Automotive Retail, Service & Repair Training Package - Aftermarket Sector AUR99

The material contained within this volume is part of the endorsed component of the training package. This volume should not be used in isolation, but needs to be used in the context of the whole Training Package. Endorsed by NTQC in September, 1999 and agreed by Ministers. This Training Package is to be reviewed by August, 2002.
# Qualifications

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
<td>AUR 101 99</td>
<td>Certificate I in Automotive (Administration)</td>
</tr>
<tr>
<td>AUR 201 99</td>
<td>Certificate II in Automotive (Administration) – Clerical</td>
</tr>
<tr>
<td>AUR 202 99</td>
<td>Certificate II in Automotive (Administration) – Service Reception</td>
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<tr>
<td>AUR 203 99</td>
<td>Certificate II in Automotive (Administration) – Vehicle Financing and Insuring</td>
</tr>
<tr>
<td>AUR 204 99</td>
<td>Certificate II in Automotive (Administration) – Vehicle Insuring - Loss Assessing</td>
</tr>
<tr>
<td>AUR 205 99</td>
<td>Certificate II in Automotive (Administration) – Vehicle Valuating/Purchasing</td>
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**CERTIFICATE IN AUTOMOTIVE (ELECTRICAL)**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>AUR 206 99</td>
<td>Certificate II in Automotive (Electrical – Accessory Fitting)</td>
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<tr>
<td>AUR 301 99</td>
<td>Certificate III in Automotive (Electrical)</td>
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**CERTIFICATE IN AUTOMOTIVE (MECHANICAL)**

<table>
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<th>Code</th>
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<tbody>
<tr>
<td>AUR 207 99</td>
<td>Certificate II in Automotive (Mechanical – Air Conditioning)</td>
</tr>
<tr>
<td>AUR 208 99</td>
<td>Certificate II in Automotive (Mechanical – Cylinder Head Reconditioning)</td>
</tr>
<tr>
<td>AUR 209 99</td>
<td>Certificate II in Automotive (Mechanical – Driveline)</td>
</tr>
<tr>
<td>AUR 210 99</td>
<td>Certificate II in Automotive (Mechanical – Exhaust Fitting &amp; Repair)</td>
</tr>
<tr>
<td>AUR 211 99</td>
<td>Certificate II in Automotive (Mechanical – Natural Gas Vehicle (NGV) Services)</td>
</tr>
<tr>
<td>AUR 212 99</td>
<td>Certificate II in Automotive (Mechanical – Radiator Repair)</td>
</tr>
<tr>
<td>AUR 213 99</td>
<td>Certificate II in Automotive (Mechanical – Steering and Suspension)</td>
</tr>
<tr>
<td>AUR 214 99</td>
<td>Certificate II in Automotive (Mechanical – Tyre Fitting &amp; Repair-Heavy)</td>
</tr>
<tr>
<td>AUR 215 99</td>
<td>Certificate II in Automotive (Mechanical – Tyre Fitting &amp; Repair Light)</td>
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<tr>
<td>AUR 216 99</td>
<td>Certificate II in Automotive (Mechanical – Underbody)</td>
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<tr>
<td>AUR 217 99</td>
<td>Certificate II in Automotive (Mechanical – Vehicle Servicing)</td>
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<td>AUR 218 99</td>
<td>Certificate II in Automotive (Mechanical – Wheel Aligning)</td>
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**Certificate III in Automotive (Mechanical)**

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<td>AUR 302 99</td>
<td>Certificate III in Automotive (Mechanical – Automatic Transmission)</td>
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<td>AUR 303 99</td>
<td>Certificate III in Automotive – Brakes</td>
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<tr>
<td>AUR 304 99</td>
<td>Certificate III in Automotive – Diesel Fitter</td>
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<tr>
<td>AUR 305 99</td>
<td>Certificate III in Automotive – Diesel Fuel Specialist</td>
</tr>
<tr>
<td>AUR 306 99</td>
<td>Certificate III in Automotive – Driveline</td>
</tr>
<tr>
<td>AUR 307 99</td>
<td>Certificate III in Automotive – Engine Reconditioning</td>
</tr>
<tr>
<td>AUR 308 99</td>
<td>Certificate III in Automotive – Heavy Vehicle Road Transport</td>
</tr>
<tr>
<td>AUR 309 99</td>
<td>Certificate III in Automotive – Heavy Vehicle Mobile Equipment Plant/Earth Moving/Agricultural</td>
</tr>
</tbody>
</table>
AUR 310 99 Certificate III in Automotive – Light Vehicle
AUR 311 99 Certificate III in Automotive – Motor Cycle
AUR 312 99 Certificate III in Automotive – Natural Gas Vehicle (NGV) Installer

Certificate II in Automotive (Sales)
AUR 219 99 Certificate II in Automotive (Sales -Automotive Aftermarket)
AUR 220 99 Certificate II in Automotive (Sales -Replacement Parts & Accessories)
AUR 221 99 Certificate II in Automotive (Sales -Service Station Operations)
AUR 222 99 Certificate II in Automotive (Sales –Vehicle)
AUR 223 99 Certificate II in Automotive (Sales -Warehousing)

Certificate III in Automotive (Sales)
AUR 313 99 Certificate III in Automotive (Sales -Parts Interpreting)
AUR 314 99 Certificate III in Automotive (Sales -Vehicle)

Certificate in Automotive (Vehicle Body)
AUR 224 99 Certificate II in Automotive (Vehicle Body Accessory Fitting “Mechanical”)
AUR 225 99 Certificate II in Automotive (Vehicle Body Detailing)
AUR 226 99 Certificate II in Automotive (Vehicle Body Dismantling)
AUR 227 99 Certificate II in Automotive (Vehicle Body Glazing)
AUR 228 99 Certificate II in Automotive (Vehicle Body Paint/Panel Preparation)
AUR 229 99 Certificate II in Automotive (Vehicle Body Window Tinting)
AUR 315 99 Certificate III in Automotive (Vehicle Body -Building)
AUR 316 99 Certificate III in Automotive (Vehicle Body -Panel Beating)
AUR 317 99 Certificate III in Automotive (Vehicle Body -Trimming)
AUR 318 99 Certificate III in Automotive (Vehicle Body -Vehicle Painting)
AUR 401 99 Certificate IV In Automotive
AUR 501 99 Diploma In Automotive

CERTIFICATE IN BICYCLES
AUR 230 99 Certificate II in Bicycles (Services)
AUR 319 99 Certificate III in Bicycles (Mechanics)
AUR 320 99 Certificate III in Bicycles (Sales)

CERTIFICATE IN MARINE
AUR 231 99 Certificate II in Marine (Sales)
AUR 232 99 Certificate II in Marine (Services)
AUR 321 99 Certificate III in Marine (Installation)
AUR 322 99 Certificate III in Marine (Mechanics)
AUR 323 99 Certificate III in Marine (Sales)

CERTIFICATE IN OUTDOOR POWER EQUIPMENT
AUR 233 99 Certificate II in Outdoor Power Equipment (Services)
AUR 324 99 Certificate III in Outdoor Power Equipment (Mechanics)
AUR 325 99 Certificate III in Outdoor Power Equipment (Sales)
After Market Sector

AUR 102 01 Certificate I in Automotive Aftermarket Operations
AUR 250 01 Certificate II in Automotive Aftermarket Manufacturing Operations
AUR 251 01 Certificate II in Automotive Aftermarket Retail Operations
AUR 252 01 Certificate II in Automotive Aftermarket Warehousing/Distribution Operations
AUR 351 01 Certificate III in Automotive Aftermarket Retail Operations
AUR 352 01 Certificate III in Automotive Aftermarket Warehousing/Distribution Operations
AUR 451 01 Certificate IV in Automotive Aftermarket Retail Management
AUR 452 01 Certificate IV in Automotive Aftermarket Warehousing/Distribution Management
AUR 502 01 Diploma of Automotive Aftermarket Management
IMPORTANT

Training packages are living documents. Changes are periodically made to reflect the latest industry practices.

As a user of the training package, and before commencing any form of training or assessment, you must ensure delivery is from the current version.

Ensure you are complying with this requirement by:
- Checking the version identifier code of the version you currently have (located on the imprint page, just below the copyright statement)
- Accessing the Australian Training Products (ATP) website and comparing the version identifier.
- Where the ATP website shows a different version, the modification history, again shown on the ATP website in the training package sample, will display the changes made in all versions.

ATP website for version comparison: [http://www.atpl.net.au](http://www.atpl.net.au)

Changes in units of competency and packaging of qualifications are reflected on the National Training Information Service which only displays current information: [http://www.ntis.gov.au](http://www.ntis.gov.au)
<table>
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<tr>
<th>Version</th>
<th>Date of Release</th>
<th>Authorisation</th>
<th>Comments</th>
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<tr>
<td>4</td>
<td>14/10/03</td>
<td>NTQC</td>
<td>Alteration to overall Retail, Service &amp; Repair Training Package resulting in updated version control. No changes have been made to the content of the Aftermarket Sector.</td>
</tr>
<tr>
<td>2.00</td>
<td>1/10/01</td>
<td>NTQC</td>
<td>Insertion of additional sector associated with Aftermarket resulting in nine additional qualifications as a separate volume.</td>
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<td>1.00</td>
<td>13/9/99</td>
<td>NTQC</td>
<td>Primary Release - Retail Service &amp; Repair Sector</td>
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**Forms control:** All endorsed training packages will have a version number displayed on the imprint page of every volume constituting that training package. Every training package will display an up-to-date copy of this modification history form, to be placed immediately after the contents page of the first volume of the training package. Comments on changes will only show sufficient detail to enable a user to identify the nature and location of the change. Changes to training packages will generally be batched at quarterly intervals. This modification history form will be included within any displayed sample of that training package and will constitute all detail available to identify changes.
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HOW THIS USER GUIDE CAN HELP YOU

This User Guide is a guide for automotive businesses and training organisations who provide services to the industry. It explains how the Retail, Service & Retail RS&R Training Package – Aftermarket Sector, can develop skills required in the workplace, and provide nationally recognised qualifications for the many thousands of people who work in the industry.

ATA AND THE TRAINING PACKAGE

The RS&R Training Package – Aftermarket Sector is a component of the broad Retail, Service & Repair package developed for the Australian Automotive Aftermarket industry by Automotive Training Australia Limited (ATA).

ATA is the national peak body of a national network of State and Territory Industry Training Advisory Bodies providing strategic advice and liaison between the industry and Government. The board of ATA followed a consultative strategy to ensure that industry views and requirements were the basis of the Training Packages.

THE AFTERMARKET AND BENEFITS

The Aftermarket sector represents a complex and diverse range of enterprises involved in the distribution and retail of aftermarket components and services. It is a large and productive sector, forming a significant proportion of the overall automotive industry. It is a significant employer within the automotive industry, providing over 35,000 jobs directly. The total value of the Aftermarket sales is estimated at $A6.0 billion (retail price) total market. Fifty per cent of this market is supplied by domestic production, and 50% by imports.

The typical Aftermarket enterprise is an independent, Australian-owned, small to medium enterprise.

The development of ‘competency-based’ Training Packages provides the opportunity to broaden recognised vocational training to a greater range of occupations with skill development and recognition from entry level to management level.

BENEFITS

- Focuses on outcomes, not delivery methods.
- Provides a framework for the recognition of employee skills regardless of how those skills were developed.
- Provides transferable, recognised qualifications across companies and States/Territories.
- Assists companies to develop job profiles.
- Assists training organisations and employers to design training plans.
- Enables access to New Apprenticeship arrangements in sectors and occupations not previously covered.
- Assists training and assessment providers to develop training resources to achieve nationally recognised outcomes.
WHAT IS IN THE AFTERMARKET TRAINING PACKAGE?

The Training Package is made up of:
- endorsed components
- non-endorsed components

as shown in the following diagram:

![Diagram of Training Package Components]

**ENDORSED COMPONENTS**

These components are outlined in this User Guide.

**Competency Standards**
A set of broad-based industry and occupational competency units, these are explained in more detail on page 3. They detail what is expected of an employee in the workplace for all industry sectors covered by the Training Package.

**Assessment Guidelines**
This comprehensive advice provides the ‘how to’ assess to ensure that attainment of qualifications is based on assessment of competency (competency is defined on page 3). The guidelines provide the basis for issuing of National Qualifications and Statements of Attainment.

**Qualifications**
National qualifications are based on successful achievement of combinations of competency units. These combinations represent meaningful outcomes at Industry and Enterprise level (further explanation is provided on page 10).

**NON–ENDORSED COMPONENTS**

Non-endorsed components are the optional components in a Training Package.

**Learning Strategies**
An optional component providing information on four of the core competencies within the package. These materials take the form of interactive CD ROMs that provide training in four competencies as well as assessment materials that may be used by a trainer or workplace supervisor.

**Assessment Materials**
These are assessment instruments which are consistent with the support the Industry Training Package Assessment Guidelines. (Refer to (ii) page 15 for details of assessment tools available from ATA.)

**Professional Development Materials**
An optional component or Training Package which provides information for trainers on the various components of the Training Package and how these might be used to develop training programs. (Refer to (i) page 15 for details of professional development materials available from ATA.)
WHAT ARE COMPETENCY STANDARDS?

COMPETENCY
The term competency is used to sum up the skills, attitude and knowledge that a trainee needs to have to perform satisfactorily in the workplace.

“The concept of competency focuses on what is expected of an employee in the workplace…and…the ability to transfer and apply skills and knowledge to new situations.” (ANTA 2001)

COMPETENCY STANDARDS AND UNITS
Industry competency standards are broken down into individual competency units. Each unit is one skill that the trainee must have to perform adequately in the workplace eg package parts/components/materials.

There are 196 competency units in the RS&R Training Package – Aftermarket Sector. Where they come from is shown below.

COMPETENCY UNITS
Competency units are often simply called competencies. Each competency unit is broken down into elements and performance criteria as shown below.
This is an example of a competency unit. It illustrates the layout and what various parts mean.

Unit Number → AURCR20053A → Communicate Effectively in the Workplace

Unit Descriptor:
This unit covers the functions required to communicate in the workplace, including oral, written and electronic means of communication.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write routine texts</td>
<td>1.1 Routine texts of one or more sentences are composed in accordance with workplace requirements.</td>
</tr>
<tr>
<td></td>
<td>1.2 Routine workplace forms are completed in accordance with workplace requirements.</td>
</tr>
<tr>
<td></td>
<td>1.3 Spelling, punctuation and grammar are accurate.</td>
</tr>
<tr>
<td></td>
<td>1.4 Texts are self-checked for accuracy and presented for progress checks by relevant personnel if required.</td>
</tr>
</tbody>
</table>

The task the trainee must be able to do

How the trainee does it

Competency unit documentation also includes:
- range of variables – the differences or constraints that may affect how the job is done eg resources, methods, contexts
- evidence guide – cites the critical aspects for assessment and underpinning knowledge and practical demonstration requirements
- key competencies which are contained in the unit.

