are set down without damage to goods, personnel or equipment and checked for stabilityf. Relocation is checked to see that it meets work requirements, with any variance(s) reported

Range Of Variables

SHIFT MATERIALS SAFELY

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring e. loads to be shifted may be irregularly shaped, packaged or unpackaged, labelled or unlabelled
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

SHIFT MATERIAL SAFELY

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service and work effectively with others a.3. convey information in written and oral form a.4. maintain workplace records a.5. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.6. follow the designated work plan for the job a.7. use appropriate techniques and body positioning when lifting, lowering and carrying, pulling and pushing and team lifting
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> a.1. site layout and obstacles a.2. identification of manual handling risks, the load on the spine, controlled actions on a movements, rotation and side movement of the spine, postures and positions, work layout and loads weight, load type and position, frequency, distance and time a.3. focus of operation of work systems, equipment or management site and organisational operating systems a.4. impact of job on enterprise and individual performance a.5. application of relevant industrial requirements a.6. relevant bond, quarantine or other legislative requirements a.7. modifying activities dependant on differing workplace contexts, risk situations and environments a.8. estimation of size, shape and special requirements of loads a.9. identification of container and goods coding, IMDG markings and where applicable Emergency Information Panels a.10. eye hand coordination
4. Resource implications	<p>a. Access to loads to be shifted and others to assist in the load shifting process</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task <p>b. Goods are shifted with no damage to self, others or the goods.</p> <p>c. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> c.1. obtaining assistance from other team members when required c.2. hazard policies and procedures including Codes of Practice c.3. issue resolution procedures c.4. job procedures and work instructions c.5. quality assurance procedures (where existing) c.6. security procedures c.7. following recognised housekeeping processes c.8. waste, pollution and recycling management processes <p>d. Action taken promptly- accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>f. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse &	Communicate	Plan & Organise	Work with Others &	Use Mathematical	Solve Problems	Use Technology
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Organise Information	Ideas & Information	Activities	in Teams	Ideas & Techniques		
2	1	2	2	2	2	2

Unit TDT D2 97A USE MANUAL HANDLING EQUIPMENT

Field D Load Handling

DESCRIPTION:

This unit of competency applies to employees required to use mechanical aids in the shifting of loads

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Assess risks arising from the relocation of the load	<ul style="list-style-type: none"> a. Products, goods or materials to be relocated are identified b. Location for storage is determined c. Routes to be followed are identified d. Points of balance estimated e. Effect of moving contents which may be loose, liquid, dangerous or hazardous are considered f. Potential risks in route(s) which may be followed are considered g. Lifting equipment to minimise potential risks is identified h. Appropriate personal protective equipment is worn
2. Plan load relocation	<ul style="list-style-type: none"> a. Load shifting equipment selected b. Safe procedures for using lifting equipment identified, including the calculation of S.W.L. (Safe Working Load) and/or W.L.L. (Working Load Limit) for weight of goods to be moved c. Process for relocating load proposed predicting and planning for potential difficulties d. Proposed process checked against relevant Code of Practice and workplace procedures for compliance e. Lifting equipment and accessories are checked for safe operation in accordance with manufactures instructions and enterprise procedures
3. Relocate Load	<ul style="list-style-type: none"> a. Any unsafe equipment is reported to appropriate personnel b. Planned process and route are followed using equipment within necessary range of limitations c. Relocated materials are set down without damage to goods, personnel or equipment and checked for stability d. Relocation is checked to see that it meets work requirements, any variances are reported e. Equipment is returned to storage area

Range Of Variables

USE MANUAL HANDLING EQUIPMENT

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

USE MANUAL HANDLING EQUIPMENT

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. use manual handling equipment to shift loads a.2. identify manual handling risks to self, others and equipment a.3. estimate effect of load and operating limitations of equipment a.4. locate, interpret and apply relevant information a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context
2. Interdependent assessment of units	<p>a. These units of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> a.1. identification and safe use of mechanised materials handling equipment relevant to the workplace a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. relationships and requirements of work and operating systems in respect of related systems a.4. impact of job on enterprise and individual performance a.5. application of relevant industrial and legislative requirements a.6. identification and correct use of equipment, processes and procedures a.7. modification of activities dependant on differing workplace contexts and environments a.8. calculation of Safe Working Load and Working Load Limit
4. Resource implications	<p>a. Range of manual handling equipment and goods to be shifted</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice: <ul style="list-style-type: none"> b.1.1. emergency, fire and accident procedures b.1.2. the use of personal protective clothing and equipment conforming to b.1.3. industry standards according to the nature of the task b.1.4. hazard identification b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the safe use of machinery and equipment including the tagging of unserviceable or damaged items b.5. quality assurance procedures (where existing) b.6. security procedures b.7. following recognised housekeeping processes b.8. waste, pollution and recycling management processes <p>c. Action taken promptly- accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse &	Communicate	Plan & Organise	Work with Others &	Use Mathematical	Solve Problems	Use Technology
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Organise Information	Ideas & Information	Activities	in Teams	Ideas & Techniques		
2	1	2	1	2	2	2

Unit TDT D3 97B HANDLE DANGEROUS AND HAZARDOUS GOODS

Field D

Load Handling

DESCRIPTION:

This unit applies to employees engaged in relocating hazardous or dangerous goods

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Identify and classify dangerous and hazardous goods	<ul style="list-style-type: none">a. Goods described as "dangerous" are identified and classified from labels and other identificationsb. Classification of hazardous goods are identified and applied to storage regulation requirementsc. Handling procedures for different classes and characteristics of goods are followed
2. Select handling and storage techniques	<ul style="list-style-type: none">a. Accident reporting processes are identifiedb. Emergency equipment is checked for compliance with regulationsc. Storage areas checked for conformity to regulations in accordance with workplace documentationd. Load handling and shifting procedures are selected in accordance with requirements for particular goodse. Handling equipment is checked for conformity with regulationsf. Suitable signage is checked for compliance with regulationsg. Personal Protection Equipment is worn
3. Relocate dangerous goods	<ul style="list-style-type: none">a. Relevant regulations and workplace procedures regarding handling and storage of dangerous goods are followedb. Co-storing precautions are implemented to accord with the regulations

Range Of Variables

HANDLE DANGEROUS AND HAZARDOUS GOODS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives d. Exposure may be to corrosive chemicals, solvents and adhesives, explosives, carcinogenic and other harmful substances, movement of equipment, goods or vehicles
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

HANDLE DANGEROUS AND HAZARDOUS GOODS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. Identify dangerous and hazardous goods and handling procedures consistent with workplace policies and relevant Codes of Practice a.2. locate, interpret and apply relevant information a.3. provide customer/client service and work effectively with others a.4. convey information in written and oral form a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context a.7. follow workplace plans for the work
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function: <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management site and organisational operating systems a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial requirements a.5. relevant bond, quarantine or other legislative requirements a.6. identification and correct use of equipment, processes and procedures used within context of the job a.7. modifying activities dependant on differing workplace contexts, risk situations and environments a.8. estimation of size, shape and special requirements of loads a.9. identification of container and goods coding, IMDG markings and where applicable Emergency Information Panels a.10. eye hand coordination
4. Resource implications	<ul style="list-style-type: none"> a. Range of dangerous and hazardous goods
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when: <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task a.6. assessing operational capability of equipment used and work processes selected a.7. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> a.8. hazard policies and procedures including Codes of Practice: <ul style="list-style-type: none"> a.8.1. emergency, fire and accident procedures a.8.2. the use of personal protective clothing and equipment conforming to a.8.3. industry standards according to the nature of the task a.8.4. hazard identification a.9. issue resolution procedures a.10. job procedures and work instructions a.11. relevant guidelines relating to the safe use of machinery and equipment including the tagging of unserviceable or damaged items a.12. quality assurance procedures (where existing) a.13. security procedures a.14. following enterprise housekeeping processes a.15. waste, pollution and recycling management processes b. Action taken promptly- accidents and incidents reported in accordance with Statutory requirements and enterprise procedures c. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others d. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
2	2	3	3	2	3	2

Unit TDT E1 97A PRESENT WORKPLACE INFORMATION

Field E Communications and Calculations

DESCRIPTION:

This unit applies to employees involved in oral and written presentations of information in the workplace

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Prepare and present document	<ul style="list-style-type: none"> • Purpose of the document is identified • Sources of information are established • Information collated and presented in a logical order • Document style selected to match purpose • Language is clear, concise and conveys appropriate information to target audience
2. Prepare and deliver oral presentation	<ul style="list-style-type: none"> • Purpose of oral presentation is established • Target audience is identified • Information gathered and sorted • Visual, audio and physical support media identified or developed • Presentation trialed and adjusted to suit target audience

Range Of Variables

PRESENT WORKPLACE INFORMATION

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

PRESENT WORKPLACE INFORMATION

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information from a range of sources a.2. plan presentations to suit purpose a.3. provide customer/client service and work effectively with others a.4. convey information in written and oral form a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment, management and site operating systems a.3. relationships and requirements of work and operating systems in respect of related systems a.4. impact of job on enterprise and individual performance a.5. application of relevant industrial requirements a.6. relevant bond, quarantine or other legislative requirements a.7. identification and correct use of equipment, processes and procedures used within context of the job a.8. eye hand coordination a.9. use of presentation packages for slides, overhead projector, computer presentations
4. Resource implications	<p>a. Range of information to be delivered in printed and oral form</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of equipment b.5. quality assurance procedures (where existing) b.6. security procedures <p>c. Action taken promptly- accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
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3	3	3	3	3	3	3
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Unit TDT E2 97A ESTIMATE/CALCULATE MASS, AREA AND QUANTIFY DIMENSIONS

Field E Communications and Calculations

DESCRIPTION:

This unit applies to personnel engaged in planning and executing loading, unloading and stock rotation activities

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Estimate loads to be placed on storage and transport	<ul style="list-style-type: none"> a. Order forms/work orders read and requirements noted b. Weight of individual items are totalled to estimate load c. Appropriate workplace documentation is completed d. Allowable load limits for storage and or transport systems are identified
2. Estimate loads for transport or storage	<ul style="list-style-type: none"> a. Shape, load, balance characteristics, dimensions and mass are identified b. Area required for storage is estimated c. Weights are totalled to calculate loads for transport or storage system d. Loads are restricted to allowable range(s) e. Load is spread to ensure safe weighting on pallets, trucks, platforms or other storage or transport systems f. Loads are restricted to allowable range

Range Of Variables

ESTIMATE/CALCULATE MASS, AREA AND QUANTIFY DIMENSIONS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives e. Calculations and estimations may relate to weights and dimensions of cargo, containers to be shifted stored or lifted or to other waterfront activities
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

ESTIMATE/CALCULATE MASS, AREA AND QUANTIFY DIMENSIONS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. estimate load limits, weights and dimensions a.2. locate, interpret and apply relevant information a.3. provide customer/client service and work effectively with others a.4. convey information in written and oral form a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context a.7. sizing and weighing of products.
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment, management and site operating systems a.3. application of relevant industrial requirements or other legislative requirements a.4. identification and correct use of equipment, processes and procedures of mathematical calculations including: <ul style="list-style-type: none"> a.4.1. addition a.4.2. subtraction a.4.3. multiplication a.4.4. division
4. Resource implications	<p>a. Variety of packaged goods in pallets, containers and bulk cargoes</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the safe use of machinery and equipment including the tagging of unserviceable or damaged items b.5. quality assurance procedures (where existing) b.6. security procedures b.7. following recognised housekeeping processes b.8. waste, pollution and recycling management processes <p>c. Action taken promptly- accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse &	Communicate	Plan & Organise	Work with Others &	Use Mathematical	Solve Problems	Use Technology
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Organise Information	Ideas & Information	Activities	in Teams	Ideas & Techniques		
2	2	3	3	3	2	2

Unit TDT E3 97A PARTICIPATE IN WORKPLACE COMMUNICATIONS

Field E Communications and Calculations

DESCRIPTION:

This unit applies to personnel required to participate in interactive workplace communications

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Communicate information about tasks, processes, events or skills	<ul style="list-style-type: none"> a. Communication medium is selected to meet the purpose required b. Multiple operations involving several topics/areas are communicated c. Effective listening skills are demonstrated d. Questions are used to gain additional information e. Sources of information relevant to the communication are identified. f. Information is selected and sequenced correctly g. Verbal and written reporting undertaken where required. h. Communication is undertaken in both familiar and unfamiliar situations and with familiar and unfamiliar individuals and groups
2. Participate in group discussions to achieve appropriate work outcomes	<ul style="list-style-type: none"> a. Responses are sought and provided to others in the group b. Constructive contributions are made in terms of the process involved. c. Goals or outcomes are communicated and/or recorded
3. Represent views of the group to others	<ul style="list-style-type: none"> a. Views and opinions of others are understood and accurately reflected

Range Of Variables

PARTICIPATE IN WORKPLACE COMMUNICATIONS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

PARTICIPATE IN WORKPLACE COMMUNICATION

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service and work effectively with others a.3. convey information in written and oral form a.4. maintain workplace records a.5. use workplace colloquial and technical language and communication technologies in the workplace context a.6. identify interactive communication equipment and protocols for workplace use
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment, management and site operating systems a.3. relationships and requirements of work and operating systems in respect of related systems a.4. impact of job on enterprise and individual performance a.5. application of relevant industrial requirements a.6. relevant bond, quarantine or other legislative requirements a.7. identification and correct use of equipment, processes and procedures used within context of the job a.8. eye hand coordination
4. Resource implications	<p>a. Instructions/messages to communicate, communication equipment and systems</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the safe use of machinery and equipment b.5. quality assurance procedures (where existing) b.6. security procedures b.7. following recognised housekeeping processes b.8. waste, pollution and recycling management processes <p>c. Action taken promptly- accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse &	Communicate	Plan & Organise	Work with Others &	Use Mathematical	Solve Problems	Use Technology
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Organise Information	Ideas & Information	Activities	in Teams	Ideas & Techniques		
2	2	2	2	2	2	2

Unit TDT E4 97A PREPARE WORKPLACE DOCUMENTATION

Field E Communications and Calculations

DESCRIPTION:

Basic knowledge and skills to enable the writing of work related documents

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Plan document	<ul style="list-style-type: none"> a. Purpose and audience for the document are identified b. Appropriate format for the document is established c. Relevant information is identified and selected for inclusion in the document
2. Prepare document	<ul style="list-style-type: none"> a. A draft of the document is prepared in accordance with enterprise procedures and conventions for sentence construction, grammar, spelling, style, punctuation and vocabulary that are appropriate for the reader(s) b. Document is edited and presented in a final version appropriate to the task
3. Complete forms	<ul style="list-style-type: none"> a. Work related forms are completed in accordance with enterprise policy and procedures

Range Of Variables

PREPARE WORKPLACE DOCUMENTATION

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

PREPARE WORKPLACE DOCUMENTATION

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service a.3. work effectively with colleagues a.4. convey information in written and oral form a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context a.7. use of relevant forms, charts and proformas.
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial or other legislative requirements a.5. identification and correct use of equipment, processes and procedures a.6. modifying activities dependant on differing workplace contexts and environment a.7. conventions for sentence construction, grammar, spelling, style and punctuation.
4. Resource implications	<p>a. Access to workplace information and forms.</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements <p>b. Documents produced are checked for errors and compliance with workplace policies.</p> <p>c. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> c.1. hazard policies and procedures including Codes of Practice c.2. issue resolution procedures c.3. job procedures and work instructions c.4. relevant guidelines relating to the use of equipment c.5. quality assurance procedures (where existing) c.6. security procedures c.7. following recognised housekeeping processes c.8. waste, pollution and recycling management processes <p>d. Action taken promptly- accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>f. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
2	2	2	2	1	1	1

Unit TDT E5 97A CARRY OUT WORKPLACE CALCULATIONS

Field E Communications and Calculations

DESCRIPTION:

Basic knowledge and skills to perform calculations for routine industry related tasks by manual and electronic processes

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Carry out calculations	<ul style="list-style-type: none"> a. Items are counted singly and in batches and sorted numerically, as required in workplace tasks b. Calculations needed to complete work tasks are performed using the four basic processes of addition, subtraction, multiplication and division c. Calculations involving fractions, percentages and mixed numbers and using the four basic processes, are performed as required to complete workplace tasks d. The functions of a calculator, numeric keypad or on-board computer are used to perform workplace tasks e. Numerical information is self-checked and corrected for accuracy
2. Prepare estimates	<ul style="list-style-type: none"> a. Quantities of materials and resources required to complete a work task are estimated b. The time needed to complete a work activity is estimated c. Accurate estimates for work completion are made
3. Interpret graphical representations of mathematical information	<ul style="list-style-type: none"> a. Information represented in symbols, diagrams and pictorial representations is recognised, interpreted and acted upon in workplace tasks

Range Of Variables

CARRY OUT WORKPLACE CALCULATIONS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Calculations including money, volume, weight, time, distance and perimeter c. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> c.1. workplace agreements and awards c.2. occupational health & safety c.3. State, Federal or Territory Legislation d. Consultative processes may involve: <ul style="list-style-type: none"> d.1. staff members d.2. management d.3. union representatives d.4. industrial relations, Occupational Health and Safety specialists d.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

CARRY OUT WORKPLACE CALCULATIONS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service a.3. work effectively with colleagues a.4. convey information in written and oral form a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context a.7. selection of appropriate mathematical process a.8. selection of appropriate electronic and mechanical aids including calculators and computers
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial or other legislative requirements a.5. identification and correct use of equipment, processes and procedures a.6. modifying activities dependant on differing workplace contexts and environment a.7. application of mathematical procedures including addition, subtraction, multiplication, division, percentages, and fractions
4. Resource implications	<p>a. Access to workplace information and forms</p>
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when: <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements b. Appropriate calculation methods used within normal job role with accurate results c. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> c.1. hazard policies and procedures including Codes of Practice c.2. issue resolution procedures c.3. job procedures and work instructions c.4. relevant guidelines relating to the use of equipment c.5. quality assurance procedures (where existing) c.6. security procedures c.7. following recognised housekeeping processes c.8. waste, pollution and recycling management processes d. Action taken promptly- accidents and incidents reported in accordance with Statutory requirements and enterprise procedures e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others f. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse &	Communicate	Plan & Organise	Work with Others &	Use Mathematical	Solve Problems	Use Technology
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Organise Information	Ideas & Information	Activities	in Teams	Ideas & Techniques		
2	1	1	1	2	2	1

Unit TDT E7 97A USE VEHICLE COMMUNICATION SYSTEMS

Field E Communication and Calculations

DESCRIPTION:

Knowledge and skills to effectively operate a communications system installed in a vehicle for communication with other users and the company base

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Operate a radio communication system installed in a vehicle	<ul style="list-style-type: none"> a. System checks are carried out to confirm the radio communication system is operational in accordance with manufacturer's instructions and company procedures. b. Communication system is used safely in accordance with company procedures and relevant safety legislation. c. Messages are transmitted clearly and precisely with due observation of ethics and protocols required of users. d. Received messages are interpreted and recorded in accordance with company procedures.
2. Communicate with the company base	<ul style="list-style-type: none"> a. Radio communications equipment is used to communicate clients' instructions to the company base and to advise on job status and operational emergencies and difficulties.
3. Use a vehicle on-board computer	<ul style="list-style-type: none"> a. System checks are carried out to confirm an on-board computer system is operational in accordance with manufacturer's instructions and company procedures. b. On-board computer system is operated in accordance with manufacturer's instructions and company procedures. c. Information / messages are received from, and entered into the on-board computer system in accordance with company procedures. d. Minor faults in the vehicle communications systems are identified, diagnosed, and repaired or reported in accordance with company procedures.

Range Of Variables

USE VEHICLE COMMUNICATION SYSTEMS

<i>VARIABLE</i>	<i>SCOPE</i>
1. Type of equipment	a. includes all communication equipment which may be used in a vehicle. For example, CB radio, mobile phone, 2-way radio, on-board computer, global positioning systems.
2. Type of data	a. includes all data relevant to the road transport environment, for example, communication with base, vehicle tracking, job allocation, trip data, alarm/warning, costings, vehicle/driver performance data
3. Workplace environment	a. includes all road transport situations, for example: <ul style="list-style-type: none"> a.1. operations conducted at day or night a.2. work conducted in confined spaces, exposed conditions and controlled or open environment a.3. in the warehouse and at the depot a.4. in the vehicle on the road a.5. at the client's workplace
4. Level of supervision	a. may be limited or minimum supervision
5. Documentation and Reporting Systems	a. as per company procedures
6. Procedures	a. procedures are those prescribed by government regulation and company policies

Evidence Guide

USE VEHICLE COMMUNICATION SYSTEMS

1. Critical aspects of evidence	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the procedures for the use of radio communications systems and on-board computers. b. Assessment must confirm the ability to apply this knowledge in a real or simulated road transport environment.
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit could be assessed in conjunction with relevant units from the <i>Driving vehicles</i> field
3. Underpinning skills and knowledge	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1. Operational procedures and protocols for radio communication a.2. Minor maintenance procedures for vehicle communications equipment a.3. Pre-operational checks for vehicle communications equipment a.4. Operational procedures for the use of on-board computers b. Underpinning skills <ul style="list-style-type: none"> b.1. Radio communication techniques b.2. oral communication skills b.3. Keyboarding for on-board computer units
4. Resources	<ul style="list-style-type: none"> a. Assessment of this competency will require access to vehicle communication systems.
5. Consistency	<ul style="list-style-type: none"> a. Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts.
6. Context	<ul style="list-style-type: none"> a. Competence must be demonstrable for the relevant work situation using the relevant communications system a real or simulated road transport environment. b. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills and consideration of evidence of required attitudes

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	1	1	1	2	3

Unit TDT E8 97A PROCESS WORKPLACE DOCUMENTATION

Field E Communication and Calculation

DESCRIPTION:

Knowledge and skills to process workplace documentation in the road transport industry

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Plan documentation	<ul style="list-style-type: none">a. Purpose of workplace documentation is identified and confirmed.b. Information for completion of the workplace documentation is collected, analysed and organised as required.
2. Complete documentation	<ul style="list-style-type: none">a. Required documentation is prepared, or forms completed, in accordance with company policies and procedures.b. Logs or diaries are maintained accurately and in a timely manner in accordance with company requirements.

Range Of Variables

PROCESS WORKPLACE DOCUMENTATION

<i>VARIABLE</i>	<i>SCOPE</i>
1. Type of documents	a. includes road transport memos, letters, diaries, logs
2. Workplace environment	a. includes all road transport situations, for example: a.1. in the warehouse and at the depot a.2. in the vehicle on the road a.3. at the client's workplace a.4. in a team and autonomous working situations
3. Level of supervision	a. may be limited or minimum supervision
4. Documentation and Reporting Systems	a. as per company procedures
5. Procedures	a. procedures are those prescribed by government regulation and company policies

Evidence Guide

PROCESS WORKPLACE DOCUMENTATION

1. Critical aspects of evidence	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of company requirements for the completion of workplace documentation, forms, logs or diaries b. Assessment must confirm the ability to apply this knowledge in a real or simulated road transport environment to complete workplace documents.
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit could be assessed in conjunction with <i>Apply keyboard skills, Use computers in the workplace</i>
3. Underpinning skills and knowledge	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1. Requirements for workplace documentation, forms, logs or diaries a.2. Sources of information for the completion of workplace documentation, forms, logs or diaries a.3. Purpose of workplace documentation forms, logs or diaries b. Underpinning skills <ul style="list-style-type: none"> b.1. Ability to collect, analyse and organise information needed to complete workplace documentation, forms, logs or diaries b.2. Writing skills
4. Resources	<ul style="list-style-type: none"> a. Assessment of this unit requires access to workplace documents, workplace information and forms.
5. Consistency	<ul style="list-style-type: none"> a. Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts.
6. Context	<ul style="list-style-type: none"> a. Competence must be demonstrable for the relevant work situation, in a real or simulated road transport environment. b. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, quality projects, questioning on underpinning knowledge and skills and consideration of evidence of required attitudes.

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	1	1	1	1

Unit TDT RF 01 98A INVESTIGATE SAFETY INCIDENTS

Field F Occupational Health and Safety

DESCRIPTION:

This unit covers investigating and reporting on incidents such as emergencies or accidents.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Plan the investigation	<ul style="list-style-type: none">a. Clarification of the objectives of the incident investigation is established in conjunction with relevant personnel, and in accordance with organisational and statutory requirements.b. Time frames and locations for the investigation are established in conjunction with relevant personnel.c. Resources required for the investigation are identified and obtained within organisational guidelines.
2. Collect and analyse information	<ul style="list-style-type: none">c. All relevant available incident information is obtained and collated in order to facilitate a detailed and accurate analysis of the incident.d. Interviews are conducted with relevant personnel to establish their recollection of events associated with the incident.e. Information is analysed in accordance with the established objectives of the investigation, based on approved conditions, applicable standards and operational guidelines.f. Options for action are generated which are consistent with organisational and/or statutory requirements and lead to recommendations, which reduce future risk.g. Criteria are specified to enable objective evaluation of the options to be undertaken.
3. Prepare report	<ul style="list-style-type: none">c. Conclusions are drawn and recommendations are made which will enable a satisfactory resolution of the incident issues and meet organisational and any other statutory requirement.d. Opportunities to enhance operational efficiency and safety procedures are documented in accordance with the standard reporting guidelines.e. Documentation is filed and distributed to all relevant parties for consideration and subsequent action.

Range Of Variables

INVESTIGATE SAFETY INCIDENTS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	q. Work is performed under some supervision, generally within a team environment.
6. Worksite environment may include	f. Operations conducted by day or night. g. Work conducted in restricted spaces or exposed conditions or controlled or open environments. h. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. i. Resources required for the investigation may include: <ul style="list-style-type: none"> – personnel time – access to incident site – access to equipment including rollingstock and infrastructure
7. Sources of information/documents may include	a. Incident information may be obtained from: <ul style="list-style-type: none"> a.1. incident reports a.2. dangerous goods manifest a.3. driver's advice (train load) a.4. safeworking forms a.5. special train notices a.6. consist forms a.7. wagon cards a.8. out-of-gauge documents a.9. train journals or train register books transport instructions a.10. load and weight records-material safety data sheets a.11. inspection reports-routine circulars a.12. interviews with those involved in the incident a.13. interviews with witnesses
8. Workplace context may include	j. Work organisation procedures and practices k. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> k.1. workplace agreements and awards k.2. State, Federal or Territory Legislation
9. Applicable State/ Territory/ Commonwealth regulations and legislation may include	d. Occupational Health & Safety e. Railways of Australia Code of Practices and Conditions for the Carriage of Dangerous Goods f. Environmental protection legislation

Evidence Guide

INVESTIGATE SAFETY INCIDENTS

13. Critical aspects of evidence to be considered	<p>c. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> c.1. recognise implications of safety incidents c.2. carry out an investigation c.3. make appropriate recommendations c.4. prepare a report c.5. select and appropriately use protective clothing c.6. locate, interpret and apply relevant information c.7. work effectively with others c.8. maintain workplace records c.9. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context c.10. follow the designated work plan for the job
14. Interdependent assessment of units	c. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.
15. Required knowledge and skills	<p>b. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> b.1. investigatory processes and procedures b.2. interview techniques b.3. problem-solving strategies b.4. data collection and analysis techniques b.5. documentation requirements b.6. OH&S legislation, codes of practice, policies and procedures b.7. safeworking systems and requirements b.8. planning b.9. collecting and analysing data b.10. preparing reports and recommendations b.11. conducting interviews and taking statements b.12. communication b.13. evaluating the nature and extent of the incident b.14. solving problems related to operational incidents b.15. interpreting instructions and prioritising work b.16. interpreting policy and procedural documents
16. Resource implications	e. Access to accident /emergency documentation, data, people, reports.
17. Consistency in performance	<p>u. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> u.1. describing consequences u.2. completing tasks u.3. identifying improvements u.4. applying safety precautions relevant to the task u.5. assessing operational capability of equipment used and work processes selected <p>v. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> v.1. job procedures and work instructions v.2. quality procedures (where existing) v.3. security procedures v.4. following enterprise housekeeping processes <p>w. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>x. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>y. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
18. Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	2	3	2	2

DESCRIPTION:

This unit covers the skills required to control local fires using fire fighting equipment.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
11. Use fire fighting equipment	<ul style="list-style-type: none">a. Tools, equipment and personal safety equipment used for fighting fires are correctly selected for type of fire in accordance with manufacturer's instructions.b. Fire is controlled using fire fighting equipment according to manufacturer's instructions.c. Equipment is stored safely according to manufacturer's instructions.
12. Maintain fire fighting equipment	<ul style="list-style-type: none">h. Equipment is maintained to manufacturers' specifications to ensure effective operation when used.i. Equipment is cleaned and serviced to relevant standards.j. Defective equipment is identified and report to relevant authorities as necessary so it can be replaced or repaired.

Range Of Variables

OPERATE AND MAINTAIN FIRE FIGHTING EQUIPMENT

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	a. Work is performed under some supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night. b. Work conducted in restricted spaces or exposed conditions or controlled or open environments. c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. d. Equipment may include all fire fighting equipment. e. Personal safety equipment may include: <ul style="list-style-type: none"> e.1 gloves e.2 hat e.3 goggles e.4 boots e.5 helmets
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Fire fighting information requirements may be obtained from: <ul style="list-style-type: none"> a.1. safe working regulations a.2. local authority regulations and procedures a.3. workplace regulations a.4. relevant state railway legislation/regulations a.5. quality improvements a.6. Australian Standards a.7. QA plans, data and document control a.8. technical instructions a.9. workplace OH&S a.10. environmental policies a.11. dangerous goods legislation a.12. electrified territory regulations a.13. goods manifest
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation c. Contingency processes may involve: <ul style="list-style-type: none"> c.1 measures undertaken if the fire gets out of control c.2 personal injury
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	a. Occupational Health & Safety legislation

Evidence Guide

OPERATE AND MAINTAIN FIRE FIGHTING EQUIPMENT

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 control a fire using fire fighting equipment a.2 store and maintain fire fighting equipment a.3 select and appropriately use protective clothing a.4 locate, interpret and apply relevant information a.5 work effectively with others a.6 maintain workplace records a.7 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.8 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p> <ul style="list-style-type: none"> a.1 plan work requirements a.2 apply workplace health and safety procedures
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 equipment use and identification a.2 personal safety rules and equipment. a.3 materials and their effect on fires a.4 firefighting methods a.5 Occupational Health and Safety
4. Resource implications	<p>a. Access to fire fighting equipment, workplace procedures, safety instructions.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	2

Unit TDT RF 04 98A MANAGE EMERGENCIES

Field F Occupational Health and Safety

DESCRIPTION:

This unit covers the skills required to handle safety emergencies.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Respond to emergency situations	<ul style="list-style-type: none">a. Emergency and potential emergency situations are promptly identified and assessed and needs are prioritised.b. Situations are handled appropriately following emergency and first aid procedures.c. Incident reports are completed accurately following company procedures
2. Arrange follow on support and assistance	<ul style="list-style-type: none">a. Medical assistance and support is arranged as required following company procedures.
3. Communicate with staff	<ul style="list-style-type: none">a. Staff and customers are provided with relevant, appropriate and timely advice on emergency situations and instructions to be followed on an ongoing basis.b. Evacuation procedures for staff/customers are demonstrated and explained in accordance with workplace proceduresc. Customer service and safety needs arising from emergency situations are identified and acted upon.