COMPETENCY UNIT NUMBERS
The letters used in the competency number indicate:
- its source by industry and sector
- its version
# COMPETENCY STANDARDS – LISTS

## COMPETENCY STANDARDS – CORE AND COMMON

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert level</th>
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</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td></td>
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</tr>
<tr>
<td>AUR51677B</td>
<td>Use numbers in the workplace</td>
<td>2</td>
</tr>
<tr>
<td>AUR70421B</td>
<td>Establish relations with customers</td>
<td>2</td>
</tr>
<tr>
<td>AURCR20001A</td>
<td>Apply safe working practices</td>
<td>2</td>
</tr>
<tr>
<td>AURCR20051A</td>
<td>Work effectively with others</td>
<td>2</td>
</tr>
<tr>
<td>AURCR20053A</td>
<td>Communicate effectively in the workplace</td>
<td>2</td>
</tr>
<tr>
<td>AURCR20400A</td>
<td>Apply local risk control measures</td>
<td>2</td>
</tr>
<tr>
<td>AURCR20900A</td>
<td>Contribute to quality work outcomes</td>
<td>2</td>
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<tr>
<td><strong>COMMON</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUR39508B</td>
<td>Carry out warehousing procedures</td>
<td>2</td>
</tr>
<tr>
<td>AUR54178B</td>
<td>Use and maintain workplace office equipment</td>
<td>2</td>
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<tr>
<td>AUR70278B</td>
<td>Use and maintain workplace tools and equipment</td>
<td>2</td>
</tr>
<tr>
<td>AURCT20002A</td>
<td>Perform routine housekeeping</td>
<td>2</td>
</tr>
<tr>
<td>AURCT20101A</td>
<td>Process customer complaints</td>
<td>2</td>
</tr>
<tr>
<td>AURCT20102A</td>
<td>Apply basic automotive troubleshooting processes</td>
<td>2</td>
</tr>
<tr>
<td>AURCT20103A</td>
<td>Provide information to customers on automotive refinishing products</td>
<td>2</td>
</tr>
<tr>
<td>AURCT20150A</td>
<td>Carry out financial transactions</td>
<td>2</td>
</tr>
<tr>
<td>AURCT20151A</td>
<td>Perform finance duties</td>
<td>2</td>
</tr>
<tr>
<td>AURCT20200A</td>
<td>Operate information technology systems</td>
<td>2</td>
</tr>
<tr>
<td>AURCT20250A</td>
<td>Identify common automotive parts and products</td>
<td>2</td>
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<tr>
<td>AUR44155B</td>
<td>Purchase parts/components/materials</td>
<td>3</td>
</tr>
<tr>
<td>AUR52327B</td>
<td>Identify, clarify and resolve problems</td>
<td>3</td>
</tr>
<tr>
<td>AUR61230B</td>
<td>Inspect technical quality of work</td>
<td>3</td>
</tr>
<tr>
<td>AUR62721B</td>
<td>Establish customer requirements of a complex nature</td>
<td>3</td>
</tr>
<tr>
<td>AUR62807B</td>
<td>Build customer relations</td>
<td>3</td>
</tr>
<tr>
<td>AUR63037B</td>
<td>Maintain customer feedback system</td>
<td>3</td>
</tr>
<tr>
<td>AURCT30055A</td>
<td>Communicate business information</td>
<td>3</td>
</tr>
<tr>
<td>AURCT30253A</td>
<td>Apply automotive parts interpretation processes</td>
<td>3</td>
</tr>
<tr>
<td>AUR61337B</td>
<td>Maintain quality systems</td>
<td>4</td>
</tr>
<tr>
<td>AURCT40005A</td>
<td>Maintain store/site safety</td>
<td>4</td>
</tr>
<tr>
<td>AURCT40463A</td>
<td>Negotiate a contract</td>
<td>4</td>
</tr>
<tr>
<td>AURCT40464A</td>
<td>Manage enterprise facilities</td>
<td>4</td>
</tr>
<tr>
<td>AURCT40600A</td>
<td>Recruit, select and induct personnel</td>
<td>4</td>
</tr>
<tr>
<td>AURCT40903A</td>
<td>Co-ordinate waste disposal/recycling</td>
<td>4</td>
</tr>
<tr>
<td>AURCT40904A</td>
<td>Conduct internal quality audit</td>
<td>4</td>
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## COMPETENCY STANDARDS – MANUFACTURING STREAM

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert level</th>
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<tbody>
<tr>
<td>AUR00208B</td>
<td>Carry out maintenance operations</td>
<td>2</td>
</tr>
<tr>
<td>AUR00373B</td>
<td>Synchronise plant/equipment</td>
<td>2</td>
</tr>
<tr>
<td>AUR09131B</td>
<td>Install hydraulic systems to specified applications</td>
<td>2</td>
</tr>
<tr>
<td>AUR09166B</td>
<td>Repair hydraulic systems</td>
<td>2</td>
</tr>
<tr>
<td>AUR09170B</td>
<td>Service hydraulic systems</td>
<td>2</td>
</tr>
<tr>
<td>AUR09604B</td>
<td>Assemble pneumatic system components</td>
<td>2</td>
</tr>
<tr>
<td>AUR09631B</td>
<td>Install pneumatic system</td>
<td>2</td>
</tr>
<tr>
<td>AUR09671B</td>
<td>Service and repair pneumatic system</td>
<td>2</td>
</tr>
<tr>
<td>AUR10104B</td>
<td>Assemble and fit breaking systems/components</td>
<td>2</td>
</tr>
<tr>
<td>AUR10605B</td>
<td>Attach friction materials and radius grind</td>
<td>2</td>
</tr>
<tr>
<td>AUR10608B</td>
<td>Carry out bonding of friction materials</td>
<td>2</td>
</tr>
<tr>
<td>AUR10736B</td>
<td>Machine brake drums and brake disc rotors</td>
<td>2</td>
</tr>
<tr>
<td>AUR17606B</td>
<td>Balance tyres/wheels</td>
<td>2</td>
</tr>
<tr>
<td>AUR17665B</td>
<td>Remove, fit and adjust wheel(s)</td>
<td>2</td>
</tr>
<tr>
<td>AUR17668B</td>
<td>Select tyres and rims for specific applications (light)</td>
<td>2</td>
</tr>
<tr>
<td>AUR17766B</td>
<td>Remove, repair and fit tyres and tubes (light)</td>
<td>2</td>
</tr>
<tr>
<td>AUR18676B</td>
<td>Test, service and replace battery</td>
<td>2</td>
</tr>
<tr>
<td>AUR19331B</td>
<td>Install, test and repair wiring/lighting systems</td>
<td>2</td>
</tr>
<tr>
<td>AUR19431B</td>
<td>Install, test and repair electrical security systems/components</td>
<td>2</td>
</tr>
<tr>
<td>AUR19531B</td>
<td>Install ancillary electrical components</td>
<td>2</td>
</tr>
<tr>
<td>AUR23608B</td>
<td>Carry out welding, soldering, thermal cutting and thermal heating procedures</td>
<td>2</td>
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<tr>
<td>AUR23708B</td>
<td>Carry out welding, thermal cutting and heating procedures</td>
<td>2</td>
</tr>
<tr>
<td>AUR23808B</td>
<td>Carry out soldering techniques</td>
<td>2</td>
</tr>
<tr>
<td>AUR23908B</td>
<td>Carry out thermo plastic repair procedures</td>
<td>2</td>
</tr>
<tr>
<td>AUR24623B</td>
<td>Fabricate components/equipment</td>
<td>2</td>
</tr>
<tr>
<td>AUR25156B</td>
<td>Read and interpret engineering drawings</td>
<td>2</td>
</tr>
<tr>
<td>AUR25678B</td>
<td>Use and maintain measuring equipment</td>
<td>2</td>
</tr>
<tr>
<td>AUR31208B</td>
<td>Carry out trimming of vehicle components</td>
<td>2</td>
</tr>
<tr>
<td>AUR31238B</td>
<td>Select and apply trim/fabric materials</td>
<td>2</td>
</tr>
<tr>
<td>AUR32165B</td>
<td>Remove, replace, fit and test components/accessories</td>
<td>2</td>
</tr>
<tr>
<td>AUR33763B</td>
<td>Remove and install fixed and movable body glass</td>
<td>2</td>
</tr>
<tr>
<td>AUR33849B</td>
<td>Prepare surfaces and apply window tinting</td>
<td>2</td>
</tr>
<tr>
<td>AUR33931B</td>
<td>Install windows/sunroofs</td>
<td>2</td>
</tr>
<tr>
<td>AURMF21405A</td>
<td>Carry out routine metal arc welding procedures</td>
<td>2</td>
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<tr>
<td>AURMF31701A</td>
<td>Program CNC equipment using software</td>
<td>3</td>
</tr>
<tr>
<td>AURMF31902A</td>
<td>Produce drawings from design concepts</td>
<td>3</td>
</tr>
<tr>
<td>AURMF31903A</td>
<td>Produce patterns and/or templates</td>
<td>3</td>
</tr>
</tbody>
</table>
### COMPETENCY STANDARDS – RETAIL STREAM

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURRT25000A</td>
<td>Package parts/components/materials</td>
<td>2</td>
</tr>
<tr>
<td>AURRT25001A</td>
<td>Conduct electronic commerce sales</td>
<td>2</td>
</tr>
</tbody>
</table>

### COMPETENCY STANDARDS – IMPORTED AUTOMOTIVE MANUFACTURING

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUM4601A</td>
<td>Monitor computers and computerised equipment using displays</td>
<td>2</td>
</tr>
<tr>
<td>AUM9003A</td>
<td>Prepare and process materials and components</td>
<td>2</td>
</tr>
<tr>
<td>AUM9006A</td>
<td>Monitor and maintain equipment, tools and machinery</td>
<td>2</td>
</tr>
<tr>
<td>AUM3901A</td>
<td>Interpret manuals, drawings and/or circuits for plant, tooling, equipment or systems</td>
<td>3</td>
</tr>
<tr>
<td>AUM5301A</td>
<td>Produce drawings manually</td>
<td>3</td>
</tr>
</tbody>
</table>

### COMPETENCY STANDARDS – IMPORTED RETAIL

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert level</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRCA.2</td>
<td>Apply office procedures</td>
<td>2</td>
</tr>
<tr>
<td>WRRCS.2</td>
<td>Apply point of sale handling procedures</td>
<td>2</td>
</tr>
<tr>
<td>WRRCS.3</td>
<td>Interact with customers</td>
<td>2</td>
</tr>
<tr>
<td>WRRF.1</td>
<td>Balance register/terminal</td>
<td>2</td>
</tr>
<tr>
<td>WRRI.1</td>
<td>Perform stock control procedures</td>
<td>2</td>
</tr>
<tr>
<td>WRRLP.2</td>
<td>Minimise theft</td>
<td>2</td>
</tr>
<tr>
<td>WRRM.1</td>
<td>Merchandise products</td>
<td>2</td>
</tr>
<tr>
<td>WRRS.1</td>
<td>Sell products and services</td>
<td>2</td>
</tr>
<tr>
<td>WRRS.2</td>
<td>Advise on products and services</td>
<td>2</td>
</tr>
<tr>
<td>WRRCA.4</td>
<td>Coordinate office</td>
<td>3</td>
</tr>
<tr>
<td>WRRCS.4</td>
<td>Co-ordinate interaction with customers</td>
<td>3</td>
</tr>
<tr>
<td>WRRF.3</td>
<td>Produce financial reports</td>
<td>3</td>
</tr>
<tr>
<td>WRRF.4</td>
<td>Prepare payroll</td>
<td>3</td>
</tr>
<tr>
<td>WRRI.2</td>
<td>Maintain stock control</td>
<td>3</td>
</tr>
<tr>
<td>WRRI.3</td>
<td>Order stock</td>
<td>3</td>
</tr>
<tr>
<td>WRRLP.4</td>
<td>Maintain enterprise security</td>
<td>3</td>
</tr>
<tr>
<td>WRRM.3</td>
<td>Co-ordinate merchandise presentation</td>
<td>3</td>
</tr>
<tr>
<td>WRRS.3</td>
<td>Co-ordinate sales performance</td>
<td>3</td>
</tr>
<tr>
<td>WRRI.4</td>
<td>Buy merchandise</td>
<td>4</td>
</tr>
<tr>
<td>WRRLP.5</td>
<td>Apply security systems and procedures</td>
<td>4</td>
</tr>
<tr>
<td>WRRRO.1</td>
<td>Manage merchandising and enterprise presentation</td>
<td>4</td>
</tr>
<tr>
<td>WRRRO.2</td>
<td>Manage sales and service delivery</td>
<td>4</td>
</tr>
<tr>
<td>WRRRO.5</td>
<td>Control inventory</td>
<td>4</td>
</tr>
<tr>
<td>WRRPL.1</td>
<td>Manage financial resources</td>
<td>4</td>
</tr>
<tr>
<td>WRRRO.4</td>
<td>Control enterprise security/loss</td>
<td>5</td>
</tr>
</tbody>
</table>
### COMPETENCY STANDARDS – IMPORTED TRANSPORT & DISTRIBUTION

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert level</th>
</tr>
</thead>
<tbody>
<tr>
<td>TDT A10 97A</td>
<td>Coordinate goods to bond premises</td>
<td>2</td>
</tr>
<tr>
<td>TDT A11 97A</td>
<td>Package goods</td>
<td>2</td>
</tr>
<tr>
<td>TDT A12 97A</td>
<td>Pick and process orders</td>
<td>2</td>
</tr>
<tr>
<td>TDT A13 97A</td>
<td>Receive goods</td>
<td>2</td>
</tr>
<tr>
<td>TDT A15 97A</td>
<td>Complete receipt/despatch documentation</td>
<td>2</td>
</tr>
<tr>
<td>TDT A20 97A</td>
<td>Replenish stock</td>
<td>2</td>
</tr>
<tr>
<td>TDT A21 97A</td>
<td>Despatch stock</td>
<td>2</td>
</tr>
<tr>
<td>TDT A31 98A</td>
<td>Consolidate freight</td>
<td>2</td>
</tr>
<tr>
<td>TDT A32 98A</td>
<td>Organise transport for freight of goods</td>
<td>2</td>
</tr>
<tr>
<td>TDT A9 97A</td>
<td>Complete import/export documentation</td>
<td>2</td>
</tr>
<tr>
<td>TDT B1 97A</td>
<td>Check and assess operational capability of equipment</td>
<td>2</td>
</tr>
<tr>
<td>TDT B3 97A</td>
<td>Maintain vehicles</td>
<td>2</td>
</tr>
<tr>
<td>TDT B4 97A</td>
<td>Inspect vehicles</td>
<td>2</td>
</tr>
<tr>
<td>TDT B7 97A</td>
<td>Maintain trailers</td>
<td>2</td>
</tr>
<tr>
<td>TDT B8 97A</td>
<td>Inspect trailers</td>
<td>2</td>
</tr>
<tr>
<td>TDT B9 98A</td>
<td>Check conveyor/roller belt operational status</td>
<td>2</td>
</tr>
<tr>
<td>TDT C1 97A</td>
<td>Drive light vehicle</td>
<td>2</td>
</tr>
<tr>
<td>TDT C2 97A</td>
<td>Drive light rigid vehicle</td>
<td>2</td>
</tr>
<tr>
<td>TDT C3 97A</td>
<td>Drive medium rigid vehicles</td>
<td>2</td>
</tr>
<tr>
<td>TDT D10 97A</td>
<td>Operate a forklift</td>
<td>2</td>
</tr>
<tr>
<td>TDT D11 97A</td>
<td>Conduct advanced forklift operations</td>
<td>2</td>
</tr>
<tr>
<td>TDT D13 97A</td>
<td>Move materials mechanically</td>
<td>2</td>
</tr>
<tr>
<td>TDT D16 97A</td>
<td>Load and unload dangerous goods</td>
<td>2</td>
</tr>
<tr>
<td>TDT D2 97A</td>
<td>Use manual handling equipment</td>
<td>2</td>
</tr>
<tr>
<td>TDT D27 98A</td>
<td>Prepare for transport of packaged dangerous goods</td>
<td>2</td>
</tr>
<tr>
<td>TDT D29 98A</td>
<td>Prepare articles for delivery</td>
<td>2</td>
</tr>
<tr>
<td>TDT D3 97B</td>
<td>Handle dangerous and hazardous goods</td>
<td>2</td>
</tr>
<tr>
<td>TDT D33 98A</td>
<td>Operate vehicle mounted crane</td>
<td>2</td>
</tr>
<tr>
<td>TDT D4 97A</td>
<td>Load and unload goods/cargo</td>
<td>2</td>
</tr>
<tr>
<td>TDT E11 98A</td>
<td>Use electronic communications equipment</td>
<td>2</td>
</tr>
<tr>
<td>TDT E12 98A</td>
<td>Consolidate manifest documentation</td>
<td>2</td>
</tr>
<tr>
<td>TDT E16 98A</td>
<td>Estimate/calculate load shifting requirements</td>
<td>2</td>
</tr>
<tr>
<td>TDT E2 97A</td>
<td>Estimate/calculate mass, area and quantity dimensions</td>
<td>2</td>
</tr>
<tr>
<td>TDT E7 97A</td>
<td>Use vehicle communication systems</td>
<td>2</td>
</tr>
<tr>
<td>TDT F10 97A</td>
<td>Apply fatigue management strategies</td>
<td>2</td>
</tr>
<tr>
<td>TDT F11 97A</td>
<td>Care for the environment</td>
<td>2</td>
</tr>
<tr>
<td>TDT F12 97A</td>
<td>Apply safe handling strategies when handling dangerous goods</td>
<td>2</td>
</tr>
<tr>
<td>TDT F13 97A</td>
<td>Manage breakdowns and emergencies</td>
<td>2</td>
</tr>
<tr>
<td>TDT H2 97B</td>
<td>Plan and navigate routes</td>
<td>2</td>
</tr>
<tr>
<td>TDT J5 98A</td>
<td>Sample, inspect and test products to specifications</td>
<td>2</td>
</tr>
</tbody>
</table>
### COMPETENCY STANDARDS – IMPORTED TRANSPORT & DISTRIBUTION (continued)

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert level</th>
</tr>
</thead>
<tbody>
<tr>
<td>TDT K7.98A</td>
<td>Perform EDI to transmit shipping documentation</td>
<td>2</td>
</tr>
<tr>
<td>TDT O3 98A</td>
<td>Undertake loading/unloading in a designated secured environment</td>
<td>2</td>
</tr>
<tr>
<td>TDT O4 98A</td>
<td>Conduct safety and hazard control procedures for transferring dangerous/specialised goods</td>
<td>2</td>
</tr>
<tr>
<td>TDT O7 98A</td>
<td>Undertake emergency response action</td>
<td>2</td>
</tr>
<tr>
<td>TDT Q4 98A</td>
<td>Organise freight invoicing and payment</td>
<td>2</td>
</tr>
<tr>
<td>TDT Q6 98A</td>
<td>Administer international trading accounts</td>
<td>2</td>
</tr>
<tr>
<td>TDT R1 98A</td>
<td>Monitor supplier performance</td>
<td>2</td>
</tr>
<tr>
<td>TDT R2 98A</td>
<td>Source goods and services and evaluate contractors</td>
<td>2</td>
</tr>
<tr>
<td>TDT A17 97A</td>
<td>Product knowledge applied to organise work operations</td>
<td>3</td>
</tr>
<tr>
<td>TDT A26 98A</td>
<td>Monitor storage facilities</td>
<td>3</td>
</tr>
<tr>
<td>TDT A29 98A</td>
<td>Plan and manage storage of dangerous goods and hazardous cargo</td>
<td>3</td>
</tr>
<tr>
<td>TDT A33 98A</td>
<td>Organise international transport of freight</td>
<td>3</td>
</tr>
<tr>
<td>TDT C5 97A</td>
<td>Drive heavy combination vehicle</td>
<td>3</td>
</tr>
<tr>
<td>TDT D25 98A</td>
<td>Plan loading of dangerous goods</td>
<td>3</td>
</tr>
<tr>
<td>TDT E13 98A</td>
<td>Apply workplace statistics</td>
<td>3</td>
</tr>
<tr>
<td>TDT L7 97B</td>
<td>Coordinate fleet control logistics</td>
<td>3</td>
</tr>
<tr>
<td>TDT Q3 98A</td>
<td>Maintain financial records in a small business</td>
<td>3</td>
</tr>
<tr>
<td>TDT L19 98A</td>
<td>Implement and monitor transport logistics</td>
<td>4</td>
</tr>
<tr>
<td>TDT P9 98A</td>
<td>Plan and maintain warehouse layouts and inventory systems</td>
<td>4</td>
</tr>
</tbody>
</table>

### COMPETENCY STANDARDS – IMPORTED BUSINESS

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Cert level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSXFMI301</td>
<td>Manage personal work priorities and professional development</td>
<td>3</td>
</tr>
<tr>
<td>BSXFMI302</td>
<td>Provide leadership in the workplace</td>
<td>3</td>
</tr>
<tr>
<td>BSXFMI303</td>
<td>Establish and manage effective workplace relations</td>
<td>3</td>
</tr>
<tr>
<td>BSXFMI304</td>
<td>Participate in, lead and facilitate work teams</td>
<td>3</td>
</tr>
<tr>
<td>BSXFMI305</td>
<td>Manage operations to achieve planned outcomes</td>
<td>3</td>
</tr>
<tr>
<td>BSXFMI306</td>
<td>Manage workplace information</td>
<td>3</td>
</tr>
<tr>
<td>BSXFMI307</td>
<td>Manage quality customer service</td>
<td>3</td>
</tr>
<tr>
<td>BSXFMI308A</td>
<td>Develop and maintain a safe workplace and environment</td>
<td>3</td>
</tr>
<tr>
<td>BSXFMI309</td>
<td>Implement and monitor continuous improvement systems and processes</td>
<td>3</td>
</tr>
<tr>
<td>BSXFMI310</td>
<td>Facilitate and capitalise on change and innovation</td>
<td>3</td>
</tr>
<tr>
<td>BSXFMI311</td>
<td>Contribute to the development of a workplace learning environment</td>
<td>3</td>
</tr>
<tr>
<td>BSXFMI401</td>
<td>Manage personal work priorities and professional development</td>
<td>4</td>
</tr>
<tr>
<td>BSXFMI402</td>
<td>Provide leadership in the workplace</td>
<td>4</td>
</tr>
<tr>
<td>BSXFMI403</td>
<td>Establish and manage effective workplace relations</td>
<td>4</td>
</tr>
<tr>
<td>BSXFMI404</td>
<td>Participate in, lead and facilitate work teams</td>
<td>4</td>
</tr>
<tr>
<td>BSXFMI405</td>
<td>Manage operations to achieve planned outcomes</td>
<td>4</td>
</tr>
<tr>
<td>BSXFMI406</td>
<td>Manage workplace information</td>
<td>4</td>
</tr>
<tr>
<td>BSXFMI407</td>
<td>Manage quality customer service</td>
<td>4</td>
</tr>
</tbody>
</table>
### COMPETENCY STANDARDS – IMPORTED BUSINESS (continued)

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert level</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSXFMI408A</td>
<td>Develop and maintain a safe workplace and environment</td>
<td>4</td>
</tr>
<tr>
<td>BSXFMI409</td>
<td>Implement and monitor continuous improvement systems and processes</td>
<td>4</td>
</tr>
<tr>
<td>BSXFMI410</td>
<td>Facilitate and capitalise on change and innovation</td>
<td>4</td>
</tr>
<tr>
<td>BSXFMI411</td>
<td>Contribute to the development of a workplace learning environment</td>
<td>4</td>
</tr>
<tr>
<td>BSZ401-408</td>
<td>Assessment and workplace training units</td>
<td>4</td>
</tr>
<tr>
<td>BSZ501-508</td>
<td>Assessment and workplace training units</td>
<td>4</td>
</tr>
<tr>
<td>BSXFMI501</td>
<td>Manage personal work priorities and professional development</td>
<td>5</td>
</tr>
<tr>
<td>BSXFMI502</td>
<td>Provide leadership in the workplace</td>
<td>5</td>
</tr>
<tr>
<td>BSXFMI503</td>
<td>Establish and manage effective workplace relations</td>
<td>5</td>
</tr>
<tr>
<td>BSXFMI504</td>
<td>Participate in, lead and facilitate work teams</td>
<td>5</td>
</tr>
<tr>
<td>BSXFMI505</td>
<td>Manage operations to achieve planned outcomes</td>
<td>5</td>
</tr>
<tr>
<td>BSXFMI506</td>
<td>Manage workplace information</td>
<td>5</td>
</tr>
<tr>
<td>BSXFMI507</td>
<td>Manage quality customer service</td>
<td>5</td>
</tr>
<tr>
<td>BSXFMI508</td>
<td>Develop and maintain a safe workplace and environment</td>
<td>5</td>
</tr>
<tr>
<td>BSXFMI509</td>
<td>Implement and monitor continuous improvement systems and processes</td>
<td>5</td>
</tr>
<tr>
<td>BSXFMI510</td>
<td>Facilitate and capitalise on change and innovation</td>
<td>5</td>
</tr>
<tr>
<td>BSXFMI511</td>
<td>Contribute to the development of a workplace learning environment</td>
<td>5</td>
</tr>
</tbody>
</table>
QUALIFICATIONS

TRAINING PACKAGE

Endorsed

National Competency Standards
Assessment Guidelines
National Qualifications

QUALIFICATIONS – HOW THEY ARE ACHIEVED

Qualifications are achieved through training, development and assessment. Assessment is against competency units which define the required industry standards. Trainees should undertake competency units most relevant to the occupation skills required by the trainee and enterprise.

TRAINING AND ASSESSMENT

Training can be provided in a variety of ways, for example:
- on-the-job experience and informal development of skills
- company-provided training and development programs
- formal ‘off-the-job’ training courses.

Assessment must be conducted according to industry guidelines. These guidelines stipulate that:
- assessment must be done in collaboration – an employer, a Registered Training Provider and the trainee
- competence must be evident in both the skill being assessed and the assessment process used by those parties conducting the assessment
- assessment can be conducted at any time with the agreement of the parties, with the right of appeal
- the industry prefers that competence is assessed in the workplace where possible, but each Competency Standard provides detail about evidence required for assessment,
**FRAMEWORK**

The Automotive Aftermarket Sector’s Qualifications Framework:

<table>
<thead>
<tr>
<th>Diploma</th>
<th>Automotive Aftermarket Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate IV</td>
<td>Retail Operations</td>
</tr>
<tr>
<td>Certificate III</td>
<td>Retail Operations</td>
</tr>
<tr>
<td>Certificate II</td>
<td>Manufacturing Operations</td>
</tr>
<tr>
<td>Certificate I</td>
<td>Automotive Aftermarket Operations</td>
</tr>
</tbody>
</table>

**PACKAGING MODEL**

**CERTIFICATE II AND III**

Compulsory
Common Core Units + Compulsory Stream-Specific Units + Elective Units

(The compulsory common core units are listed on page 4.)

**CERTIFICATE IV TO DIPLOMA**

To meet the need for a post-trade technical and specialist qualification, as well as a broadly-based, technical/administrative/sales qualification, Industry defined a more flexible model for Certificate IV to Diploma.
PACKAGING
The diagram below depicts the packaging for different qualification levels. An example follows.

Diploma

Certificate IV

Certificate III

Certificate II

Certificate I

<table>
<thead>
<tr>
<th>Manufacturing</th>
<th>Retail</th>
<th>Warehousing/Distribution</th>
<th>Plus an additional 7 Retail Units and 6 Elective Units required if Certificate II is not held</th>
<th>Plus an additional 7 Warehousing/Distribution Units and 6 Elective Units required if Certificate III is not held</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Manufacturing + 3 Elective Units</td>
<td>7 Retail + 6 Elective Units</td>
<td>7 Retail + 6 Elective Units</td>
<td>6 Retail + 4 Elective Units</td>
<td>6 Warehousing/Distribution + 6 Elective Units</td>
</tr>
</tbody>
</table>

7 Compulsory Core Units
PACKAGING EXAMPLE

The following example is for Certificate II Automotive Aftermarket – Retail Operations. It will show how one trainee packaged together their choice of competency units to satisfy the qualification requirements.

The example is divided into three steps:
1. qualification requirements
2. the competency units to choose from
3. the competency units decided on.

1. Qualification requirements

<table>
<thead>
<tr>
<th>Compulsory Core Units</th>
<th>Retail Operations Common Stream Units</th>
<th>Elective Units sourced from any endorsed Industry Training Package</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7</td>
<td>6</td>
</tr>
</tbody>
</table>

2. Competency Units to Choose From

### Compulsory Aftermarket Core Units

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURCR20001A</td>
<td>Apply safe working practices</td>
</tr>
<tr>
<td>AURCR20051A</td>
<td>Work effectively with others</td>
</tr>
<tr>
<td>AUR51677B</td>
<td>Use numbers in the workplace</td>
</tr>
<tr>
<td>AURCR20053A</td>
<td>Communicate effectively in the workplace</td>
</tr>
<tr>
<td>AUR70421B</td>
<td>Establish relations with customers</td>
</tr>
<tr>
<td>AURCR20900A</td>
<td>Contribute to quality work outcomes</td>
</tr>
<tr>
<td>AURCR20400A</td>
<td>Conduct local risk assessment</td>
</tr>
</tbody>
</table>

Example from Certificate II Automotive Aftermarket – Retail Operations

7 units to be chosen from those cited at Certificate II level in the Retail Stream Inventory as depicted below.

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURCT20002A</td>
<td>Perform routine housekeeping</td>
</tr>
<tr>
<td>AUR70278B</td>
<td>Use and maintain workplace tools and equipment</td>
</tr>
<tr>
<td>AURCT20101A</td>
<td>Process customer complaints</td>
</tr>
<tr>
<td>AURCT20102A</td>
<td>Apply basic automotive troubleshooting processes</td>
</tr>
<tr>
<td>AURCT20103A</td>
<td>Provide information to customers on automotive refinishing products</td>
</tr>
<tr>
<td>AURCT20200A</td>
<td>Operate information technology systems</td>
</tr>
<tr>
<td>AURCT20250A</td>
<td>Identify common automotive parts and products</td>
</tr>
<tr>
<td>AUR54178B</td>
<td>Use and maintain workplace office equipment</td>
</tr>
<tr>
<td>AURRT25000A</td>
<td>Package parts/components/materials</td>
</tr>
<tr>
<td>AURRT25001A</td>
<td>Conduct electronic commerce sales</td>
</tr>
<tr>
<td>WRRCS.2</td>
<td>Apply point of sale handling procedures</td>
</tr>
<tr>
<td>WRRCS.3</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>WRRF.1</td>
<td>Balance register/terminal</td>
</tr>
<tr>
<td>WRRI.1</td>
<td>Perform stock control procedures</td>
</tr>
<tr>
<td>WRRLP.2</td>
<td>Minimise theft</td>
</tr>
<tr>
<td>WRRM.1</td>
<td>Merchandise products</td>
</tr>
<tr>
<td>WRRS.1</td>
<td>Sell products and services</td>
</tr>
<tr>
<td>WRRS.2</td>
<td>Advise on products and services</td>
</tr>
</tbody>
</table>
Elective Standards
These may be chosen from standards contained within the endorsed Automotive National Training Package (Aftermarket, RS&R, Manufacturing and Bus, Truck & Trailer) or any other nationally endorsed Training Package. To maintain a degree of consistency and AQF level enterprise relevance, similarity of breadth, depth, complexity and size need to be considered when selecting units.