Range Of Variables

MANAGE EMERGENCIES

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	a. Work is performed under some supervision, generally within a team environment.
2. Worksite environment may include	a. Operations conducted by day or night. b. Work conducted in restricted spaces or exposed conditions or controlled or open environments. c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles. d. Emergency situations may include: d.1 chemical spills d.2 fires d.3 bomb threats d.4 derailments d.5 customer emergency
3. Sources of information/documents may include	a. Emergency situation requirements and information may be obtained from: a.1. statutory requirements a.2. OH&S legislation a.3. ARA dangerous goods requirements a.4. organisation's rules, regulations and requirements a.5. insurance requirements a.6. goods manifest
4. Workplace context may include	a. Work organisation procedures and practices. b. Conditions of service, legislation and industrial agreements including: b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	a. Occupational Health & Safety legislation

Evidence Guide

MANAGE EMERGENCIES

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 handle emergencies in an appropriate manner a.2 select and appropriately use protective clothing a.3 locate, interpret and apply relevant information a.4 work effectively with others a.5 maintain workplace records a.6 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.7 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1. dangerous goods code a.2. common passenger train hazards including: a.3. handling hot food and equipment a.4. sudden and unexpected movement a.5. infectious and contagious diseases a.6. self closing doors a.7. sharp objects a.8. syringes and drugs a.9. human and biological waste a.10. the location and use of safety equipment a.11. making judgements regarding the relative urgency of hazard reports a.12. manual handling
4. Resource implications	<p>a. Access safety equipment, procedures, real or simulated on-board emergency situations</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

DESCRIPTION:

This unit covers the skills required to implement and monitor environmental legislation and organisation environmental codes of practice, policy and procedures in a defined work area to maintain and enhance environmental standards.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Access information about OH&S and workplace policies and procedures	<ul style="list-style-type: none"> a. Relevant provisions of environmental legislation and codes of practice are accurately followed. b. Information on workplace environmental policies, procedures and programs are stored in a readily accessible location and manner. c. Information is accurately and clearly explained to the work team and updated according to change in organisation policy. d. Information about the outcomes of environmental risk identification and control procedures is provided to the appropriate personnel.
2. Implement and monitor procedures for identifying, dealing with and assessing environmental hazards	<ul style="list-style-type: none"> a. Existing and potential environmental hazards in the workplace are identified and reported. b. Identified hazards are assessed in relation to relevant environmental protection policies. c. Workplace procedures for dealing with hazardous events are implemented wherever necessary to ensure that prompt control action is taken. d. Hazardous events are investigated to identify causes and control measures are implemented to prevent recurrence and minimise risks of such events.
3. Implement and monitor environmental control procedures	<ul style="list-style-type: none"> a. Existing environmental protection measures are implemented, monitored and reviewed. b. Work procedures to protect environment is implemented and adherence to them by the work group is monitored. c. Required improvements to existing control measures are identified including required resources for implementation, and reported to appropriate personnel.
4. Implement and monitor environmental protection training procedures	<ul style="list-style-type: none"> a. Environmental protection training needs of the work group members are monitored against relevant competence and knowledge requirements. b. Arrangements to meet identified training needs through both on and off the job training are made with specified personnel.
5. Implement and monitor environmental protection records procedures	<ul style="list-style-type: none"> a. Workplace environmental protection records are accurately and legibly maintained in accordance with organisational and legal requirements for environmental protection record keeping. b. Aggregate work area environment information is used to identify hazards and monitor risk control procedures within the scope of personal responsibility and competence.

Range Of Variables

IMPLEMENT AND MONITOR ENVIRONMENTAL PROTECTION POLICIES AND PROCEDURES

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed individually and skills are required to work within a team environment. b. Environmental protection requirements apply to all employees at the individual level, including those with and those without supervisory responsibilities, and relate to the individual's duty of care as an employee not to endanger the environment.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Environmental protection legislation refers to all relevant environmental legislation and codes of practice applicable to the organisation including duties and responsibilities of all providers of transport services under the general care of duty. b. Environmental legislation requirements include: <ul style="list-style-type: none"> b.1 the exercise of due diligence to protect the environment b.2 maintenance and confidentiality of environmental records of incidents and management practices/techniques b.3 environmental regulations and codes of practice relating to workplace hazards b.4 ensuring the provision of information and training that is workplace/job specific c. Information communicated to the work group may include: <ul style="list-style-type: none"> c.1 relevant provision of environmental legislation and codes of practice c.2 organisation policies, procedures and programs relevant to the workplace c.3 environmental hazard identification and risk assessment information relevant to the workplace
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Environmental protection requirements may be obtained from: <ul style="list-style-type: none"> a.1. environmental hazard reports a.2. risk control procedures a.3. organisation personnel and management a.4. relevant legislation
4. Workplace context may include	<ul style="list-style-type: none"> a. Implementing and monitoring policies and procedures applies in a context of an endorsed and established organisational management system. b. Work organisation procedures for dealing with hazardous events will include: <ul style="list-style-type: none"> b.1 inspection and housekeeping b.2 training and assessment b.3 maintenance including plant and equipment b.4 purchasing b.5 evacuation b.6 hazardous substance containment b.7 operational instruction b.8 environmental information including incident and management practices b.9 consultation b.10 specific hazardous materials policies and procedures b.11 counselling and disciplinary processes b.12 risk assessment and control b.13 first aid b.14 internal and external auditing
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation b. Environmental Protection Act

Evidence Guide

IMPLEMENT AND MONITOR OCCUPATIONAL HEALTH AND SAFETY POLICIES AND PROCEDURES

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 communicate effectively with the workgroup a.2 identify and monitor environmental hazards in the workplace a.3 implement effective procedures for dealing with hazardous events a.4 monitor workplace adherence to environmental practices a.5 understand environmental protection requirements a.6 assist in the management of environmental protection in the workplace a.7 locate, interpret and apply relevant information a.8 work effectively with others a.9 maintain workplace records a.10 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.11 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 organisational environmental procedures a.2 hazard control measures a.3 reporting processes and procedures a.4 recording processes a.5 relevant requirements of all environmental legislation and codes of practice which apply a.6 hierarchy of control principles for risks (including preferred models for risk elimination, engineering controls, administrative controls and specific environmental protection techniques) a.7 significance of EEO principles and practice for environmental management a.8 literacy levels and communication skills of those supervised a.9 relevant management systems and procedures for environmental management a.10 training needs analysis relevant to organisational level a.11 communication skills a.12 leading/supervising skills a.13 problem solving skills a.14 counselling, advising and informing skills a.15 application of relevant procedures and processes
4. Resource implications	<p>a. Access to organisation guidelines on OH&S, workplace procedures, relevant personnel, computer software and office equipment, training facilities.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	3	2	1	3	2

Unit TDT F1 97A FOLLOW OCCUPATIONAL HEALTH AND SAFETY PROCEDURES

Field F Occupational Health and Safety

DESCRIPTION:

This unit is applicable to workers required to follow workplace Occupational Health and Safety procedures

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Identify and follow workplace procedures for hazard identification and risk control	<ul style="list-style-type: none"> a. Workplace procedures for Occupational Health and Safety are identified and related work instructions for controlling risks are accurately followed b. Workplace procedures for dealing with accidents, fire and emergencies are known and followed c. Hazards in the workplace are identified and reported to designated personnel in accordance with workplace procedures
2. Contribute to arrangements for the management of occupational health and safety	<ul style="list-style-type: none"> a. Occupational Health and Safety issues are raised with designated personnel in accordance with workplace procedures and relevant Occupational Health and Safety legislation b. Contributions to Occupational Health and Safety management in the workplace are made within workplace procedures and provisions of relevant legislation
3. Complete Occupational Health and Safety records	<ul style="list-style-type: none"> a. Occupational Health and Safety records for self are completed in accordance with workplace requirements b. Occupational Health and Safety records and legal requirements for the maintenance of records of occupational injury and diseases are followed

Range Of Variables

FOLLOW OCCUPATIONAL HEALTH AND SAFETY PROCEDURES

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work may be conducted in enclosed spaces, exposed conditions and controlled or open environment. c. Exposure may be to chemicals, other harmful substances, movements of equipment, goods, vehicles including: <ul style="list-style-type: none"> c.1. toxic substances c.2. damaged packing material and containers c.3. broken and damaged equipment c.4. inflammable materials and fire hazards c.5. lifting practices c.6. waste management and disposal c.7. extremes in weather conditions c.8. lighting levels c.9. floor surfaces c.10. water hazards c.11. traffic flows, vehicle and equipment operation c.12. a range of storage areas d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers, codes and Manifests b. Manufacturer's specifications c. Enterprise operating procedures <ul style="list-style-type: none"> c.1. hazard policies and procedures c.2. emergency, fire and accident procedures c.3. personal safety procedures c.4. procedures for the use of personal protective clothing and equipment c.5. hazard identification c.6. issue resolution procedures c.7. job procedures c.8. work instructions c.9. materials safety data sheet explanatory tests c.10. Supplier and/or client instructions c.11. Materials Safety Data Sheets d. Codes of Practice e. Award, Enterprise Bargaining Agreement other agreed industrial arrangements f. Consultative processes for Occupational Health and Safety
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service including legislation and industrial agreements including: c. workplace agreements and awards d. occupational health & safety e. State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations, legislation, Codes of Practice and Australian Standards may include but is not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Environmental Protection Legislation e. Manual Handling f. First Aid g. Noise h. Emergency Procedures i. Dangerous and Hazardous Goods Regulations j. Confined spaces k. Ergonomics l. Rehabilitation m. Smoke free environment

Evidence Guide

FOLLOW OH&S PROCEDURES

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. convey information in written and oral form a.3. maintain workplace records a.4. use workplace colloquial and technical language and communication technologies in the workplace context a.5. follow the requirements of relevant legislation and related Codes of Practice in relation to individual obligations for duty of care
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills may include	<p>a. Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> a.1. reporting procedures in regard to unsafe situations, fire hazards, broken or damaged equipment or fittings, sickness and accidents a.2. location and use of safety alarms, manifests, emergency shut off systems, emergency communication systems a.3. signs and signals used for Occupational Health and Safety a.4. terms used in Materials Safety Data Sheets a.5. IMDG markings and where applicable emergency information panels a.6. HAZCHEM symbols and implications for safe work & storage a.7. storage and use of hazardous substances a.8. storage and use of flammable materials a.9. handling of broken or damaged equipment a.10. manual and mechanically assisted lifting and load shifting procedures a.11. transport requirement for goods within workplace a.12. emergency and evacuation procedures a.13. obtaining and using information from safety labels, instructions for safe work, relevant Materials Safety Data Sheets, workplace procedures and Codes of Practice a.14. using personal protection equipment and engineering controls (where required)
4. Resource implications	<p>a. Access to policies, procedures and information on Occupational Health and Safety. Access to support personnel, engineering controls and Personal Protective Equipment</p>
5. Consistency in performance may include	<p>a. Application of knowledge and skills to</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task a.6. Protective clothing worn in accordance with job and operational requirements a.7. Equipment checked prior to use a.8. Emergency procedures followed a.9. Potential problems predicted and reported a.10. Co-operative with supervisors and Occupational Health and Safety representatives and personnel a.11. Codes of Practice followed a.12. Action taken promptly - accidents and incidents reported in accordance with Statutory requirements and enterprise procedures a.13. Recognises and appropriately deals with cultural differences in the workplace, including modes of behaviour and interactions among staff and others a.14. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse &	Communicate	Plan & Organise	Work with Others &	Use Mathematical	Solve Problems	Use Technology
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Organise Information	Ideas & Information	Activities	in Teams	Ideas & Techniques		
2	2	2	2	2	2	2

Unit TDT F2 97A CONDUCT HOUSEKEEPING ACTIVITIES

Field F Occupational Health and Safety

DESCRIPTION:

This unit is applicable to workers who are required to carry out housekeeping duties and maintain a clean and safe work site

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Identify workplace procedures, resources and housekeeping requirements of different areas of the workplace	<ul style="list-style-type: none"> a. Workplace procedures for housekeeping are identified b. Equipment and consumables are selected in accordance with work area requirements c. Specific requirements for housekeeping activities in different parts of the employees work area identified and followed d. Requirements for the minor disassembly/reassembly of storage zones identified (where applicable)
2. Monitor and maintain cleanliness and tidiness in the workplace	<ul style="list-style-type: none"> a. Initiative is used to continuously monitor the cleanliness and tidiness of the worksites used by the employees b. Housekeeping issues are raised with designated personnel in accordance with workplace procedures c. Housekeeping equipment and supplies are maintained and stored
3. Complete assigned housekeeping duties	<ul style="list-style-type: none"> a. Assigned housekeeping duties are conducted following workplace procedures ensuring that: <ul style="list-style-type: none"> a.1. waste is removed a.2. maintenance requirements of any damaged items are notified to appropriate personnel a.3. minor disassembly/reassembly of storage zones is conducted within enterprise policies and procedures a.4. schedules and records for housekeeping duties are maintained a.5. work areas are checked and meet required workplace standards a.6. work is carried out following enterprise practices and safe work procedures

Range Of Variables

CONDUCT HOUSEKEEPING ACTIVITIES

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring e. Housekeeping duties may include <ul style="list-style-type: none"> e.1. cleaning e.2. returning goods or equipment to storage e.3. repacking e.4. waste removal e.5. maintenance f. Housekeeping may be scheduled or as required
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations, legislation, Codes of Practice and Australian Standards may include but is not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Environmental Protection Legislation e. Manual Handling f. First Aid g. Export/ Import/ Quarantine/Bond requirements h. Emergency Procedures i. Dangerous and Hazardous Goods Regulations j. Water and Road use and license arrangements k. License, Patent or copyright arrangements l. Dangerous goods and air freight regulations m. Confined spaces n. Ergonomics o. Rehabilitation p. Smoke free environment q. Noise

Evidence Guide

CONDUCT HOUSEKEEPING ACTIVITIES

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. maintain workplace records a.3. use workplace colloquial and technical language and communication technologies in the workplace context a.4. dispose of waste materials including segregation of particular wastes and specialist requirements a.5. apply principles of reduction, re-use, recycle, recover and appropriate repair/replace decision making processes a.6. follow housekeeping requirements for different work areas a.7. use relevant tools and equipment a.8. safely handle solvent (organic and inorganic) cleaning products, steam and pressure equipment a.9. explain reasons for maintaining clean and tidy worksites, the tagging of unserviceable tools and equipment and following housekeeping and maintenance schedules a.10. complete housekeeping inspection requirements
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills may include	<p>a. Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> a.1. application of relevant industrial requirements a.2. identification and correct use of equipment, processes and procedures a.3. maintenance procedures for housekeeping equipment
4. Resource implications	<p>a. Access to</p> <ul style="list-style-type: none"> a.1. necessary housekeeping and cleaning equipment, personal protection equipment and relevant engineering controls a.2. enterprise reporting procedures for health and safety hazards a.3. workplace housekeeping procedures/manual a.4. relevant housekeeping procedures/manual a.5. relevant Occupational Health and Safety regulations
5. Consistency in performance may include	<p>a. Application of knowledge and skills to</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task <p>b. Checks own work for compliance with workplace requirements</p> <ul style="list-style-type: none"> b.1. Shows evidence of application of relevant workplace procedures including: b.2. hazard policies and procedures including Codes of Practice b.3. issue resolution procedures b.4. job procedures and work instructions b.5. relevant guidelines relating to the use and tagging of unserviceable or damaged items b.6. quality assurance procedures (where existing) b.7. security procedures b.8. following recognised housekeeping processes b.9. waste, pollution and recycling management processes <p>c. Action taken promptly - accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>d. Recognises and deals with cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
2	2	2	2	2	2	2

Unit TD F3 97A IMPLEMENT AND MONITOR OCCUPATIONAL HEALTH AND SAFETY PROCEDURES

Field F Occupational Health and Safety

DESCRIPTION:

This unit describes the requirements for workers with some supervisory responsibility for implementation and monitoring of Occupational Health and Safety policies, procedures and systems

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Access information about Occupational Health & Safety and the workplace policies and procedures	<ul style="list-style-type: none"> a. Relevant provisions of Occupational Health and Safety legislation and Codes of Practice are accurately followed b. Information on workplace Occupational Health and Safety policies, procedures Occupational Health and Safety and programs is stored in a readily accessible location and manner c. Information is accurately and clearly explained to the work team d. Information about the outcomes of risk identification and control procedures is provided to appropriate personnel
2. Implement and monitor procedures for identifying and assessing hazards	<ul style="list-style-type: none"> a. Existing and potential hazards in the work area are identified and reported b. Identified hazards are assessed in relation to relative risk
3. Implement and monitor procedures for controlling risks	<ul style="list-style-type: none"> a. Existing risk control measures are implemented, monitored, and reviewed b. Work procedures to control risks are implemented and adherence to them by the work group is monitored c. Required improvements to existing risk control measures are identified including required resources for implementation, and reported to appropriate personnel d. Procedures for monitoring and controlling risks provide for a hierarchy of control
4. Plan and supervise housekeeping arrangements	<ul style="list-style-type: none"> a. Housekeeping tasks are identified and incorporated in enterprise work roles b. Housekeeping equipment is maintained c. Team members are allocated housekeeping tasks and supervised d. Housekeeping procedures and practices are planned to conform with environmental and Occupational Health and Safety requirements
5. Implement and monitor procedures for dealing with hazardous events	<ul style="list-style-type: none"> a. Workplace procedures for dealing with hazardous events are implemented whenever necessary to ensure that prompt control action is taken b. Hazardous events are investigated to identify causes c. Control measures are implemented to prevent recurrence and minimise risks of hazardous events or issues are referred to designated personnel for implementation

Range Of Variables

IMPLEMENT AND MONITOR OH&S PROCEDURES

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various Stevedoring work environments e. Procedures implemented may impact on: <ul style="list-style-type: none"> e.1. customers, members of the public, contractors and staff e.2. number of designated work groups and hazard types e.3. varying degrees of specification in procedures
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of Practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures m. Worksafe Australia and local/state/territory authority papers.
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations, legislation, Codes of Practice and Australian Standards may include but is not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Environmental Protection Legislation e. Manual Handling f. First Aid g. Export/ Import/ Quarantine/Bond requirements h. Emergency Procedures i. Dangerous and Hazardous Goods Regulations j. Water and Road use and license arrangements k. License, Patent or copyright arrangements l. Dangerous goods and air freight regulations m. Confined spaces n. Ergonomics o. Rehabilitation p. Smoke free environment q. Noise

Evidence Guide

IMPLEMENT AND MONITOR OH&S PROCEDURES

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service and work effectively with others a.3. convey information in written and oral form a.4. maintain workplace records a.5. negotiate permission for any changes to work practices and existing policies and procedures
2. Interdependent assessment of units	<p>a. The unit <i>Follow Occupational Health and Safety Procedures</i> is a prerequisite for this unit</p> <p>b. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. application of relevant industrial legislative requirements a.4. interpreting relevant Occupational Health and Safety Legislation, related Workers Compensation and enterprise policies and procedures including: <ul style="list-style-type: none"> a.4.1.1. duty of care for those in supervisory positions a.4.1.2. requirement for the maintenance and confidentiality of records of occupational injury and disease and reporting of accidents and potential risks a.4.1.3. regulations and Codes of Practice in relation to hazards in work area a.4.1.4. requirement of the legislation on employers, suppliers and contractors
4. Resource implications	<p>a. Access to workplace policies, legislation and work group or team, access to interpretative advice mechanisms to support decision making</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task a.6. negotiating with staff, contractors and others to implement Occupational Health and Safety procedures a.7. monitoring and reporting on hazards and risk management a.8. recommending improvements to work systems to effect safe work <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. issue resolution procedures b.2. job procedures and work instructions b.3. relevant guidelines relating to the safe use of machinery and equipment including the tagging of unserviceable or damaged items b.4. quality assurance procedures (where existing) b.5. security procedures <p>c. Recognises and appropriately deals with cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>d. Work shows the significance for the workplace and employees of appropriate practice of Occupational Health and Safety in relation to business effectiveness, employee satisfaction and competitive advantage</p> <p>e. Outcomes reveal fair, consistent and careful co-ordination of Occupational Health and Safety processes</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
2	2	3	3	3	3	3

Unit TDT F8 97B PROVIDE FIRST-AID IN THE WORKPLACE

Field F Occupational Health & Safety

DESCRIPTION:

Knowledge and skills to provide first aid in the workplace in accordance with applicable state/territory regulations

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Assess first aid needs	<ul style="list-style-type: none"> a. The safety of injured person, bystanders and self in an accident situation is assessed in accordance with first aid procedures b. The condition of the injured or ill person is assessed in accordance with first aid procedures
2. Respond to first aid needs within limitations of duty of care	<ul style="list-style-type: none"> a. Wounds, injuries and minor disorders are correctly managed until medical assistance is available in accordance with first aid procedures b. Emergency is dealt with effectively in accordance with enterprise procedures c. One person and two person Cardio Pulmonary Resuscitation (CPR) is performed following safety procedures d. Correct techniques for moving sick/injured persons are used as appropriate

Range Of Variables

PROVIDE FIRST-AID IN THE WORKPLACE

<i>VARIABLE</i>	<i>SCOPE</i>
1. <i>Workplace context</i>	<ul style="list-style-type: none"> a. This unit covers work of transport and distribution personnel for the delivery of valuables, secured products, documents and materials b. Work performed under general or limited supervision c. Customers may be internal or external d. Operations conducted day or night e. Hazards may include <ul style="list-style-type: none"> e.1. Vehicular and pedestrian traffic e.2. Firearm handling e.3. Persons with felonious intent e.4. Uneven ground, steps, road surfaces e.5. Dust and vapours e.6. Hazardous or dangerous materials e.7. Humidity, air temperature f. Consultative processes may involve <ul style="list-style-type: none"> f.1. Clients f.2. Police f.3. Other employees and supervisors f.4. Management f.5. Occupational Health and Safety specialists f.6. Medical personnel f.7. First aid instruction f.8. Other professional or technical staff
2. Sources of information/documents may include but are not limited to	<ul style="list-style-type: none"> a. Operations manuals b. Induction documentation c. Competency standards and training materials d. Manufacturer's specifications e. HAZCHEM codes and dangerous/hazardous goods f. Enterprise operating procedures and policies g. Supplier and/or client instructions h. Materials safety data sheets i. Communications technology equipment, oral, aural or signed communications j. Work procedures and practices k. Conditions of service, legislation and industrial agreements including <ul style="list-style-type: none"> k.1. Enterprise agreements and awards k.2. Occupational Health & Safety procedures l. Applicable State, Territory, Commonwealth legislation and regulations which relate to <ul style="list-style-type: none"> l.1. Occupational Health & Safety regulations and legislation l.2. Manual Handling l.3. Fire arms acts l.4. Licensing and permits for firearms and security occupations l.5. Dangerous goods l.6. Traffic Acts m. Standards and certification requirements n. Quality assurance procedures o. Emergency procedures
3. Job role specific factors	<ul style="list-style-type: none"> a. Provision of first aid in accordance with enterprise procedures and state/territory regulations

Evidence Guide

PROVIDE FIRST-AID IN THE WORKPLACE

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. Communicate effectively in written and verbal modes a.2. Identify vital signs and monitor condition of patient(s) a.3. Apply EAR and CPR a.4. Comfort and support patient(s) a.5. Follow procedures a.6. Work cooperatively as part of a team a.7. Locate, interpret and apply relevant information a.8. Identify and safely handle equipment and goods a.9. Apply hierarchy of control a.10. Use safety precautions appropriate to the task
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.
3. Required knowledge and skills may include	<ul style="list-style-type: none"> a. Display of the following knowledge and skills in terms of job role or function <ul style="list-style-type: none"> a.1. Implications of Occupational Health & Safety legislation and codes of practice a.2. Appropriate first aid measures a.3. Appropriate identification of symptoms and appropriate first aid treatment a.4. Referrals to appropriate internal personnel or external medical services made when required a.5. Requirements for approved work procedures and relevant equipment a.6. Application of relevant agreements, codes of practice or other legislative requirements a.7. Identification and correct use of equipment, processes and procedures a.8. Planning own work including predicting consequences and identifying improvements a.9. First aid competence
4. Resource implications	<ul style="list-style-type: none"> a. Access to simulated or real incident
5. Consistency in performance may include	<ul style="list-style-type: none"> a. Establishes effective working relationships with colleagues b. Maintains confidentiality of customers, enterprise operations, equipment and materials carried c. Modifies work practices to cater for variations in Workplace contexts and environments d. Work consistently shows evidence of application of relevant enterprise procedures including <ul style="list-style-type: none"> d.1. Hazard policies and procedures including Codes of Practice d.2. Emergency, fire and accident procedures d.3. The use of personal protective clothing and equipment d.4. Industry standards according to the nature of the task d.5. Hazard identification e. Effectively negotiates to resolve issues and problems f. Demonstrates consistency of performance over a period of time and in a range of contexts g. Shows evidence of application of relevant enterprise procedures including <ul style="list-style-type: none"> g.1. Codes of practice, hazard policies and procedures g.2. Issue resolution procedures g.3. Job procedures and work instructions g.4. Guidelines relating to the safe use of equipment g.5. Quality assurance procedures (where existing) g.6. Security procedures g.7. Housekeeping processes g.8. Waste, pollution and recycling management processes h. Action taken promptly – accidents and incidents reported within regulatory requirements and following enterprise procedures i. Work completed systematically without injury to self or others or damage to goods, equipment or products in production
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated work environment

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

DESCRIPTION:

Basic knowledge and skills and to ensure that all required precautions are taken by drivers to protect the environment driving a vehicle in the road transport industry

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Minimise the effects of pollution while driving	<ul style="list-style-type: none"> a. Precautions are taken to ensure spill fuel, lubricants and chemical do not pollute the environment. b. Vehicles are driven efficiently to minimise pollution of the air environment through excessive exhaust emissions. c. Unnecessary running of the engine is avoided to minimise pollution of the air environment.
2. Minimise the effects of pollution while maintaining the vehicle	<ul style="list-style-type: none"> a. Routine checks are conducted or organised to ensure emission control equipment on vehicle is operating correctly. b. Suitable precautions are taken during the cleaning of vehicles not to pollute the environment c. Rubbish is deposited in designated rubbish disposal bins.
3. Transport environmentally hazardous materials safely	<ul style="list-style-type: none"> a. Materials safety data sheets are completed in accordance with government regulations and company requirements. b. Waste and effluent is disposed of in accordance with government regulations and government policy. c. Routes for vehicles carrying hazardous and noxious loads are planned to minimise the risk to the environment in the event of accident or spillage.

Range Of Variables

CARE FOR THE ENVIRONMENT

<i>VARIABLE</i>	<i>SCOPE</i>
1. Environment:	a. includes all environments, for example, indoor, outdoor, marine, atmospheric
2. Pollutants	a. includes all pollutants oils, gas, Rubbish, noise, wastes,
3. Workplace environment:	a. includes all road transport situations, for example: <ul style="list-style-type: none"> a.1. operations conducted at day or night a.2. work conducted in confined spaces , exposed conditions and controlled or open environment a.3. in the warehouse and at the depot a.4. in the vehicle on the road a.5. at the client's workplace a.6. in all weather conditions, day and night
4. Level of Supervision	a. may be limited or minimum supervision
5. OH and S Standards	a. as per company and statutory requirements
6. Regulations/ legislation	a. includes environment protection and waste and effluent disposal regulations.
7. Documentation and Reporting Systems	a. as per company requirements
8. Procedures	a. procedures are those for prescribed by the relevant traffic authority and company

Evidence Guide

CARE FOR THE ENVIRONMENT

1. Critical aspects of evidence	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of environmental protection requirements and ways in which drivers and other personnel can avoid or minimise pollution to the environment. b. Assessment must confirm the ability to apply this knowledge in a real or simulated road transport environment
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit usually is assessed in conjunction with any of the specialised relevant units.
3. Underpinning skills and knowledge	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1. Environment protection regulations a.2. Company policy on environmental procedures a.3. Waste and effluent regulation a.4. Location of rubbish disposal bins a.5. Toxicity of materials typically carried in loads a.6. Emission control checking requirements b. Underpinning skills <ul style="list-style-type: none"> b.1. Recognition of potential pollution risks and ways of minimising them b.2. Route planning b.3. Ability to drive efficiently
4. Resources	<ul style="list-style-type: none"> a. Assessment of this competency will require access to relevant real or simulated working situations.
5. Consistency	<ul style="list-style-type: none"> a. Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts.
6. Context	<ul style="list-style-type: none"> a. Competence must be demonstrable for the relevant work situation, by day or night and in varied weather conditions in a real or simulated road transport environment. b. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills and consideration of evidence of required attitudes

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	2

Unit TDT G1 97A WORK EFFECTIVELY WITH OTHERS

Field G

Teamwork

DESCRIPTION:

Basic knowledge and skills to effectively work as a member of a group or team

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Contribute to determination of appropriate work roles	<ul style="list-style-type: none">a. Work roles of each group member are identified based on information and instructions about objectives, performance requirements and proceduresb. Contributions are made to assist in the determination of the appropriate roles and responsibilities for the successful completion of the activity
2. Contribute to the planning of the activity	<ul style="list-style-type: none">a. Suggestions and information are provided as appropriate to contribute to the planning of the activity and the associated procedures
3. Work with others	<ul style="list-style-type: none">a. Forms of communication appropriate to the activity are usedb. Assistance in the completion of the activities is requested where appropriatec. Contributions to the achievement of a required outcome are maded. Work is undertaken in accordance with specified procedures on an individual and shared basis as appropriatee. Problems are discussed and resolved where possible through agreed and accepted processesf. Suggestions for improvements to processes are made and discussed within the team

Range Of Variables

WORK EFFECTIVELY WITH OTHERS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Teams may be established for special work purposes or normal work teams d. Consultative processes may involve: <ul style="list-style-type: none"> d.1. staff members d.2. management d.3. union representatives d.4. industrial relations, Occupational Health and Safety specialists d.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

WORK EFFECTIVELY WITH OTHERS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service and work effectively with others a.3. convey information in written and oral form a.4. maintain workplace records a.5. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.6. follow the designated work plan for the job a.7. operate in a team to complete a work oriented activity a.8. contribute to collective planning, cooperative work and effective outcomes for the activity
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial or other legislative requirements a.5. identification and correct use of equipment, processes and procedures a.6. modifying activities dependant on differing workplace contexts and environment a.7. use of appropriate communication strategies including appropriate body language and conservation a.8. providing support to other team members
4. Resource implications	<p>a. Access to team and team based activity</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task <p>b. Contributes to teamwork planning, including setting objectives, time-lines and evaluating outcomes of the project.</p> <p>c. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> c.1. hazard policies and procedures including Codes of Practice c.2. issue resolution procedures c.3. job procedures and work instructions c.4. relevant guidelines relating to the use of equipment c.5. quality assurance procedures (where existing) c.6. security procedures c.7. following recognised housekeeping processes c.8. waste, pollution and recycling management processes <p>d. Action taken promptly- accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>f. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
2	2	2	2	1	2	2

Unit TDT G2 97A LEAD WORK TEAM OR GROUP

Field G Teamwork

DESCRIPTION:

This unit applies to employees involved in leading, participating in, facilitating and empowering work teams/groups within the enterprise