Example from Certificate II Automotive Aftermarket – Retail Operations
6 elective units, at Certificate II level or above, which may be sourced from any endorsed Industry Training Package including:
- the elective units displayed with the Retail Inventory
- other Aftermarket and RS&R units
- other Automotive Industry units
- other endorsed National Training Package units.

3. Competency Units Decided On
A trainee working in a retail outlet could choose the following units. These would be applicable and beneficial to the workplace. These competence standards could reflect the skills required by the organisation to have competent skilled staff members.

<table>
<thead>
<tr>
<th>Core Units</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit No.</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>AURCR20001A</td>
<td>Apply safe working practices</td>
<td></td>
</tr>
<tr>
<td>AURCR20051A</td>
<td>Work effectively with others</td>
<td></td>
</tr>
<tr>
<td>AUR51677B</td>
<td>Use numbers in the workplace</td>
<td></td>
</tr>
<tr>
<td>AURCR20053A</td>
<td>Communicate effectively in the workplace</td>
<td></td>
</tr>
<tr>
<td>AUR70421B</td>
<td>Establish relations with customers</td>
<td></td>
</tr>
<tr>
<td>AURCR20900A</td>
<td>Contribute to quality work outcomes</td>
<td></td>
</tr>
<tr>
<td>AURCR20400A</td>
<td>Conduct local risk assessment</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7 Common Units to be selected from Retail Stream units</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit No.</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>AURCT20101A</td>
<td>Process customer complaints</td>
<td></td>
</tr>
<tr>
<td>AURCT20102A</td>
<td>Apply basic automotive troubleshooting processes</td>
<td></td>
</tr>
<tr>
<td>AURCT20200A</td>
<td>Operate information technology systems</td>
<td></td>
</tr>
<tr>
<td>AURCT20250A</td>
<td>Identify common automotive parts and products</td>
<td></td>
</tr>
<tr>
<td>WRRCS.3</td>
<td>Interact with customers</td>
<td></td>
</tr>
<tr>
<td>WRRS.1</td>
<td>Sell products and services</td>
<td></td>
</tr>
<tr>
<td>WRRS.2</td>
<td>Advise on products and services</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6 Elective Units selected from other endorsed Training Packages</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit No.</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>
AUTOMOTIVE INDUSTRY ASSESSMENT GUIDELINES

The Assessment Guidelines apply to the Retail, Service & Repair and Aftermarket Sector and the Automotive Manufacturing Passenger Motor Vehicle and Bus Truck and Trailer Sector.

All Registered Training Organisations (RTOs) providing training and/or assessment leading to a qualification endorsed in an Automotive National Training Package will be required to assess against Automotive Industry competencies. The assessment must utilise the Automotive Industry Assessment Guidelines.

ASSESSMENT OF COMPETENCY
(Industry consultation has confirmed this definition of assessment.)

"Assessment within the National Training Framework is defined as the process of collecting evidence and making judgement on whether competency has been achieved. The purpose of assessment is to confirm whether an individual can perform to standards expected in the workplace as expressed in the Competency Standards in the Training Package."

(Training Package Development Handbook, Australian National Training Authority, 2001)

Automotive Assessment Guidelines were developed to cover the following broad areas:

- **Assessment system overview** – a description of the assessment system operating in the Automotive Industry.
  - benchmarks for assessment
  - role of Registered Training Organisation
  - assessment options, partnerships and pathways
  - recording and reporting outcomes
  - appeal process
  - review and maintenance of assessment system.

- **Assessor qualifications and training** – qualifications required for automotive assessors, how requirements can be met and training available for assessors.

- **Guidelines for designing assessment materials** – how to design assessment materials which enable assessors to gather sufficient, valid information upon which to make an assessment.

- **Guidelines for conducting assessments** – an overview of the Automotive Industry-endorsed processes for conducting assessments.
  - Planning, conducting, recording results. Providing feedback and review process

- **Sources of information on assessment** – additional sources of information on Automotive Industry assessment.
IMPLEMENTING TRAINING PACKAGES – NATIONAL SUPPORT

1. **The Automotive Training Packages ‘Tool Kit’**

To assist employers and training providers, Automotive Training Australia Limited has collated information and support materials and packaged them into a ‘Tool Kit’. We will provide this to support competency-based training and assessment against national competency standards.

The ‘Tool Kit’ is three parts addressing the non-endorsed components of the Training Package. It contains both CD-ROMs and manuals:

**(i) Professional Development**

‘About the Automotive Training Package’ (CD ROM and Manual) is a description of training packages and provides information about competency-based training and assessment against standards.

**(ii) Assessment Instruments**

‘Automotive Assessment Tool Maker’ (CD ROM)
- Provides information about methods of assessment, with some guidelines and hints on how to assess against the automotive competency standards:
  - Instructs, in a simple sequence, the actual development of assessment tools, taking examples from the techniques of:
    - questioning
    - observation
    - testing
    - projects
    - portfolios
    - co-assessment.

The examples from these techniques can be saved and used by assessors in any situation, as the templates can be edited/re-used to suit individual requirements. They are provided in Microsoft Word format.

‘Guide to Developing Record Books for the Automotive Industry’ (Manual)
Recording of assessment is covered by the hard copy best practice guide. It provides information about developing and using student record books. The information contained in the guide is the result of research into existing record books and contains a sample recording template.

**(iii) Teaching & Learning Resources**

‘Resource Guide’ (CD-ROM) is a data base of teaching and learning resources, assessment materials and professional development information. There are currently approximately 800 entries which can be searched using key words or course titles. The guide will be updated regularly and expanded as additional resources become available.

*The Tool Kit is available from the national network of Industry Training Advisory Bodies listed overleaf or from Australian Training Products Limited:*

<table>
<thead>
<tr>
<th>Australian Training Products Limited</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPO Box 5347 BB</td>
</tr>
<tr>
<td>MELBOURNE VIC 3001</td>
</tr>
<tr>
<td>Phone: (03) 9630 9836</td>
</tr>
<tr>
<td>Fax: (03) 9639 4684</td>
</tr>
<tr>
<td>Email: <a href="mailto:sales@atpl.net.au">sales@atpl.net.au</a></td>
</tr>
</tbody>
</table>

2. **Interactive CD ROMs**

To help support and implement this new package Automotive Training Australia Limited has developed four interactive CD-ROM to support four core competencies. These products can be used as stand alone tools, through the intranet and/or the Internet. They come with trainer notes, printable documents that can be customised to include company logos and/or policies and procedures.

These products are available through Automotive Training Australia Limited. Contact details are available on the back of this guide.
# NATIONAL NETWORK OF AUTOMOTIVE INDUSTRY TRAINING ADVISORY BODIES

Automotive Training Australia Limited (ATA)
PO Box 71, BUNDOORA VIC 3083

<table>
<thead>
<tr>
<th>Phone:</th>
<th>03 9436 0204</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toll Free:</td>
<td>1800 44 22 66</td>
</tr>
<tr>
<td>Fax:</td>
<td>03 9436 0189</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:ata@automotivetraing.org.au">ata@automotivetraing.org.au</a></td>
</tr>
<tr>
<td>Website:</td>
<td><a href="http://www.automotivetraing.org.au">www.automotivetraing.org.au</a></td>
</tr>
</tbody>
</table>

## STATE/TERRITORY AUTOMOTIVE INDUSTRY TRAINING ADVISORY BODIES

<table>
<thead>
<tr>
<th>Automotive, Engineering &amp; Manufacturing Industry Training Board Inc</th>
<th>Automotive Industry Training Board (SA) Inc</th>
</tr>
</thead>
<tbody>
<tr>
<td>46 Station Street</td>
<td>3 Frederick Road, ROYAL PARK SA 5014</td>
</tr>
<tr>
<td>PO Box 25, MOONAH TAS 7009</td>
<td>PO Box 457, PORT ADELAIDE SA 5015</td>
</tr>
<tr>
<td>Phone: 03 6278 1678</td>
<td>Phone: 08 8241 0933</td>
</tr>
<tr>
<td>Fax: 03 6228 7398</td>
<td>Fax: 08 8241 0944</td>
</tr>
<tr>
<td>Email: <a href="mailto:aemith@tassie.net.au">aemith@tassie.net.au</a></td>
<td>Email: <a href="mailto:aitbsa@automotive-training-sa.asn.au">aitbsa@automotive-training-sa.asn.au</a></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Automotive Training Victoria</th>
<th>Automotive Training Board (NSW) Inc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 2, VACC House, 464 St Kilda Road</td>
<td>Suite 502, Level 5, 418a Elizabeth Street</td>
</tr>
<tr>
<td>PO Box 7428, St. Kilda Road</td>
<td>SURREY HILLS NSW 2200</td>
</tr>
<tr>
<td>MELBOURNE VIC 3004</td>
<td>Phone: 02 9281 4877</td>
</tr>
<tr>
<td>Phone: 03 9866 1294</td>
<td>Fax: 02 9212 3146</td>
</tr>
<tr>
<td>Fax: 03 9866 1295</td>
<td>Email: <a href="mailto:mail@atbnsw.com.au">mail@atbnsw.com.au</a></td>
</tr>
<tr>
<td>Email: <a href="mailto:manager@atv.org.au">manager@atv.org.au</a></td>
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<table>
<thead>
<tr>
<th>Automotive Training Australia (Qld) Inc</th>
<th>Transport Engineering Automotive Training Advisory Council (NT) Inc</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 Caxton Street, PETRIE TERRACE</td>
<td>135 Stuart Highway, STUART PARK NT 0820</td>
</tr>
<tr>
<td>BRISBANE QLD 4000</td>
<td>PO Box 38426, WINNELLIE NT 0821</td>
</tr>
<tr>
<td>PO Box 232, ALBION QLD 4010</td>
<td>Phone: 08 8941 8840</td>
</tr>
<tr>
<td>Phone: 07 3368 4999</td>
<td>Fax: 08 8941 8850</td>
</tr>
<tr>
<td>Fax: 07 3368 1524</td>
<td>Email: <a href="mailto:aaitbnt@ais.net.au">aaitbnt@ais.net.au</a></td>
</tr>
<tr>
<td>Email: <a href="mailto:ataq@automotivetraingqld.com.au">ataq@automotivetraingqld.com.au</a></td>
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</table>

<table>
<thead>
<tr>
<th>Automotive Training Australia (WA) Inc</th>
<th>Automotive Industry Training Board (ACT) Inc</th>
</tr>
</thead>
<tbody>
<tr>
<td>224 Balcatta Road</td>
<td>Frenchman Street, DOWNER ACT 2601</td>
</tr>
<tr>
<td>PO Box 727, Balcatta WA 6021</td>
<td>PO Box 580, DICKSON ACT 2601</td>
</tr>
<tr>
<td>Phone: 08 9345 3466</td>
<td>Phone: 02 6241 2923</td>
</tr>
<tr>
<td>Fax: 08 9345 3465</td>
<td>Fax: 02 6297 6986</td>
</tr>
<tr>
<td>Email: <a href="mailto:rgoodlet@mta-wa.com.au">rgoodlet@mta-wa.com.au</a></td>
<td>Email: <a href="mailto:autotrans@jitc.org.au">autotrans@jitc.org.au</a></td>
</tr>
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</table>
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| 4.1 | Content of Aftermarket Standards | 3 |
| 4.2 | Structure of National Standards | 3 |
| 4.3 | Application of Aftermarket Standards | 4 |
| 4.3.1 | Unit numbering | 4 |
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| | Retail Stream | 11 |
| | Warehousing & Distribution Stream | 17 |
SECTION 4: COMPETENCY STANDARDS

4.1 CONTENT OF AFTERMARKET STANDARDS

ATA has ensured that the Aftermarket Competency Standards have been reformatted to be consistent with the NTIS required format and that they accurately reflect skills currently applied in the workplace:

- the link between skill and its assessment
- consistency between the competency stated and the elements and evidence listed
- current and new technology and its application in the workplace
- application in a broad range of industry contexts.

The assessment of competency units may occur in conjunction with other units that form part of the job role or function. Only four units require pre-requisite units to be completed before they are undertaken. These are:

- AUR30253A – Apply automotive parts interpretation processes
- AUR31208B – Carry out trimming of vehicle components
- AURMF31902A – Produce drawings from design concepts
- TDTD1197A – Conduct advanced forklift operations

It was important to ensure that all standards clearly identify the relationship between underpinning knowledge and skills, and draw the assessment of knowledge and skills together. The Automotive Industry has traditionally divided the on-the-job (skills) from the off-the-job (knowledge) training but the ANTA Guidelines definitions of competency re-aligns the disparate parts.

“Competency comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.”

“The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process, and embodies the ability to transfer and apply skills and knowledge to new situations and environments. This is a broad concept of competency in that all aspects of work performance, not only the narrow task skills, are involved.”

4.2 STRUCTURE OF NATIONAL STANDARDS

The enhanced units and the units developed specifically for the packages have similar components, consisting of:

- Unit title and number
- Unit description
- Elements of competency matched to Performance Criteria
- Performance Criteria
- A range of variables statement
- Evidence guide
The **unit title** should define the activity to be assessed for competency.

The **unit description** should clarify the title

Elements of **competency** should identify the work process to be undertaken in a logical order and be related to the unit description.

**Range of variables statements** helps define key terms within the elements and the areas of variability within the standard that can be changed according to the workplace

The **Evidence Guide** should provide adequate information on the underpinning knowledge and skills required, assessment context, areas that have critical aspects.

### 4.3 APPLICATION OF AFTERMARKET STANDARDS

The Aftermarket component of the RS&R National Training Package is made up of three streams. The streams share a suite of seven core units, have a stream specific competency inventory or collection of units and have access to a range of elective generic and technical units which may be common to two or more streams. The competency components of the three streams are shown below:

<table>
<thead>
<tr>
<th>Retail Stream</th>
<th>Warehousing/ Distribution Stream</th>
<th>Manufacturing Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aftermarket Core (Seven Units)</td>
<td>Stream Inventory</td>
<td>Stream Inventory</td>
</tr>
<tr>
<td>Stream Inventory</td>
<td>Stream Inventory</td>
<td>Stream Inventory</td>
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<tr>
<td></td>
<td></td>
<td>Stream Inventory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Common Generic and Technical Electives</td>
</tr>
</tbody>
</table>

### 4.3.1 Unit Numbering

The National code is an identifier unique to the standard. It is a combination of the unchanged number granted to the original RS&R standard plus letters which define the training package in which the standard appears and the version, whether first, second etc. of that standard.

Competency Standards, take three forms within the Aftermarket package

- Units developed specifically for the Aftermarket package. These units are coded AURMF, or AURCT etc.
- Newly structured and enhanced units taken from the RS&R package. These units have a “B” at the end of the unit code.
- Units that have been imported from other industry training packages.
Coding of Aftermarket Competency Standards

The Aftermarket competency unit numbers consist of a total of 10 characters as shown in the following example:

Example Number  AURMF31067A in which:

- **AUR** is the ANTA Industry Code

- **MF** is Manufacturing Stream with other codes being:
  - **CR** Core units
  - **CT** Common units, generic and technical (which are common to two or more streams)
  - **RP** Repair
  - **RT** Retail
  - **SV** Service
  - **WD** Warehousing and Distribution

- **3** is the originating or indicative Australian Qualification Framework (AQF) certificate level

- **1067** is the unit number from the allocation:
  - 0 - 999 Core and common
  - 1000 - 2999 Manufacturing
  - 3000 - 4999 Repair
  - 5000 - 5999 Retail
  - 7000 - 8999 Service
  - 9000 - 9999 Warehousing/Distribution.

- “A” is the version number of the unit
  - “A” is the original unit and is not supersede by later versions
  - “B” is the revised unit

Coding of Enhanced RS&R Competency Standards

An example is RS&R Competency Standard AUR 17606B

**AUR** = the code for the National Automotive RS&R Training Package

**17766** = the number for the title of the standard

“Remove, repair and fit tyres and tubes (light)”
- The first three numbers refer to particular components, sub-assemblies, systems, processes, etc.
- The last two numbers refer to different functions performed. For example, 45 = Overhaul, 66 = Repair, 70 = Service, etc.

**B** = the version of the standard being used in the package. “A” shows it is the first version of the standard. “B” would denote a second and “C” a third version.

The coding of a competency standard, for example, AUR17766B, does not reflect a qualification level, an industry stream or an order in which the standard should be trained or assessed.
Coding for Cross Industry Standards
Competency Standards from other industries (cross-industry standards) have been included in the Aftermarket National Training Package.

In several occupational streams, some cross-industry standards have been identified as occupational specific. Others have been included in the bank of standards which may be drawn from as electives. The inclusion of these standards does not limit the choice of electives, however, indicates typical electives the industry has traditionally drawn on.
Competency Inventory for the Manufacturing Stream

The Manufacturing Competency Standards, including the identification of stream units, are outlined as follows:

- **Core Units**

- **Stream Inventory and Elective Common** Units in the following fields:
  - Occupational Health and Safety
  - Customer Service/Relations
  - Design and Development
  - Information Technology
  - Installation, Repair and Maintenance
  - Inventory
  - Loss Prevention
  - Measuring
  - Office Administration
  - Personal Skills
  - Processing
  - Programming and Monitoring
  - Quality and Environment
  - Sales and Finance
  - Trimming
  - Welding

### Aftermarket Core Units (CR)

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Stream</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURCR20001A</td>
<td>Apply safe working practices</td>
<td>core</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AURCR20051A</td>
<td>Work effectively with others</td>
<td>core</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AUR51677B</td>
<td>Use numbers in the workplace</td>
<td>core</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AURCR20053A</td>
<td>Communicate effectively in the workplace</td>
<td>core</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AUR70421B</td>
<td>Establish relations with customers</td>
<td>core</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AURCR20400A</td>
<td>Apply local risk control measures</td>
<td>core</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AURCR20900A</td>
<td>Contribute to quality work outcomes</td>
<td>core</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### Aftermarket Common Units (CT)

#### Occupational Health and Safety

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Stream</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURCT20002A</td>
<td>Perform routine housekeeping</td>
<td>2</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

#### Customer Service/Relations

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Stream</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURCT20101A</td>
<td>Process customer complaints</td>
<td>2</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>AURCT20102A</td>
<td>Apply basic automotive troubleshooting</td>
<td>2</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>processes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AURCT20103A</td>
<td>Provide information to customers on</td>
<td>2</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>automotive refinishing products</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Design and Development

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR25156B</td>
<td>Read, and interpret engineering drawings</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AURMF31902A</td>
<td>Produce drawings from design concepts</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>AURMF31903A</td>
<td>Produce patterns and/or templates</td>
<td>3</td>
<td>X</td>
</tr>
</tbody>
</table>

### Information Technology  
(Nota basic computing is covered in core unit AURCR20053A)

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURCT20200A</td>
<td>Operate information technology systems</td>
<td>2</td>
<td>X</td>
</tr>
</tbody>
</table>

### Installation, Repair and Maintenance

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR19431B</td>
<td>Install, test and repair electrical security systems/components</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR19531B</td>
<td>Install ancillary electrical components</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR32165B</td>
<td>Remove, replace, fit and test components/accessories</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR17606B</td>
<td>Balance tyres/wheels</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR17665B</td>
<td>Remove, fit and adjust wheel(s)</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR17668B</td>
<td>Select tyres and rims for specific applications (light)</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR17766B</td>
<td>Remove, repair and fit tyres and tubes (light)</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR18676B</td>
<td>Test, service and replace battery</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR10104B</td>
<td>Assemble and fit breaking systems/components</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR10605B</td>
<td>Attach friction materials and radius grind</td>
<td>2</td>
<td>X</td>
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<tr>
<td>AUR10608B</td>
<td>Carry out bonding of friction materials</td>
<td>2</td>
<td>X</td>
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<tr>
<td>AUR10736B</td>
<td>Machine brake drums and brake disc rotors</td>
<td>2</td>
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<tr>
<td>AUR33849B</td>
<td>Prepare surfaces and apply window tinting</td>
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<tr>
<td>AUR33763B</td>
<td>Remove and install fixed and movable body glass</td>
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<td>X</td>
</tr>
<tr>
<td>AUR33931B</td>
<td>Install windows/sunroofs</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR19331B</td>
<td>Install, test and repair wiring/lighting systems</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR00208B</td>
<td>Carry out maintenance operations</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR09131B</td>
<td>Install hydraulic systems to specified</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR09166B</td>
<td>Repair hydraulic systems</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR09170B</td>
<td>Service hydraulic systems</td>
<td>2</td>
<td>X</td>
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<tr>
<td>AUR09604B</td>
<td>Assemble pneumatic system components</td>
<td>2</td>
<td>X</td>
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<tr>
<td>AUR09631B</td>
<td>Install pneumatic systems</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR09671B</td>
<td>Service repair pneumatic systems</td>
<td>2</td>
<td>X</td>
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</tbody>
</table>
### Inventory

<table>
<thead>
<tr>
<th>Unit No.</th>
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<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURCT20250A</td>
<td>Identify common automotive parts and products</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR39508B</td>
<td>Carry out warehousing procedures</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>WRRI.1</td>
<td>Perform stock control procedures</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR44155B</td>
<td>Purchase parts/components/materials</td>
<td>3</td>
<td>X</td>
</tr>
</tbody>
</table>

### Loss Prevention

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRLP.2</td>
<td>Minimise theft</td>
<td>2</td>
<td>X</td>
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</table>

### Measuring

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR25678B</td>
<td>Use and maintain measuring equipment</td>
<td>2</td>
<td>X</td>
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</table>

### Office Administration

<table>
<thead>
<tr>
<th>Unit No.</th>
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<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR54178B</td>
<td>Use and maintain workplace office equipment</td>
<td>2</td>
<td>X</td>
</tr>
</tbody>
</table>

### Personal Skills

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR70278B</td>
<td>Use and maintain workplace tools and equipment</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>TDTE1198A</td>
<td>Use electronic communications equipment</td>
<td>2</td>
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### Processing

<table>
<thead>
<tr>
<th>Unit No.</th>
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<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUM9003A</td>
<td>Prepare and process materials and components</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUM9006A</td>
<td>Monitor and maintain equipment, tools and machinery</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR00373B</td>
<td>Synchronise plant/equipment</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR24623B</td>
<td>Fabricate components/equipment</td>
<td>2</td>
<td>X</td>
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</table>

### Programming and Monitoring

<table>
<thead>
<tr>
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<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUM4601A</td>
<td>Monitor computers and computerised equipment using displays</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AURMF31701A</td>
<td>Program CNC equipment using software</td>
<td>3</td>
<td>X</td>
</tr>
</tbody>
</table>
### Quality and Environment

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR61230B</td>
<td>Inspect technical quality of work</td>
<td>3</td>
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</table>

### Manufacturing Stream Specific Fields (MF)

#### Sales and Finance

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR41608B</td>
<td>Carry out cash/credit/funds transfer transactions</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURCT20151A</td>
<td>Perform financial duties</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>WRRCS.2</td>
<td>Apply point of sale handling procedure</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

### Trimming

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR31208B</td>
<td>Carry out trimming of vehicle components</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR31268B</td>
<td>Select and apply trim/fabric materials</td>
<td>2</td>
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</tbody>
</table>

### Welding

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR23608B</td>
<td>Carry out welding, soldering, thermal cutting and heating procedures</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR23708B</td>
<td>Carry out welding, thermal heating and cutting procedures</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR23808B</td>
<td>Carry out soldering procedures</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR23908B</td>
<td>Carry out thermo plastic repair procedures</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURMF21405A</td>
<td>Carry out routine metal arc welding procedures</td>
<td>2</td>
<td></td>
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</tbody>
</table>
Competency Inventory for the Retail Stream

The Retail Competency Standards, including the identification of stream units, are outlined as follows:

- **Core Units**
- **Stream Inventory and Elective Common** Units in the following fields:
  - Occupational Health and Safety
  - Customer Service/Relations
  - Finance
  - Information Technology
  - Installation of components/accessories
  - Inventory
  - Loss Prevention
  - Management General
  - Marketing and Merchandising
  - Office Administration
  - Personal Skills
  - Quality and Environment
  - Sales

### Aftermarket Core Units (CR)

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURCR20001A</td>
<td>Apply safe working practices</td>
<td>core</td>
<td>X</td>
</tr>
<tr>
<td>AURCR20051A</td>
<td>Work effectively with others</td>
<td>core</td>
<td>X</td>
</tr>
<tr>
<td>AUR51677B</td>
<td>Use numbers in the workplace</td>
<td>core</td>
<td>X</td>
</tr>
<tr>
<td>AURCR20053A</td>
<td>Communicate effectively in the workplace</td>
<td>core</td>
<td>X</td>
</tr>
<tr>
<td>AUR70421B</td>
<td>Establish relations with customers</td>
<td>core</td>
<td>X</td>
</tr>
<tr>
<td>AURCR20400A</td>
<td>Apply local risk control measures</td>
<td>core</td>
<td>X</td>
</tr>
<tr>
<td>AURCR20900A</td>
<td>Contribute to quality work outcomes</td>
<td>core</td>
<td>X</td>
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</table>

### Aftermarket Common Units (CT)

#### Occupational Health and Safety

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURCT20002A</td>
<td>Perform routine housekeeping</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>BSXFMI308A</td>
<td>Develop and maintain a safe workplace and environment</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>AURCT40005A</td>
<td>Maintain store/site safety</td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>BSXFMI408A</td>
<td>Develop and maintain a safe workplace and environment</td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>BSXFMI508A</td>
<td>Develop and maintain a safe workplace and environment</td>
<td>5</td>
<td>X</td>
</tr>
</tbody>
</table>
## Customer Service/Relations

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURCT20101A</td>
<td>Process customer complaints</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AURCT20102A</td>
<td>Apply basic automotive troubleshooting processes</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AURCT20103A</td>
<td>Provide information to customers on automotive refinishing products</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>WRRCS.3</td>
<td>Interact with customers</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR63037B</td>
<td>Maintain customer feedback system</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>AUR62807B</td>
<td>Build customer relations</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>BSXFMI307</td>
<td>Manage quality customer service</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>AUR62721B</td>
<td>Establish customer requirements of a complex nature</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>WRRCS.4</td>
<td>Co-ordinate interaction with customers</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>BSXFMI407</td>
<td>Manage quality customer service</td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>BSXFMI507</td>
<td>Manage quality customer service</td>
<td>5</td>
<td>X</td>
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</tbody>
</table>

## Finance

<table>
<thead>
<tr>
<th>Unit No.</th>
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<tbody>
<tr>
<td>AUR41608B</td>
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<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AURCT20151A</td>
<td>Perform finance duties</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>WRRF.1</td>
<td>Balance register/terminal</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>WRRF.3</td>
<td>Produce financial reports</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>WRRF.4</td>
<td>Prepare payroll</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>WRRPL.1</td>
<td>Manage financial resources</td>
<td>4</td>
<td>X</td>
</tr>
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</table>

## Information Technology

(Note - Basic computing is covered in core unit AURCR20053A)

<table>
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<td>AURCT20200A</td>
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</table>

## Installation of components/accessories

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<thead>
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<th>Cert. Level</th>
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<tbody>
<tr>
<td>AUR19431B</td>
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<td>Install ancillary electrical components</td>
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<td>X</td>
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<tr>
<td>AUR32165B</td>
<td>Remove, replace, fit and test components/accessories</td>
<td>2</td>
<td>X</td>
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<tr>
<td>AUR17606B</td>
<td>Balance tyres/wheels</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR17665B</td>
<td>Remove, fit and adjust wheel(s)</td>
<td>2</td>
<td>X</td>
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<tr>
<td>AUR17668B</td>
<td>Select tyres and rims for specific applications (light)</td>
<td>2</td>
<td>X</td>
</tr>
</tbody>
</table>
### Installation of components/accessories (continued)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR17766B</td>
<td>Remove, repair and fit tyres and tubes (light)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR18676B</td>
<td>Test, service and replace battery</td>
<td>2</td>
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<tr>
<td>AUR10104B</td>
<td>Assemble and fit breaking systems/components</td>
<td>2</td>
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<tr>
<td>AUR10605B</td>
<td>Attach friction materials and radius grind</td>
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<tr>
<td>AUR10608B</td>
<td>Carry out bonding of friction materials</td>
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<tr>
<td>AUR10736B</td>
<td>Machine brake drums and brake disc rotors</td>
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<tr>
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<td>Prepare surfaces and apply window tinting</td>
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<tr>
<td>AUR33763B</td>
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<tr>
<td>AUR19331B</td>
<td>Install, test and repair wiring/lighting systems</td>
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### Inventory

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<tr>
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<tr>
<td>AUR39508B</td>
<td>Carry out warehousing procedures</td>
<td>2</td>
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<tr>
<td>WRRI.1</td>
<td>Perform stock control procedures</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR44155B</td>
<td>Purchase parts/components/materials</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AURCT30253A</td>
<td>Apply automotive parts interpretation processes</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WRRI.2</td>
<td>Maintain stock control</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WRRI.3</td>
<td>Order stock</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WRRI.4</td>
<td>Buy merchandise</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WRRO.5</td>
<td>Control inventory</td>
<td>4</td>
<td></td>
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</tbody>
</table>

### Loss Prevention

<table>
<thead>
<tr>
<th>Unit No.</th>
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</tr>
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<tbody>
<tr>
<td>WRRLP.2</td>
<td>Minimise theft</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>WRRLP.4</td>
<td>Maintain enterprise security</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>WRRLP.5</td>
<td>Apply security systems and procedures</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>WRRO.4</td>
<td>Control enterprise security/loss</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
### Management General