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Participate in team/group planning	<ul style="list-style-type: none"> a. Requirements of a team/group task are identified and clarified in conjunction with other team or group members to ensure appropriate interpretation of specifications and in accordance with enterprise requirements b. Task is interpreted and relevant steps are identified in conjunction with other team/group members to ensure efficient conduct of work to meet specifications and enterprise requirements c. Steps are planned in conjunction with the work of other personnel to allow achievement of practical outcomes according to enterprise and/or manufacturer's procedures
2. Manage and develop team/group performance	<ul style="list-style-type: none"> a. Task activities are assigned to team/group members based on their areas of competence and expertise and their availability b. Team/group members are advised on symptoms and effects of fatigue, drugs and alcohol, safe lifting techniques and other Occupational Health and Safety policies c. Performance measures and requirements are agreed upon between team /group members in accordance with enterprise procedures
3. Participate in and facilitate the work team/group	<ul style="list-style-type: none"> a. Work activity is organised and carried out with other involved team/group members and personnel using relevant communication processes to ensure safe, unambiguous and appropriate sequencing of tasks b. Individuals and teams/groups are actively encouraged to take individual and joint responsibility
4. Document and review work team/group tasks	<ul style="list-style-type: none"> a. All necessary documentation related to job planning and progress is completed and recorded in accordance with statutory, manufacturer's and enterprise requirements b. The outcomes of the team's/group's task activities is compared with the planned objectives, task instructions and specifications to ensure all requirements have been met

Range Of Variables

LEAD WORK GROUP OR TEAM

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

LEAD WORK TEAM OR GROUP

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. apply leadership skills to the completion of work team projects a.2. apply techniques to encourage appropriate participation of team/group members a.3. identify requirements of tasks and organise planning, job completion and evaluation stages a.4. locate, interpret and apply relevant information a.5. provide customer/client service and work effectively with others a.6. convey information in written and oral form a.7. maintain workplace records a.8. allocate tasks considering work and individual development requirements
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills may include	<p>a. Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> a.1. focus of operation of work systems, equipment, management and site operating systems a.2. enterprise business policies and plans a.3. competencies and development opportunities for individuals in the team/group a.4. application of relevant industrial and legislative requirements a.5. coaching and mentoring approaches a.6. enterprise policies and procedures for accessing staff training and development activities
4. Resource implications	<p>a. Operational team or group, projects requiring execution</p>
5. Consistency in performance may include	<p>a. Application of knowledge and skills to planning of group or team work including when:</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. quality assurance procedures (where existing) b.5. security procedures b.6. Action taken promptly - accidents and incidents reported following enterprise procedures <p>c. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>d. Work completed systematically with attention to detail.</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Unit TDT I2 97B APPLY CUSTOMER SERVICE SKILLS

Field I Customer Service

DESCRIPTION:

Basic knowledge and skills to deal with internal and external customer inquiries in a transport and distribution environment

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Deal with customer inquiries	<ul style="list-style-type: none">a. Customer inquiries are dealt with courteously and efficiently both by phone and face-to-faceb. Questions are used to clarify the customer's needs or concernsc. Assistance from other staff is sought when a customer's inquiry cannot be fully answeredd. Knowledge of products, services and / or operations is used to answer customer queries or to respond to customers' needse. Customer inquiries and associated action are recorded and reported in accordance with company procedures
2. Monitor customer satisfaction	<ul style="list-style-type: none">a. Customer greeted cordiallyb. Customer requirements and requirements dealt with according to workplace proceduresc. Special needs addressed within workplace policiesd. Feedback to managers and customers (internal and external) provided

Range Of Variables

APPLY CUSTOMER SERVICE SKILLS

<i>VARIABLE</i>	<i>SCOPE</i>
1. Workplace context	<ul style="list-style-type: none"> a. This unit covers work within the Transport and Distribution industry b. Work is performed under supervision c. Customers may be internal or external d. Operations conducted day or night e. Environment may include movement of equipment, goods, materials and vehicular traffic f. Requirements for work may include: <ul style="list-style-type: none"> f.1. site restrictions and procedures f.2. use of safety and personal protection equipment f.3. communications equipment f.4. hours of operation f.5. security procedures f.6. relevant regulations g. Consultative processes may involve: <ul style="list-style-type: none"> g.1. other employees and supervisors g.2. suppliers, potential customers and existing clients g.3. relevant authorities g.4. management and union representatives g.5. Occupational Health and Safety specialists, g.6. other maintenance, professional or technical staff
2. Job role context	<ul style="list-style-type: none"> a. Consultative processes may involve: <ul style="list-style-type: none"> a.1. Clients a.2. other employees and supervisors a.3. management a.4. union representatives a.5. industrial relations, Occupational Health and Safety specialists a.6. other professional or technical staff
3. Sources of information / documents may include:	<ul style="list-style-type: none"> a. Job specifications and standard operating procedures b. Relevant Australian or international standards in Records Management c. Storage specifications and requirements d. Workplace operating procedures and policies e. Client requirements f. Communications technology equipment, oral, aural or signed communications g. Personal and work area work procedures and practices h. Applicable State, Territory, Commonwealth legislation and regulations which relate to: <ul style="list-style-type: none"> h.1. Occupational Health & Safety regulations and legislation h.2. Privacy and Confidentiality Legislation h.3. Freedom of Information h.4. Environment Protection Legislation h.5. Equal Opportunity, Equal Employment Opportunity and Affirmative Action Legislation i. standards and certification requirements j. quality assurance procedures k. emergency procedures l. customer service manuals
4. Unit specific context	<ul style="list-style-type: none"> a. Applies to all transport and distribution environments

Evidence Guide

APPLY CUSTOMER SERVICE SKILLS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1. analyse process functions and problems a.2. apply customer service policies and procedures a.3. use appropriate workplace language and communication technologies a.4. locate, interpret and apply relevant information a.5. maintain workplace records
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills may include	<ul style="list-style-type: none"> a. Display of the following knowledge and skills in terms of job role or function: <ul style="list-style-type: none"> a.1. Products, services and / or operations a.2. Customer service policies and procedures a.3. Anti-discrimination legislation a.4. Questioning skills a.5. Telephone techniques a.6. Writing of simple reports and records of enquiries a.7. Complaint handling a.8. Interpersonal communication
4. Resource implications	<ul style="list-style-type: none"> a. Access to customer service situations for both internal and external workplace operations
5. Consistency in performance may include	<ul style="list-style-type: none"> a. Modifies activities to cater for variations in workplace contexts and environment b. Demonstrates consistency of performance over a period of time and in a range of contexts c. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> c.1. hazard policies and procedures c.2. issue resolution procedures c.3. customer service skills c.4. job procedures and work instructions c.5. guidelines relating to the safe use of machinery and equipment c.6. quality assurance procedures (where existing) c.7. privacy, confidentiality and security procedures c.8. housekeeping processes c.9. waste, pollution and recycling management processes d. Work completed systematically without injury to self or others or damage to equipment or materials
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an industry-approved simulated work environment

Key Competencies

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	1

Unit TDT J1 97A APPLY QUALITY PROCEDURES

Field J Quality

DESCRIPTION:

Basic knowledge and skills to apply quality procedures to workplace tasks

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Apply quality concepts	<ul style="list-style-type: none"> a. Responsibility is taken for quality of own work when providing services or products to meet external and internal customer needs b. Work is completed in accordance with workplace standards as defined in enterprise policies and procedures c. Basic quality concepts are applied to work activities d. Improvements to work processes are planned, trialed, outcomes are checked for improvement and compliance with workplace requirements and then implemented e. Work is completed in accordance with enterprise procedures

Range Of Variables

APPLY QUALITY PROCEDURES

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under limited or minimum supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Codes of Practice b. Legislation and Regulations c. Award, Enterprise Bargaining Agreement, other industrial arrangements d. Standards and certification requirements e. Quality assurance procedures f. Enterprise policies
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes involving: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Environmental Protection Legislation i. Emergency Procedures

Evidence Guide

APPLY QUALITY PROCEDURES

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service a.3. work effectively with colleagues a.4. convey information in written and oral form a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context a.7. follow quality assurance procedures a.8. recommend improvements to work systems
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial or other legislative requirements a.5. identification and correct use of equipment, processes and procedures a.6. modifying activities dependant on differing workplace contexts and environment a.7. quality improvement procedures.
4. Resource implications	<p>a. Access to quality assurance procedures and work function appropriate for the procedures.</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task <p>b. Quality assurance procedures identified and followed in all aspects of job function and operations.</p> <p>c. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> c.1. hazard policies and procedures including Codes of Practice c.2. issue resolution procedures c.3. job procedures and work instructions c.4. relevant guidelines relating to the use of equipment c.5. quality assurance procedures (where existing) c.6. security procedures c.7. following recognised housekeeping processes c.8. waste, pollution and recycling management processes <p>d. Action taken promptly- accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>f. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
1	1	2	1	1	1	1

Unit TDT J2 97A APPLY QUALITY SYSTEMS

Field J Quality

DESCRIPTION:

Basic knowledge and skills to undertake individual and team based quality improvement activities in the workplace

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Work within a quality improvement system	<ul style="list-style-type: none"> a. Follows instructions and performs duties either individually or as a member of a work team within a quality improvement system b. Work is completed either individually or as a member of a work team in accordance standards as defined in enterprise policies and procedures
2. Use quality improvement systems, tools and techniques	<ul style="list-style-type: none"> a. Variations in the quality of services and/or products from required standards are detected and reported in accordance with enterprise procedures b. Variations in the quality of services and/or products from required standards are detected and reported in accordance with enterprise procedures c. Quality of service is monitored and adjusted as required to ensure the satisfaction of both internal and external customers d. Quality improvement tools and techniques are used both individually and as part of a work team to systematically improve the quality of work and services

Range Of Variables

APPLY QUALITY SYSTEMS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation b.4. AS/NZISO Standards or other Quality Standards. c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

APPLY QUALITY SYSTEMS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service a.3. work effectively with colleagues a.4. convey information in written and oral form a.5. maintain workplace records a.6. use workplace colloquial and technical language and communication technologies in the workplace context
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function: <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial or other legislative requirements a.5. identification and correct use of equipment, processes and procedures a.6. modifying activities dependant on differing workplace contexts and environment a.7. interpersonal communication skills a.8. team skills
4. Resource implications	<ul style="list-style-type: none"> a. Access to Quality assurance procedures and work situations for application of procedures.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when: <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task a.6. applying quality system procedures. b. Shows evidence of application of relevant workplace procedures including: c. hazard policies and procedures including Codes of Practice d. issue resolution procedures e. job procedures and work instructions f. relevant guidelines relating to the use of equipment g. quality assurance procedures (where existing) h. security procedures i. following recognised housekeeping processes j. waste, pollution and recycling management processes k. Action taken promptly- accidents and incidents reported in accordance with Statutory requirements and enterprise procedures l. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others m. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
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2	2	2	2	2	2	2
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Unit TDT K1 97A USE COMPUTER APPLICATIONS

Field K Computing and Technology

DESCRIPTION:

This unit applies to employees required to access input and retrieve data from computer information processing systems

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Identify computer management information equipment and systems	<ul style="list-style-type: none"> a. Types of computerised equipment used in the work area are identified b. Functions of equipment, component parts and accessories are identified c. Routine faults in operating systems, software applications and operator errors are identified d. Sources of information on rectifying faults and operating equipment, systems and application are identified
2. Set up and shut down equipment for use	<ul style="list-style-type: none"> a. Work station equipment is adjusted to meet ergonomic requirements and appropriate posture is used b. Computer is booted, logged on and checked where required for viruses c. Operating manuals and or help screens for equipment and software are used to inform work practices d. Software packages and accessories for required application are selected and accessed e. Required file and/or data to be accessed is identified f. Files/data are saved prior to shut down g. Shut down procedures for files, applications and equipment are followed
3. Input, retrieve and present files/data	<ul style="list-style-type: none"> a. Full keyboard and/or mouse is used to input data b. Files are created and/or saved c. Accurate input is confirmed d. Appropriate printers are accessed and print preview facilities used e. Files are transferred from drive to drive within workplace policies and guidelines f. Saved files are accessed through relevant directories g. Information and disk(s) are stored where appropriate

Range Of Variables

USE COMPUTER APPLICATIONS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments involved in Stevedoring e. Equipment may be used for stock management, information storage, invoicing, payments, manifests or work organisation
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Personnel in work area may include enterprise personnel, site visitors, contractors, official representatives
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests, bar codes, goods and container identification c. Manufacturer's specifications d. Enterprise operating procedures and policies e. Supplier and/or client instructions f. Materials safety data sheets g. Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications h. Codes of practice including the National Standards for Manual Handling and the Industry Safety Code i. Legislation, Regulations and related documentation j. Award, Enterprise Bargaining Agreement, other industrial arrangements k. Standards and certification requirements l. Quality assurance procedures
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes may involve: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Marine Orders i. Environmental Protection Legislation j. Emergency Procedures

Evidence Guide

USE COMPUTER APPLICATIONS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to <ul style="list-style-type: none"> a.1. use computerised information processing equipment, software and operating systems a.2. locate, interpret and apply relevant information a.3. provide customer/client service and work effectively with others a.4. convey information in written and oral form a.5. maintain workplace records
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays the following knowledge and skills in terms of job role or function: <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of equipment and organisational operating procedures a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial requirements a.5. identification and correct use of equipment, processes and procedures used within context of the job a.6. use of equipment and software appropriate for work role a.7. eye hand coordination.
4. Resource implications	<ul style="list-style-type: none"> a. Access to keyboard, software and related work requirements
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies knowledge and skills when: <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task a.6. saves documents regularly a.7. proof reads for accuracy a.8. efficiently uses paper and software processes. b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1. hazard policies and procedures including Codes of Practice b.2. issue resolution procedures b.3. job procedures and work instructions b.4. relevant guidelines relating to the use of equipment b.5. quality assurance procedures (where existing) b.6. security procedures b.7. following recognised housekeeping processes b.8. waste, pollution and recycling management processes c. Action taken promptly- accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse &	Communicate	Plan & Organise	Work with Others &	Use Mathematical	Solve Problems	Use Technology
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Organise Information	Ideas & Information	Activities	in Teams	Ideas & Techniques		
2	1	2	1	1	2	2

Unit K2 USE INFOTECHNOLOGY DEVICES IN THE WORKPLACE

Field K Computing and Technology

DESCRIPTION:

This unit applies to employees who use computers as part of work processes

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Identify computer system and software application for work role	<ul style="list-style-type: none"> a. Computer equipment input system and software are identified b. Applications for warehouse activities of the different computerised equipment and related software are explained c. Equipment is set up for work requirements in accordance with enterprise procedures and manufacturer's guidelines
2. Input, store and retrieve data	<ul style="list-style-type: none"> a. Data is entered using appropriate signal equipment, keyboard/mouse or other system b. Data is manipulated to suit work requirements and checked for accuracy c. Data is filed and retrieved following enterprise policies
3. Implement workplace procedures for management and security of data	<ul style="list-style-type: none"> a. Security procedures are followed as required b. Information systems are managed within enterprise procedures and manufacturer's guidelines.

Range Of Variables

USE INFO-TECHNOLOGY DEVICES IN THE WORKPLACE

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Customers may be internal or external c. Enterprises may comprise large, medium or small worksites d. Work may be undertaken in various work environments e. Equipment may be used for stock management, information storage, invoicing, payments, manifests or work organisation.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Goods identification numbers and codes b. Manifests c. Manufacturer's specifications d. Enterprise operating procedures e. Supplier and/or client instructions f. Materials safety data sheets g. Codes of Practice h. Regulations i. Award, Enterprise Bargaining Agreement other agreed industrial arrangements j. Standards and certification requirements k. Quality assurance procedures l. Phone, fax, e-mail, Internet, radio, oral, aural or signed communications m. Bar codes n. Radio Frequency Devices
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. occupational health & safety b.3. State, Federal or Territory Legislation c. Consultative processes involving: <ul style="list-style-type: none"> c.1. staff members c.2. management c.3. union representatives c.4. industrial relations, Occupational Health and Safety specialists c.5. other professional or technical staff
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Workplace Relations c. Workers Compensation d. Water and Road use and license arrangements e. License, Patent or copyright arrangements f. Dangerous goods and air freight regulations g. Export/ Import/ Quarantine/Bond requirements h. Environmental Protection Legislation i. Emergency Procedures

Evidence Guide

USE INFO- TECHNOLOGY DEVICES IN THE WORKPLACE

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> a.1. locate, interpret and apply relevant information a.2. provide customer/client service a.3. work effectively with colleagues a.4. convey information in written and oral form, in forms appropriate for work group members and management a.5. maintain workplace records a.6. promote and monitor continuous improvement processes a.7. encourage participation of others in planning and monitoring activities a.8. identify problems and opportunities a.9. develop employees to achieve required business objectives. a.10. Use computerised equipment to input, access and extracting information relevant to work activities.
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> a.1. site layout a.2. focus of operation of work systems, equipment or management, site and organisational operating procedures a.3. impact of job on enterprise and individual performance a.4. application of relevant industrial or other legislative requirements a.5. identification and correct use of equipment, processes and procedures a.6. modifying activities dependant on differing workplace contexts and environment a.7. equipment use procedures for fault identification and rectification.
4. Resource implications	<p>a. Access to computerised equipment and work requiring computer operations.</p>
5. Consistency in performance	<p>a. Applies knowledge and skills when:</p> <ul style="list-style-type: none"> a.1. establishing plans a.2. describing consequences a.3. completing tasks a.4. identifying improvements a.5. applying safety precautions relevant to the task <p>b. Equipment is maintained and handled to workplace requirements. Work is conducted effectively using appropriate sequences and procedures.</p> <p>c. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> c.1. hazard policies and procedures including Codes of Practice c.2. issue resolution procedures c.3. job procedures and work instructions c.4. relevant guidelines relating to the use of equipment c.5. quality assurance procedures (where existing) c.6. security procedures c.7. following recognised housekeeping processes c.8. waste, pollution and recycling management processes <p>d. Action taken promptly- accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>f. Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
6. Context for assessment	<p>a. Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	1	2	2	2	2

Unit TDT K3 97A APPLY KEYBOARD SKILLS

Field K Computing and Technology

DESCRIPTION:

Basic knowledge and skills to enter text and numerical data into computers and calculators using a keyboard/keypad

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Apply occupational health and safety principles	<ul style="list-style-type: none">a. Posture, ergonomic settings of chair and workstation are adjusted following occupational health and safety guidelines.b. The use of periods of rest and exercise are followed when using computer keyboards or calculators.
2. Enter data	<ul style="list-style-type: none">a. Text and numeric data are entered into a computer or calculator using a keyboard or keypad as part of workplace tasks.b. Entered information is checked and corrected using a keyboard or keypad.

Range Of Variables

APPLY KEYBOARD SKILLS

<i>VARIABLE</i>	<i>SCOPE</i>
1. Equipment type	a. includes all keyboards/keypads, for example, computers, cash registers, calculators, electronic typewriter,
2. Workplace environment	a. includes all road transport situations, for example: a.1. in the warehouse and at the depot a.2. in the business office a.3. in the vehicle on the road a.4. at the client's workplace
3. Level of Supervision	a. under supervision
4. OH and S Standards	a. as per company and statutory requirements
5. Conditions	a. includes all road transport work environments
6. Documentation and Reporting Systems	a. as per company requirements
7. Procedures	a. procedures are those prescribed by the company

Evidence Guide

APPLY KEYBOARD SKILLS

1. Critical aspects of evidence	<ul style="list-style-type: none"> a. Assessment must confirm sufficient knowledge of the procedures for the basic entry of text and numeric data using a keyboard or keypad and the required OHS precautions to be taken when using keyboards. b. Assessment must confirm the ability to apply this knowledge in a real or simulated road transport environment.
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit could be assessed in conjunction with any <i>Prepare workplace documents (core skills), Carry out workplace calculations</i>
3. Underpinning skills and knowledge	<ul style="list-style-type: none"> a. Underpinning knowledge <ul style="list-style-type: none"> a.1. OHS requirements related to posture, ergonomic settings of chair and work station and the use of periods of rest and exercise a.2. Operating procedures for use of simple calculators and workplace computer software b. Underpinning skills <ul style="list-style-type: none"> b.1. Reading simple text and numbers b.2. Checking and editing skills
4. Resources	<ul style="list-style-type: none"> a. Assessment of this unit will require access to the relevant keyboard and data.
5. Consistency	<ul style="list-style-type: none"> a. Competence in this unit needs to be assessed over a period of time to ensure consistency of performance in a range of contexts.
6. Context	<ul style="list-style-type: none"> a. Competence must be demonstrable for the relevant work situation, on a range of relevant workplace documents. b. Assessment of this unit of competence will usually include observation of real or simulated work processes and procedures, portfolio, oral and/or written questioning on underpinning knowledge and skills and consideration of evidence of required attitudes.

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	2

Unit TDT RL 01 98A **MONITOR AND PROCESS ATTENDANCE RECORDS**

Field L Resource Management

DESCRIPTION:

This unit covers the skills required to record and check employee's hours worked for remuneration and human resource purposes.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
13. Monitor attendance records	<ul style="list-style-type: none">d. Hours worked, as recorded for each employee, are accessed, checked and documented on a prescribed time basis.e. Employee record cards or other daily time records showing hours absent are followed up to ensure authorised absences are accurately recorded.f. Employee daily time records showing additional hours worked are followed up to determine whether additional payments are authorised.g. Unauthorised absences are notified to appropriate personnel on a timely basis to ensure follow-up action is initiated.h. Employee attendance sheets are received, checked and processed to ensure accurate employee records are maintained.
14. Process attendance records	<ul style="list-style-type: none">k. Unexplained absences are identified, confirmed and appropriate personnel are notified for follow-up action.l. Time sheets, or equivalent, are checked and forwarded to payroll department for costing purposes.m. Employee record cards or other identification system requirements are checked and redistributed on a timely basis.

Range Of Variables

MONITOR AND PROCESS ATTENDANCE RECORDS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> r. Work is performed individually, but the ability to work within a team environment may be required. s. Employees include all personnel whose attendance is recorded for timekeeping purposes.
10. Worksite environment may include	<ul style="list-style-type: none"> a. Timekeeping records and systems include, but are not limited to: <ul style="list-style-type: none"> a.1 clock cards/identification numbers a.2 swipe cards/physical recognition systems a.3 manual clocking systems a.4 integrated attendance sheet systems a.5 maternity/paternity leave a.6 jury leave a.7 rest breaks between shifts/overtime
11. Sources of information/documents may include	<ul style="list-style-type: none"> a. Information on attendance records can be obtained from: <ul style="list-style-type: none"> a.1 time sheets a.2 absentee records a.3 payroll department a.4 record cards a.5 identification system requirements
12. Workplace context may include	<ul style="list-style-type: none"> l. Work organisation procedures and practices which may apply including payroll, personnel and finance practices and procedures associated with employee remuneration, records and job costings. m. Authorised absences include, but are not limited to: <ul style="list-style-type: none"> m.1 sick leave (paid or unpaid) m.2 approved special leave m.3 annual or recreation leave m.4 rostered or programmed days off m.5 maternity/paternity leave m.6 jury leave m.7 rest breaks between shifts/overtime n. Applicable payment rates may be standard hourly rates or overtime rates.
13. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> g. State, Federal or Territory Award legislation h. Workplace agreements and awards i. Conditions of service legislation

Evidence Guide

MONITOR AND PROCESS ATTENDANCE RECORDS

19. Critical aspects of evidence to be considered	d. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> d.1. check and document records accurately d.2. complete documentation accurately d.3. locate, interpret and apply relevant information d.4. work effectively with others d.5. maintain workplace records d.6. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context d.7. follow the designated work plan for the job
20. Interdependent assessment of units	d. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.
21. Required knowledge and skills	c. Displays in job role knowledge and skills including: <ul style="list-style-type: none"> c.1. organisation's timekeeping practices c.2. condition's of employment c.3. labour/costing practices c.4. industrial agreements and awards c.5. auditing requirements c.6. payroll practices and procedures c.7. personnel records requirements c.8. computer based personnel recording systems c.9. interpreting conditions of employment c.10. simple calculations c.11. problem solving c.12. interpreting and applying organisation's industrial agreements/awards c.13. documentation in line with organisation format c.14. handling electronically recorded data c.15. written and oral communication skills
22. Resource implications	f. Access to employee record cards, attendance sheets, time sheets, relevant staff and management, calculator, office equipment and relevant computer software.
23. Consistency in performance	z. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> z.1. describing consequences z.2. completing tasks z.3. identifying improvements aa. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> aa.1. job procedures and work instructions aa.2. quality procedures (where existing) aa.3. security procedures aa.4. following enterprise housekeeping processes bb. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. <ul style="list-style-type: none"> cc. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. dd. Work completed systematically with attention to detail without damage to goods, equipment or personnel.
24. Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	1	2	2	1	2

Unit TDT RL 02 98A IMPLEMENT EMPLOYMENT EQUITY STRATEGIES

Field L Resource Management

DESCRIPTION:

This unit covers the skills required to provide employment equity services in line with legislative requirements and business objectives.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
15. Identify and communicate agreed employment equity direction	<ul style="list-style-type: none"> i. Employment equity information and policy requirements are identified for the organisation. j. Employment equity information is disseminated to ensure relevant requirements are considered in decisions made within the organisation. k. Advice is provided to assist with consistent interpretation of employment equity information. l. Negotiations are undertaken with management to ensure equity principles are incorporated throughout the organisation. m. Interpretation and advice are provided on legislative requirements, organisation objectives and constraints, and human resource management practices.
16. Respond to enquiries regarding employment equity	<ul style="list-style-type: none"> n. Arrangements are made to ensure advice on employment equity can be provided to personnel within necessary timeframes. o. Enquiries are analysed to identify necessary information required to respond sufficiently. p. Sources of information are identified and accessed to formulate response. q. Responses are communicated clearly and appropriately and understanding of the response is checked.
17. Implement employment equity strategies	<ul style="list-style-type: none"> f. Strategies are developed to implement policies and objectives. g. Measures are identified which reflect the success of strategies developed and suitable data collected.
18. Contribute to policy development	<ul style="list-style-type: none"> a. Consultation is regularly undertaken with stakeholders on policy development. b. Advice is provided concerning the employment equity implications of policy.
19. Evaluate and report	<ul style="list-style-type: none"> a. Data used to measure employment equity policy performance is collected and statistically analysed. b. Annual and other reports are produced on employment equity policy performance. c. Results of employment equity strategies and performances are conveyed in a timely and appropriate way to relevant individuals and groups.

Range Of Variables

IMPLEMENT EMPLOYMENT EQUITY STRATEGIES

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	a. Work is performed individually, but the ability to work within a team is required.
2. Worksite environment may include	a. Recording mechanisms/systems may include: a.1 paper-based systems a.2 electronic systems
3. Sources of information/documents may include	a. Sources of information may include: a.1 employment equity legislation a.2 relevant staff and management a.3 industrial relations policies and agreements
4. Workplace context may include	a. Work organisation procedures and practices may include: a.1 security procedures a.2 payroll systems a.3 industrial relations policies and agreements a.4 superannuation procedures a.5 dispatching and collecting procedures a.6 employment policies b. Conditions of service, legislation and industrial agreements including: b.1 Workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/Territory/Commonwealth regulations and legislation may include	a. Occupational Health & Safety legislation b. Equal Employment Opportunity legislation c. Public Service Act d. Industrial awards and enterprise agreements

Evidence Guide

IMPLEMENT EMPLOYMENT EQUITY STRATEGIES

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 locate, interpret and apply relevant information a.2 work effectively with others a.3 maintain workplace records a.4 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.5 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 training and social justice policies and procedures a.2 organisational structure a.3 organisational human resource policies and practices a.4 job description and specifications a.5 referral processes a.6 workplace standards and delegations a.7 quality management a.8 work area business plans a.9 industrial awards and enterprise agreements a.10 oral and written communication skills a.11 interpersonal skills a.12 listening skills a.13 programming and scheduling skills a.14 counselling skills a.15 negotiation skills a.16 contingency planning a.17 record keeping a.18 interviewing skills a.19 consultation skills a.20 data gathering and analysis
4. Resource implications	<p>a. Access to relevant legislation, relevant computer software, staff and management involved in human resource policy making, reports and documentation, negotiation documentation.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1

PRACTICE

Field L

Resource Management

DESCRIPTION:

This unit covers the skills required to promote operational effectiveness in a group or team.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Contribute positively to the work team environment	<ul style="list-style-type: none"> a. Organisation objectives are identified, interpreted and positively promoted to associated personnel and/or work-team members. b. Communications with associated personnel and/or work team members are effectively established. c. Disputes are resolved through effective negotiation with the relevant individuals or groups. d. Quality assurance measures are maintained, systems improvement suggestions are encouraged, and proposals submitted to relevant authorities.
2. Observe and promote work safety procedures	<ul style="list-style-type: none"> a. Relevant statutory and organisation requirements for Occupational Health and Safety are communicated to all personnel and implemented at all worksites. b. Accidents and injuries are reported and investigated in accordance with organisation policy. c. Potential hazards and safety risks are identified, investigated and recommendations for preventative action referred to appropriate authorities. d. Training in programs of Occupational Health and Safety and First Aid are implemented.
3. Maintain and promote well being of team	<ul style="list-style-type: none"> a. Prescribed medical and physical fitness criteria are promoted and maintained within the work environment. b. Situations threatening safety arising from physical/psychological incompatibility with the work environment are identified and resolved.
4. Participate in competency development	<ul style="list-style-type: none"> a. Competencies required for work are identified, attained and maintained. b. Personal development and other competency development programs are accessed and undertaken. c. Competency deficiencies in personnel are identified and remedial action initiated including counselling is provided where necessary. d. Workplace trainer and assessor requirements are identified and satisfied.