<table>
<thead>
<tr>
<th>Unit No.</th>
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<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
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<tr>
<td></td>
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<td>Stream</td>
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<tr>
<td>BSXFMI302</td>
<td>Provide leadership in the workplace</td>
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<tr>
<td>BSXMFI303</td>
<td>Establish and manage effective workplace relations</td>
<td>3</td>
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<tr>
<td>BSXFMI304</td>
<td>Participate in, lead and facilitate work teams</td>
<td>3</td>
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<tr>
<td>BSXFMI305</td>
<td>Manage operations to achieve planned outcomes</td>
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<tr>
<td>BSXFMI306</td>
<td>Manage workplace information</td>
<td>3</td>
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<tr>
<td>BSXFMI310</td>
<td>Facilitate and capitalise on change and innovation</td>
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<tr>
<td>BSXFMI311</td>
<td>Contribute to the development of a workplace learning environment</td>
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<tr>
<td>AURCT40600A</td>
<td>Recruit, select and induct personnel</td>
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<tr>
<td>AURCT40463A</td>
<td>Negotiate a contract</td>
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<td>AURCT40464A</td>
<td>Manage enterprise facilities</td>
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<tr>
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<td>Assessment and workplace training units</td>
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<tr>
<td>BSXFMI402</td>
<td>Provide leadership in the workplace</td>
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<td>BSXMFI403</td>
<td>Establish and manage effective workplace relations</td>
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<td>BSXFMI404</td>
<td>Participate in, lead and facilitate work teams</td>
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<td>BSXFMI405</td>
<td>Manage operations to achieve planned outcomes</td>
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<tr>
<td>BSXFMI406</td>
<td>Manage workplace information</td>
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<td>BSXFMI410</td>
<td>Facilitate and capitalise on change and innovation</td>
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<td>BSXFMI411</td>
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<tr>
<td>BSXMFI503</td>
<td>Establish and manage effective workplace relations</td>
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<tr>
<td>BSXFMI504</td>
<td>Participate in, lead and facilitate work teams</td>
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<td>BSXFMI505</td>
<td>Manage operations to achieve planned outcomes</td>
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<tr>
<td>BSXFMI506</td>
<td>Manage workplace information</td>
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<tr>
<td>BSXFMI510</td>
<td>Facilitate and capitalise on change and innovation</td>
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<td>BSXFMI511</td>
<td>Contribute to the development of a workplace learning environment</td>
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<tr>
<td>BSZ501-508</td>
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### Marketing and Merchandising

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<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
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<tbody>
<tr>
<td>WRRM.1</td>
<td>Merchandise products</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>WRRM.3</td>
<td>Co-ordinate merchandise presentation</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>WRRO.1</td>
<td>Manage merchandising and enterprise presentation</td>
<td>4</td>
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### Office Administration

<table>
<thead>
<tr>
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<th>Unit Status for Qualifications</th>
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</thead>
<tbody>
<tr>
<td>AUR54178B</td>
<td>Use and maintain workplace office equipment</td>
<td>2</td>
<td>X</td>
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<tr>
<td>WRRCA.2</td>
<td>Apply office procedures</td>
<td>2</td>
<td>X</td>
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<tr>
<td>WRRCA.4</td>
<td>Coordinate office</td>
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### Personal Skills

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</thead>
<tbody>
<tr>
<td>AUR70278B</td>
<td>Use and maintain workplace tools and equipment</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDTE1198A</td>
<td>Use electronic communications equipment</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR52327B</td>
<td>Identify, clarify and resolve problems</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>AURCT30055A</td>
<td>Communicate business information</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>TDT E13 98A</td>
<td>Apply workplace statistics</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>BSXFM1301</td>
<td>Manage personal work priorities and professional development</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>BSXFM1401</td>
<td>Manage personal work priorities and professional development</td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>BSXFM1501</td>
<td>Manage personal work priorities and professional development</td>
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### Quality and Environment

<table>
<thead>
<tr>
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<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
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</thead>
<tbody>
<tr>
<td>TDT J5 98A</td>
<td>Sample, inspect and test products to specifications</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR61230B</td>
<td>Inspect technical quality of work</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>BSXFM1309</td>
<td>Implement and monitor continuous improvement systems and processes</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>AUR61337B</td>
<td>Maintain quality systems</td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>AURCT40903A</td>
<td>Co-ordinate waste disposal/recycling</td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>AURCT40904A</td>
<td>Conduct internal quality audit</td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>BSXFM1409</td>
<td>Implement and monitor continuous improvement systems and processes</td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>BSXFM1509</td>
<td>Implement and monitor continuous improvement systems and processes</td>
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### Sales

<table>
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<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
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</thead>
<tbody>
<tr>
<td>AURRT25000A</td>
<td>Package parts/components/materials</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>WRRCS.2</td>
<td>Apply point of sale handling procedures</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>WRRS.1</td>
<td>Sell products and services</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AURRT25001A</td>
<td>Conduct electronic commerce sales</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>WRRS.2</td>
<td>Advise on products and services</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>WRRS.3</td>
<td>Co-ordinate sales performance</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>WRRO.2</td>
<td>Manage sales and service delivery</td>
<td>4</td>
<td>X</td>
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</table>
Competency Inventory for the Warehousing and Distribution Stream

The Warehousing/Distribution Competency Standards, including the identification of stream units, are outlined as follows:

- **Core Units**
- **Stream Inventory and Elective Common Units** in the following fields:
  - Occupational Health and Safety
  - Customer Service/Relations
  - Dangerous Goods
  - Distribution Operations
  - Finance
  - Import/Export Operations
  - Information Technology
  - Inventory
  - Load Handling
  - Loss Prevention
  - Management General
  - Office Administration
  - Personal Skills
  - Quality and Environment
  - Transport Operations
  - Warehousing Operations

### Aftermarket Core Units (CR)

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
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</thead>
<tbody>
<tr>
<td>AURCR20001A</td>
<td>Apply safe working practices</td>
<td>core</td>
<td>X</td>
</tr>
<tr>
<td>AURCR20051A</td>
<td>Work effectively with others</td>
<td>core</td>
<td>X</td>
</tr>
<tr>
<td>AURCR20052A</td>
<td>Use numbers in the workplace</td>
<td>core</td>
<td>X</td>
</tr>
<tr>
<td>AURCR20053A</td>
<td>Communicate effectively in the workplace</td>
<td>core</td>
<td>X</td>
</tr>
<tr>
<td>AURCR20100A</td>
<td>Establish relations with customers</td>
<td>core</td>
<td>X</td>
</tr>
<tr>
<td>AURCR20400A</td>
<td>Apply local risk control measures</td>
<td>core</td>
<td>X</td>
</tr>
<tr>
<td>AURCR20900A</td>
<td>Contribute to quality work outcomes</td>
<td>2</td>
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### Occupational Health and Safety

<table>
<thead>
<tr>
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<th>Unit Status for Qualifications</th>
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<tbody>
<tr>
<td>AURCT20002A</td>
<td>Perform routine housekeeping</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDT F10 97A</td>
<td>Apply fatigue management strategies</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>BSXFMI308A</td>
<td>Develop and maintain a safe workplace and environment</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>AURCT40005A</td>
<td>Maintain store/site safely</td>
<td>4</td>
<td>X</td>
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<tr>
<td>BSXFMI408A</td>
<td>Develop and maintain a safe workplace and environment</td>
<td>4</td>
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</tr>
<tr>
<td>BSXFMI508A</td>
<td>Develop and maintain a safe workplace and environment</td>
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</table>
### Customer Service/Relations

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
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</thead>
<tbody>
<tr>
<td>AURCT20101A</td>
<td>Process customer complaints</td>
<td>2</td>
<td>X</td>
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<tr>
<td>AURCT20102A</td>
<td>Apply basic automotive troubleshooting processes</td>
<td>2</td>
<td>X</td>
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<tr>
<td>AUR62721B</td>
<td>Establish customer requirements of a complex nature</td>
<td>3</td>
<td>X</td>
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<tr>
<td>AUR62807B</td>
<td>Build customer relations</td>
<td>3</td>
<td>X</td>
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<tr>
<td>AUR63037BA</td>
<td>Maintain customer feedback system</td>
<td>3</td>
<td>X</td>
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<tr>
<td>BSXFMI307A</td>
<td>Manage quality customer service</td>
<td>3</td>
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<td>BSXFMI407A</td>
<td>Manage quality customer service</td>
<td>4</td>
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<tr>
<td>BSXFMI507A</td>
<td>Manage quality customer service</td>
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### Dangerous Goods

<table>
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<tr>
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<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
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</thead>
<tbody>
<tr>
<td>TDT D16 97A</td>
<td>Load and unload dangerous goods</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDT D27 98A</td>
<td>Prepare for transport of packaged dangerous goods</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>TDT D3 97B</td>
<td>Handle dangerous and hazardous goods</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDT F12 97A</td>
<td>Apply safe handling strategies when handling dangerous goods</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>TDT O3 98A</td>
<td>Undertake loading/unloading in a designated secured environment</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>TDT O4 98A</td>
<td>Conduct safety and hazard control procedures for transferring dangerous/ specialised goods</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>TDT O7 98A</td>
<td>Undertake emergency response action</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDT A29 98A</td>
<td>Plan and manage storage of dangerous goods and hazardous cargo</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>TDT D25 98A</td>
<td>Plan loading of dangerous goods</td>
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### Distribution Operations

<table>
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<tbody>
<tr>
<td>TDT A31 98A</td>
<td>Consolidate freight</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDT A32 98A</td>
<td>Organise transport for freight of goods</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDT E12 98A</td>
<td>Consolidate manifest documentation</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDT E16 98A</td>
<td>Estimate/calculate load shifting requirements</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDT L7 97B</td>
<td>Coordinate fleet control logistics</td>
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<tr>
<td>TDT L19 98A</td>
<td>Implement and monitor transport logistics</td>
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### Finance

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<th>Unit No.</th>
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<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
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<tbody>
<tr>
<td>AUR41608A</td>
<td>Carry out financial transactions</td>
<td>2</td>
<td>X</td>
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<tr>
<td>AURCT20151A</td>
<td>Perform financial duties</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDT Q4 98A</td>
<td>Organise freight invoicing and payment</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDT Q6 98A</td>
<td>Administer international trading accounts</td>
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<tr>
<td>TDT Q3 98A</td>
<td>Maintain financial records in a small business</td>
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<tr>
<td>WRRF.3</td>
<td>Produce financial reports</td>
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<tr>
<td>WRRF.4</td>
<td>Prepare payroll</td>
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### Import/Export Operations

<table>
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<tbody>
<tr>
<td>TDT A9 97A</td>
<td>Complete import/export documentation</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDT A10 97A</td>
<td>Coordinate goods to bond premises</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDT A33 98A</td>
<td>Organise international transport of freight</td>
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### Information Technology (Note - Basic computing is covered in core unit AURCR20053A)

<table>
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<tbody>
<tr>
<td>AURCT20200A</td>
<td>Operate information technology systems</td>
<td>2</td>
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<tr>
<td>TDT K7 98A</td>
<td>Perform EDI to transmit shipping documentation</td>
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### Inventory

<table>
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<th>Unit No.</th>
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<th>Unit Status for Qualifications</th>
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</thead>
<tbody>
<tr>
<td>AURCT20250A</td>
<td>Identify common automotive parts and products</td>
<td>2</td>
<td>X</td>
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<tr>
<td>AUR39508B</td>
<td>Carry out warehousing procedures</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDT R1 98A</td>
<td>Monitor supplier performance</td>
<td>2</td>
<td>X</td>
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<tr>
<td>TDT R2 98A</td>
<td>Source goods and services and evaluate contractors</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>TDT A20 97A</td>
<td>Replenish stock</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>WRRI.1</td>
<td>Perform stock control procedures</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR44155B</td>
<td>Purchase parts/components/materials</td>
<td>3</td>
<td>X</td>
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<tr>
<td>AURCT30253A</td>
<td>Apply automotive parts interpretation processes</td>
<td>3</td>
<td>X</td>
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<tr>
<td>WRRI.2</td>
<td>Maintain stock control</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>WRRI.3</td>
<td>Order stock</td>
<td>3</td>
<td>X</td>
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<tr>
<td>TDT P9 98A</td>
<td>Plan and maintain warehouse layouts and inventory systems</td>
<td>4</td>
<td>X</td>
</tr>
<tr>
<td>WRRI.4</td>
<td>Buy merchandise</td>
<td>4</td>
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</tr>
<tr>
<td>WRRO.5</td>
<td>Control inventory</td>
<td>4</td>
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### Load Handling

<table>
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<th>Unit No.</th>
<th>Title</th>
<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
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</thead>
<tbody>
<tr>
<td>TDT B1 97A</td>
<td>Check and assess operational capability of equipment</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>TDT B9 98A</td>
<td>Check conveyor/roller belt operational status</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>TDT D2 97A</td>
<td>Use manual handling equipment</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>TDT D10 97A</td>
<td>Operate a forklift</td>
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<tr>
<td>TDT D11 97A</td>
<td>Conduct advanced forklift operations</td>
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<tr>
<td>TDT D13 97A</td>
<td>Move materials mechanically</td>
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<td>WRRLP.2</td>
<td>Minimise theft</td>
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<td>WRRLP.4</td>
<td>Maintain enterprise security</td>
<td>3</td>
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<tr>
<td>WRRLP.5</td>
<td>Apply enterprise security systems and procedures</td>
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</tr>
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<td>WRRO.4</td>
<td>Control enterprise security/loss</td>
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### Management General

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<td>BSXFMI302A</td>
<td>Provide leadership in the workplace</td>
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<tr>
<td>BSXMFI303A</td>
<td>Establish and manage effective workplace relations</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>BSXFMI304A</td>
<td>Participate in, lead and facilitate work teams</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>BSXFMI305A</td>
<td>Manage operations to achieve planned outcomes</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>BSXFMI306A</td>
<td>Manage workplace information</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>BSXFMI310A</td>
<td>Facilitate and capitalise on change and innovation</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>BSXFMI311A</td>
<td>Contribute to the development of a workplace learning environment</td>
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<td>AURCT40463A</td>
<td>Negotiate a contract</td>
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<td>AURCT40464A</td>
<td>Manage enterprise facilities</td>
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<td>X</td>
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<tr>
<td>AURCT40600A</td>
<td>Recruit, select and induct personnel</td>
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<tr>
<td>BSZ401A-408A</td>
<td>Assessment and workplace training units</td>
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<td>BSXMFI403A</td>
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<td>BSXFMI405A</td>
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<tr>
<td>BSXFMI406A</td>
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<td>BSXFMI411A</td>
<td>Contribute to the development of a workplace learning environment</td>
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<td>BSXFMI502A</td>
<td>Provide leadership in the workplace</td>
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<tr>
<td>BSXMF1503A</td>
<td>Establish and manage effective workplace relations</td>
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<td>X</td>
</tr>
<tr>
<td>BSXFMI504A</td>
<td>Participate in, lead and facilitate work teams</td>
<td>5</td>
<td>X</td>
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<tr>
<td>BSXFMI505A</td>
<td>Manage operations to achieve planned outcomes</td>
<td>5</td>
<td>X</td>
</tr>
<tr>
<td>BSXFMI506A</td>
<td>Manage workplace information</td>
<td>5</td>
<td>X</td>
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<tr>
<td>BSXFMI510A</td>
<td>Facilitate and capitalise on change and innovation</td>
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<tr>
<td>BSXFMI511A</td>
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<td>Assessment and workplace training units</td>
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### Office Administration

<table>
<thead>
<tr>
<th>Unit No.</th>
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<th>Cert. Level</th>
<th>Unit Status for Qualifications</th>
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<tbody>
<tr>
<td>AUR54178B</td>
<td>Use and maintain workplace office equipment</td>
<td>2</td>
<td>X</td>
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<tr>
<td>WRRCA.2</td>
<td>Apply office procedures</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>WRRCA.4</td>
<td>Coordinate office</td>
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### Personal Skills