Range Of Variables

PROMOTE EFFECTIVE WORKPLACE PRACTICE

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is likely to be carried out without supervision with general guidance on progress and outcomes sought. b. All work is performed in accordance with relevant organisation safeworking practices/procedures and environmental requirements, manufacturers specifications, codes of practice, statutory requirements, Australian Standards and Occupational Health and Safety standards.
2. Worksite environment may include	<ul style="list-style-type: none"> j. The work of others may be supervised or teams guided or facilitated. k. Work environment may in a depot, a worksite, a store as an individual, team leader or co-ordinator. l. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles f. Equipment may include: <ul style="list-style-type: none"> f.1. customer information f.2. organisation procedures f.3. quality assurance policy f.4. relevant OHS guidelines f.5. relevant competency guidelines
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Operational effectiveness information may be obtained from: <ul style="list-style-type: none"> a.1. organisational objectives a.2. customer enquiries, responses and records a.3. quality assurance measures a.4. training materials a.5. competency guidelines
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices regarding operational effectiveness. b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 Workplace Agreements and Awards b.2 State, Federal or Territory Legislation c. Communication and liaison may include that with customers, other authorities, contractors, land-owners and other within the rail freight and public passenger transport industry.
5. Applicable State/Territory/Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation b. Equal Employment Opportunity c. Industrial Relations legislation

Evidence Guide

PROMOTE EFFECTIVE WORKPLACE PRACTICE

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 communicate effectively with team members a.2 negotiate effectively with individuals or groups a.3 maintain and promote the well being of the team a.4 select and appropriately use protective clothing a.5 locate, interpret and apply relevant information a.6 work effectively with others a.7 maintain workplace records a.8 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.9 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 organisation corporate plans, goals and objectives and industrial relations a.2 communication and negotiation techniques and the benefits, advantages and disadvantages associated with them a.3 group work practices and group dynamics a.4 corporate customer service objectives a.5 organisation procedures related to recording of customer enquiries and actions a.6 dispute settlement processes a.7 organisation occupational health and safety and physical fitness requirements and related first-aid policies a.8 competencies and skills required for workplace career path levels a.9 communicate effectively with customers, associated personnel and all work team members a.10 read, interpret and apply organisation publications, technical instructions and directions a.11 plan and organise work activities a.12 interpret statistics related to workloads and quality assurance measures a.13 lead and co-ordinate the activities of multi-disciplinary work teams or specialist work groups a.14 co-ordinate the promotion of safe work practices, competency enhancement and work practice improvements throughout the work groups a.15 work at heights or in confined spaces as required by the job a.16 settle disputes through face to face and group-based negotiation a.17 maintain the required level of physical fitness in team members a.18 administer first aid treatment including rescue and resuscitation techniques a.19 counsel personnel on work related issues a.20 principles and application of time management
4. Resource implications	<p>a. Access to organisation objectives, customer records and information, quality assurance measures, OHS requirements, competency guidelines.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	1

Unit TDT RL 05 98A ALLOCATE MOTIVE POWER

Field L Resource Management

DESCRIPTION:

This unit covers the skills required to identify plan and allocate the motive power requirements needed to achieve train timetables.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Identify train operating requirements	<ul style="list-style-type: none">a. Train timetables, shunting requirements and track conditions for each line or service are identified and records kept up to date.b. Tonnage of individual trains is identified to enable planning of suitable motive power.c. Routine usage of motive power units is established to provide an initial allocation framework.d. Contingency plans covering operational problems are developed and their impact on motive power requirements taken into account.
2. Establish motive power requirements and availability	<ul style="list-style-type: none">a. Availability of all motive power units is determined including location, operational status, special and routine maintenance requirements.b. Motive power required to haul tonnage is determined for each train/service and support activity consistent with track geography, gauge, train weight and conditions is identified.
3. Allocate individual motive power units	<ul style="list-style-type: none">a. Motive power units, including railcar and locomotive types, are allocated to ensure train and support activities are serviced.b. Allocations are documented and communicated to operations personnel and feedback sought to ensure suitability of units planned.c. Relevant OH&S requirements are identified and included in the allocation considerations.d. Documentation authorising the use of allocated motive power for the train service is completed and processed.
4. Monitor and adjust motive power allocation	<ul style="list-style-type: none">a. Use and requirements for motive power are monitored and possible allocation changes determined to maintain efficient use of resources.b. Contingency plans for unexpected non-availability of specific motive power units or operational non performance are implemented.c. Changes to allocation are negotiated with operational personnel and motive power maintenance personnel to achieve suitable outcomes.

Range Of Variables

ALLOCATE MOTIVE POWER

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed individually and skills are required to work within a team environment. b. Motive power allocated includes: <ul style="list-style-type: none"> b.1 locomotives and self propelled railcars b.2 steam locomotives b.3 diesel and electric types
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Equipment may include: <ul style="list-style-type: none"> b.1 timetables b.2 track and shunting requirements b.3 motive power units b.4 relevant organisational policy b.5 authorisation documentation c. Trains/services for which allocations are made include: <ul style="list-style-type: none"> c.1 short distance freight c.2 long distance passenger service c.3 work trains c.4 special trains c.5 long distance freight c.6 urban passenger service c.7 train service motive power requirements c.8 support activities such as shunting
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Information regarding motive power may be obtained from: <ul style="list-style-type: none"> a.1 train graphs a.2 office machines a.3 computer packages a.4 hard copy documentation a.5 relevant staff and management
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices regarding motive power allocation and distribution. b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation c. Contingency processes may involve: <ul style="list-style-type: none"> c.1 non-availability of specified motive power c.2 equipment failure c.3 operational breakdowns c.4 communications difficulties d. Establishing motive power requirements and availability takes into consideration: <ul style="list-style-type: none"> d.1 operating policies d.2 track specifications and limitations d.3 distances d.4 communication requirements d.5 tonnages d.6 double ended locomotives d.7 coupling requirements d.8 available motive power units d.9 gauges d.10 crew requirements d.11 gradients d.12 load types d.13 configuration
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety legislation regarding use of motive power b. Australian Workplace Agreement Act

Evidence Guide

ALLOCATE MOTIVE POWER

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 identify train operating requirements accurately a.2 determine availability and requirements of motive power units a.3 communicate relevant information clearly a.4 document, monitor and respond to plan alterations efficiently a.5 locate, interpret and apply relevant information a.6 work effectively with others a.7 maintain workplace records a.8 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.9 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function.</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 motive power units and specifications, capabilities and capacity a.2 crew requirements and working patterns a.3 organisational policies and procedures a.4 track specifications and limitations a.5 gauges, distance, gradients and tonnages for relevant track area a.6 communication requirements a.7 load types a.8 timetables and train details a.9 OHS legislation, codes of practice, policies and procedures a.10 emergency procedures a.11 industrial awards/agreements a.12 interpretation of train graphs and diagrams a.13 problem solving relating to best choice of motive power units a.14 operation of computer programs for rollingstock tracking a.15 communication skills a.16 contingency planning to meet operational requirements a.17 allocation and maintenance schedules of motive power units
4. Resource implications	<p>a. Access to motive power units and associated information, train operating systems and requirements, train timetables, organisation policy and procedures information/manual, relevant documentation, relevant computer software, relevant staff and management, contingency plans, communications equipment.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>Assessment may occur on the job or in a simulated workplace.</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Unit TDT RL 06 98A DEVELOP ROSTERS

Field L Resource Management

DESCRIPTION:

This unit covers planning and documenting identified work requirements and assigning personnel within roster cycles.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Identify operating requirements	<ul style="list-style-type: none">a. Transport timetables and running times for each line or service are identified and kept updated within roster operations.b. Transport running times are identified for each line or service to ensure all crewing requirements are plannedc. Set working or work tasks to be performed are identified for each transport service.d. Contingency plans covering operational problems are identified and impact on crewing needs analysed.
2. Identify tasks and responsibilities and work requirements	<ul style="list-style-type: none">a. Support activities, where required to facilitate transport arrival and activities, are identified to ensure all crewing requirements are planned.b. Set workings or required work tasks in support activities are identified.
3. Establish work rosters	<ul style="list-style-type: none">a. Rosters are developed to cover all work requirements with regard to relevant industrial/organisational conditions, absenteeism levels and planned leave.b. Rosters are arranged to allow sufficient flexibility to allow contingency plans to be implemented.c. Rosters are circulated in accordance with organisational policies and procedures for review by affected personnel.d. Relevant OH&S requirements are identified and addressed in the rosters developed.e. Relevant safeworking systems and requirements are identified and addressed in the rosters developed.
4. Finalise work rosters	<ul style="list-style-type: none">a. Feedback from personnel associated with rosters is addressed and acceptable modifications agreed.b. Final rosters are documented and distributed to ensure work requirements are accurately communicated.

Range Of Variables

DEVELOP ROSTERS

<i>VARIABLE</i>	<i>SCOPE</i>						
1. General context	a. Work is performed under minimal supervision, generally within a team environment						
2. Worksite environment may include	<table border="1"> <tr> <td>a. Work rosters cover: <ul style="list-style-type: none"> a.1. long distance passenger services a.2. urban passenger services a.3. long distance freight services a.4. short distance freight services a.5. maintenance vehicle operations </td> <td>d. Changes to planned services may include <ul style="list-style-type: none"> d.1. changes in demand d.2. response to emergencies d.3. real time issues may include d.4. absenteeism d.5. additional support services due to injury d.6. emergencies </td> </tr> <tr> <td>b. Staff covered by work rosters may include: <ul style="list-style-type: none"> b.1. driving and driving support crews b.2. shunting and marshalling crews b.3. terminal personnel b.4. freight handling personnel b.5. station personnel b.6. interchange personnel b.7. transit officers b.8. security officers b.9. revenue collection officers b.10. passenger assist/customer service personnel b.11. yard support personnel b.12. crew transport personnel b.13. transport control centre personnel b.14. traffic officers </td> <td>e. Support activities may include <ul style="list-style-type: none"> e.1. shunting and marshalling e.2. freight loading and unloading e.3. luggage loading and unloading e.4. vehicle loading and unloading e.5. station support activities e.6. interchange support activities e.7. crew transport e.8. training personnel e.9. revenue processing e.10. operations control </td> </tr> <tr> <td>c. Work outcomes or set workings may apply to: <ul style="list-style-type: none"> c.1. transport crews c.2. personnel required for support activities c.3. transport control personnel c.4. transport planning personnel </td> <td>f. Contingency plans may include <ul style="list-style-type: none"> f.1. non availability of rollingstock f.2. additional services f.3. non availability of personnel f.4. non availability of material handling equipment f.5. non availability of freight handling equipment f.6. late arrival or cancellation of services </td> </tr> </table>	a. Work rosters cover: <ul style="list-style-type: none"> a.1. long distance passenger services a.2. urban passenger services a.3. long distance freight services a.4. short distance freight services a.5. maintenance vehicle operations 	d. Changes to planned services may include <ul style="list-style-type: none"> d.1. changes in demand d.2. response to emergencies d.3. real time issues may include d.4. absenteeism d.5. additional support services due to injury d.6. emergencies 	b. Staff covered by work rosters may include: <ul style="list-style-type: none"> b.1. driving and driving support crews b.2. shunting and marshalling crews b.3. terminal personnel b.4. freight handling personnel b.5. station personnel b.6. interchange personnel b.7. transit officers b.8. security officers b.9. revenue collection officers b.10. passenger assist/customer service personnel b.11. yard support personnel b.12. crew transport personnel b.13. transport control centre personnel b.14. traffic officers 	e. Support activities may include <ul style="list-style-type: none"> e.1. shunting and marshalling e.2. freight loading and unloading e.3. luggage loading and unloading e.4. vehicle loading and unloading e.5. station support activities e.6. interchange support activities e.7. crew transport e.8. training personnel e.9. revenue processing e.10. operations control 	c. Work outcomes or set workings may apply to: <ul style="list-style-type: none"> c.1. transport crews c.2. personnel required for support activities c.3. transport control personnel c.4. transport planning personnel 	f. Contingency plans may include <ul style="list-style-type: none"> f.1. non availability of rollingstock f.2. additional services f.3. non availability of personnel f.4. non availability of material handling equipment f.5. non availability of freight handling equipment f.6. late arrival or cancellation of services
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3. Sources of information/documents may include	a. Documentation may include <ul style="list-style-type: none"> a.1. transport graphs a.2. computers a.3. office machines a.4. hard copy documentation a.5. safe working forms a.6. dangerous goods manifest 						
4. Workplace context may include	a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation 						
5. Applicable State/Territory/Commonwealth regulations and legislation may include	a. Applicable procedures and codes may include <ul style="list-style-type: none"> a.1. OH&S legislation, codes of practice, policies and procedures a.2. Organisational policies and procedures related to staffing and passenger and freight train movements a.3. Railways of Australia Code of Practice and Conditions for the Carriage of Dangerous Goods a.4. Safeworking procedures and regulations 						

Evidence Guide

DEVELOP ROSTERS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1 Apply organisation's safeworking and OH&S procedures and regulations a.2 Interpret organisation's industrial awards/agreements as they relate to rosters a.3 Interpret and communicate operational information a.4 Establish work rosters a.5 Complete relevant documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> d. This unit of competency may be assessed in conjunction with other units that form part of the job role for persons developing rosters in Australian rail systems
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Allocating of suitably qualified personnel to tasks b. Analytical problem solving related to rostering c. Communication skills d. Contingency planning e. Documentation requirements f. Embarkation and disembarkation requirements g. Equipment capacities and limitations h. Interpreting organisation's industrial awards and/or agreements i. Relevant standards and codes of practice for manual handling j. Interpreting set workings and combined set workings k. Interpreting transport timetables and service details l. Logistical planning m. Negotiating with affected personnel n. OH&S legislation, codes of practice, policies and procedures o. Organisational policies and procedures as they relate to rostering p. Passenger service needs q. Personnel capabilities r. Requirements for absentee coverage s. Safeworking systems and requirements t. Station, interchange and terminal operations, u. Support activities v. Transport services offered by the organisation
4. Resource implications	<ul style="list-style-type: none"> a. Access to roster development activities in real or appropriately simulated environments
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	Assessment may occur on the job or in an appropriately simulated environment

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	3	2

Unit TDT RL 07 98A APPLY AND AMEND ROSTERS

Field L Resource Management

DESCRIPTION:

This unit covers adjusting rosters in real time to accommodate all forms of alterations contingent with customer requirements, availability of personnel and timetable adjustments to achieve efficient transport services.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Identify changes to timetables, planned activities and support activities	<ul style="list-style-type: none"> a. Changes to transport timetables are identified and their affect on operation and support areas are assessed. b. New work requirements or revised set workings are identified and communicated to appropriate personnel. c. Difficulties relating to new work requirements are resolved with central roster operations and the appropriate work areas. d. Difficulties in achieving changes to work outcomes are resolved with those initiating change within organisational policies and procedures.
2. Confirm changes to planned activities	<ul style="list-style-type: none"> a. Changes to planned services are identified and confirmed and impact on support activities is assessed. b. Support activities required to achieve amended service are assessed and necessary resources are identified and allocated. c. Revised work outcomes or set workings are conveyed to relevant support work area(s) for implementation.
3. Confirm personnel availability	<ul style="list-style-type: none"> a. Amended rosters and work requirements are confirmed and distributed to appropriate work areas. b. Personnel on amended rosters who are required to achieve new work outcomes are notified of changes. c. Difficulties associated with compliance with amended roster(s) or work outcomes are resolved within the work area to the satisfaction of all involved within organisational policies and procedures. d. Agreed work area changes to rostered work or amended work outcomes are communicated to central roster operations and the appropriate personnel records area.
4. Re-allocate personnel and amend rosters	<ul style="list-style-type: none"> a. Agreed changes to rosters are confirmed with appropriate personnel. b. Appropriate arrangements are made for the implementation of amended rosters. c. Personnel are re-allocated to achieve agreed work outcomes or amended set workings. d. Final amendments to rosters are made to achieve agreed work outcomes or set workings. e. Appropriate documents are updated to reflect changes made and ensure their recognition.

Range Of Variables

APPLY AND AMEND ROSTERS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	t. Work is performed under minimal supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Staff covered by work rosters may include: <ul style="list-style-type: none"> a.1. driving and driving support crews a.2. shunting and marshalling crews a.3. terminal personnel a.4. freight handling personnel a.5. station personnel a.6. interchange personnel a.7. transit officers a.8. security officers a.9. revenue collection officers a.10. passenger assist/customer service personnel a.11. yard support personnel a.12. crew transport personnel a.13. transport control centre personnel a.14. traffic officers b. Work outcomes or set workings may apply to <ul style="list-style-type: none"> b.1. transport crews b.2. personnel required for support activities b.3. transport control personnel b.4. transport planning personnel c. Changes to planned services may include <ul style="list-style-type: none"> c.1. changes in demand c.2. response to emergencies d. Real time issues may include <ul style="list-style-type: none"> d.1. absenteeism d.2. additional support services due to injury d.3. emergencies
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Documentation may include <ul style="list-style-type: none"> a.1. work rosters a.2. transport graphs a.3. computer files a.4. hard copy documentation a.5. safe working forms a.6. dangerous goods manifest
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1. workplace agreements and awards b.2. State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Applicable procedures and codes may include <ul style="list-style-type: none"> a.1. OH&S legislation, codes of practice, policies and procedures a.2. Organisational policies and procedures related to staffing and passenger and freight train movements a.3. Railways of Australia Code of Practice and Conditions for the Carriage of Dangerous Goods a.4. Safeworking procedures and regulations

Evidence Guide

APPLY AND AMEND ROSTERS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1 Apply organisation's safeworking and OH&S procedures and regulations a.2 Interpret organisation's industrial awards/agreements as they relate to rosters a.3 Interpret and communicate operational information a.4 Amend rosters a.5 Complete relevant documentation
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of the job role for persons carrying out rostering activities in Australian rail systems
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Allocating of suitably qualified personnel to tasks b. Analytical problem solving related to rostering c. Communication skills d. Contingency planning e. Documentation requirements f. Embarkation and disembarkation requirements g. Equipment capacities and limitations h. Interpreting organisation's industrial awards and/or agreements i. Relevant standards and codes of practice for manual handling j. Interpreting set workings and combined set workings k. Interpreting transport timetables and service details l. Logistical planning m. Negotiating with affected personnel n. OH&S legislation, codes of practice, policies and procedures o. Organisational policies and procedures as they relate to rostering p. Passenger service needs q. Personnel capabilities r. Requirements for absentee coverage s. Safeworking systems and requirements t. Station, interchange and terminal operations, u. Support activities v. Transport services offered by the organisation
4. Resource implications	<ul style="list-style-type: none"> a. Access to rostering activities in real or appropriately simulated environments
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 completing tasks a.2 identifying improvements a.3 applying safety precautions relevant to the task a.4 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 hazard policies and procedures including Codes of Practice b.2 issue resolution procedures b.3 job procedures and work instructions b.4 relevant guidelines relating to the use of machinery and equipment capability and limitations b.5 quality procedures (where existing) b.6 security procedures b.7 following enterprise housekeeping processes b.8 waste, pollution and recycling management processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others e. Work completed systematically with attention to detail without damage to goods, equipment or personnel
6. Context for assessment	<ul style="list-style-type: none"> a. Assessment may occur on the job or in an appropriately simulated environment

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	2	3	3	2

DESCRIPTION:

This unit covers organising marshalling and shunting operations to ensure the required movement of rollingstock is carried out in a safe and effective manner that meets customer requirements and train timetables.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Identify marshalling and shunting requirements	<ul style="list-style-type: none"> a. Track and siding requirements are established based on customer needs and safe work practices. b. Dangerous goods or other special transportation requirements are established. c. Destinations, arrival times and departure times are established that are consistent with timetable requirements. d. Relevant safe working systems are identified.
2. Identify required rollingstock movements	<ul style="list-style-type: none"> a. Rollingstock types required are determined from available documentation b. Rollingstock locations are identified and track and siding availabilities are established to facilitate the marshalling and shunting operation. c. Rollingstock priorities and sequences are sorted.
3. Plan rollingstock movements	<ul style="list-style-type: none"> a. Marshalling strategy is identified to achieve safe and efficient loading and unloading. b. Resources required to carry out the marshalling strategy are identified. c. Appropriate motive power is determined to enable completion of shunting operations. d. Track and siding access and options for wagon movements are identified from the marshalling strategy. e. Contingency strategy for unplanned events is identified or prepared. f. Shunting and marshalling plan and train consist is documented, filed, and distributed in accordance with operational requirements.

Range Of Variables

ORGANISE MARSHALLING AND SHUNTING OPERATIONS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	a. Work is performed under some supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Equipment may include: <ul style="list-style-type: none"> d.1 motor vehicles d.2 fixed signals d.3 draw gear motive power units d.4 rail tractors rollingstock d.5 communication equipment switching equipment d.6 freight handling equipment turntables e. Safety requirements may include: <ul style="list-style-type: none"> e.1 High visibility clothing e.2 Sunscreen e.3 Insect repellent e.4 Safety mask e.5 Portable radios e.6 Gloves e.7 Sun glasses e.8 Safety headwear e.9 Safety footwear e.10 Hearing protection f. Unplanned events may involve: <ul style="list-style-type: none"> f.1 derailments f.2 breakdowns f.3 injuries and fatalities f.4 hazardous materials spills-fires and leaks f.5 track damage f.6 powerline damage
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Marshalling and shunting requirements may be obtained from: <ul style="list-style-type: none"> a.1. order books- a.2. cards/deck sheets a.3. notice boards a.4. special train notices a.5. yard orders a.6. periodical circulars a.7. transport authority rules and operating procedures a.8. computer based data systems a.9. timetables a.10. train consist a.11. incident reports driver's advice a.12. train register book- a.13. safeworking forms a.14. dangerous goods manifest
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1.1 workplace agreements and awards b.1.2 State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Transport Authority legislation

Evidence Guide

ORGANISE MARSHALLING AND SHUNTING OPERATIONS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 apply OH&S to marshalling and strategy a.2 plan and organise marshalling and shunting a.3 select and appropriately use protective clothing a.4 locate, interpret and apply relevant information a.5 work effectively with others a.6 maintain workplace records a.7 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.8 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 yard operation a.2 loading and unloading facilities a.3 OH&S legislation, codes of practice, policies and procedures a.4 safeworking systems and requirements a.5 local track and signal layouts a.6 operation of protective devices, air brakes, handbrakes, derailleurs and other physical characteristics of rollingstock a.7 draw gear capacities a.8 relevant standards and codes of practice for manual handling a.9 shunting signals and commands a.10 radio communication protocol a.11 location and operation of signals and points a.12 emergency procedures a.13 rostering procedures a.14 organisational policies and procedures a.15 timetables and destination information a.16 Railways of Australia <i>Code of Practices and Conditions for the Carriage of Dangerous Goods</i>
4. Resource implications	<p>a. Access to marshalling and shunting equipment, relevant rollingstock, relevant documentation.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	1	2	2	2	2	2

Unit TDT RL 09 98A ASSIST WITH TRAIN OPERATION

Field L Resource Management

DESCRIPTION:

This unit covers assisting drivers of a motive power unit to manage the movement of an assembled train and monitor the condition of the train, load, track and signals.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Assist with preparing for train operation.	<ul style="list-style-type: none"> a. Planning documentation is accessed and interpreted to determine the purpose of the journey, constraints, loading information and characteristics and is confirmed with the driver. b. Visual inspections of equipment is carried out and defects are appropriately notified following organisation procedures and manufacturer's specifications. c. Assistance is provided with pre-operational checks are carried out on equipment in accordance with organisational policies and procedures.
2. Assist with train operation	<ul style="list-style-type: none"> a. Motive power unit is monitored in conjunction with the driver, and identified faults, defects and deficiencies are reported following organisational procedures. b. Guidance is provided to the driver while stopping and starting to ensure safety of personnel and equipment. c. Train running schedules are monitored and recorded to assist with 'on-time' running. d. Performance of equipment and rollingstock is monitored en route to identify faults or defects and appropriate action is taken as required following organisational procedures. e. Security of loading is monitored en route and appropriate action is taken following company procedures. f. Signals and track/road is monitored en route and appropriate action taken to rectify faults and defects.
3. Assist with loading and unloading operations	<ul style="list-style-type: none"> a. Loading and unloading operations are performed with maximum efficiency in accordance with OH&S and organisational policies and procedures . b. Loading and unloading information is recorded accurately and actioned as required by organisational policies and procedures. c. Load weights are calculated using appropriate equipment and following organisational procedures.
4. Hand over or stable train	<ul style="list-style-type: none"> a. Train is stabled following safeworking systems and requirements to comply with operational instructions. b. Safety devices are activated or put in position to ensure the safety of personnel and equipment. c. Documentation relevant to the train and activities undertaken en route is updated, provided to relief crew and/or forwarded to appropriate personnel in accordance with organisational policies and procedures.

Range Of Variables

ASSIST WITH TRAIN OPERATIONS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	a. Work is performed under supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Equipment tests may include: <ul style="list-style-type: none"> d.1 Brake testing d.2 Air continuity test d.3 Ancillary equipment d.4 Stretch tests e. Stabling procedure can include: <ul style="list-style-type: none"> e.1 Arranging for refuelling and servicing e.2 Securing motive power unit e.3 Positioning motive power unit e.4 Securing train f. Safety devices can include power, hand brakes and lock-out equipment to prevent motive power unit/train from moving. g. Relevant personnel can include: <ul style="list-style-type: none"> g.1 Train controllers g.2 Maintenance personnel g.3 Yard and other operational personnel g.4 Train examiners g.5 Other members of train crew g.6 Signal controllers g.7 Other train crews h. Visual inspections include: <ul style="list-style-type: none"> h.1 wheels and braking equipment for signs of – h.2 flexible connections and fittings for h.3 wear or damage signs of wear or damage h.4 couplings for signs of wear or damage h.5 fuel, oil and water h.6 air leakage h.7 motive power unit equipment end of train monitoring device h.8 rollingstock for defects i. Constraints can include: <ul style="list-style-type: none"> i.1 Availability of fuel and water i.2 Gradients and curves i.3 Motive power unit/train performance specification i.4 Rail gauge limitations i.5 Track condition i.6 Environmental conditions
3. Sources of information/documents may include	a. Operational requirements may be obtained from: <ul style="list-style-type: none"> a.1. motive power unit log book- a.2. maintenance notices, records and a.3. train running sheets a.4. requests a.5. train consist forms a.6. loading information a.7. train register books
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational health & safety regulations and procedures b. Organisational procedures and policies related to train operations c. Safeworking regulations and requirements

Evidence Guide

ASSIST WITH TRAIN OPERATIONS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 assist the driver when driving the train a.2 monitor equipment, loads and conditions during train operation a.3 operate signals a.4 carry out pre operational checks a.5 stable trains a.6 select and appropriately use protective clothing a.7 locate, interpret and apply relevant information a.8 work effectively with others a.9 maintain workplace records a.10 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.11 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 train characteristics a.2 track/road characteristics a.3 safeworking systems and requirements a.4 fixed and hand signalling and voice communication procedures a.5 motive power unit and rollingstock systems a.6 communication a.7 working as part of a team a.8 interpreting and following instructions a.9 operating electronic communications equipment to required protocol a.10 assisting driver in monitoring train performance and security of load a.11 manual switching and giving hand signals a.12 assisting in stabling and securing train a.13 documenting train journey and incidents a.14 monitoring journey schedule
4. Resource implications	<p>a. Access to train equipment and driving situation</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	1	1	1	2

Unit TDT RL 10 98A PLAN AND CONTROL DAILY TRAIN OPERATIONS

Field L Resource Management

DESCRIPTION:

This unit covers the planning and controlling traffic movements within a rail network and the amendment of train plans to meet customer requirements.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Develop daily train plan	<ul style="list-style-type: none"> a. The status of current daily train plan is established based on the proposed track movements, and possessions. b. The current plan is amended if appropriate, to accommodate planned transportation movements priorities. c. Contingency plans are developed to cater for unplanned events following company procedures. d. Information relating to transportation movement within the area of movement is collated and analysed. e. Safeworking standards, circulars, telegrams and special train notices are checked for application according to organisational procedures.. f. Resource availability to accommodate planned transportation movements in daily plan and contingency plan is identified and resources are allocated according to organisational procedures. g. Organisation's operational management system information is reviewed against observed status.
2. Implement daily train movements	<ul style="list-style-type: none"> a. Required authorities and instructions are prepared and issued in accordance with plan. b. Traffic movements are directed to ensure optimum running according to train plan and organisational procedures. c. Resource movements are coordinated according to train plan and organisational procedures.
3. Monitor daily train plan	<ul style="list-style-type: none"> a. Train running is monitored and movements are adjusted to minimise delays consistent with safeworking practices and plan constraints. b. Communications with internal and external customers are maintained to monitor changing status. c. Organisation's operational management system is updated according to organisational procedures.
4. Maintain documentation and organisation procedures	<ul style="list-style-type: none"> a. Documentation required for the shift and for unplanned events is completed in accordance with the organisation's policies. b. Organisation procedures are updated and processed as required.

Range Of Variables

PLAN AND CONTROL DAILY TRAIN OPERATIONS

<i>VARIABLE</i>	<i>SCOPE</i>		
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. The control of train operations within the defined rail network of the organisation embraces: <ul style="list-style-type: none"> b.1 The movement of trains b.2 Related operating personnel b.3 Track machines b.4 Alternate transport arrangements 		
2. Worksite environment may include	<table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Unplanned events may include: <ul style="list-style-type: none"> d.1 derailment d.2 rail damage d.3 illness d.4 dangerous goods spillage d.5 major equipment failure d.6 fire d.7 injury and fatality d.8 earthworks d.9 collisions d.10 bomb threat d.11 accidents d.12 acts of nature d.13 overhead line damage d.14 out-of-course running d.15 energy disruptions d.16 flood d.17 obstructions d.18 bridge damage d.19 explosions e. Resources can include may include: <ul style="list-style-type: none"> e.1 Motive power units e.2 Train crews e.3 Alternative forms of transport e.4 Rollingstock e.5 Fuelling and servicing locations </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> f. Internal customers can include: <ul style="list-style-type: none"> f.1 Train crews f.2 Resource controllers f.3 Area controllers/signallers f.4 Organisation's emergency services f.5 Yard and station staff f.6 Crew transport service f.7 Engineering groups f.8 Train crewing personnel f.9 Adjacent control areas f.10 Business groups within the organisation g. External customers may include: <ul style="list-style-type: none"> g.1 Business groups g.2 Private rail operators g.3 Contracted companies g.4 General public g.5 Public emergency services g.6 Interstate rail groups. h. Communication forms can include: <ul style="list-style-type: none"> h.1 Telephones h.2 Radio network h.3 Designated software and computer systems h.4 Facsimile h.5 Written notices i. Authorisations can include safe working and track possession authorities </td> </tr> </table>	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Unplanned events may include: <ul style="list-style-type: none"> d.1 derailment d.2 rail damage d.3 illness d.4 dangerous goods spillage d.5 major equipment failure d.6 fire d.7 injury and fatality d.8 earthworks d.9 collisions d.10 bomb threat d.11 accidents d.12 acts of nature d.13 overhead line damage d.14 out-of-course running d.15 energy disruptions d.16 flood d.17 obstructions d.18 bridge damage d.19 explosions e. Resources can include may include: <ul style="list-style-type: none"> e.1 Motive power units e.2 Train crews e.3 Alternative forms of transport e.4 Rollingstock e.5 Fuelling and servicing locations 	<ul style="list-style-type: none"> f. Internal customers can include: <ul style="list-style-type: none"> f.1 Train crews f.2 Resource controllers f.3 Area controllers/signallers f.4 Organisation's emergency services f.5 Yard and station staff f.6 Crew transport service f.7 Engineering groups f.8 Train crewing personnel f.9 Adjacent control areas f.10 Business groups within the organisation g. External customers may include: <ul style="list-style-type: none"> g.1 Business groups g.2 Private rail operators g.3 Contracted companies g.4 General public g.5 Public emergency services g.6 Interstate rail groups. h. Communication forms can include: <ul style="list-style-type: none"> h.1 Telephones h.2 Radio network h.3 Designated software and computer systems h.4 Facsimile h.5 Written notices i. Authorisations can include safe working and track possession authorities
<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Unplanned events may include: <ul style="list-style-type: none"> d.1 derailment d.2 rail damage d.3 illness d.4 dangerous goods spillage d.5 major equipment failure d.6 fire d.7 injury and fatality d.8 earthworks d.9 collisions d.10 bomb threat d.11 accidents d.12 acts of nature d.13 overhead line damage d.14 out-of-course running d.15 energy disruptions d.16 flood d.17 obstructions d.18 bridge damage d.19 explosions e. Resources can include may include: <ul style="list-style-type: none"> e.1 Motive power units e.2 Train crews e.3 Alternative forms of transport e.4 Rollingstock e.5 Fuelling and servicing locations 	<ul style="list-style-type: none"> f. Internal customers can include: <ul style="list-style-type: none"> f.1 Train crews f.2 Resource controllers f.3 Area controllers/signallers f.4 Organisation's emergency services f.5 Yard and station staff f.6 Crew transport service f.7 Engineering groups f.8 Train crewing personnel f.9 Adjacent control areas f.10 Business groups within the organisation g. External customers may include: <ul style="list-style-type: none"> g.1 Business groups g.2 Private rail operators g.3 Contracted companies g.4 General public g.5 Public emergency services g.6 Interstate rail groups. h. Communication forms can include: <ul style="list-style-type: none"> h.1 Telephones h.2 Radio network h.3 Designated software and computer systems h.4 Facsimile h.5 Written notices i. Authorisations can include safe working and track possession authorities 		
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Relevant information can be obtained from: <ul style="list-style-type: none"> a.1 daily running records a.2 incident reports a.3 track possession information a.4 electronic management systems a.5 two-way radio operation procedures a.6 organisational policies procedures a.7 local instructions a.8 emergency procedures manual a.9 equipment operations manuals a.10 isolation and lock out procedures a.11 track speed, length and load limitations information 		
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation 		

5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Industrial awards c. Railways of Australia Code of practice and Conditions for the Carriage of Dangerous Goods d. Organisational procedures and policies related to train operations
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Evidence Guide

PLAN AND CONTROL DAILY TRAIN OPERATIONS

1. Critical aspects of evidence to be considered	<ul style="list-style-type: none"> a. Assessment must confirm appropriate knowledge and skills to: <ul style="list-style-type: none"> a.1 Plan, implement and monitor daily train movements which are safe and effective a.2 select and appropriately use protective clothing a.3 locate, interpret and apply relevant information a.4 work effectively with others a.5 maintain workplace records a.6 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.7 follow the designated work plan for the job
2. Interdependent assessment of units	<ul style="list-style-type: none"> a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	<ul style="list-style-type: none"> a. Displays in job role knowledge and skills including: <ul style="list-style-type: none"> a.1 relevant industrial regulations and awards a.2 office and customer service procedures a.3 train control diagrams and graphing a.4 timetabling principles a.5 system limitations a.6 emergency procedures a.7 relevant legislative requirements and regulations a.8 rail system geography a.9 yards, depots and station workings a.10 rostering a.11 restrictions relating to loads and conditions a.12 draw gear capacities a.13 operations co-ordination system a.14 track characteristics and limitations a.15 train journey requirements a.16 Railways of Australia <i>Code of Practices and Conditions for the Carriage of Dangerous Goods</i> a.17 documentation requirements and procedures a.18 organisational structure, policies and procedures a.19 OH&S legislation, codes of practice, policies and procedures a.20 equal employment opportunity requirements a.21 environmental protection policies and requirements a.22 communication skills a.23 operating mechanical and electronic communication equipment with required protocol a.24 working as part of a team a.25 interpreting instructions and prioritising work a.26 implementing safeworking systems in controlling train operations a.27 meeting agreed organisational tolerances for train operations a.28 solving problems associated with planned and real time train control a.29 implementing contingency plans
4. Resource implications	<ul style="list-style-type: none"> a. Access to train plans, documentation and organisation procedures.
5. Consistency in performance	<ul style="list-style-type: none"> a. Applies underpinning knowledge and skills when: <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.
6. Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Unit TDT RL 11 98A MONITOR AND RECORD ROLLINGSTOCK LOCATIONS

Field L Resource Management

DESCRIPTION:

This unit covers identifying the movement of rollingstock and maintaining records which allow the location of all individual vehicles within a defined area of the rail network.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Identify rollingstock	<ul style="list-style-type: none"> a. Current location and operational status of rollingstock are identified. b. Capacity, type and operational specification of rollingstock are identified. c. Current train consist information is obtained and interpreted. d. Operational management system is reviewed against observed status.
2. Identify planned movements	<ul style="list-style-type: none"> a. Proposed rollingstock movements are identified. b. Status of current train movement plan is confirmed. c. Changes to planned train movements are checked and confirmed.
3. Verify and record movements	<ul style="list-style-type: none"> a. Location and operational status of rollingstock are confirmed. b. Information on location of rollingstock is provided where appropriate. c. Operational management system is updated with information on location of rollingstock.

Range Of Variables

MONITOR AND RECORD ROLLINGSTOCK LOCATIONS

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Operational management systems include both the manual and computerised components for the conveying, verifying and recording information and instructions between internal and external customers including other organisations or individuals to whom a service is provided.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Locations may include: <ul style="list-style-type: none"> d.1. Tracks and sidings within the organisation's network d.2. Other rail authorities' network d.3. Customer depots, sidings and yards d.4. Maintenance and servicing sites d.5. Yards within the organisation's network e. Rollingstock includes: <ul style="list-style-type: none"> e.1. All types of wagons and carriages e.2. Electric locomotives e.3. Multiple units including electric multiple units e.4. Rail tractors' e.5. Diesel locomotives e.6. Railcars e.7. Steam locomotives e.8. Track maintenance vehicle f. Proposed rollingstock movements include those originating from: <ul style="list-style-type: none"> f.1. Scheduled services f.2. Implementation of contingency plans f.3. Adjusted services
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Monitoring and recording requirements may be obtained from: <ul style="list-style-type: none"> a.1. Workplace policies and procedures a.2. Organisational policies and procedures a.3. Train movement plans a.4. Train schedules
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Safeworking procedures and regulations

Evidence Guide

MONITOR AND RECORD ROLLINGSTOCK LOCATIONS

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 Identifying and recording the movements of rolling stock a.2 Maintaining the records of rollingstock a.3 select and appropriately use protective clothing a.4 locate, interpret and apply relevant information a.5 work effectively with others a.6 maintain workplace records a.7 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.8 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 capacity, type and specification of rollingstock a.2 information gathering techniques a.3 train consists a.4 timetables a.5 rail system network a.6 operational management system a.7 documentation procedures a.8 communication procedures and protocols a.9 communication a.10 working as part of a team a.11 interpreting rollingstock movement plan a.12 interpreting timetables a.13 interpreting and following instructions a.14 operating electronic communications equipment a.15 gathering information on train movements a.16 updating organisation's information system a.17 problem solving
4. Resource implications	<p>a. Access to rollingstock, relevant documentation, movement plans</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	2

Unit TDT RL 12 98A CONTROL RAIL TRAFFIC MOVEMENT

Field L Resource Management

DESCRIPTION:

This unit covers operating control systems for signalling, switching and electrical supply to co-ordinate rail traffic movement within a defined area of an organisation's rail network.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Monitor status of current train area plan	<ul style="list-style-type: none"> a. Actual train movements and associated activities are analysed to establish current situation. b. Proposed train movements and associated activities are identified to establish status of area plan in accordance with organisational procedures and policies. c. Circulars, telegrams and special train notices are checked for accuracy and adjustments made as required. d. Operational management system information is reviewed against observed status and inconsistencies corrected.
2. Implement the daily working timetable	<ul style="list-style-type: none"> a. Train movements are prioritised and directed in accordance with authorisations to ensure optimum and consistent running to timetable. b. Relevant information is communicated to internal and external customers to minimise the effect of changes. c. Planned train movements, circulars and special train notices are implemented using safeworking systems and requirements to ensure safety.
3. Control rail traffic movement	<ul style="list-style-type: none"> a. Layout, characteristics and condition of track section of responsibility is assessed for its effect on train running. b. Train movements are co-ordinated with other relevant personnel in accordance with safeworking systems and requirements and organisational policies and practices. c. Surveillance and alarm systems are monitored to identify emergency situations. d. Signalling system is operated to ensure track section of responsibility is open or closed to train pathways as required. e. Signalling systems are operated and monitored to ensure safe movement of traffic.
4. Implement contingency plans for system faults and failures, and for planned events	<ul style="list-style-type: none"> a. Contingency plan to suit the event or system failure or fault is identified and reviewed as necessary. b. Resources to cover the contingency are deployed in co-ordination with relevant personnel. c. Communications with event site are established. d. Train plan is adjusted in accordance with safeworking systems and requirements and in co-ordination with relevant personnel to minimise interruptions and provide alternative services. e. Arrangements are made to maintain communications with internal and external customers where possible. f. Operational management system information is updated to reflect changes resulting from plan implementation.
5. Update traffic movement documentation	<ul style="list-style-type: none"> a. Traffic movement documentation is receipted, compiled and recorded to provide accurate basis for train movement. b. Traffic movement documentation is endorsed at the completion of shift in accordance with organisational requirements to ensure accurate hand over.

Range Of Variables

CONTROL RAIL TRAFFIC MOVEMENT

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	<ul style="list-style-type: none"> a. Work is performed under some supervision, generally within a team environment b. Control of rail traffic movements may require the use of automated and manual signalling combined with centralised train control.
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Associated activities are those that may affect the movement of trains and include: <ul style="list-style-type: none"> d.1 Track maintenance d.2 Signal maintenance d.3 Electrical wiring d.4 Diversion/alternative routing of trains d.5 Track inspection d.6 Construction d.7 Environmental work d.8 Special events e. Events triggering the need for implementing contingency plans may include: <ul style="list-style-type: none"> e.1 Derailments e.2 Breakdowns e.3 Hazardous materials spills e.4 Tack damage e.5 Washaways e.6 Collisions e.6 Injuries and fatalities e.7 Fires and leaks e.8 Powerline damage f. Communication systems may include but is not limited to: <ul style="list-style-type: none"> f.1 Radios f.2 Telephones f.3 Faxes f.4 Computers f.5 E-mail f.6 Internet g. Customers can be both internal and external, including: <ul style="list-style-type: none"> g.1 Other members of a work group or team, crew, section or division of the organisation to whom a service is provided. g.2 Other work groups or teams, crews, sections or divisions of the organisation to whom a service is provided. h. Traffic movement documentation can include: <ul style="list-style-type: none"> h.1 Train timetables h.2 Track possessions notices h.3 Unplanned event reports h.4 On-track movement
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Train movement and associated activities requirements may be obtained from: <ul style="list-style-type: none"> a.1 emergency procedures manuals a.2 safeworking systems and requirements a.3 Railways of Australia Code of Practices and Conditions for the carriage of Dangerous Goods a.4 Organisational policies and procedures a.5 Protocols for dealing with internal an external customers
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation

5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	a. Occupational Health & Safety b. Dangerous Good Legislation
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Evidence Guide

CONTROL RAIL TRAFFIC MOVEMENT

1. Critical aspects of evidence to be considered	a. Assessment must confirm appropriate knowledge and skills to: a.1. interpret train area plan a.2. control train movements in a range of situations using appropriate signals a.3. carry out associated rail movement activities a.4. select and appropriately use protective clothing a.5. locate, interpret and apply relevant information a.6. work effectively with others a.7. maintain workplace records a.8. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.9. follow the designated work plan for the job
2. Interdependent assessment of units	a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function
3. Required knowledge and skills	a. Displays in job role knowledge and skills including: a.1 train movement principles a.2 Railways of Australia <i>Code of Practices and Conditions for the Carriage of Dangerous Goods</i> a.3 applying safeworking practices and procedures a.4 signalling and control systems and operations a.5 track layout, characteristics and conditions a.6 track maintenance and work procedures a.7 restrictions relating to loads and conditions a.8 draw gear capacities a.9 communication systems a.10 surveillance and alarm systems a.11 train movement documentation procedure a.12 organisation's management system, policies and procedures a.13 OH&S legislation, codes of practice, policies and procedures a.14 communicating effectively both verbally and written a.15 working individually and as part of a team a.16 interpreting, following and giving instructions a.17 operating electronic communications equipment a.18 implementing contingency plans for unplanned events in co-operation with others a.19 documenting train movements and incidents a.20 problem solving and decision making
4. Resource implications	a. Access to rail movement plans, special events, train movement situations.
5. Consistency in performance	a. Applies underpinning knowledge and skills when: a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected b. Shows evidence of application of relevant workplace procedures including: b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.
6. Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse	Communicate	Plan & Organise	Work with Others	Use	Solve Problems	Use Technology
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& Organise Information	Ideas & Information	Activities	& in Teams	Mathematical Ideas & Techniques		
2	2	2	2	1	1	2

Unit TDT RL 13 98A ALLOCATE FREIGHT

Field L Resource Management

DESCRIPTION:

This unit covers allocating freight to wagons on trains based on type of freight and loading/unloading requirements.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
1. Confirm train consist	<ul style="list-style-type: none">a. Train consist is checked against original planned consist and any variations are recorded for load planning purposes.b. Rollingstock on train is confirmed as available and suitable for loading.c. Further modifications to train consist are organised to achieve load plan following organisational procedures.
2. Review freight load plan	<ul style="list-style-type: none">a. Freight load plan is reviewed to identify variations to contribute to development of revised load planb. Priorities for freight are identified and accounted for in load planc. New load plan is developed to ensure maximum efficiency for loading/unloading operations.d. Freight classed as dangerous goods is identified and planned loading and movement is in accordance with required code of practice.
3. Allocate freight to wagons	<ul style="list-style-type: none">a. Freight load plan is confirmed and freight is identified for loading on selected wagons.b. Out-of-gauge freight is allocated to appropriate wagon and recorded on freight load plan.c. Non-compatible loads are separated to avoid damage or contamination.d. Unplanned restrictions relating to freight allocation is managed within the organisation's contingency plan.e. Unresolved freight allocation difficulties/problems are referred to operation's planning or other appropriate personnel.f. Freight load plan documentation is completed and distributed to appropriate personnel.

Range Of Variables

ALLOCATE FREIGHT

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	a. Work is performed under some supervision, generally within a team environment
2. Worksite environment may include	<ul style="list-style-type: none"> a. Operations conducted by day or night b. Work conducted in restricted spaces or exposed conditions or controlled or open environments c. Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles d. Freight may include all forms of freight as confirmed on freight booking system. e. Rollingstock includes all forms of freight carrying rollingstock in any configuration used by the organisation. f. Out-of-gauge freight includes all designated as not complying with the gauge template for the specified track.
3. Sources of information/documents may include	<ul style="list-style-type: none"> a. Documentation may include: <ul style="list-style-type: none"> a.1. All forms of freight /train documentation used within an organisation a.2. Statutory forms required for movement of specified freight.
4. Workplace context may include	<ul style="list-style-type: none"> a. Work organisation procedures and practices b. Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> b.1 workplace agreements and awards b.2 State, Federal or Territory Legislation
5. Applicable State/ Territory/ Commonwealth regulations and legislation may include	<ul style="list-style-type: none"> a. Occupational Health & Safety b. Freight handling statutory requirements c. Dangerous Goods legislation

Evidence Guide

ALLOCATE FREIGHT

1. Critical aspects of evidence to be considered	<p>a. Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> a.1 correctly interpret carriage requirements for freight a.2 allocate freight to the correct wagons a.3 follow organisational procedures a.4 select and appropriately use protective clothing a.5 locate, interpret and apply relevant information a.6 work effectively with others a.7 maintain workplace records a.8 select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context a.9 follow the designated work plan for the job
2. Interdependent assessment of units	<p>a. This unit of competency may be assessed in conjunction with other units that form part of a job role or function</p>
3. Required knowledge and skills	<p>a. Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> a.1 train consist documentation a.2 load specifications and calculations a.3 Railways of Australia <i>Code of Practices and Conditions for the Carriage of Dangerous Goods</i> a.4 out-of-gauge requirements a.5 rollingstock identification and specifications a.6 freight handling capacities a.7 organisational policies and procedures a.8 freight load plan system and documentation a.9 problem solving a.10 communication a.11 calculating loads a.12 planning and organising a.13 documenting freight allocation a.14 implementing contingency plans a.15 data interpretation
4. Resource implications	<p>a. Access to freight allocation situations, freight, freight documentation and wagons.</p>
5. Consistency in performance	<p>a. Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> a.1 describing consequences a.2 completing tasks a.3 identifying improvements a.4 applying safety precautions relevant to the task a.5 assessing operational capability of equipment used and work processes selected <p>b. Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> b.1 job procedures and work instructions b.2 quality procedures (where existing) b.3 security procedures b.4 following enterprise housekeeping processes <p>c. Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>d. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>e. Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
6. Context for assessment	<p>Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	2	2	2	2

Unit TDT RL 17 98A CO-ORDINATE TRAIN MOVEMENT ACTIVITIES

Field L Resource Management

DESCRIPTION:

This unit covers the skills required to communicate information about train movements and to ensure that the train disablement process is carried out in the correct fashion.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Communicate with drivers	Communication with train drivers is undertaken to ensure they are informed of train movements, train arrival, position and departure in accordance with organisational policies and procedures. Appropriate communication techniques are employed in the case of radio malfunction.
Communicate with staff and customers	Communication with relevant railway personnel is undertaken to ensure that they are informed of train movements in accordance with organisation's policies and procedures. Customers are informed of train movement details using appropriate communication technologies and following company procedures.
Oversee train disablement	Disabled trains are secured and protected in accordance with company policies and procedures. Full details about disablement process are communicated to staff and train control using appropriate communication technologies Passengers are informed of progress of disablement process and when required evacuation procedures are clearly communicated to passengers. Train disablement documentation is completed accurately in the required format.

Range Of Variables

COORDINATE TRAIN MOVEMENT ACTIVITIES

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	Work is performed under some supervision, generally within a team environment
Worksite environment may include	<p>Operations conducted by day or night</p> <p>Work conducted in restricted spaces or exposed conditions or controlled or open environments</p> <p>Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles</p> <p>Train movements may include:</p> <ul style="list-style-type: none"> Departures Arrivals Distablements shunting <p>Communication methods may include:</p> <ul style="list-style-type: none"> Signals Hand signals and lamps Loud speaker systems Flags, Telephone Public address
Sources of information/documents may include	a. Train movement and disablement information may be obtained from: <ul style="list-style-type: none"> Electronic information Schedules Timetables
Workplace context may include	<p>Work organisation procedures and practices</p> <p>Conditions of service, legislation and industrial agreements including:</p> <ul style="list-style-type: none"> workplace agreements and awards State, Federal or Territory Legislation
Applicable State/ Territory/ Commonwealth regulations and legislation may include	<p>Occupational Health & Safety</p> <p>Safeworking procedures and regulations</p> <p>Local authority regulations and requirements</p>

Evidence Guide

CO-ORDINATE TRAIN MOVEMENT ACTIVITIES

Critical aspects of evidence to be considered	<p>Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> communicate with staff and customers apply the correct procedures to disablement process select and appropriately use protective clothing use appropriate communication methods locate, interpret and apply relevant information work effectively with others maintain workplace records select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context follow the designated work plan for the job
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units that form part of a job role or function
Required knowledge and skills	<p>Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> Train movement procedures Communication skills Train disablement processes Evacuation procedures Communication methods and equipment for train drivers Workplace policies and procedures Occupational health and safety
Resource implications	Access to train movement and disablement situations, communication equipment.
Consistency in performance	<p>Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> describing consequences completing tasks identifying improvements applying safety precautions relevant to the task assessing operational capability of equipment used and work processes selected <p>Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> job procedures and work instructions quality procedures (where existing) security procedures following enterprise housekeeping processes <p>Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	1	2	2

Unit TDT RL 18 98A PREPARE FOR TRAIN DEPARTURE

Field L Resource Management

DESCRIPTION:

This unit covers the skills required to make sure that the train is ready for departure.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Check passenger facilities	Passenger facilities are checked to ensure that they are clean and operating as required. Passenger convenience items are checked to ensure that they meet the recommended levels. Variations from established standards are rectified following company procedures and manufacturer's specifications Major faults are reported to the appropriate person following company procedures.
Check stock levels	Stock levels are checked to ensure required amounts are present Adjustments to stock levels are made following company procedures
Check for any planned variations from normal routines	Planned variations and special instructions are noted and accommodated according to company procedures
Check train equipment	Train equipment is checked for effective operation Problem areas are identified and remedial action is organised following established procedures

Range Of Variables

PREPARE FOR TRAIN DEPARTURE

<i>VARIABLE</i>	<i>SCOPE</i>
General context	Work is performed under some supervision, generally within a team environment Applies to crews from originating and intermediate stations.
Worksite environment may include	Operations conducted by day or night Work conducted in restricted spaces or exposed conditions or controlled or open environments Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles Equipment may include: On-board equipment and supplies Major faults may include Breakdowns Breakages Non functioning Passenger facilities includes: Toilets Carriages Buffet cars Fire extinguishers First Aid box Passenger convenience items may include: Consumables Tissues Foods Plastic cups Toilet paper Paper towels Cooking utensils Eating utensils
Sources of information/documents may include	a. Checking requirements may be obtained from: Manufacturer's specifications Company policies and procedures
Workplace context may include	Work organisation procedures and practices Conditions of service, legislation and industrial agreements including: workplace agreements and awards State, Federal or Territory Legislation
Applicable State/ Territory/ Commonwealth regulations and legislation may include	Occupational Health & Safety

Evidence Guide

PREPARE FOR TRAIN DEPARTURE

Critical aspects of evidence to be considered	<p>Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> ensure the train is ready for departure check equipment and materials accurately check requirements take appropriate remedial action select and appropriately use protective clothing locate, interpret and apply relevant information work effectively with others maintain workplace records select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context follow the designated work plan for the job
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units that form part of a job role or function
Required knowledge and skills	<p>Displays in job role knowledge and skills including:</p> <ul style="list-style-type: none"> structure of the train consist car labelling sequence lost property procedures normal level of use of consumable items (including food and beverage items) position and number of fire extinguishers location and content of emergency equipment location and content of First Aid box essential equipment required for trip (eg. cooking utensils) cleanliness standards variations to normal routines as they apply to VIP's and special guests procedures for obtaining assistance from maintenance staff
Resource implications	Access to train station, equipment, train documentation, stock records.
Consistency in performance	<p>Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> describing consequences completing tasks identifying improvements applying safety precautions relevant to the task assessing operational capability of equipment used and work processes selected <p>Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> job procedures and work instructions quality procedures (where existing) security procedures following enterprise housekeeping processes <p>Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures.</p> <p>Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others.</p> <p>Work completed systematically with attention to detail without damage to goods, equipment or personnel.</p>
Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	1	2	1	1	1

Unit TDT RL 19 98A DEVELOP TRAIN PLANS AND SCHEDULES

Field L Resource Management

DESCRIPTION:

This unit covers the skills required to establish requirements for train plans and to develop schedules for routine and special requirements.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Analyse train requirements	<p>The customer is consulted to establish their rail service requirements.</p> <p>Rail service provision is negotiated with the client, recorded and forwarded to operations control as per company procedures.</p> <p>Resource requirements are identified noting special requirements for dangerous goods.</p>
Establish train specifications	<p>Train consist is established to ensure efficient movement of freight or passengers.</p> <p>Train configuration is established to provide for the efficient loading and unloading of freight and/or passengers, taking into account freight /passengers with special loading / unloading requirements.</p> <p>The train specifications are checked to ensure that they meet special operating requirements and restrictions.</p>
Establish train section run times	<p>Train section run times are confirmed for normal operations.</p> <p>Train section run times for specific trains are established and graphed on the appropriate train timetables.</p> <p>Train section run times are negotiated with the appropriate rail authorities where required.</p> <p>Alterations./cancellations affecting train running times are promptly communicated to the appropriate rail authorities as required.</p>
Monitor and update train requirements	<p>Additional requirements are identified and incorporated into existing trains where possible.</p> <p>Additional requirements not able to be incorporated into existing trains are allocated to alternative trains.</p> <p>Detailed information relating to updated trains and dangerous goods requirements are conveyed to appropriate personnel as required by the organisation.</p>

Range Of Variables

DEVELOP TRAIN PLANS AND SCHEDULES

<i>VARIABLE</i>	<i>SCOPE</i>
General context	Work is performed under some supervision, generally within a team environment Specified boundaries
Worksite environment may include	<p>Operations conducted by day or night</p> <p>Work conducted in restricted spaces or exposed conditions or controlled or open environments</p> <p>Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles</p> <p>Equipment may include all trains used in the workforce</p> <p>Customers and passengers include all current national, key and local account customers as well as all potential customers and internal customers</p> <ul style="list-style-type: none"> • Rail services includes the rail services currently provided by the organisation as well as approved rail services for future operations • Commercial and financial arrangements include all rates and fares appropriate to the rail service and customer/client (including potential customer/client) provided by the organisation • Organisational policies and procedures include all relevant documentation appropriate to dealing with customers/clients • Operations control includes the planning functions across an organisation not necessarily located in one location <p>Resources include motive power for all forms of locomotive or railcar power units, wagons/carriages and personnel</p> <ul style="list-style-type: none"> • Special operating requirements and restrictions include: <ul style="list-style-type: none"> train length and gauge limits track condition specific loading and unloading requirements for passengers or freight • Dangerous good includes all freight or cargo covered by the Railways of Australia <i>Code of Practices and Conditions for the Carriage of Dangerous Goods</i> • Train timetables include all published documentation applicable to the organisation's rail services provided <p>Rail authorities include all authorities authorised to control section(s) of track within specified boundaries.</p>
Sources of information/documents may include	a. Scheduling requirements and information may be obtained from: <ul style="list-style-type: none"> Company procedures Train timetables
Workplace context may include	<p>Work organisation procedures and practices</p> <p>Conditions of service, legislation and industrial agreements including: <ul style="list-style-type: none"> workplace agreements and awards State, Federal or Territory Legislation </p>
Applicable State/ Territory/ Commonwealth regulations and legislation may include	<p>Occupational Health & Safety</p> <p>Code of Practices and Conditions for the Carriage of Dangerous Goods</p> <p>Safeworking regulations and requirements</p>

Evidence Guide

DEVELOP TRAIN PLANS AND SCHEDULES

Critical aspects of evidence to be considered	Assessment must confirm appropriate knowledge and skills to: locate, interpret and apply relevant information work effectively with others maintain workplace records follow the designated work plan for the job develop schedules which meet the customer's requirements develop plans and schedules which are easy to implement communicate effectively with all personnel as required
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units that form part of a job role or function
Required knowledge and skills	Displays in job role knowledge and skills including: Railways of Australia <i>Code of Practices and Conditions for the Carriage of Dangerous Goods</i> freight handling equipment used by the organisation customer service policies and guidelines details of wagons, carriages and locomotives used by the organisation timetables safe working systems and requirements OH&S legislation, codes of practice, policies and procedures organisational policies and procedures relevant external rail authorities operating requirements contractual arrangements with account customers rail services provided by the organisation customer service negotiation planning train consists application of appropriate computer program(s) communications problem solving contingency planning load calculations interpreting train graphs or diagrams calculating train data
Resource implications	Access to schedules, timetables and scheduling situations
Consistency in performance	Applies underpinning knowledge and skills when: describing consequences completing tasks identifying improvements applying safety precautions relevant to the task assessing operational capability of equipment used and work processes selected Shows evidence of application of relevant workplace procedures including: job procedures and work instructions quality procedures (where existing) security procedures following enterprise housekeeping processes Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. Work completed systematically with attention to detail without damage to goods, equipment or personnel.
Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	2	2	1	1	2	2

Unit TDT RL 20 98A ALLOCATE ROLLING STOCK

Field L Resource Management

DESCRIPTION:

This unit covers the allocating of rolling stock from available resources and monitoring its availability to accommodate passenger or freight requirements in the Australian rail systems

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Identify train consists and passenger / freight requirements	<p>Details of train consist and passenger numbers acquired from train planning are evaluated against available resources.</p> <p>Train running times and train details are identified to confirm timings.</p> <p>Initial estimate of required rolling stock by numbers and types for each rail service is made.</p>
Establish available rolling stock	<p>Passenger numbers and class of travel, to be catered for with a passenger train, are identified to ensure suitable carriages are provided.</p> <p>Types of freight train rolling stock required for the established freight loads and track dimensions are identified.</p> <p>Passenger or freight train rolling stock locations are established using available tracking systems and procedures.</p> <p>Serviceability of the required rolling stock is confirmed using appropriate organisational procedures.</p> <p>Support rolling stock for passenger trains (such as dining cars) is located and assigned for each rail service.</p> <p>Rolling stock committed for the rail service is recorded as being required for use prior to positioning for service / loading operations.</p>
Allocate rolling stock to trains	<p>Final train details are established with train planning.</p> <p>Train configuration is established in accordance with organisational procedures.</p> <p>Rolling stock is allocated to achieve final train specifications.</p> <p>Contingency plans required for unexpected non availability of rolling stock are identified.</p> <p>Relevant OH&S requirements are identified and included in the allocation considerations.</p>
Monitor and amend rolling stock allocation	<p>Amended train details are monitored and rolling stock re-allocation is made.</p> <p>Contingency plans for rolling stock non availability resulting in planned train consists not being achieved are implemented.</p> <p>Constant updating of rolling stock numbers and location is carried out.</p>

Range Of Variables

ALLOCATE ROLLING STOCK

<i>VARIABLE</i>	<i>SCOPE</i>
General context	Work is performed under minimal supervision, generally within a team environment Rolling stock may include all types of wagons and carriages, including railcars, available to an organisation for the purpose of freight and passenger movement within Australian rail systems
Worksite environment may include	Support rolling stock may include Dining cars Lounge cars Observation decks Conference cars Bar cars Rolling stock tracking systems may include Manual tracking systems Computer based tracking systems Trains/services for which allocations are made may include Long distance passenger service Urban passenger service Short distance freight service Long distance freight service Work trains Special freight trains Factors involved in establishing rolling stock requirements and availability may include Operating policies Available rolling stock Track specifications and limitations Gauges Distances Communication requirements Tonnages (for freight trains) Load types (for freight trains) Configuration Coupling requirements Contingency plans may include Non availability of specified rolling stock Operational breakdowns Equipment failure Communications difficulties
Sources of information/documents may include	Documentation may include computer files office machines hard copy documentation
Workplace context may include	Work organisation procedures and practices Conditions of service, legislation and industrial agreements including: workplace agreements and awards State, Federal or Territory Legislation
Applicable State/ Territory/ Commonwealth regulations and legislation may include	Applicable procedures and codes may include OH&S legislation, codes of practice, policies and procedures Organisational policies and procedures related to allocating rolling stock Railways of Australia Code of Practice and Conditions for the Carriage of Dangerous Goods

Evidence Guide

ALLOCATE ROLLING STOCK

Critical aspects of evidence to be considered	Assessment must confirm appropriate knowledge and skills to: Apply organisation's safeworking and OH&S procedures and regulations Interpret and communicate operational information Plan rolling stock allocation activities Complete relevant documentation
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units that form part of the job role for persons carrying out rolling stock allocation operations.
Required knowledge and skills	Communication skills Contingency planning Contingency planning Customer liaison skills Interpretation of train movement graphs and diagrams Load calculation and allocation requirements Load handling equipment use and capacities Negotiation skills OH&S legislation, codes of practice, policies and procedures Operation of computer programs for rolling stock tracking Organisational policies and procedures related to rolling stock allocation Problem solving Railways of Australia <i>Code of Practices and Conditions for the Carriage of Dangerous Goods</i> Rolling stock specifications Shunting and marshalling operations Track restrictions Track specifications
Resource implications	Access to rolling stock activities and associated resources in real or appropriately simulated environments
Consistency in performance	Applies underpinning knowledge and skills when: completing tasks identifying improvements applying safety precautions relevant to the task assessing operational capability of equipment used and work processes selected Shows evidence of application of relevant workplace procedures including: hazard policies and procedures including Codes of Practice issue resolution procedures job procedures and work instructions relevant guidelines relating to the use of machinery and equipment capability and limitations quality procedures (where existing) security procedures following enterprise housekeeping processes waste, pollution and recycling management processes Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others Work completed systematically with attention to detail without damage to goods, equipment or personnel
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Unit TDT RL 21 98A PLAN TRAIN CONSISTS