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<tbody>
<tr>
<td>AUR70278B</td>
<td>Use and maintain workplace tools and equipment</td>
<td>2</td>
<td>X</td>
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<td>TDT E11 98A</td>
<td>Use electronic communications equipment</td>
<td>2</td>
<td>X</td>
</tr>
<tr>
<td>AUR52327B</td>
<td>Identify, clarify and resolve problems</td>
<td>3</td>
<td>X</td>
</tr>
<tr>
<td>AURCT30055A</td>
<td>Communicate business information</td>
<td>3</td>
<td>X</td>
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<tr>
<td>TDT E13 98A</td>
<td>Apply workplace statistics</td>
<td>3</td>
<td>X</td>
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<tr>
<td>BSXFMI1301A</td>
<td>Manage personal work priorities and professional development</td>
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<tr>
<td>BSXFMI1401A</td>
<td>Manage personal work priorities and professional development</td>
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<td>Manage personal work priorities and professional development</td>
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### Quality and Environment

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>TDT F11 97A</td>
<td>Care for the environment</td>
<td>2</td>
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<tr>
<td>TDT J5 98A</td>
<td>Sample, inspect and test products to specifications</td>
<td>2</td>
<td></td>
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<tr>
<td>AUR61230BA</td>
<td>Inspect technical quality of work</td>
<td>3</td>
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<tr>
<td>BSXFM1309A</td>
<td>Implement and monitor continuous improvement systems and processes</td>
<td>3</td>
<td></td>
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<tr>
<td>AUR61337B</td>
<td>Maintain quality systems</td>
<td>4</td>
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<tr>
<td>AURCT40903A</td>
<td>Coordinate waste disposal/recycling</td>
<td>4</td>
<td></td>
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<tr>
<td>AURCT40904A</td>
<td>Conduct internal quality audit</td>
<td>4</td>
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<tr>
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<td>Implement and monitor continuous improvement systems and processes</td>
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<td>Implement and monitor continuous improvement systems and processes</td>
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### Transport Operation

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<tr>
<td>TDT B3 97A</td>
<td>Maintain vehicles</td>
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<tr>
<td>TDT B4 97A</td>
<td>Inspect vehicles</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TDT B7 97A</td>
<td>Maintain trailers</td>
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<td></td>
</tr>
<tr>
<td>TDT B8 97A</td>
<td>Inspect trailers</td>
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<td></td>
</tr>
<tr>
<td>TDT C1 97A</td>
<td>Drive light vehicle</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TDT C2 97A</td>
<td>Drive light rigid vehicle</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TDT C3 97A</td>
<td>Drive medium rigid vehicles</td>
<td>2</td>
<td></td>
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<tr>
<td>TDT D29 98A</td>
<td>Prepare articles for delivery</td>
<td>2</td>
<td></td>
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<tr>
<td>TDT D33 98A</td>
<td>Operate vehicle mounted crane</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TDT E7 97A</td>
<td>Use vehicle communication systems</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TDT F13 97A</td>
<td>Manage breakdowns and emergencies</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TDT H2 97B</td>
<td>Plan and navigate routes</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TDT C5 97A</td>
<td>Drive heavy combination vehicle</td>
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### Warehousing Operations

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<tr>
<td>TDT A11 97A</td>
<td>Package goods</td>
<td>2</td>
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<tr>
<td>TDT A12 97A</td>
<td>Pick and process orders</td>
<td>2</td>
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<tr>
<td>TDT A13 97A</td>
<td>Receive goods</td>
<td>2</td>
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</tr>
<tr>
<td>TDT A15 97A</td>
<td>Complete receipt/despatch documentation</td>
<td>2</td>
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<tr>
<td>TDT A21 97A</td>
<td>Despatch stock</td>
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### Warehousing Operations

<table>
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<td>TDT D4 97A</td>
<td>Load and unload goods/cargo</td>
<td>2</td>
<td>Stream X</td>
</tr>
<tr>
<td>TDT E2 97A</td>
<td>Estimate/calculate mass, area and quantity dimensions</td>
<td>2</td>
<td>Stream X</td>
</tr>
<tr>
<td>TDT A17 97A</td>
<td>Product knowledge applied to organise work operations</td>
<td>3</td>
<td>Stream X</td>
</tr>
<tr>
<td>TDT A26 98A</td>
<td>Monitor storage facilities</td>
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<td>Stream X</td>
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AUTOMOTIVE INDUSTRY
RETAIL, SERVICE & REPAIR
(AFTERMARKET SECTOR)

ASSESSMENT
GUIDELINES

TRAINING PACKAGE CODE
AUR 99

AUGUST 2001
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SECTION 2: ASSESSMENT GUIDELINES

2.1 BACKGROUND

The Assessment Guidelines for the Automotive Industry have been prepared under Australian National Training Authority (ANTA) Guidelines June 1997, for the development of Nationally endorsed Training Packages.

The Assessment Guidelines apply to the Automotive Retail, Service & Repair sector and the Manufacturing Sector.

Automotive Retail, Service & Repair and Manufacturing Training Packages include new recognition arrangements and promote User Choice. All Registered Training Organisations (RTOs) which provide training and/or assessment which leads to a qualification endorsed in an Automotive Training Package will be required to assess against Automotive Industry competencies utilising the Automotive Industry Assessment Guidelines.

Competency:
The ANTA Guidelines set out definitions of competency. These definitions are applied throughout this document.

“Competency comprises the specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace.”

“The concept of competency focuses on what is expected of an employee in the workplace rather than on the learning process and embodies the ability to transfer and apply skills and knowledge to new situations and environments. This is a broad concept of competency in that all aspects of work performance, not only the narrow task skills, are included.”

Assessment of Competency:
Industry consultation has confirmed this definition of assessment.

“Assessment is the process of collecting evidence and making judgement on whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to standards expected in the workplace as expressed in the endorsed industry/enterprise competency standards.”

Automotive Assessment Guidelines were developed to cover the following broad areas:

• **Assessment System Overview** - a description of the assessment system which operates in the Automotive Industry.
• **Assessor Qualifications and Training** - qualifications required for automotive assessors, how requirements can be met, and training available for assessors.
• Guidelines for Designing Assessment Materials – how to design assessment materials which enable assessors to gather sufficient, valid information from which to make an assessment.

• Guidelines for Conducting Assessments - an overview of the automotive industry endorsed processes for conducting assessments.

• Sources of Information on Assessment – additional sources of information on Automotive Industry assessment.

2.2 ASSESSMENT SYSTEM OVERVIEW

2.2.1 Benchmarks for Assessment

Competency Standards
Units of competency comprise:
• Unit Title
• Unit Purpose
• Elements of competency, and associated Performance Criteria
• Range of Variables statement
• Evidence Guide.

Competency Standards were formulated, then reviewed and validated considering the following:
• Units of competency are the basis and smallest element for formal assessment of skills and knowledge.
• Units of competency should capture the broad application of skills and knowledge needed in workplace performance.
• Units of competency must be relevant in different contexts, and to future needs.
• Unit breadth, size and structure are important factors in application of standards for training and assessment.
• The Unit Purpose clarifies the unit title.
• Elements are directly related to the unit purpose.
• Performance Criteria are precise and can be assessed.
• The Range of Variables statement identifies context and clarifies application.
• The Evidence Guide expands interpretation, implementation and assessment criteria.

2.2.2 Role of Registered Training Organisations

The National Recognition Framework is reliant on the use of Registered Training Organisations (RTO) to carry out training, assessment and issuing of qualifications and RTOs must be registered with the State Training Authority for:

- the purposes of delivering training and undertaking assessment; or
- the sole purpose of undertaking assessment.
Responsibilities:

- Issue the relevant certificate, diploma or advanced diploma, subject to individual State/Territory arrangements, to a trainee who has been assessed as competent against the endorsed units of competency for the qualification.
- Conduct assessments of individuals against the endorsed units of competency stipulated for that qualification.
- Issue Statements of Attainment to a trainee who has been assessed as competent in one or more of the endorsed units of competency but not yet competent in the entire package of units.
- Comply with the Automotive Assessment Guidelines when performing any part of the assessment process.
- Provide to the industry assessors who meet the criteria stipulated by the industry.
- Implement quality assurance to ensure the integrity of the RTO assessment process.
- Review the RTO assessment process to ensure that the key principles of assessment are being implemented.
- Implement assessment so as to gather evidence from all relevant sources and on a number of occasions before completing assessment.
- Maintain records of trainees assessed as competent in all or some of the units of competency for a particular qualification.
- Provide security and privacy of assessment records. Access to the records should be confined to the employer, assessor and the trainee. Other persons requesting access to the records should obtain approval from the trainee.
- Develop a reporting process for assessment outcomes.
- Implement the industry assessment appeals and reassessment process when disputes arise over assessment.

2.2.3 Registered Training Organisations and Enterprises - Assessment Options and Partnership Arrangements

A number of options are available to enterprises. A key point is that the RTO has the responsibility for the integrity of the assessment process and for issuing the qualification.

- The enterprise may provide its own qualified assessor or enter into a partnership agreement with a qualified assessor, and negotiate an agreement with the RTO to monitor, validate and audit all assessment activities within industry guidelines.
- The enterprise may implement a team or panel approach for assessment of competencies. This would normally see the enterprise providing the technical experts and entering into a partnership agreement with the RTO who would provide the qualified assessor.
- The enterprise may become an RTO and under its scope of registration assess and issue qualifications for particular packages of industry-endorsed standards.
2.2.4 Assessment Pathways

Assessment should be an integrated process and conducted under agreed arrangements that facilitate flexible assessment pathways. Such assessment will lead to a statement of attainment or a nationally recognised qualification under the Australia Qualification Framework.

Workplace Assessment
Assessment can be undertaken on-the-job. The on-the-job assessments should be conducted and recognised under an agreement between the employer, RTO and trainee. In the case of persons not in employment, appropriate workplaces should be sought under an agreed position with an employer. If this is not possible, a simulated environment may be appropriate.

Off-The-Job Assessment
Assessment can be undertaken off the job. The off-the-job assessments should be conducted and recognised under an agreement between the employer, RTO and trainee. In some circumstances it could be possible for the majority of competencies to be assessed off the job. For those not in employment, a simulated environment reflecting workplace conditions and practice may enable students to satisfactorily demonstrate competence. It is essential that any off-the-job assessment is carried out within the spirit and criterion of the standard.

Combination of on- and off-the-job Assessment
The partnership between an RTO and employer can facilitate a combination of both on- and off-the-job assessment. Where a person is not in employment, an RTO will need to make appropriate arrangements to obtain on-the-job exposure where deemed essential by the standard.

Simulated Workplace Assessment
The employer, trainee and RTO may make arrangements to assess the Competency Standards in a simulated workplace environment which must be consistent with the Automotive Industry Training Package and the requirements of the units of competency being assessed. For those in employment, a simulated workplace must be agreed to by the employer and the trainee.

For those not in employment, simulated environments must reflect current workplace practice and conditions.

Recognition of Current Competencies (RCC) and Recognition of Prior Learning (RPL)
RCC refers to assessment which confirms the trainee is competent against some or all of the required Competency Standards whether a training program has been undertaken or not. It is aimed at avoiding unnecessary duplication of effort when a person can demonstrate competence. RCC can be assessed by an RTO or an employer provided appropriate assessment processes are in place. RCC may result from assessments or recognition of current jobs/tasks being performed competently in the workplace.
Recognition of prior learning (RPL) refers to the analysis that a registered training organisation would conduct to ascertain if the individual at enrolment could already achieve some or all of the learning outcomes of the course of study. It should be noted that although RPL is not about recognising current competencies, the learning outcomes may contribute to the individual developing competency in particular industry-endorsed standards in a short period of time.

2.2.5 Recording Assessment Outcomes

Responsibility for recording, storing and accessing assessment outcomes rests with the body that issues the qualification under the AQF.

The completion of a single Unit of Competence should be the minimum assessment data formally recorded.

If completion of individual elements is recorded to provide a progress report for the trainee, this information should be kept separate from the formal recording document used to record and report final/formal assessment outcomes.

- An enterprise, if also an RTO, may make its own internal arrangements for recording assessments.
- Statements of Attainment, identifying Units of Competence achieved when the number or combination of the standards does not equate to a Nationally recognised qualification, should be recorded by the assessor, with a copy provided to the trainee.
- The industry-agreed certification/qualification against the AQF should be recorded when the prescribed number and combination of National Competency Standards has been met. Certification should be accompanied by a list of all National Competency Standards achieved.
- The trainee should have immediate access to his/her own assessment records in whichever format the records are maintained.

2.2.6 Reporting Assessment Outcomes

Reporting assessment outcomes are governed by two requirements:

- privacy and confidentiality of information
- AQF Guidelines.
Privacy and Confidentiality
Information relating to a trainee’s assessment outcomes should be treated confidentially. Access to this information should be limited to the employer, supervisor, assessor, trainee and only those other people approved, in writing, by the trainee.

AQF Guidelines
The minimum assessment to be reported is against the unit of competence. If a National Competency Standard is partially completed, evidence of partial competence may be recorded to avoid the need to retrain unnecessarily.

Where the trainee has been assessed as competent in all of the required Competency Standards which lead to a nationally recognised qualification, the RTO undertaking or approving the assessments should issue the nationally recognised AQF qualification.

2.2.7 Assessment, Appeal and Reassessment Process

The main purpose of assessment, appeal and reassessment is to provide support to the trainee so that competence may be achieved. Careful preparation, self-evaluation by the trainee and a clear understanding of the assessment processes pave the way for successful outcomes so that appeals and reassessments are rare.

The processes that should apply are outlined below.

Assessment
• The assessor and/or employer/supervisor uses the assessment process to identify areas of skill and knowledge in need of further development.
• Where the trainee is deemed “not yet competent”, the assessor and/or employer/supervisor provides advice on options and preferred action to reach the required competence, eg. further training or more guided practice in the workplace.
• Where the trainee does not appeal, reassessment may be arranged in agreement with the employer/assessor, or another assessor, within a defined time, eg. one month.

Appeals
There is a requirement for an appeals process as:

• a matter of natural justice for a trainee, to avoid unfair treatment or an assessor’s error of judgement;
• an incentive to quality and consistent performance by assessors;
• assurance to employers and trainees of the objectivity of the assessment system.

Appeal for reassessment to gain an independent second opinion will apply in cases where a trainee is judged as “not yet competent” and believes they have been incorrectly assessed or processes have been inaccurate.
**Appeals Process**

- It is preferable that appeals processes be managed in a collaborative manner within the trainee’s workplace or RTO, as part of the established consultative framework used by the enterprise or RTO.
- In the case of enterprise and RTO partnership arrangements, where disagreements in relation to assessments arise it is recommended that the relevant parties meet to resolve the problem. The employer, trainee and the RTO should initially try to rectify the problem through discussion. Within the partnership, the seeking of other opinions from qualified assessors would be a means of attempting a resolution.
- If no resolution can be found under the point above, the RTO/Employer/Trainee should access additional advice from the State Training Authority or State/Territory ITAB, regarding dispute resolution mechanisms.