Field L

Resource Mangement

DESCRIPTION:

This unit covers the planning and organising of train consists for planned or scheduled passenger and freight services in the Australian rail systems

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Identify passenger requirements and resources	<p>Passenger usage patterns, specific bookings and external events likely to influence passenger numbers are monitored and applied to train consist planning.</p> <p>Requirements for carriages and motive power units for passenger trains are adjusted in light of passenger demand.</p> <p>Train crewing needs and/or constraints are identified to ensure consists are compatible with available resources.</p> <p>Passenger usage patterns are monitored and train configurations are adjusted in accordance with workplace procedures.</p> <p>Shunting and marshalling requirements are identified for planned consists in accordance with timetable requirements.</p> <p>Consists are planned taking into account identified passenger requirements, available resources and safeworking procedures and regulations including the planned movement of passengers within and across the boundaries controlled by other organisations.</p>
Plan stopping and loading patterns for passenger services	<p>Train timetables for regular services are reviewed taking into account need for appropriate provision for stopping and loading.</p> <p>Special passenger train timings are assessed and appropriate provision is made for stopping and passenger loading.</p> <p>Train stopping patterns and duration are monitored and used in the review of timetables and set workings.</p> <p>Train timetables are checked to ensure any adjustment to stopping patterns do not breach organisational policies and procedures</p> <p>Relevant OH&S requirements are identified and included in the planning considerations for passenger movement.</p>
Plan connections with other passenger services	<p>Train timetables are compared with timetables from other passenger services for co-ordination purposes.</p> <p>Passenger flow patterns for related services are checked to ensure smooth flow patterns.</p> <p>Modifications to existing timetables are planned to ensure mutually supporting passenger services are achieved where possible.</p> <p>Plan identifies and includes suitable passenger transit holding areas between services.</p> <p>Timetable reviews and passenger flow issues are discussed with the appropriate external passenger service providers.</p> <p>Procedures for resolving passenger connections difficulties are identified and implemented.</p>
Identify freight requirements and resources	<p>Regular bookings for account customers for normal rail services are confirmed and details forwarded to operations control.</p> <p>Additional bookings for non account customers are clarified with the customer and confirmation of bookings and train details are provided to the customer.</p> <p>Details of regular and additional rail services including planned running times, rollingstock and capacities are confirmed.</p>
Plan consists and loads for freight trains	<p>Consists are planned taking into account the need to move freight efficiently within constraints of wagon availability, motive power availability, personnel availability, track layout, track condition, gauge and weight.</p> <p>Confirmed loads are allocated to suitable wagons and located within train consist to suit priorities.</p> <p>Dangerous goods are identified for labelling and are located within the train consist as required under appropriate legislation and operational requirements.</p> <p>Consists are planned to meet all requirements during planned movement of freight within and across the boundaries controlled by other organisations.</p> <p>Details of train consist is forwarded to yard/terminal operations for freight loading planning purposes.</p> <p>Maximum tonnage/train is identified and details forwarded for motive power allocation.</p> <p>Relevant OH&S requirements are identified and included in the planning considerations for loading/unloading of freight.</p>

Range Of Variables

PLAN TRAIN CONSISTS

<i>VARIABLE</i>	<i>SCOPE</i>
General context	Work is performed under some supervision, generally within a team environment Rolling stock may include all forms of rail cars, wagons and carriages in service within Australian rail systems.
Worksite environment may include	Operations conducted by day or night in all relevant weather conditions. Passenger movement may include Urban Long distance Passenger resources may include Resources required at embarkation Resources required at disembarkation Resources required during transit Passenger train stopping and loading patterns may include Urban trains frequently stopping at urban stations and for short duration Stopping patterns for long distance train travel Special passenger trains may include Urban and long distance passenger trains required to cater for agreed special events Other passenger services may include Those provided by own organisation Other private and public transport providers using train, tram, bus, ferry, ship, air or road vehicular travel services Freight rail services include Normal or standard rail freight services Special freight services offered to key account customers Rail freight services integrated with other freight handling and delivery services Train details include Running times Factors affecting load capacity for all relevant train services provided
Sources of information/documents may include	Documentation may include All forms of documentation used by the organisation for planning train support activities including passenger / freight booking and follow-up documentation Policies and procedures applicable to arrangements for passenger / freight conveyance
Workplace context may include	Work organisation procedures and practices Conditions of service, legislation and industrial agreements including: workplace agreements and awards State, Federal or Territory Legislation
Applicable State/ Territory/ Commonwealth regulations and legislation may include	Applicable procedures and codes may include OH&S legislation, codes of practice, policies and procedures Organisational policies and procedures related to passenger and freight train movements Railways of Australia Code of Practice and Conditions for the Carriage of Dangerous Goods Safeworking procedures and regulations

Evidence Guide

PLAN TRAIN CONSISTS

Critical aspects of evidence to be considered	Assessment must confirm appropriate knowledge and skills to: Apply organisation's safeworking and OH&S procedures and regulations Obtain, interpret and communicate operational information Plan passenger or freight train consists Complete relevant documentation
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units that form part of the job role for persons planning passenger or freight train consists in the Australian rail system
Required knowledge and skills	Applying appropriate computer program(s) Applying negotiating techniques Appropriate train consists Classes of passenger travel Communication techniques Customer liaison Developing and prioritising work plans Interpreting relevant organisational policies and procedures Interpreting timetables Interpreting train graphs and diagrams Locomotive and wagon details available for use OH&S legislation, codes of practice, policies and procedures Operation of relevant computer program(s) Planning passenger support services including transit arrangements Platform and station details Problem solving Railways of Australia <i>Code and Practices and Conditions for the Carriage of Dangerous Goods</i> Safeworking systems and requirements applicable to track used and appropriate rail authority Selecting the most cost effective locomotive(s) and wagons to provide required train services Shunting and marshalling requirements Signalling equipment used at the stations or platforms Track knowledge including gradients, speeds, maximum train lengths, height and width, for all sections of track to be used or the rail service offered by the organisation
Resource implications	Access to consist planning activities and associated resources in real or appropriately simulated environments
Consistency in performance	Applies underpinning knowledge and skills when: completing tasks identifying improvements applying safety precautions relevant to the task assessing operational capability of equipment used and work processes selected Shows evidence of application of relevant workplace procedures including: hazard policies and procedures including Codes of Practice issue resolution procedures job procedures and work instructions relevant guidelines relating to the use of machinery and equipment capability and limitations quality procedures (where existing) security procedures following enterprise housekeeping processes waste, pollution and recycling management processes Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others Work completed systematically with attention to detail without damage to goods, equipment or personnel
Context for assessment	Assessment may occur on the job or in an appropriately simulated environment

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Unit TDT L1 97A COMPLETE INDUCTION PROCEDURES

DESCRIPTION:

This unit involves the application of enterprise procedures to the conduct of work and self management within and enterprise environment

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Identify major zones of the enterprise, in terms of functions, organisational structures and occupation	<p>Layout of the enterprise, the flow of goods and the work activities conducted in each zone are identified</p> <p>Organisational structure of the enterprise and the relationship of structure to each occupation and classification grouping is outlined</p> <p>The types of storage facilities in the enterprise, their purpose and (any) risk factors attached to them is identified</p> <p>Equipment and technology used in the enterprise is outlined in terms of function and physical characteristics</p> <p>Individual responsibilities under industrial agreements are identified and acted on in the conduct of assigned duties</p>
Organise and accept responsibility for own workload	<p>Priorities and deadlines are established in consultation with other (as appropriate) and recorded</p> <p>Work activities are planned and progress of work is communicated to others whose personal work plans and timelines are affected</p> <p>Work is completed to the standard expected in the enterprise and in accordance with any guidelines, directions or instructions</p> <p>Variations and difficulties affecting work requirements are identified through regular reviews and action is taken to report these issues to supervisory staff</p> <p>Additional support to improve work is communicated clearly to appropriate personnel</p>
Apply ethical practices	<p>Enterprise procedures, regulations and legislation appropriate to the position are identified and followed</p> <p>Commitments and undertakings to clients, colleagues and supervisors are met</p> <p>Required confidentiality is maintained</p> <p>Appropriate codes of acceptable and ethical work practices are applied</p> <p>Enterprise security policies are identified including the relationship to personal job role</p>
Receive and act constructively on personal feedback	<p>Suggestions on ways to improve work are sought regularly from appropriate personnel</p> <p>Feedback is acted upon as required to improve work performance</p>
Participate in identifying and meeting own learning needs	<p>Operations of the enterprise, enterprise equipment and focus of endeavour identified</p> <p>Organisational structure, career paths and training opportunities appropriate to the enterprise are identified</p> <p>Steps are taken, in consultation with appropriate personnel, to identify own learning needs through assessment and planning for future work requirements</p> <p>Appropriate opportunities to learn and develop required competencies are undertaken including establishing networks and working relationships with others</p>
Plan and organise a personal daily routine	<p>Daily routine is planned to take into account rosters, industrial agreements and enterprise procedures</p> <p>Clarification of requirements of tasks is sought when appropriate</p> <p>Achievable time and other performance measures are agreed</p> <p>Tasks are completed with variations to plan identified and reported</p>
Maintain personal equipment and clothing	<p>Personal equipment/clothing is inspected to ensure that it is clean, free from damage and conforms to enterprise requirements</p> <p>Faulty or damaged equipment/clothing is recorded and either repaired or reported in accordance with enterprise procedures</p> <p>Replacement personal equipment/clothing is requested in accordance with enterprise procedures</p>

Range Of Variables

COMPLETE INDUCTION PROCEDURES

<i>VARIABLE</i>	<i>SCOPE</i>
Workplace context	<p>This unit covers work of transport and distribution personnel for the delivery of valuables, secured products, documents and materials</p> <p>Work performed under general or limited supervision</p> <p>Customers may be internal or external</p> <p>Operations conducted day or night</p> <p>Consultative processes may involve</p> <p>Clients</p> <p>Private security personnel</p> <p>Public sector security personnel</p> <p>Police</p> <p>Security consultants</p> <p>Other employees and supervisors</p> <p>Management</p> <p>Union representatives</p> <p>Industrial relations, occupational health and safety specialists</p> <p>Other professional or technical staff</p>
Sources of information/documents may include but are not limited to	<p>Operations manuals</p> <p>Induction documentation</p> <p>Competency standards and training materials</p> <p>Job specifications and procedures</p> <p>Manufacturer's specifications</p> <p>HAZCHEM codes and dangerous/hazardous goods</p> <p>Enterprise operating procedures and policies</p> <p>Supplier and/or client instructions</p> <p>Materials safety data sheets</p> <p>Communications technology equipment, oral, aural or signed communications</p> <p>Work procedures and practices</p> <p>Conditions of service, legislation and industrial agreements including</p> <ul style="list-style-type: none"> Enterprise agreements and awards Occupational health and safety procedures Level of security clearance <p>Applicable State, Territory, Commonwealth legislation and regulations which relate to</p> <ul style="list-style-type: none"> Occupational health and safety regulations and legislation Workplace Relations Act(s) Privacy Acts Manual handling Fire arms Acts Licensing and permits for firearms and security occupations Workers compensation Licensing requirements for driving and carrying particular classes of goods Dangerous goods Environment Protection Legislation Equal Opportunity, Equal Employment Opportunity and Affirmative Action Legislation Traffic Acts <p>Standards and certification requirements</p> <p>Quality assurance procedures</p> <p>Emergency procedures</p>
Job role specific factors	<p>Work may involve deliveries, related clerical, packing and or load shifting activities and activities associated with the planning of work</p>

Evidence Guide

COMPLETE INDUCTION PROCEDURES

Critical aspects of evidence to be considered	<p>Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> Communicate effectively in written and verbal modes Identify enterprise structure and roles and responsibilities of the individual's authority system and contracts including appropriate security knowledge and skills Follow procedures Work cooperatively as part of a team Locate, interpret and apply relevant information Maintain enterprise records and documentation Identify and safely handle equipment and goods 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 job role or function.
Required knowledge and skills may include	<p>Display of the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> Implications of Occupational Health and Safety legislation and codes of practice Permits and licence requirements Requirements for approved work procedures and relevant equipment Application of relevant industrial and legislative requirements Identification and correct use of equipment, processes and procedures Planning own work including predicting consequences and identifying improvements
Resource implications	Access to enterprise structure and policy
Consistency in performance may include	<p>Establishes effective working relationships with colleagues</p> <p>Maintains confidentiality of customers, enterprise operations, equipment and materials carried</p> <p>Modifies work practices to cater for variations in Workplace contexts and environments</p> <p>Work consistently shows application of knowledge and skills when</p> <ul style="list-style-type: none"> Establishing plans Describing consequences Completing tasks Identifying improvements Applying safety precautions relevant to the task <p>Effectively negotiates to resolve issues and problems</p> <p>Demonstrates consistency of performance over a period of time and in a range of contexts</p> <p>Shows evidence of application of relevant enterprise procedures including</p> <ul style="list-style-type: none"> Codes of practice, hazard policies and procedures Issue resolution procedures Job procedures and work instructions Guidelines relating to the safe use of equipment Quality assurance procedures (where existing) Security procedures Housekeeping processes Waste, pollution and recycling management processes <p>Action taken promptly – accidents and incidents reported within regulatory requirements and following enterprise procedures</p> <p>Work completed systematically without injury to self or others or damage to goods, equipment or products in production</p>
Context for assessment	Assessment may occur on the job or in a simulated work environment

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
1	1	2	1	1	1	1

Unit TDT L3 97A CONDUCT INDUCTION PROCESS

Field L

Resource Management

DESCRIPTION:

This unit applies to employees engaged in inducting employees to the workplace

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Outline the relationship between employee and the company	<p>Employee is greeted and introduced to key personnel and areas in the workplace</p> <p>Enterprise objectives, operating systems and organisational structures are explained</p> <p>The relationship between the employees position and the organisational structure and objectives is identified</p> <p>Required Occupational Health and Safety, workplace procedures and employment conditions are described</p> <p>Sources of information and assistance for the employee are identified</p>
Establish requirements of position	<p>Job role</p> <p>Responsibilities and reporting relationships explained</p> <p>Immediate work colleagues introduced</p> <p>Workplace facilities and lay-out are shown to the employee</p> <p>Initial training in relevant Occupational Health and Safety, equipment and work systems provided</p> <p>Opportunities for the employee to clarify concerns and ask questions encouraged</p> <p>Training opportunities for the development of the individuals job role</p> <p>Expectations are clarified</p>
Complete relevant workplace documentation	<p>Enterprise personnel records are completed</p> <p>Tax declaration and other relevant documentation checked for compliance with requirements</p> <p>Employee requested for any additional information and notes taken of any required additional actions</p> <p>Company specific workplace documentation (if applicable) is submitted to appropriate personnel</p> <p>Requirements of territory/state/federal legislation on equal employment opportunity, sexual harassment and anti-discrimination is explained</p>

Range Of Variables

CONDUCT INDUCTION PROCESS

<i>VARIABLE</i>	<i>SCOPE</i>
General context	<p>Work may be performed under some supervision, generally within a team / group environment</p> <p>Customers may be internal or external</p> <p>Enterprises may comprise large, medium or small worksites</p> <p>Work may be undertaken in various work environments involved in warehousing, storage and distribution</p>
Worksite environment may include :	<p>Operations conducted by day or night</p> <p>Work conducted in restricted spaces or exposed conditions or controlled or open environments</p> <p>Exposure to chemicals, dangerous or hazardous substances and movements of equipment, goods and vehicles</p>
Sources of information / documents may include:	<p>Goods identification numbers and codes</p> <p>Manifests</p> <p>Picking slips, merchandise transfers, stock requisitions and bar codes</p> <p>Manufacturer's specifications</p> <p>Company operating procedures and policies</p> <p>Supplier and/or client instructions</p> <p>Materials safety data sheets</p> <p>Phone, Electronic Data Interchange, fax, e-mail, Internet, radio, oral, aural or signed communications</p> <p>Codes of Practice</p> <p>Legislation and Regulations</p> <p>Award, Enterprise Bargaining Agreement, other industrial arrangements</p> <p>Standards and certification requirements</p> <p>Quality assurance procedures</p>
Workplace context may include:	<p>Work organisation procedures and practices</p> <p>Conditions of service, legislation and industrial agreements including:</p> <ul style="list-style-type: none"> workplace agreements and awards occupational health & safety State, Federal or Territory Legislation <p>Consultative processes may involve:</p> <ul style="list-style-type: none"> staff members management union representatives industrial relations, Occupational Health and Safety specialists other professional or technical staff
Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to:	<p>Occupational Health & Safety</p> <p>Workplace Relations</p> <p>Workers Compensation</p> <p>Water and Road use and license arrangements</p> <p>License, Patent or copyright arrangements</p> <p>Dangerous goods and air freight regulations</p> <p>Export/ Import/ Quarantine / Bond requirements</p> <p>Environmental Protection Legislation</p> <p>Emergency Procedures</p>

Evidence Guide

COMPLETE INDUCTION PROCESS

Critical aspects of evidence to be considered	Assessment must confirm appropriate knowledge and skills to: locate, interpret and apply relevant information provide customer/client service and work effectively with others convey information in written and oral form maintain workplace records
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units that form part of a job role or function
Required knowledge and skills may include	Displays the following knowledge and skills in terms of job role or function: focus of operation of work systems, equipment, management and site operating systems application of relevant industrial and legislative requirements requirements for the employee's new position and working relationships
Resource implications	Employee(s) for induction
Consistency in performance may include	Application of knowledge and skills to: establishing plans describing consequences completing tasks identifying improvements applying safety precautions relevant to the task. Shows evidence of application of relevant workplace procedures including: hazard policies and procedures including Codes of Practice: emergency, fire and accident procedures the use of personal protective clothing and equipment conforming to industry standards according to the nature of the task hazard identification issue resolution procedures job procedures and work instructions relevant guidelines relating to the safe use of machinery and equipment including the tagging of unserviceable or damaged items quality assurance procedures (where existing) security procedures following recognised housekeeping processes waste, pollution and recycling management processes Action taken promptly - accidents and incidents reported following enterprise procedures Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others Work completed systematically with attention to detail and without damage of goods, equipment or personnel
Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	3	2	3	1	2	2

Unit TDT M1 97A PREPARE FOR TRAINING (CATEGORY 1)

Field M Training

DESCRIPTION:

Skills and knowledge required to plan for the training of individuals or small groups when structured training is not a major part of the employee's job role

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Confirm the need for training	<p>The specific training need is identified or advised by appropriate personnel</p> <p>The specific training need is confirmed with appropriate personnel</p> <p>The training objectives reflect the specific training need</p>
Plan and document training session	<p>Training outcomes are clearly stated</p> <p>Steps in the training session follow a logical sequence</p> <ul style="list-style-type: none"> the training outcomes employee characteristics availability of equipment and resources <p>Plans for skills practice by employees are made</p> <p>Tools, equipment and other resources required are identified</p> <p>Provision for monitoring employees progress is made</p> <p>Evidence required for assessment and how it will be collected is stated</p>
Arrange location and resources	<p>Resources required for training are identified and approved by appropriate personnel</p> <p>Suitable locations for the training are arranged</p> <p>The equipment, tools and other resources required are available when needed</p> <p>Arrangements are made with any people who are required to help in the training session or in the follow-up to the training session</p> <p>The training environment is arranged to simulate work tasks</p>
Notify employees	<p>Employees are notified of the purpose, like outcomes, time and place of the training session</p> <p>Employees' supervisor(s) are notified of the time and place of the training and of any other requirements for the training session</p>

Range Of Variables

PREPARE FOR TRAINING (CATEGORY 1)

<i>VARIABLE</i>	<i>SCOPE</i>
General context	<p>Work is performed under some supervision, generally within a team environment</p> <p>Customers may be internal or external</p> <p>Enterprises may comprise large, medium or small worksites</p> <p>Work may be undertaken in various work environments</p> <p>Training may be involved with work conducted in restricted spaces, exposed conditions, controlled or open environment and may involve exposure to chemicals, and other harmful substances, movements of equipment, good, vehicles</p>
Sources of information/documents may include	<p>Transport and Distribution units of competency, assessment guidelines, learning resources and training package information</p> <p>Manufacturer's specifications</p> <p>Enterprise operating procedures and policies</p> <p>Supplier and/or client instructions</p> <p>Materials safety data sheets</p> <p>Codes of Practice</p> <p>Legislation and Regulations</p> <p>Award, Enterprise Bargaining Agreement, other industrial arrangements</p> <p>Standards and certification requirements</p> <p>Quality assurance procedures</p>
Workplace context may include	<p>Work organisation procedures and practices</p> <p>Conditions of service, legislation and industrial agreements including:</p> <ul style="list-style-type: none"> workplace agreements and awards occupational health & safety state, Federal or Territory Legislation <p>Consultative processes may involve:</p> <ul style="list-style-type: none"> staff members Management Union representatives Industrial relations, Occupational Health and Safety specialists Other professional or technical staff
Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to	<p>Occupational Health & Safety</p> <p>Workplace Relations</p> <p>Workers Compensation</p> <p>Water and Road use and license arrangements</p> <p>License, Patent or copyright arrangements</p> <p>Dangerous goods and air freight regulations</p> <p>Export/Import/Quarantine/Bond requirements</p> <p>Environmental Protection Legislation</p> <p>Equal Employment and Equal Employment Opportunity legislation</p> <p>State/Territory Training Authority Legislation and Regulations</p> <p>Emergency Procedures</p>

Evidence Guide

PREPARE FOR TRAINING (CATEGORY 1)

Critical aspects of evidence to be considered	<p>Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> locate, interpret and apply relevant information support learning of self and others work effectively with others convey information in written and oral form maintain workplace records explain requirements for the training and provide individualised help to promote learning explain to others the need for training, the outline of the training session and intended outcomes of the training select training method and locations recognises individual differences in employees undertaking training and adjust training strategy to suit plan (in writing) training session
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units that form part of a job role or function particularly <i>Deliver Training</i>
Required knowledge and skills	<p>Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> competency in the units being taught familiarity with the workplace application of the related units of competency for this training and any pre-requisite units communication skills appropriate for the explanation and oral questioning of employees undertaking training application of relevant industrial requirements
Resource implications	Access to appropriate units of competency, facilities and potential target audience
Consistency in performance	<p>Applies knowledge and skills when:</p> <ul style="list-style-type: none"> establishing plans identifying improvements organising training site and any equipment requirements providing feedback to employee undertaking training and relevant supervisory personnel <p>Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> hazard policies and procedures including Codes of Practice job procedures and work instructions quality assurance procedures (where existing) security procedures <p>Action taken promptly – accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>Recognises and appropriately deals with cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	2	2	2	2

Unit TDT M2 97A DELIVER TRAINING (CATEGORY 1)

DESCRIPTION:

Deliver training on an individual basis or to small groups when structured training is not a major part of the employee's job role

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Prepare employees	<p>The objectives of the training session are explained and discussed with the employees</p> <p>The sequence of activities to be followed in the training session is explained to employees</p> <p>Employees are made aware of the work application of the skill or job being taught</p> <p>Any barriers to the performance of the required competencies being taught are identified and discussed with employees</p> <p>The assessment process, reasons and desired outcomes are explained to employees</p>
Instruct employees	<p>A systematic approach is taken to instruction, taking into account</p> <ul style="list-style-type: none"> explanation demonstration review employee responses employee demonstration feedback <p>Instruction process is revised and modified as necessary to meet the employee's learning needs</p> <p>Employees are encouraged by positive comments from the trainer</p> <p>Feedback during instruction is designed to help employees learn from their mistakes</p> <p>Employees are encouraged and guided to evaluate their own performance and diagnose it for improvement</p>
Provide opportunities for practice	<p>Practice opportunities are provided according to the specific learning situation and the training objectives</p> <p>Constructive feedback and reinforcement are provided during practice</p> <p>Employees' readiness for assessment is monitored</p>
Confirm employee has reached required standard of performance	<p>Evidence of satisfactory performance by the employee is collected in accordance with the training session plan</p> <p>The employee is advised when they have reached the required standard of performance</p> <p>Other appropriate personnel are advised that the employee has reached the required standard of performance</p>

Range of Variables

DELIVER TRAINING (CATEGORY 1)

<i>VARIABLE</i>	<i>SCOPE</i>
General context	<p>Training may be for single employees or small groups</p> <p>Training delivery may be on the job or in a simulated setting</p> <p>Work is performed under some supervision, generally within a team environment</p> <p>Customers may be internal or external</p> <p>Enterprises may comprise large, medium or small worksites</p> <p>Work may be undertaken in various work environments</p> <p>Training may be involved with Work conducted in restricted spaces, exposed conditions, controlled or open environment and may involve exposure to chemicals, and other harmful substances, movements of equipment, goods, vehicles</p> <p>Operations conducted by day or night</p>
Sources of information/documents may include	<p>Transport and Distribution units of competency, assessment guidelines, learning resources and training package information</p> <p>Manufacturer's specifications</p> <p>Enterprise operating procedures and policies</p> <p>Supplier and/or client instructions</p> <p>Materials safety data sheets</p> <p>Codes of Practice</p> <p>Legislation and Regulations</p> <p>Award, Enterprise Bargaining Agreement, other industrial arrangements</p> <p>Standards and certification requirements</p> <p>Quality assurance procedures.</p>
Workplace context may include	<p>Work organisation procedures and practices</p> <p>Conditions of service, legislation and industrial agreements including workplace agreements and awards</p> <p>occupational health & safety</p> <p>State, Federal or Territory Legislation</p> <p>Consultative processes may involve</p> <p>staff members</p> <p>management</p> <p>union representatives</p> <p>industrial relations, Occupational Health and Safety specialists</p> <p>other professional or technical staff</p> <p>registered training provider personnel</p>
Applicable State/Territory/ Commonwealth regulations and legislation may include but are not limited to	<p>Occupational Health & Safety</p> <p>Workplace Relations</p> <p>Workers Compensation</p> <p>Water and Road use and license arrangements</p> <p>License, Patent or copyright arrangements</p> <p>Dangerous goods and air freight regulations</p> <p>Export/Import/Quarantine/Bond requirements</p> <p>Environmental Protection Legislation</p> <p>Equal Employment and Equal Employment Opportunity Legislation</p> <p>State/Territory Training Authority Legislation and Regulations</p> <p>Emergency Procedures</p>

Evidence Guide

DELIVER TRAINING (CATEGORY 1)

Critical aspects of evidence to be considered	<p>Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> locate, interpret and apply relevant information support learning of self and others work effectively with others convey information in written and oral form maintain workplace records follow the (written) plan to conduct the training making appropriate adjustments for context and participant(s) provide practical demonstrations as part of the explanation process reinforce consistent application by participants of desirable attributes encourage practice and feedback from participants assist participants to access required information and use it to inform learning
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units that form part of a job role or function particularly <i>Prepare for Training</i>
Required knowledge and skills	<p>Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> competency in the units being taught familiarity with the workplace application of the related units of competency for this training and any pre-requisite units communication skills appropriate for the explanation and oral questioning of employees undertaking training application of relevant industrial requirements range of delivery strategies questioning techniques contingency management coaching and mentoring approaches
Resource implications	Access to plans for training, appropriate facilities and employees wishing to take part in training
Consistency in performance	<p>Applies knowledge and skills when</p> <ul style="list-style-type: none"> establishing plans identifying improvements organising training site and any equipment requirements providing feedback to employee undertaking training and relevant supervisory personnel <p>Actively provides feedback to participants with encouragement, hints for improvement and direction where this is required. Adjusts presentation to suit audience and context</p>
Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse & Organise	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas &	Solve Problems	Use Technology
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Information				Techniques		
2	2	2	2	2	2	2

Unit TDT M3 97A REVIEW TRAINING (CATEGORY 1)

Field M Training

DESCRIPTION:

Knowledge and skills required to review, record and evaluate an individual's training and to support colleagues in developing strategies to meet learning needs

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Evaluate training session	<p>Employees are asked to assess personal ability to apply the required competencies as a result of the training session(s) and discuss possible improvements</p> <p>Employees' reaction to the training session is sought</p> <p>Own performance is reviewed against session objectives and in response to employees' comments</p> <p>Review comments are summarised</p> <p>The results of the evaluation are used to guide future training effort</p>
Record training	<p>The details of the employees who have completed the training are accurately recorded according to the organisation's requirements</p> <p>Other records as required by legislation or agreement are kept</p> <p>Records are released to authorised personnel only</p> <p>Records are securely stored</p>
Provide information on training	<p>Information on training proposed, in hand or completed is readily available to management</p> <p>Information on appropriate, available training is provided to employees on request</p>

Range of Variables

REVIEW TRAINING (CATEGORY 1)

<i>VARIABLE</i>	<i>SCOPE</i>
General context	<p>Training may be for single employees or small groups</p> <p>Training delivery may be on the job or in a simulated setting</p> <p>Work is performed under some supervision, generally within a team environment</p> <p>Customers may be internal or external</p> <p>Enterprises may comprise large, medium or small worksites</p> <p>Work may be undertaken in various work environments</p> <p>Training may be involved with work conducted in restricted spaces, exposed conditions, controlled or open environment and may involve exposure to chemicals, and other harmful substances, movements of equipment, goods, vehicles</p> <p>Operations conducted by day or night</p>
Sources of information/documents may include	<p>Transport and Distribution units of competency, assessment guidelines, learning resources and training package information</p> <p>Manufacturer's specifications</p> <p>Enterprise operating procedures and policies</p> <p>Supplier and/or client instructions</p> <p>Materials safety data sheets</p> <p>Codes of Practice</p> <p>Legislation and Regulations</p> <p>Award, Enterprise Bargaining Agreement, other industrial arrangements</p> <p>Standards and certification requirements</p> <p>Quality assurance procedures</p>
Workplace context may include	<p>Work organisation procedures and practices</p> <p>Conditions of service, legislation and industrial agreements including workplace agreements and awards</p> <p>occupational health & safety</p> <p>State, Federal or Territory Legislation</p> <p>Consultative processes may involve</p> <p>staff members</p> <p>management</p> <p>union representatives</p> <p>industrial relations, Occupational Health and Safety specialists</p> <p>other professional or technical staff</p> <p>registered training provider personnel</p>
Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<p>Occupational Health & Safety</p> <p>Workplace Relations</p> <p>Workers Compensation</p> <p>Water and Road use and license arrangements</p> <p>License, Patent or copyright arrangements</p> <p>Dangerous goods and air freight regulations</p> <p>Export/Import/Quarantine/Bond requirements</p> <p>Environmental Protection Legislation</p> <p>Equal Employment and Equal Employment Opportunity Legislation</p> <p>State/Territory Training Authority Legislation and Regulations</p> <p>Emergency Procedures</p>

Evidence Guide

REVIEW TRAINING (CATEGORY 1)

Critical Aspects of Evidence	<p>Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> locate, interpret and apply relevant information support learning of self and others work effectively with others convey information in written and oral form actively encourage participants to offer suggestions for improvements to training complete accurate records of training conducted, participant involvement, competencies addressed and participant achievement in relation to demonstration of required competencies
Interdependent assessment of units	<p>This unit of competency may be assessed in conjunction with other units that form part of a job role or function particularly <i>Deliver Training</i></p>
Required knowledge and skills	<p>Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> familiarity with the workplace application of the units of competency is required for this training and any pre-requisite units communication skills appropriate for gathering evidence regarding the usefulness of training application of relevant industrial requirements application of enterprise and provider policies, equal opportunity and equal employer opportunity legislation and processes maintenance of confidentiality of records ethical handling of performance issues
Resource implications	<p>Access to records system for training, information, and participants from training sessions, relevant trainers and supervisory staff (where appropriate)</p>
Consistency in Performance	<p>Applies knowledge and skills when</p> <ul style="list-style-type: none"> Identifying review strategies Conducting discussions with training participants Recording outcomes of training Making recommendations for improvement Completing workplace documentation <p>Shows evidence of application of relevant workplace procedures including</p> <ul style="list-style-type: none"> hazard policies and procedures including Codes of Practice job procedures and work instructions quality assurance procedures (where existing) security procedures <p>Action taken promptly-accidents and incidents reported in accordance with Statutory requirements and enterprise procedures</p> <p>Recognises and appropriately deals with cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>Work completed systematically with attention to detail without damage to goods, equipment or personnel</p>
Context for assessment	<p>Assessment may occur on the job or in a simulated workplace</p>

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
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Unit TDT M4 97A PREPARE FOR TRAINING (CATEGORY 2)

Field M Training

DESCRIPTION:

Prepare to deliver training and have responsibility for facilitating the training of groups to achieve pre-determined outcomes

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Confirm the needs for training	Information on training needs is collected using appropriate investigation methods Appropriate methods of analysis are used to interpret the information Conclusions about the need for training are verified with appropriate personnel
Define training requirements	Competencies that relate to specific jobs, roles or functions are identified Applicable endorsed competency standards are obtained and used Competencies held by individuals are correctly compared with competencies required for the job, role or function Training outcomes are identified in consultation with relevant parties Barriers to learning are identified
Develop training programs	The outcomes of training will meet the performance and underpinning knowledge requirements for the relevant unit(s) Sequence and timing of the learning activities are recorded Strategies are adopted to make training accessible and effective for all employees Strategies to overcome barriers to learning are developed Training methods are identified which are appropriate for the training outcomes employee characteristics availability of equipment and resources Training is designed and developed so that, at appropriate stages, learning will be confirmed and feedback provided to employees Opportunity is provided for employees to relate learning to their work situation Employees are given the opportunity to manage their own learning Learning materials are identified Evidence required for assessment and how it will be collected is stated Training costs are identified and confirmed with appropriate personnel
Prepare learning materials	Outcomes of the training including relevant unit ,or units, of competency are listed Design decisions are taken to overcome barriers to learning Subject matter required to achieve the competencies is specified Formats for the material are selected which enhance the learning capability of employees Text appropriate in terms of language, style and level, is used Clear, accurate visual materials conforming to display conventions are used Instructions for use of required equipment are provided Copyright laws are observed
Manage training events	Resources required for training are identified, and approved by appropriate personnel A training location is identified and arranged to support the learning opportunities specified The required equipment, tools and other resources are identified and arranged to support the learning opportunities specified Arrangements are made with any people who are required to help in the training program The training environment arranged is safe and accessible
Establish training data bank	A list of internal training resource people is maintained External people from whom information on training can be obtained are identified and recorded Training materials and information on training and assessment are held in an accessible form An up to date register of likely external courses and providers is maintained

Range of Variables

PREPARE FOR TRAINING (CATEGORY 2)

<i>VARIABLE</i>	<i>SCOPE</i>
General context	<p>Training is for facilitating group learning</p> <p>Training delivery may be on the job or in a simulated setting, utilising a range of methods, locations and contexts</p> <p>Training may involve single site or multi site operations</p> <p>Outcomes of training and assessment impact on organisational effectiveness</p> <p>Work is performed under some supervision, generally within a team environment</p> <p>Customers may be internal or external</p> <p>Enterprises may comprise large, medium or small worksites</p> <p>Work may be undertaken in various work environments</p> <p>Training may be involved with work conducted in restricted spaces, exposed conditions, controlled or open environment and may involve exposure to chemicals, and other harmful substances, movements of equipment, goods, vehicles</p> <p>Operations conducted by day or night</p>
Sources of information/documents may include	<p>Transport and Distribution units of competency, assessment guidelines, learning resources and training package information</p> <p>Manufacturer's specifications</p> <p>Enterprise operating procedures and policies</p> <p>Supplier and/or client instructions</p> <p>Materials safety data sheets</p> <p>Codes of Practice</p> <p>Legislation and Regulations</p> <p>Award, Enterprise Bargaining Agreement, other industrial arrangements</p> <p>Standards and certification requirements</p> <p>Quality assurance procedures</p>
Workplace context may include	<p>Work organisation procedures and practices</p> <p>Conditions of service, legislation and industrial agreements including workplace agreements and awards</p> <p>occupational health & safety</p> <p>State, Federal or Territory Legislation</p> <p>Consultative processes may involve</p> <p>staff members</p> <p>management</p> <p>union representatives</p> <p>industrial relations, Occupational Health and Safety specialists</p> <p>other professional or technical staff</p> <p>registered training provider personnel</p>
Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<p>Occupational Health & Safety</p> <p>Workplace Relations</p> <p>Workers Compensation</p> <p>Water and Road use and license arrangements</p> <p>License, Patent or copyright arrangements</p> <p>Dangerous goods and air freight regulations</p> <p>Export/Import/Quarantine/Bond requirements</p> <p>Environmental Protection Legislation</p> <p>Equal Employment and Equal Employment Opportunity Legislation</p> <p>State/Territory Training Authority Legislation and Regulations</p> <p>Emergency Procedures</p>

Evidence Guide

PREPARE FOR TRAINING (CATEGORY 2)

Critical aspects of evidence	<p>Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> Analyse training needs of individuals and particular target groups Match training needs to endorsed units of competency Devise training system to implement required competencies within the workplace context Identify support mechanisms for employees requiring language or other particular training support Plan for use of a range of delivery methods and approaches to allow for trainer/participant choice to meet needs of particular training contexts and special needs Select suitable learning resources and customise them for the delivery setting Design and produce resources to meet identified gaps Access appropriate training venues and areas and arrange appropriately for the required training outcomes
Interdependent Assessment	This unit of competency may be assessed in conjunction with other units that form part of a job role or function
Required knowledge and skills	<p>Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> Applications of Transport and Distribution Competency Standards and Australian Qualifications Framework (AQF) in the enterprise Relationships of units of competency and enterprise industrial agreements and skill based classification systems Applications of the relevant enterprise policies and procedures that apply to that work and (any) related legislation on regulatory requirements Design and copyright considerations for learning resources Sources of assistance for participants requiring language or other particular training support Adapt learning resources including modules and learner guides to suit target audience and delivery context Requirements for compliance with copyright law for resources used in training
Resource implication	Access to target audience, potential opportunities to identify training needs in an organisational context, relevant standards and resources
Consistency in performance	<p>Applies knowledge and skills when</p> <ul style="list-style-type: none"> Identifying training needs for individuals and organisations Planning for training sessions Preparing resources Organising training events <p>Ensuring observance of occupational health & safety and security standards</p> <p>Follows enterprise procedures for planning of training, accessing participants and resources, venues and equipment for training purposes</p> <p>Records of training resources maintained</p> <p>Planned training meets enterprise/participant-training needs</p>
Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
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Unit TDT M5 97A DELIVER TRAINING (CATEGORY 2)

Field M Training

DESCRIPTION:

Deliver training and have responsibility for facilitating the training of groups to achieve pre-determined outcomes

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Prepare employees for the learning experience	Objectives of the training session(s) and the units of competency to be achieved are explained to, and discussed with, employees Any barriers to learning are explored with employees The sequence of activities to be followed in the training program is explained to employees Ways in which the competencies are to be developed and assessed are explained to, and discussed with employees
Present training session	Presentation and training methods are structured and appropriate for the development of the competencies by the employees Presentation and training methods provide variety, encourage participation and reinforce key points Presentation process is reviewed and modified as necessary to meet employees' learning needs Training equipment and materials are used in a way that enhances learning Information is clear and accurate and presented in correct sequence Employees are encouraged to participate by asking questions, clarifying points of concern and contributing comments at appropriate and identified stages Supplementary information is provided to enhance and clarify understanding as required Summaries of key points are used at appropriate times in the presentation session to reinforce learning
Support employees in managing own learning	Resource materials suitable for self-managed learning are provided The requirements for the effective participation in the learning process is explained Health and safety hazards are pointed out to employees Timely information and advice is given to employees during the learning process Participant learning progress is monitored and assistance is provided to those who require help Opportunities to make choices and decisions are provided
Facilitate group learning	The rationale, process and outcomes expected from the group training session(s) are explained to employees Group training methods are used to maximise learning effectiveness Individuals are assigned to groups in which they can work effectively Groups are provided with clear directions, and guidance on content and process as required Groups are assisted to recognise the needs and requirements of individual members Interventions by the trainer in group discussions are properly managed Review of effectiveness of group activities and learning approaches is shared between the participants and the trainer
Provide opportunities for practice	Practice opportunities are provided according to the specific learning situation and the training program Employees' readiness for assessment as having achieved competency is monitored and discussed with employees Process, rationale and outcomes of practice are discussed with employees Constructive feedback and reinforcement are provided during practice
Provide feedback on progress to employees	Employees' progress is evaluated against learning outcomes, organisation and employee goals Feedback is given to employees on the outcomes of progress review Employees are helped to consider and evaluate individual and group progress Progress results are diagnosed to provide a guide for the approach to next steps in training
Review delivery experience	Employees' reaction to the delivery is sought and discussed at appropriate times Trainer's performance is self-assessed against predetermined goals Adjustments to delivery practices are considered and incorporated

Range of Variables

DELIVER TRAINING (CATEGORY 2)

<i>VARIABLE</i>	<i>SCOPE</i>
General context	<p>Training is for facilitating group learning</p> <p>Training delivery may be on the job or in a simulated setting, utilising a range of methods, locations and contexts</p> <p>Training may involve single site or multi site operations</p> <p>Outcomes of training and assessment impact on organisational effectiveness</p> <p>Work is performed under some supervision, generally within a team environment</p> <p>Customers may be internal or external</p> <p>Enterprises may comprise large, medium or small worksites</p> <p>Work may be undertaken in various work environments</p> <p>Training may be involved with work conducted in restricted spaces, exposed conditions, controlled or open environment and may involve exposure to chemicals, and other harmful substances, movements of equipment, goods, vehicles</p> <p>Operations conducted by day or night</p>
Sources of information/documents may include	<p>Transport and Distribution units of competency, assessment guidelines, learning resources and training package information</p> <p>Manufacturer's specifications</p> <p>Enterprise operating procedures and policies</p> <p>Supplier and/or client instructions</p> <p>Materials safety data sheets</p> <p>Codes of Practice</p> <p>Legislation and Regulations</p> <p>Award, Enterprise Bargaining Agreement, other industrial arrangements</p> <p>Standards and certification requirements</p> <p>Quality assurance procedures</p>
Workplace context may include	<p>Work organisation procedures and practices</p> <p>Conditions of service, legislation and industrial agreements including workplace agreements and awards</p> <p>occupational health & safety</p> <p>State, Federal or Territory Legislation</p> <p>Consultative processes may involve</p> <p>staff members</p> <p>management</p> <p>union representatives</p> <p>industrial relations, Occupational Health and Safety specialists</p> <p>other professional or technical staff</p> <p>registered training provider personnel</p>
Applicable State/Territory/ Commonwealth regulations and legislation may include but are not limited to	<p>Occupational Health & Safety</p> <p>Workplace Relations</p> <p>Workers Compensation</p> <p>Water and Road use and license arrangements</p> <p>License, Patent or copyright arrangements</p> <p>Dangerous goods and air freight regulations</p> <p>Export/Import/Quarantine/Bond requirements</p> <p>Environmental Protection Legislation</p> <p>Equal Employment and Equal Employment Opportunity Legislation</p> <p>State/Territory Training Authority Legislation and Regulations</p> <p>Emergency Procedures</p>

Evidence Guide

DELIVERY TRAINING (CATEGORY 2)

Critical aspects of evidence to be considered	<p>Use the training program and the relevant units of competency to deliver training customised to the group and delivery context</p> <p>Access support mechanisms for employees requiring language or other training support</p> <p>Select and use a range of delivery methods to suit participants, context and competencies to be achieved</p> <p>Operate within a variety of training contexts and with varied groups of participants</p> <p>Provide support to individual learners within a group-training context</p>
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units that form part of a job role or function
Required knowledge and skills	<p>Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> Applications of Transport and Distribution Competency Standards and Australian Qualifications Framework (AQF) in the enterprise Relationships of units of competency and enterprise industrial agreements and skill based classification systems Applications of the relevant enterprise policies and procedures that apply to that work and (any) related legislation on regulatory requirements Principles of adult learning and required knowledge for the unit(s) of competency Alternate delivery strategies and approaches Range of resource materials available Focus of operation of work systems, equipment or management, site and organisational operating procedures Application of relevant industrial or other legislative requirements Identification and correct use of equipment, processes and procedures Modifying activities dependent on differing workplace contexts and environment
Resource implications	Access to training situations and groups requiring training
Consistency in performance	<p>Applies knowledge and skills when</p> <ul style="list-style-type: none"> Establishing plans Describing consequences Completing tasks Identifying improvements Applying safety precautions relevant to the task Questioning individuals Providing instruction and information <p>Follows enterprise policy for training and record keeping</p> <p>Responds to feedback and modifies delivery to improve performance</p> <p>Shows evidence of application of relevant workplace procedures</p> <ul style="list-style-type: none"> Hazard policies and procedures including Codes of Practice Issue resolution procedures Security procedures. <p>Recognises and adapts appropriately to cultural differences in the workplace including models of behaviour and interactions among staff and others</p>
Context for assessment	Assessment may occur on the job or in the industry-approved facility

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	2	3	2	3	2

Unit TDT M6 97A REVIEW AND PROMOTE TRAINING (CATEGORY 2)

Field M Training

DESCRIPTION:

Promotion and evaluation of training effort

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Evaluate training	<p>Training is evaluated against identified needs and outcomes</p> <p>Employees are encouraged to raise problems or difficulties with any aspect of the training session</p> <p>Employees' reaction to training session is sought</p> <p>Employees are encouraged to evaluate own progress towards achieving competency</p> <p>Own performance is reviewed against session objectives and in response to employee's comments</p> <p>Provision of training within approved budget is reviewed</p> <p>The results of the evaluation are used to guide further training</p>
Record training data	<p>Details of training program and participants are recorded in accordance with organisations/industry and/or legislative requirements</p> <p>An appropriate means of storing information on employees, training programs, and equipment, materials and resources is established and maintained</p> <p>Existing recording systems are reviewed and improvements suggested</p> <p>Training records are made available to authorised persons and employees at the required times according to organisational requirements</p> <p>Records are securely stored</p>
Report on training	<p>Reports on training in the organisation are prepared and provided according to organisational requirements</p> <p>Reports are made on future training initiatives</p> <p>Information on achievements of the organisation's training is analysed and publicised</p> <p>The contribution of training to organisational goals is reported</p>
Promote training	<p>Advice on the development of training plans is provided to appropriate committees, or personnel</p> <p>Information on planned training events is made widely available</p> <p>Benefits of training to individuals and the organisation are publicised</p> <p>Promotional activities are regularly monitored for effectiveness</p> <p>Information is distributed concerning the relationship between training reform and the organisation</p>

Range of Variables

REVIEW AND PROMOTE TRAINING (CATEGORY 2)

<i>VARIABLE</i>	<i>SCOPE</i>
General context	<p>Training may be conducted by subordinates, peers, supervisors or external contractors or Registered Training Organisation</p> <p>Training delivery may be on the job or in a simulated setting, utilising a range of methods, locations and contexts</p> <p>Training may involve single site or multi site operations</p> <p>Outcomes of training and assessment impact on organisational effectiveness</p> <p>Work is performed under some supervision, generally within a team environment</p> <p>Customers may be internal or external</p> <p>Enterprises may comprise large, medium or small worksites</p> <p>Work may be undertaken in various work environments</p> <p>Training may be involved with work conducted in restricted spaces, exposed conditions, controlled or open environment and may involve exposure to chemicals, and other harmful substances, movements of equipment, goods, vehicles</p> <p>Operations conducted by day or night.</p>
Sources of information/documents may include	<p>Transport and Distribution units of competency, assessment guidelines, learning resources and training package information</p> <p>Manufacturer's specifications</p> <p>Enterprise operating procedures and policies</p> <p>Supplier and/or client instructions</p> <p>Materials safety data sheets</p> <p>Codes of Practice</p> <p>Legislation and Regulations</p> <p>Award, Enterprise Bargaining Agreement, other industrial arrangements</p> <p>Standards and certification requirements</p> <p>Quality assurance procedures.</p>
Workplace context may include	<p>Work organisation procedures and practices</p> <p>Conditions of service, legislation and industrial agreements including workplace agreements and awards</p> <p>occupational health & safety</p> <p>State, Federal or Territory Legislation</p> <p>Consultative processes may involve</p> <p>staff members</p> <p>management</p> <p>union representatives</p> <p>industrial relations, Occupational Health and Safety specialists</p> <p>other professional or technical staff</p> <p>Registered training provider personnel</p>
Applicable State/Territory/ Commonwealth regulations and legislation may include but are not limited to	<p>Occupational Health & Safety</p> <p>Workplace Relations</p> <p>Workers Compensation</p> <p>Water and Road use and license arrangements</p> <p>License, Patent or copyright arrangements</p> <p>Dangerous goods and air freight regulations</p> <p>Export/Import/Quarantine/Bond requirements</p> <p>Environmental Protection Legislation</p> <p>Equal Employment and Equal Employment Opportunity Legislation</p> <p>State/Territory Training Authority Legislation and Regulations</p> <p>Emergency Procedures</p>

Evidence Guide

REVIEW AND PROMOTE TRAINING (CATEGORY 2)

Critical aspects of evidence to be considered	<p>Assessment must confirm appropriate knowledge and skills to</p> <ul style="list-style-type: none"> Identify organisational training needs and promote training appropriate for those needs Describe the positive outcomes for organisations and individuals arising from training and assessment Manage and make available to relevant personnel, information on training reforms and relating to the industry Develop and use systems to obtain qualitative and quantitative data to improve organisational performance in relation to training outcomes Provide reports to relevant organisations on training needs and outcomes
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units that form part of a job role or function
Required knowledge and skills	<p>Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> Applications of Transport and Distribution Competency Standards and Australian Qualifications Framework (AQF) in the enterprise Relationships of units of competency and enterprise industrial agreements and skill based classification systems Applications of the relevant enterprise policies and procedures that apply to that work and (any) related legislation on regulatory requirements Design and copyright considerations for learning resources Evidence gathering for evaluation purposes Adaptation and use of training record systems for formative as well as final assessments
Resource implications	<p>Access to training record systems, programs, participants, and trainers</p> <p>Opportunities to discuss training outcomes with participants' supervisors</p>
Consistency in performance	<p>Applies knowledge and skills when</p> <ul style="list-style-type: none"> Preparing reports Recommending improvements Contributes effectively to the development of enterprise training policy Responds promptly to requests to identify training needs and proposes appropriate solutions Records systems confidentiality maintained within enterprise policy
Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	2	3	2

Unit TDT N1 97A CONDUCT ASSESSMENT IN ACCORDANCE WITH AN ESTABLISHED ASSESSMENT PROCEDURE

Field N Assessment

DESCRIPTION:

This unit of competency, in combination with the unit *Plan and Review Assessment* meets with requirements for the Ministerial Agreement on minimum requirements for the conduct of assessment under National Training Framework

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Identify and explain the context for assessment	<p>Discuss the context and purpose of assessment with the person(s) being assessed and confirm that it is understood</p> <p>Obtain and explain to the person(s) being assessed the relevant performance measures applying to assessment (e.g. current endorsed competency standards, learning outcomes of the training program). Instructions are verified by person(s) being assessed</p> <p>Explain and obtain agreement for the assessment procedure</p> <p>Identify and explain any legal and ethical responsibilities associated with assessment to the person(s) being assessed</p> <p>Check whether the person(s) being assessed requires the allowable adjustments in the assessment procedure applying to those with special needs</p>
Plan evidence gathering opportunities	<p>Identify opportunities to gather evidence of competency which occur as part of workplace or training activities</p> <p>Identify the need to gather additional evidence which may not occur as part of workplace or training activities</p> <p>Plan and schedule all evidence gathering activity in accordance with the assessment procedure</p> <p>Ensure that the planned approach to gathering evidence will provide sufficient, reliable, valid and fair evidence of competency</p> <p>Ensure that the planned approach to gathering evidence will cover the four dimensions of competence</p> <ul style="list-style-type: none"> Task skills Task management skills Contingency management skills Job/role environment skills
Organise assessment	<p>Obtain and arrange the resources specified in the assessment procedure</p> <p>Inform the relevant people of assessment plans</p> <p>Check that the assessment environment is safe and accessible</p> <p>Explain the assessment arrangements and requirements simply and clearly to the person(s) being assessed</p> <p>Obtain agreement regarding assessment arrangements with person(s) being assessed</p>
Gather evidence	<p>Put the person(s) being assessed at ease</p> <p>Gather all the evidence specified in the assessment procedure, using assessment methods and tools specified</p> <p>Gather evidence for those with special needs, in accordance with specified allowable adjustments to the assessment method(s)</p> <p>Document the evidence gathered in accordance with the assessment procedure</p>

**CONDUCT ASSESSEMENT IN
ACCORDANCE WITH AN ESTABLISHED
ASSESSMENT PROCEDURE**

(Continued)

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Make the assessment decision	<p>Evaluate the evidence gathered in terms of its</p> <ul style="list-style-type: none"> Validity Authenticity Sufficiency Currency Consistent achievement of the specified standard <p>Make the assessment decision in accordance with the criteria specified in the assessment procedure</p> <p>Seek guidance, if in doubt, from a more experienced assessor(s) nominated in the assessment procedure</p>
Record assessment results	<p>Record assessment results promptly and in accordance with the specified assessment procedure</p> <p>Record assessment results accurately in accordance with the specified record keeping requirements</p> <p>Provide access to the assessment records only to authorised personnel</p> <p>Maintain confidentiality of assessment outcome</p>
Provide feedback to person(s) being assessed	<p>Discuss and confirm performance with the person(s) being assessed</p> <p>Give clear and constructive feedback to the person(s) being assessed</p> <p>Explore with the person(s) being assessed ways of overcoming any gaps in their competency revealed by assessment</p> <p>Give guidance on further goals/training opportunities, if appropriate</p> <p>Advise and confirm with person(s) being assessed reassessment opportunities and/or review appeal mechanisms available where the assessment decision is challenged</p>
Report on the conduct of the assessment	<p>Report on positive and negative features experienced in conducting assessment to those responsible for the assessment procedure</p> <p>Record and report promptly any assessment decision disputed by the person(s) being assessed to those nominated in the assessment procedure</p> <p>Make suggestions for improving any aspect of the assessment process to those responsible for the assessment procedure</p>

Range Of Variables

CONDUCT ASSESSMENT IN ACCORDANCE WITH AN ESTABLISHED ASSESSMENT PROCEDURE

<i>VARIABLE</i>	<i>SCOPE</i>
Assessment guidelines	<p>This unit forms part of the assessment guidelines developed (and endorsed) by the Transport and Distribution Industry Training Advisory Body</p> <p>Within the context of the endorsed assessment framework for transport and distribution, the assessment by Registered Training Organisations and enterprise partners will specify the following</p> <ul style="list-style-type: none"> The purpose and process of assessment Competencies and certification requirements of assessors Record keeping procedures and policies Any allowable adjustments to the assessment method(s) which are to be made for the person(s) being assessed who have special needs appeal/review mechanisms and procedures, the review and evaluation process Quality assurance procedures Apportionment of costs/fees (if applicable) Marketing/promotion of assessment Enterprise policies for special needs support <p>The assessment guidelines specify the following</p> <ul style="list-style-type: none"> Recording procedure Appeal/review mechanism Assessment methods to be used Assessor arrangements i.e. individual or partnership Evidence required Location Allowable adjustments for persons with special needs
Purpose of assessment	<p>Assessment may be used for one or more purposes such as</p> <ul style="list-style-type: none"> Diagnosing performance Performance evaluation against a benchmark Awarding a qualification Providing a statement of attainment (where all units of competency for the qualification are not met) Confirming progress in learning Recognising prior learning Current competency
Assessor arrangements	<p>Assessment may be conducted by individuals or partnerships arrangements where the following requirements are met</p> <ul style="list-style-type: none"> An assessor holding this unit and the Unit <i>Plan and Review Assessment</i> working alone A team comprising subject knowledge expert(s) and assessment expert(s) An assessor working in conjunction with the trainer, supervisor mentor of the person(s) being assessed or with a more experienced assessor Specified needs of competence Competence in the units of competency being assessed Knowledge of the nature and impact of Training Reform within the Transport and Distribution Industry, including and overview of the assessment process

Range Of Variables

CONDUCT ASSESSMENT IN ACCORDANCE WITH AN ESTABLISHED ASSESSMENT PROCEDURE

(Continued)

<p>Assessment methods and tools</p>	<p>Assessment methods may include methods appropriate for the holistic assessment of a unit (Or units) of competency and may include a combination of</p> <ul style="list-style-type: none"> Direct observation of performance, products practical tasks, projects and simulation exercises Review of log books and portfolios Questioning Consideration of third party reports and authenticated prior achievements <p>To assist in collating evidence the following may be provided to assessors</p> <ul style="list-style-type: none"> Performance Guides for practical tasks, log books and portfolios, simulation exercises and projects to enable checking of required characteristics Sets of questions to be asked These methods may be used in combination in order to provide sufficient evidence to make a judgement
<p>Assessment location and timing</p>	<p>Assessments may occur in the workplace and/or in a simulated workplace using on and off the job situations as appropriate to the unit(s) of competency assessed</p> <p>Assessment may occur over time and include both formative and summative components</p>
<p>Assessment group size</p>	<p>Assessment may involve assessing one person or a group of people</p>
<p>Special needs of being person(s) being assessed</p>	<p>Person(s) being assessed may have special needs. Reasonable adjustments may need to be made in the assessment process. Candidates with special needs may include those with disabilities or with literacy, numeracy or language difficulties, those who come from non-English speaking backgrounds, or anxious or inexperienced candidates. Special considerations for employee's needs to be established and agreed within enterprise policies</p> <p>Examples of reasonable adjustments include provision of personal support services (e.g. Auslan interpreter, reader, interpreter, attendant carer, scribe), use of special equipment (e.g. word processor or lifting gear) or adaptive technology, shorter assessment sessions to allow for fatigue or medication, use of large print version of any papers</p>
<p>Assessment Reporting</p>	<p>Final assessments will record the unit(s) of competency in terms of code, title and endorsement date</p> <p>Summative assessment reports, where issued, will indicate areas of units of competency where additional learning is required</p>

Evidence Guide

CONDUCT ASSESSMENT IN ACCORDANCE WITH AN ESTABLISHED ASSESSMENT PROCEDURE

Critical aspects of evidence to be considered	<p>Assessment must confirm the appropriate knowledge and skills to</p> <ul style="list-style-type: none"> Interpret and follow the Transport and Distribution Industry Training Advisory Body Assessment Guidelines Follow the registered provider approved assessment system Apply the assessment principles of validity, authenticity, sufficiency, currency, cost effectiveness and consistency as they apply to evidence gathering for assessment including licensing requirements, equal opportunity and equal employment opportunity, disability discrimination and occupational health and safety legislation, Codes of Practice and standards Conduct assessments within the context of National Training Framework and Australian Recognition Framework agreements and policies Application of communication and interpersonal skills to minimise conflicts and promote a supportive assessment environment
Interdependent assessment of units	This units of competency may be assessed in conjunction with other units that form part of a job role or function
Required knowledge and skills	<p>Displays the following knowledge and skills in terms of job role or function</p> <ul style="list-style-type: none"> Applications of Transport and Distribution Competency Standards and Australian Qualifications Framework (AQF) in the enterprise Relationships of units of competency and enterprise industrial agreements and skill based classification systems Competency in the units of competency being assessed, where assessing alone (NB. Where assessing in conjunction with persons competency in the area knowledge of the workplace application of the units of competency is required) Applications of the relevant enterprise policies and procedures that apply to that work and (any) related legislation on regulatory requirements
Resource implications	<p>Access to relevant units of competency, industry endorsed assessment guidelines and registered provider assessment policies and systems</p> <p>Access to person(s) wishing to be assessed and relevant workplace equipment, information and expertise. Evidence of satisfactory performance should be obtained by observation of the "assessor" preparing for and conducting assessment as well as examination of completed assessment records. This should be supplemented by discussion about the assessment procedure with the "assessor" and the position and the person(s) being assessed</p>
Consistency in performance	<p>Applies knowledge and skills when</p> <ul style="list-style-type: none"> Identifying evidence context, purpose, methods and outcomes to participant Establishing and organising opportunities for assessment Using assessment methods and tools Making judgements concerning appropriate performance <p>Shows evidence of requiring consistent application by candidates of the application of workplace policies and procedures</p> <p>Recognises and uses mechanisms to deal appropriately with cultural differences and assessment participants with special needs</p> <p>Contributes to reviews of assessment procedures and systems; evaluation and validation processes; competency standards; assessment tools</p> <p>Creates and takes opportunities to remain current in terms of assessment practices, content and workplace application of transport and distribution and related units of competency</p>
Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	3

**Unit TDT N2 97A EXTENSION UNIT – PLAN AND REVIEW
ASSESSMENT**

Field N Assessment

DESCRIPTION:

This unit of competency in combination with the unit *Conduct Assessment in Accordance with an Established Assessment Procedure* meets the requirements for the Ministerial Agreement on minimum requirements for the conduct of assessments under the National Training Framework

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Establish evidence required	<p>Establish the evidence required to infer competency from the endorsed competency standards</p> <p>Specify evidence requirements to assure valid inferences of competency</p> <p>Specify evidence requirements for the assessor to authenticate the performance/product of the person(s) being assessed</p> <p>Specify sufficient evidence on which to base valid inferences</p> <p>Specify evidence requirements which will confirm that competency is current</p> <p>Specify sufficient evidence to show consistent achievement of the specified standards</p> <p>Identify opportunities to consolidate evidence gathering activity</p> <p>Establish the cost of gathering the required evidence.</p>
Establish suitable assessment method(s)	<p>Select assessment methods which are appropriate for gathering the type, and amount of, evidence required</p> <p>Propose suitable adjustments in the assessment method to cater for those person(s) being assessed who have special needs</p>
Develop simple assessment tools	<p>Design assessment tool(s) to gather valid, reliable, sufficient evidence or to complement the use of other assessment tools in gathering evidence</p> <p>Design an assessment tool which is clear and comprehensible both to those conducting the assessment and to those being assessed</p> <p>Verify that the assessment tool permits flexible, fair and safe assessment to occur</p> <p>Verify that the assessment tool is cost-effective in gathering required evidence</p> <p>Prepare instructions for use specifying any adjustments which can be made to address the requirements of people being assessed who have special needs</p>
Review evidence requirements, assessment methods and assessment tools	<p>Trial assessment methods and assessment tools with people similar to those who will ultimately be assessed</p> <p>Evaluate the assessment methods and tools for:</p> <ul style="list-style-type: none"> clarity reliability validity fairness cost effectiveness <p>Make improvements and changes to the assessment method and assessment tools in the light of the evaluation of the pilot exercise</p> <p>Ratify procedures with relevant people in the industry/enterprise or training establishment of the evidence requirements, assessment methods and assessment tools and the process used in developing them</p>
Periodically review the assessment procedures	<p>Comply with the review process established by the enterprise, industry or training authority</p> <p>Review the operations of the assessment procedure at a specified site in cooperation with person(s) being assessed, and any relevant parties (industry/ enterprise/ registered provider training establishment and/or any agency identified under legislation)</p> <p>Document and evaluate review activities and substantiate review findings</p> <p>Make recommendations for changes to the assessment procedure in the light of the review outcomes to the appropriate person(s)</p> <p>Make effective contributions to system-wide reviews of the assessment process</p>

Range Of Variables

EXTENSION UNIT - PLAN AND REVIEW ASSESSMENT

<i>VARIABLE</i>	<i>SCOPE</i>
Review procedures and review responsibilities	<p>This Range of Variables should be read in conjunction with the variables for <i>Conduct Assessment in Accordance with an Established Assessment Procedure</i> and the following:</p> <p>The review/evaluation of the assessment process may allow for:</p> <ul style="list-style-type: none"> continuous monitoring and improvement periodic formal evaluation a combination of continuous monitoring and formal evaluation <p>The review responsibilities of the assessor may be specified in the registered provider assessment system. They may include responsibility for such matters as:</p> <ul style="list-style-type: none"> reviewing the assessment procedure at a specific site (enterprise or training establishment) and then making recommendations for improvement reviewing the assessment procedure conducted across sites (enterprises or training establishments) and then making improvements reporting challenges to assessment decisions to the appropriate person(s) reporting to the appropriate person(s) any difficulties or unusual occurrences in conducting the assessment and then making recommendations for improvement <p>Review activities should take into account the following aspects:</p> <ul style="list-style-type: none"> number of persons being assessed duration of assessment procedure organisational constraints within which assessors must operate Occupational Health and Safety factors relationship of the assessor to other people in the assessment process frequency of assessment procedure budgetary restraints information needs of relevant organisations such as affirmative action agencies effective operation of each component of the assessment system or procedure support needs and further training needs of assessors the validity of specified evidence requirements assessment methods and instruments special needs consideration of person(s) being assessed industrial relations implications consistency of assessment practices and decisions levels of flexibility in the assessment procedure used fairness of the assessment procedure used efficiency and effectiveness of the assessment procedure
General context	<p>Assessment may be on the job or in a simulated setting, utilising a range of methods, locations and contexts</p> <p>Outcomes of assessment impact on organisational effectiveness</p> <p>Work is performed under some supervision, generally within a team environment</p> <p>Customers may be internal or external</p> <p>Enterprises may comprise large, medium or small worksites</p> <p>Work may be undertaken in various Stevedoring work environments</p> <p>Assessment may be involved with Work conducted in restricted spaces, exposed conditions, controlled or open environment and may involve exposure to chemicals, and other harmful substances, movements of equipment, goods, vehicles</p> <p>Operations conducted by day or night</p>

Range Of Variables

EXTENSION UNIT - PLAN AND REVIEW ASSESSMENT

(Continued)

Sources of information/documents may include	<p>Transport and Distribution units of competency, assessment guidelines, learning resources and training package information</p> <p>Manufacturer's specifications</p> <p>Enterprise operating procedures and policies</p> <p>Supplier and/or client instructions</p> <p>Materials safety data sheets</p> <p>Codes of Practice</p> <p>Legislation and Regulations</p> <p>Award, Enterprise Bargaining Agreement, other industrial arrangements</p> <p>Standards and certification requirements</p> <p>Quality assurance procedures</p>
Workplace context may include	<p>Work organisation procedures and practices</p> <p>Conditions of service, legislation and industrial agreements including:</p> <ul style="list-style-type: none"> workplace agreements and awards occupational health & safety State, Federal or Territory Legislation <p>Consultative processes may involve:</p> <ul style="list-style-type: none"> staff members management union representatives industrial relations, Occupational Health and Safety specialists other professional or technical staff registered training provider personnel
Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to	<p>Occupational Health & Safety</p> <p>Workplace Relations</p> <p>Workers Compensation</p> <p>Water and Road use and license arrangements</p> <p>License, Patent or copyright arrangements</p> <p>Dangerous goods and air freight regulations</p> <p>Export/ Import/ Quarantine/Bond requirements</p> <p>Environmental Protection Legislation</p> <p>Equal Employment and Equal Employment Opportunity Legislation</p> <p>State/Territory Training Authority Legislation and Regulations</p> <p>Emergency Procedures</p>

Evidence Guide

EXTENSION UNIT - PLAND AND REVIEW ASSESSMENT

Critical aspects of evidence to be considered	<p>This Range of Variables should be read in conjunction with the variables for <i>Conduct Assessment in Accordance with an Established Assessment Procedure</i> and the following:</p> <p>Assessment must confirm the appropriate knowledge and skills to</p> <ul style="list-style-type: none"> Assist in the design of registered provider assessment review systems Interpret and provide advice on the requirements of the Transport and Distribution Industry Training Advisory Body Assessment Guidelines in relation to review, evaluation and validation of assessment to endorsed industry standards Provide useful recommendations on improvements (written and oral) to the assessment process (personal practice and provider policy) Make appropriate reports to persons with responsibility for the system Report system improvements and non-conformities
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units that form part of a job role or function
Required knowledge and skills	<p>Displays the following knowledge and skills in terms of job role or function:</p> <ul style="list-style-type: none"> Apply basic evaluation methodologies to reviewing the implementation efficiency and effectiveness of the assessment process Support other assessors in the review of the registered provider assessment policy Obtain from participants, and other relevant personnel feedback on the outcomes of assessment for individuals and the enterprise
Resource implications	Access to assessments, others assessors and appropriate registered provider assessment system and mechanisms to organise evaluation data
Consistency in performance	<p>Shows evidence of application of relevant workplace procedures including:</p> <ul style="list-style-type: none"> Use of review, evaluation and validation instruments and processes from industry assessment guidelines; registered provider; State /Territory education and training authorities Participating in review procedures for assessment at the registered provider and state/national provider level Evaluation of own assessment plans and procedures <p>Applies knowledge and skills when:</p> <ul style="list-style-type: none"> Analysing units of competency and devising simple methods and tools for evidence gathering Selecting representative sample(s) for trialing of assessment tools/methods Planning assessment sequences (formative and summative) and provision of feedback to assesseees Identifying appropriate evidence for evaluation/validation purposes Analysing evidence from own assessments and improving personal performance
Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	2	3	3	3	3	3

Unit TDT N3 97A DEVELOP ASSESSMENT TOOLS

Field N Assessment

DESCRIPTION:

This unit of competency applies to assessors who are required to evaluate existing assessment tools in relation to enterprise and/or assessment context and modify or develop assessment tools to meet particular purposes

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Identify appropriate assessment tools	<p>Determine the range of available assessment tools appropriate to assessment contexts and characteristics of person(s) being assessed</p> <p>Identify any shortfall or inadequacies in the range of relevant assessment tools available</p> <p>Identify and select assessment tools consistent with assessment purposes and procedures</p> <p>Determine the nature and range of reasonable adjustment allowed for each assessment tool</p>
Assemble assessment tools	<p>Design or modify existing assessment tools so that their format, language, literacy and numeracy requirements are appropriate to the characteristics of the assessors, person being assessed and the assessment context</p> <p>Verify that the assessment tools maintain validity but are easy to administer and allow sufficient flexibility to meet the range of possible assessment contexts</p> <p>Verify that the assessment tools designed and/or selected are valid and maximise reliability, flexibility and fairness</p> <p>Modify existing assessment tools when required to meet the particular assessment needs of assessors, person(s) being assessed and the particular contexts in which assessment is to be conducted</p>
Trial and review assessment tools	<p>Identify the criteria used to evaluate the outcomes of trials will be evaluated</p> <p>Determine representative groups for trial assessment events</p> <p>Conduct trials and seek responses from all involved parties</p> <p>Compile and analyse responses from trials</p> <p>Modify assessment tool(s) based on the responses to the trials</p>

Range Of Variables

DEVELOP ASSESSMENT TOOLS

<i>VARIABLE</i>	<i>SCOPE</i>
General context	<p>Assessment tools may be used on the job or in a simulated setting</p> <p>Assessment tools may be required to be used in a single site or multi site operation</p> <p>Outcomes of assessment impact on organisational effectiveness</p> <p>Work is performed under some supervision, generally within a team environment</p> <p>Customers may be internal or external</p> <p>Enterprises may comprise large, medium or small worksites</p> <p>Work may be undertaken in various work environments</p> <p>Operations conducted by day or night</p>
Sources of information/documents may include	<p>Transport and Distribution units of competency, assessment guidelines, learning resources and training package information</p> <p>Manufacturer's specifications</p> <p>Enterprise operating procedures and policies</p> <p>Supplier and/or client instructions</p> <p>Materials safety data sheets</p> <p>Codes of Practice</p> <p>Legislation and Regulations</p> <p>Award, Enterprise Bargaining Agreement, other industrial arrangements</p> <p>Standards and certification requirements</p> <p>Quality assurance procedures</p>
Workplace context may include	<p>Work organisation procedures and practices</p> <p>Conditions of service, legislation and industrial agreements including</p> <ul style="list-style-type: none"> Workplace agreements and awards Occupational Health and Safety State, Federal or Territory Legislation <p>Consultative processes may involve</p> <ul style="list-style-type: none"> Staff members Management Union representatives Industrial relations, Occupational Health and Safety specialists Other professional or technical staff Registered training provider personnel
Applicable State/Territory/Commonwealth regulations may include but are not limited to	<p>Occupational Health and Safety</p> <p>Workplace Relations</p> <p>Workers Compensation</p> <p>Water and Road use and license arrangements</p> <p>License, Patent or copyright arrangements</p> <p>Dangerous goods and air freight regulations</p> <p>Export/Import/Quarantine/Bond requirements</p> <p>Environmental Protection Legislation</p> <p>Equal Employment and Equal Employment Opportunity Legislation</p> <p>State/Territory Training Authority Legislation and Regulations</p> <p>Emergency Procedures</p>
Purpose of assessment	<p>Assessment may be used for one or more purposes such as</p> <ul style="list-style-type: none"> Diagnosing performance Classifying an employee in terms of a skills-based award Confirming an employee's competency for the purposes of career advancement/job level Awarding a classification Providing a statement of attainment Confirming progress in learning Recognising prior learning

Range Of Variables

DEVELOP ASSESSMENT TOOLS

(Continued)

<i>VARIABLE</i>	<i>SCOPE</i>
Characteristics of person(s) being assessed	Significant characteristics which may need to be taken into account during assessment may include Language, literacy and numeracy levels Cultural background Non-English speaking background Disabilities Shift worker Older employees Gender Experience in assessment Nervousness or anxiety
Appropriateness of evidence types	Appropriateness of evidence may include Cost effectiveness Practicability Communication skills of person(s) being assessed Assessment experience and special needs of person(s) being assessed
Assessment policy	There may be enterprise/provider policies or agreement(s) on assessment covering all or some of the following Purposes of assessment Industrial relations issues What and who is to be assessed Timing of assessments Links to other human resources functions Record keeping requirements Recognition of prior learning Development costs and resources Evaluation
Assessment methods	Assessment methods may include combinations of Direct observation of performance or product Practical tests Projects Written/oral/computer-based questioning Simulation exercise(s) Consideration of third party reports and self and peer assessment Authenticated prior achievements
Evidence gathering tools	Evidence gathering/assessment tools may include Specific instructions to be given in relation to the performance of practical tasks or processes or simulation exercises Specific instructions to be given in relation to the production of projects and exercises Sets of oral/written/computer-based questions Performance checklists Log books Marking guides A number of these tools may be used in combination in order to provide enough evidence to make a judgement
Relevant parties	Relevant parties may include Assessors Person(s) being assessed Union representatives Joint consultative committees Users of assessment information such as Registered Training Organisation, employers, human resource department State Training Authorities
Assessment location	Assessment may occur In the workplace - on or off the job In a training establishment/centre or simulated work environment In a combination of locations to suit the units of competency being assessed

Range Of Variables

DEVELOP ASSESSMENT TOOLS

(Continued)

<i>VARIABLE</i>	<i>SCOPE</i>
Operational constraints	Operational constraints may include Time available for assessment Relative cost of evidence gathering strategies Availability of assessors Availability of experts in the vocational area to be assessed Availability of person(s) being assessed because of matters such as rosters, shift work Geographical location of person(s) being assessed
Record systems	Record system may include Paper based systems Computer-based systems using magnetic or optical storage Combination of both paper and computer based systems <i>NB: Statutory and legislative requirements for maintaining records may vary in state/territories</i>
Special needs of being person(s) being assessed	Person(s) being assessed may have special needs. Reasonable adjustments may need to be made in the assessment process. Candidates with special needs may include those with disabilities or with disabilities or with literacy, numeracy or language difficulties, those who come from non-English speaking backgrounds, or anxious or inexperienced candidates. Examples of reasonable adjustments include provision of personal support services (eg: Auslan interpreter, reader, interpreter, attendant career, scribe), user of special equipment (eg: word processor or lifting gear) or adaptive technology, shorter assessment sessions to allow for fatigue or medication, use of large print version of any papers.

Evidence Guide

DEVELOP ASSESSMENT TOOLS

Critical aspects of evidence to be considered	<p>Assessment must confirm the appropriate knowledge and skills to</p> <ul style="list-style-type: none"> Select appropriate tools to gather evidence type(s) relevant to the competencies being assessed Choose the evidence types which are appropriate to the assessment contexts and meet operational constraints Design assessment tools with regard to sufficiency, currency, consistency and authenticity and to take into account the characteristics of person(s) to be assessed Design flexible assessment methods and tools that can be contextualised for different environments, participant needs and special circumstances Select a sample audience and trial assessment tools making appropriate adjustments Design assessment tools which will provide time and cost effective assessments Establish an evaluation criteria for assessment tools
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units, which form part of a job role.
Required knowledge and skills	<p>Displays in job role the underpinning knowledge and skills including</p> <ul style="list-style-type: none"> Transport and Distribution Competency Standards and Assessment Guidelines Analysis of units of competency to determine appropriate indicators of competency evidence requirements Application of assessment methods and tools to elicit appropriate evidence, in a workplace context, from target audience Compliance with requirements for copyright and other regulatory requirements
Resource implications	Access to a target audience, unit(s) of competency to be assessed, and resources for the development of assessment methods and tools
Consistency in performance	<p>Applies knowledge and skills when</p> <ul style="list-style-type: none"> Justifying selection of tools and evidence gathered in terms of the units of competency; time and costs; ease of use by participants and assessors Adjusting assessment methods and tools to particular contexts Designing assessment to account for recognition of current competency and for identification of development needs Evaluating appropriate assessment tools for the target audience
Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
3	3	3	3	3	3	3

Unit TDT O13 98A ADMINISTER SECURITY OF ASSETS AND FACILITIES

Field O Security

DESCRIPTION:
This unit covers the skills required to safeguard assets and facilities through the development and application of effective security controls.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Develop and implement security programs	<p>Adequacy of insurance cover is determined.</p> <p>Adequacy of physical protection over assets & facilities is determined.</p> <p>Methods to improve security requirements are assessed and recommended.</p> <p>Breakdowns/breaches of security are recorded and reported.</p> <p>Staff are consulted regularly regarding security programs.</p> <p>Improvements to security procedures are implemented.</p> <p>Input is given to assist in the preparation of coronial reports and enquires.</p> <p>Statements are gathered and reports prepared which assist in the issuance of summonses.</p>
Monitor and evaluate security programs	<p>Reports and statements produced where security has broken down/been breached, are analysed and conclusions documented.</p> <p>Security procedures are regularly monitored to ensure their implementation.</p> <p>Testing and evaluation of security systems regularly occurs to ensure effectiveness.</p>

Range Of Variables

ADMINISTER SECURITY OF ASSETS AND FACILITIES

<i>VARIABLE</i>	<i>SCOPE</i>
General context	Work is performed under some supervision, generally within a team environment.
Worksite environment may include	Equipment may include: insurance notes and information organisation security procedures documentation of physical protection facilities security programs
Sources of information/documents may include	Organisation security reports Coronial reports and enquires Relevant staff and management Event statements Summonses
Workplace context may include	Work organisation procedures and practices: financial/administrative procedures security procedures Coding identification of assets may include: stocktakes assets register (coded and labelled) monitoring insurance requirements Regular insurance assessments may include: conditions of insurance insurance assessment of premises monitoring insurance requirements
Applicable State/ Territory/ Commonwealth regulations and legislation may include	Occupational Health & Safety insurance legislation legislation in regard to security breach

Evidence Guide

ADMINISTER SECURITY OF ASSETS AND FACILITIES

Critical aspects of evidence to be considered	Assessment must confirm appropriate knowledge and skills to: locate, interpret and apply relevant information work effectively with others maintain workplace records select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context follow the designated work plan for the job
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units that form part of a job role or function.
Required knowledge and skills	Displays in job role knowledge and skills including: work place and government policies, procedures and standards relevant operational procedures for accessing, storing, using and securing resources stock handling procedure basic financial procedures relevant operational procedures relating to security of assets and facilities types and levels of insurance cover risk management policies reporting procedures corporate organisation chart staff roles, responsibilities and reporting lines basic legal rights and responsibilities report writing written and oral communication consultation questioning listening analysing data gathering, collation and presentation auditing record keeping negotiation interpretation
Resource implications	Access to insurance information, security procedures and information, assets register, security reports, summonses, statements and reports.
Consistency in performance	Applies underpinning knowledge and skills when: describing consequences completing tasks identifying improvements applying safety precautions relevant to the task assessing operational capability of equipment used and work processes selected Shows evidence of application of relevant workplace procedures including: job procedures and work instructions quality procedures (where existing) security procedures following enterprise housekeeping processes Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others Work completed systematically with attention to detail without damage to goods, equipment or personnel
Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Field Q

Financial Management

DESCRIPTION:

This unit covers the skills required to establish and administer effective credit services for customers

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Establish and maintain customer credit accounts and services	<p>Lines of credit and other credit facilities are established and communicated to customers.</p> <p>Payment schedules by customers are monitored.</p> <p>Debtors regularly identified and listed to initiate follow-up action.</p> <p>Debt recovery procedures are initiated and if unsuccessful approval is sought to write off bad debts.</p>
Maintain customer information system	<p>Status of credit accounts is conveyed to customers on a regular basis.</p> <p>Statistical returns displaying actual against anticipated performance are prepared.</p> <p>Data base information regarding products and services sales on credit is maintained.</p> <p>Customer queries are dealt with promptly and courteously.</p> <p>Security of data base and data integrity is maintained.</p>

Range Of Variables

MAINTAIN CUSTOMER CREDIT ACCOUNTS AND SERVICES

<i>VARIABLE</i>	<i>SCOPE</i>
General context	Work is performed under some supervision, generally within a team environment.
Worksite environment may include	Equipment used may include: computer intercom system facsimile machine calculator telephone answering machine photocopier
Sources of information/documents may include	Equipment instructions may include: manufacturer's guidelines training notes procedures manuals Creditor and debtor information and related procedures.
Workplace context may include	Work organisation procedures and practices including accounting procedures, credit approval procedures, office organisation procedures, record keeping, credit limits, and levels of credit authority. Conditions of credit extension policies and any relevant government legislation.
Applicable State/ Territory/ Commonwealth regulations and legislation may include	a. Audit and financial legislation

Evidence Guide

MAINTAIN CUSTOMER CREDIT ACCOUNTS AND SERVICES

Critical aspects of evidence to be considered	Assessment must confirm appropriate knowledge and skills to: locate, interpret and apply relevant information work effectively with others maintain workplace records select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context follow the designated work plan for the job apply stringent credit approval facilities
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units that form part of a job role or function.
Required knowledge and skills	Displays in job role knowledge and skills including: local computer software packages, including database organisation policy and procedures such as credit procedures, debt collection procedures relevant regulations and legislation instruments of payment including letters of credit, cheques, promissory notes, bank drafts etc. oral and written communication skills problem solving skills accurate record keeping and management filing and cataloguing monitoring accounts keyboard, word processing and database usage
Resource implications	Access to credit reports, records, equipment for processing accounts and relevant management and staff.
Consistency in performance	Applies underpinning knowledge and skills when: describing consequences completing tasks identifying improvements applying safety precautions relevant to the task Shows evidence of application of relevant workplace procedures including: job procedures and work instructions quality procedures (where existing) security procedures following enterprise housekeeping processes Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others. Work completed systematically with attention to detail without damage to goods, equipment or personnel.
Context for assessment	Assessment may occur on the job or in a simulated workplace.

KEY COMPETENCIES

Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Unit TDT RQ 02 98A MAINTAIN PETTY CASH ACCOUNT

DESCRIPTION:

This unit covers the skills required to maintain a small cash holding and record and pay expense claims.

<i>ELEMENT</i>	<i>PERFORMANCE CRITERIA</i>
Prepare petty cash documentation	<p>Requests for petty cash advances are validated and required vouchers prepared.</p> <p>Petty cash claims are validated and attached receipts checked.</p> <p>Claim documentation is prepared and checked for accuracy before processing.</p> <p>Claims and vouchers are presented to nominated person / section for checking and approval appropriate to organisational limits.</p> <p>Irregularities are noted and referred to nominated person / section for resolution.</p> <p>Details of claims and vouchers are recorded to enable tracing and balancing of cash holding.</p>
Conduct cash transactions	<p>Petty cash is provided against claims and vouchers from cash holding.</p> <p>Petty cash returns are secured and return receipts provided.</p> <p>Petty cash returns are documented to enable tracing and balancing of cash holding.</p> <p>Documented transactions are reconciled against cash held.</p> <p>Cash is drawn using organisational procedures to maintain a balance appropriate to normal transaction levels.</p> <p>Cash is secured in accordance with organisational security requirements.</p>

Range Of Variables

COORDINATE PETTY CASH ACCOUNT

<i>VARIABLE</i>	<i>SCOPE</i>
1. General context	Work is performed under some supervision, generally within a team environment
Worksite environment may include	Equipment may include: filing and record keeping system cash holding box/system cash transaction record book relevant computer software Recording mechanisms/systems may be paper based or electronic.
Sources of information/documents may include	a. Business source documents may include, but are not exclusive to: purchase requisitions invoices delivery dockets bank statements cash register rolls purchase orders receipts credit notes remittance advice deposit books
Workplace context may include	Work organisation procedures and practices relevant to drawing cash and banking.
Applicable State/ Territory/ Commonwealth regulations and legislation may include	OH&S legislation with regard to security procedures relevant to money handling. Financial and Audit legislation

Evidence Guide

COORDINATE PETTY CASH ACCOUNT

Critical aspects of evidence to be considered	Assessment must confirm appropriate knowledge and skills to: locate, interpret and apply relevant information work effectively with others maintain workplace records select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context follow the designated work plan for the job select and use correct mathematical procedures.
Interdependent assessment of units	This unit of competency may be assessed in conjunction with other units that form part of a job role or function.
Required knowledge and skills	Displays in job role knowledge and skills including: organisational policies and procedures budgeting cash handling procedures security procedures business source documentation electronic and paper based recording systems written and oral communication skills basic numeracy balancing petty cash accounts distribution of information checking and sorting cash and associated documentation
Resource implications	Access to petty cash, account keeping books and relevant documentation.
Consistency in performance	Applies underpinning knowledge and skills when: describing consequences completing tasks identifying improvements applying safety precautions relevant to the task Shows evidence of application of relevant workplace procedures including: job procedures and work instructions quality procedures (where existing) security procedures following enterprise housekeeping processes Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and enterprise procedures Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others Work completed systematically with attention to detail without damage to goods, equipment or personnel
Context for assessment	Assessment may occur on the job or in a simulated workplace

KEY COMPETENCIES						
Collect, Analyse & Organise Information	Communicate Ideas & Information	Plan & Organise Activities	Work with Others & in Teams	Use Mathematical Ideas & Techniques	Solve Problems	Use Technology
2	2	2	2	2	2	2

Transport and Distribution Training Australia

Australian Rail Industry

Contextualisation Statement

The following *Contextualisation Statement* is provided as an aid to trainers, assessors and others who need to apply cross-industry standards and standards from other industries in *Rail Industry* contexts. It provides additional information in the form of a 'Range of Variables' and an 'Evidence Guide' to assist those interpreting the standards to understand critical aspects of the Rail Industry context including the types of equipment, facilities, infrastructure, tools and procedures involved, and critical underpinning knowledge and skills particularly related to safeworking and operational efficiency and effectiveness of rail operations

The statement should be read in conjunction with the existing Ranges of Variables and Evidence Guides of the competency units concerned. The additional information should be used to ensure that training programs and assessment processes based on the standards, and designed for use with Rail Industry trainees and staff, relate meaningfully to the key aspects and requirements of the Rail Industry context.

Range Of Variables

VARIABLE	SCOPE
General context <i>(as it applies to the competency unit concerned)</i>	<p>Work is performed under appropriate level of supervision, generally within a team environment.</p> <p>Motive power units, rolling stock, related equipment, infrastructure and facilities may include all those in service within Australian rail systems</p>
Worksite environment may include <i>(as it applies to the competency unit concerned)</i>	<p>Operations will usually be conducted by day or night in all relevant weather conditions.</p> <p>Equipment may include materials, facilities, structures, vehicles, components of rolling stock and motive power units, machinery, and infrastructure relevant to the standard concerned and required for safe, efficient and effective rail operations.</p> <p>Fault conditions and related fault finding and diagnostic techniques may include those relevant to the standard concerned and required for safe, efficient and effective rail operations.</p> <p>Rail products and services may include all of those provided within the Australian Rail Industry</p> <p>Customer service standards may include those relevant to the standard concerned and specified by rail industry organisations for the comfort, convenience and safety of their passengers and customers.</p> <p>Tools and instrumentation may include those relevant to the standard concerned and needed to safely, efficiently and effectively carry out the installation, commissioning, maintenance and/or operational activities necessary in a well-functioning railway system.</p> <p>Safety hazards and hazard prevention measures will include all those specified in statutory and organisational requirements for occupational health and safety and the safeworking of the railway system.</p>
Sources of information / documents may include	<p>Documentation / records may include:</p> <ul style="list-style-type: none"> rail organisations' published procedures and regulations emergency procedures for typical Rail Industry situations train consists inspection reports routine reports equipment log books manufacturer's specifications and instructions maintenance specifications, notices, records and requests <p>Documentation / records may be in the form of:</p> <ul style="list-style-type: none"> hard copy procedures and instructions computer files / records forms and pro-forma reports operating and maintenance manuals
Workplace context may include	<p>Typical Rail Industry work organisation procedures and practices</p> <p>Conditions of service, legislation and industrial agreements including:</p> <ul style="list-style-type: none"> Rail Industry workplace agreements and awards State, Federal or Territory legislation and related regulations as they apply to rail operations
Applicable State/ Territory/ Commonwealth regulations and legislation may include	<p>Applicable procedures and codes may include</p> <ul style="list-style-type: none"> OH&S legislation, regulations, licence requirements, codes of practice, policies and procedures, as they apply to the operations of the Australian Rail Industry Rail Industry safeworking practices and procedures local authority regulations and instructions as they apply to rail operations Relevant environmental protection legislation and regulations Australian Standards and Codes that relate to the construction and maintenance of infrastructure and the operations of the Australian Rail Industry State/Territory Wiring Rules <i>Railways of Australia Code of Practice and Conditions for the Carriage of Dangerous Goods</i>

Evidence Guide

<p>Critical aspects of evidence to be considered <i>(as they apply to the competency unit concerned)</i></p>	<p>Assessment must confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> Operate in compliance with all safety, OH&S and other statutory and organisational requirements applying to the Australian Rail Industry and relevant to the standard concerned. Interpret and communicate operational information Complete all require procedures for the start up, operation and shut down of relevant equipment Manoeuvre and position vehicles and motive power units where required Respond to warning devices and gauges Operate maintain and service Rail Industry tools, instruments and equipment, as required Complete all documentation relevant to the Rail organisation concerned
<p>Interdependent assessment of units</p>	<p>This unit of competency may be assessed in conjunction with other units that form part of a job role of the person concerned. This may include units from both Rail Industry and other standards</p>
<p>Required knowledge and skills <i>(as they apply to the competency unit concerned)</i></p>	<p>Knowledge of rail equipment may include:</p> <ul style="list-style-type: none"> principles, purpose and location of equipment controls operating procedures and control functions correct use of performance monitoring devices correct use of safety equipment ancillary system procedures complying with operational limits adjustment for safe and effective operation managing hazardous operational situations <p>Knowledge of rail infrastructure may include:</p> <ul style="list-style-type: none"> components of rail infrastructure and their functions track/bridge limitations signalling functions speed limits gauge limitations gradients and curves curfews yard and siding layouts <p>Typical rail industry documentation requirements and procedures</p> <p>Safeworking systems and requirements</p> <p>Track protection procedures and regulations</p> <p>Organisational policies and procedures</p> <p>OH&S legislation, codes of practice, policies and procedures</p> <p>Rail industry communication techniques and requirements</p> <p>Working as part of a Rail Industry team</p> <p>Operating electronic communications equipment to required Rail Industry protocol</p>
<p>Resource implications</p>	<p>Access is required to relevant rail facilities, rolling stock, equipment, motive power units, infrastructure and operational situations in a real or appropriately simulated Rail Industry environment.</p>
<p>Consistency in performance</p>	<p>Applies relevant underpinning Rail Industry knowledge and skills when:</p> <ul style="list-style-type: none"> completing tasks identifying improvements applying safety precautions relevant to the task assessing operational capability of equipment used and work processes selected <p>Shows evidence of application of relevant Rail Industry workplace procedures including:</p> <ul style="list-style-type: none"> hazard policies and procedures, including Codes of Practice issue resolution procedures job procedures and work instructions relevant guidelines relating to the use of machinery and equipment capability and limitations quality procedures (where existing) security procedures following enterprise housekeeping processes waste, pollution and recycling management processes <p>Action taken promptly, accidents and incidents reported in accordance with Statutory requirements and Rail Industry/organisational procedures</p> <p>Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others</p> <p>Work completed systematically with attention to detail without damage to goods, equipment or facilities.</p>
<p>Context for assessment</p>	<p>Assessment may occur on the job, or in a suitable simulated Rail Industry situation.</p>

IMPORTED UNITS

RESOURCE MANAGEMENT

Clerical	ENT 401	Provide Advice in Order to Meet Current and Anticipated Client Requirements
Clerical	ORG 301	Coordinate Own Schedule with that of Others to Achieve Agreed Group/Section Goals
Clerical	ORG 302	Organise Schedule on Behalf of Others to Achieve Group/Section Goals
Clerical	ORG 401	Plan Business Trip and Associated Itinerary for Management/Executive to Ensure Efficient Travel
Clerical	ORG 402	Plan Meetings to Enable the Stated Objectives of the Meeting to be Met
Clerical	ORG 502	Plan and Manage Conferences on Behalf of Management to Achieve Identified Goals
Clerical	TEM 502	Participate in Staff Selection to Complete Work Operations

FINANCIAL OPERATIONS

Clerical	FIN 201	Prepare and Process Financial Documents for Cash Flow and Accounting Records
Clerical	FIN 301	Maintain Daily Financial Records for Accounting Purposes