**Appeals Principles**

- The rights of all parties should be protected by their being kept fully informed of all appeal proceedings.
- Records of all appeal processes, outcomes, recommendations and action plans should be maintained by RTO’s administration systems.
- Appeals may also be used to monitor the basic elements of the system, eg. to ensure appropriate use of Competency Standards or to verify assessors’ processes internally.

**Reassessment**

This would take place as required, as outlined previously.

The assessment, appeals and recording system is outlined in Figure 1.
Figure 1: Assessment Process

COMPETENCY STANDARDS
National Training Packages
Assessment Guidelines
Partnership Arrangements:
- Employee/Assessee/Trainee
- Employer/Assessor
- Registered Training Organisation

ASSESSMENT
Assessment Criteria/Evidence
Pathways:
- Workplace assessment
- Off-the-job/simulation
- Recognition of current competency
- Recognition of prior learning

“Not Competent”

RECOGNITION
Statement of Attainment
For achievement of individual units of competency achieved

Qualification
National Certificate/Diploma
For completion of all core, stream and elective units specified in package

RECORDING SYSTEM

“Competent”

PLANNED LEARNING ACTIVITIES
- On-the-job work experience
- On/off-the-job training

APPEAL PROCESS
2.2.8 Review and Maintenance of the Assessment System

The automotive assessment system will require regular review and maintenance, to provide ongoing benefits to the trainee, employer and the industry.

The principles governing the review and maintenance processes include:

- ongoing revision of industry and enterprise standards, to meet the changing competency needs of the industry
- strategies to develop and maintain assessment and trainer competence. Processes should be implemented to validate the criteria for recognition of assessors and trainers and, when necessary, adjust that criteria to meet changing industry requirements
- review of both the assessment process and units of competency for:
  - **validity** - measure what they intend to measure
  - **reliability** - provide consistent results in given contexts
  - **flexibility** - applicable on- or off-the-job and can be adapted to meet different workplace contexts or special needs
  - **fairness** - do not disadvantage individuals
  - **clarity** - easily understood by assessors and trainees
  - **simplicity** - easily implemented and operated
- reporting of formal and informal feedback through mechanisms built into the system
- the review of partnership arrangements to enhance the partners’ level of competence
- strategic review of the assessment processes and outcomes, through random, independent validation determined by each State and Territory under industry guidelines
- review and maintenance processes, consistent with the Australian Recognition Framework (ARF) guidelines.

2.3 ASSESSOR QUALIFICATIONS

“Assessments against the competencies in the Training Package should be carried out in accordance with these endorsed guidelines. The guidelines include the necessary qualifications for those conducting assessments and provide for those situations where more than one person may contribute to the assessment and where the required technical and assessment competencies may not all be held by any one person.”
2.3.1 Assessor Qualifications

The competence of assessors is fundamental to the effectiveness and quality of competency-based assessment. Assessors, panels and industry/RTO partnerships must have:

- current workplace competencies in the areas being assessed
- current competence as a workplace assessor
- interpersonal skills
- adherence to equal opportunity and cultural diversity issues.

It is not mandatory for enterprise assessors working in partnerships with an RTO to have workplace assessor qualifications, but the achievement of minimum formal qualifications in assessment by all workplace assessors is encouraged.

Minimum requirements are three units of competence from “Assessment and Workplace Training Industry Training Package” (BSZ98).

The competencies are:

- BSZ401A Plan Assessment
- BSZ402A Conduct Assessment
- BSZ403A Review Assessment

2.3.2 Assessor Arrangements

The requirement to use competent assessors can be met by implementing any of the following strategies.

- an assessor who is competent against the assessor Competency Standards and has the relevant and current technical competencies. Assessor competency may be gained through an appropriate training program or through RPL/RCC;

- an assessor who is competent against the assessor Competency Standards, working in partnership with someone who has the relevant technical competencies at least to the level being assessed;

- an RTO advisory and support role for employers who hold an equivalent qualification to that being assessed within the workplace, the RTO to provide workplace assessment advice/assistance on processes and procedures, in partnership with employer/supervisor;

- an assessment panel which includes at least one person who is competent against the assessor Competency Standards and at least one person (supervisor or peer) who is competent in the relevant vocational/technical competencies, at least to the level being assessed;
• a qualified assessor, who is also competent in the technical competencies being assessed, validating the employer’s or supervisor’s assessment of on-the-job competency;

• an external assessor who has both assessor qualifications and relevant technical competencies to the level being assessed. The assessor may be from industry or from an RTO. The latter case would be of use in assessment centres, where simulated work conditions may be utilised, or when access or isolation problems need to be dealt with;

• co-operative arrangements, or assessment consortia, between small business employers. This would involve use of ‘external’ assessors, perhaps a ‘pool’ or panel who come from the workplace and meet industry requirements for assessors. Within the pool both assessment and relevant technical competencies must be present.

2.4 GUIDELINES FOR DESIGNING ASSESSMENT MATERIALS

Assessment materials should be designed to provide evidence of activities occurring in the workplace and in simulated environments.

Step one for designing assessment materials is the industry-endorsed standards. The designer of assessment material should interpret the evidence requirements from the information given in each unit of competency. The designer of assessment material should have assessment and technical expertise and be able to interpret Competency Standards and their parts. For example, the elements provide the outcomes, the performance criteria the level of performance, the range of variables the contexts and conditions, and the evidence guides the critical aspects of evidence required. The interpretation should also include the workplace context.

Step two is to select the methods of assessment that will provide the most appropriate evidence.

There are three main sources of evidence:
  direct
  indirect
  supplementary.

Direct sources of evidence are those assessment methods (practical tasks; demonstrations; simulations) that allow the individual to be observed in the workplace.
Indirect sources of evidence cover assessment methods (projects; products produced or services supplied; reports from third parties) where it may be too expensive, inappropriate or difficult to observe the individual.

Supplementary sources of evidence are those assessment methods (oral and written questions; self-assessment; off-line in the workplace) used to assess specific knowledge requirements and difficult or infrequent events or tasks.

Assessment materials will vary depending on the evidence source but they will be based on the following principles. They will be:

- **Valid** - measures what it is intended to measure.
- **Reliable** - provides consistent results in given contexts.
- **Fair** - does not disadvantage any individual and follows EEO principles.
- **Flexible** - applicable on- or off-the-job and can be adapted to meet different workplace contexts or special needs.
- **Safe** - does not endanger the individual or work colleagues.
- **Cost-effective** - minimises costs by collecting evidence already available and by not making it a special event, so disrupting the workplace.
- **Easily understood** - by both assessor and trainee.
**Figure 2: Steps in the Design of Assessment Materials**

1. Obtain industry-endorsed Automotive Competency Standards.

2. Interpret the competencies for evidence requirements (workplace context, type of evidence and amount):
   - **Elements** - outcome required
   - **Performance criteria** - level of performance
   - **Range of variables** - contexts and conditions
   - **Evidence guides** - critical aspects of evidence

3. Select methods of assessment that require evidence. Note that it is likely that some evidence already exists and only requires a method for collection.

4. Develop assessment items with criteria and/or checklists; provide clear instructions; list the conditions, and describe the resources required.

5. Trial and validate the assessment materials with a subject matter expert and a sample of the target population.

6. Modify the assessment materials with any changes required from the trial.

7. Implement the assessment materials.

8. Review and improve the assessment items as part of the quality assurance process.
2.5 GUIDELINES FOR CONDUCTING ASSESSMENTS

The guidelines are based on the following four stages:
1. Plan the assessment
2. Conduct the assessment
3. Record results and provide feedback to trainee
4. Review the assessment procedure

It is expected that the employer assessor/supervisor, the Registered Training Authority (RTO) and trainee will be active participants in the critical stages of assessment.

Reassessment/assessment is to be an on-going process as a result of requests for assessment from any of the parties involved after a period of preparation and self-evaluation. Assessment is also expected to be an integral and a cumulative learning process which guides the trainee/assessor towards final assessment. There should not be any restriction on the frequency of assessment. An employer in partnership with an RTO will continue to have the opportunity to assess in the workplace.

Assessment must take place against the industry-endorsed Competency Standards. The guidelines are applicable in RTO or workplace environments, but allow for flexibility depending on the context of the assessment and the assessment instruments chosen.

2.5.1 Plan the Assessment

The RTO is the body responsible for quality assured assessment and the ultimate issuing of the qualification. In planning the assessment, RTOs especially should undertake the planning. However, some employers may wish to be actively involved. The responsibilities for record keeping within the assessment process lies with the RTO. It is important that the partnership between an RTO and employer is actively formed to ensure that both parties are satisfied that a trainee is deemed competent.

Identify Assessment Context
- Identify the purpose of the assessment
  - Who wants the assessment?
  - Why is the assessment required?
  - What is to be assessed? (Skills/Competency Standard/s)
  - Who is going to be assessed? (trainee)
  - Who is going to conduct the assessment? (assessor/partnership arrangement)
- Plan for the assessment to comply with Automotive Industry Assessment Guidelines.
- Gain agreement with trainee regarding standard(s) to be assessed, date, time, place, and readiness to proceed.
- Allow for trainee’s self-assessment.
- Explain the role of assessor before, during and after assessment.
Clarify Evidence Requirements

- Ensure the evidence is consistent with the requirements of the competency standards.
- Identify the type and sufficiency of evidence to allow a valid decision.
- Clarify competence requirements to be demonstrated by the trainee to meet the criteria of the standard.
- Gain agreement with the trainee for the above.

Agree on Assessment Procedure with Trainee

- Select techniques that are:
  - **Reliable** - provide consistent results in given contexts
  - **Valid** – measure what they are intended to measure
  - **Fair** - do not disadvantage any trainee
  - **Flexible** - can accommodate range of contexts
  - **Practical** - are cost-effective, clear, efficient and cause minimum disruption to the workplace.

- Identify assessment policies and requirements:
  - access to references, discussion with assessor, time limit, Occupational Health & Safety (OH&S) requirements, Equal Employment Opportunity principles
  - identify any specific rules for team assessments (if used)
  - explain the industry assessment appeals process.

Organise Assessment

Ensure workplace assessment takes place within the standard workplace environment and with all the tools, equipment and products required to carry out the assessment with due regard to Occupational Health and Safety (OH&S) issues.

- **2.5.2 Conduct the Assessment**

Gather Evidence

- Apply agreed assessment techniques.
- Ensure match exists between evidence being collected and industry standards.
- Ensure evidence allows a fair decision to be made.
- Document evidence as it is collected.
- Provide feedback during assessment to trainee:
  - discuss progress, give encouragement, be constructive.
Make Assessment Decision

- Based on the evidence collected being:
  - **Accurate** - competency demonstrated
  - **Valid** - evidence is relevant, necessary and predicts competency
  - **Consistent** - consistent with other assessments; if not, explain
  - **Sufficient** - the evidence is sufficient or additional is required
  - **Current** - still current and relevant evidence
  - **Authentic** - trainee’s work

- Based on the industry Competency Standards initially discussed with trainee.

2.5.3 **Record Results and Provide Feedback to Trainee**

**Record Results**
- Record assessment results in the record book or electronically.
- Ensure recording complies with these Automotive Industry Guidelines.
- Restrict access
  - ensure confidentiality of assessment records
  - comply with Industry Guidelines.

**Provide Feedback**
- Provide feedback to trainee:
  - provide result(s) - competent/not yet competent
  - provide constructive feedback
- Provide guidance for further activities:
  - training/practice/skills development
  - further assessment
- Clarify appeals process with trainee if decision is challenged:
  - comply with Automotive Industry Guidelines
- Provide information to all parties as appropriate:
  - communicate results on a need-to-know basis

2.5.4 **Review Assessment Procedure**
- Review assessment procedure:
  - strengths and weaknesses
  - feedback from trainee
  - potential improvements.
2.6 SOURCES OF INFORMATION ON ASSESSMENT

National, State and Territory Industry Training Boards

- **Automotive Training Australia**
  LaTrobe University
  BUNDOORA  VIC  3086
  % 03 9479 3480
  & 03 9479 3487
  Email: ata@automotivetraining.org.au

- **Automotive Training Victoria (ATV)**
  Level 7, VACC Building, 464 St Kilda Road
  PO Box 7428
  MELBOURNE  VIC  3004
  % 03 9866 1294
  & 03 9866 1295
  Email: manager@atv.org.au

- **Automotive Training Board (NSW)**
  Suite 502, Level 5, 418a Elizabeth Street
  SURRY HILLS  NSW  2010
  % 02 9281 4877
  & 02 3212 3146
  Email: mail@atbnsw.com.au

- **Automotive Training Australia (Qld) Inc**
  101 Caxton Street
  PO Box 232
  ALBION  QLD  4010
  % 07 3368 4999
  & 07 3368 1524
  Email: ataq@automotivetrainingqld.com.au

- **Transport Engineering Automotive Training Advisory Council (NT) Inc**
  135 Stuart Highway
  PO Box 38426
  WINNELLIE  NT  0821
  % 08 8941 8840
  & 08 8941 8850
  Email: aaitbnt@ais.net.au
• Automotive Training Australia (WA)
  224 Balcatta Road
  PO Box 727
  BALCATTA WA 6021
  % 08 9345 3466
  & 08 9345 3465
  Email: mta_wa@bigpond.com.au

• Automotive Training Board (ACT)
  Frenchman Street
  PO Box 580
  DICKSON ACT 2601
  % 02 6241 2923
  & 02 6241 2631
  Email: autotrans@jitc.org.au
• **Australian National Training Authority**  
  Level 5/321 Exhibition Street  
  GPO Box 5347BB  
  MELBOURNE VIC 3001  
  % 03 9630 9800  
  & 03 9630 9888  
  Email: webmaster@anta.gov.au

**State Training Authorities**

• **Accreditation & Registration Council**  
  Ms. Karen White, Program Manager  
  40 Allara Street  
  PO Box 985 Civic Square  
  CANBERRA ACT 2608  
  % 02 6205 7777  
  & 02 6205 7045  
  Email: karen.white@dpa.act.gov.au

• **Northern Territory Employment & Training Authority**  
  Mr. Norm Buchan, Manager RAPS  
  1st Floor, Harbour View Plaza Building  
  Cnr McMinn & Bennett Streets  
  DARWIN NT 0800  
  % 08 8999 4288  
  & 08 8999 4223  
  Email: norm.buchan@nteta.nt.gov.au

• **NSW Vocational Education & Training Accreditation Board**  
  Ms. Virginia Troy, Manager Registration  
  Level 12, 1 Oxford Street  
  Locked Bag 21  
  DARLINGHURST NSW 2010  
  % 02 9244 5335  
  & 02 9244 5344

• **Office of Training & Further Education - VIC**  
  Mr. Christopher Stewart, Manager Training Recognition  
  Client Relations Management Division  
  Level 3, 2 Treasury Place  
  PO Box 266D  
  MELBOURNE VIC 3000  
  % 03 9637 2762  
  & 03 9637 2520
- **Queensland Vocational Education Training & Employment Commission**
  Ms. Wendy Gadsby, Client Services Officer
  Recognition & Review Branch
  30 Mary Street
  Lock Mail Bag 527
  BRISBANE  QLD  4000
  % 07 3247 4988
  & 07 3247 5488
  Email: wendy.gadsby@dtir.gov.au

- **SA Accreditation & Registration Council**
  Ms. Carol Ward, Manager
  Curriculum Policy & Training Recognition Branch
  12th Floor, 31 Flinders Street
  GPO Box 2352
  ADELAIDE  SA  5000
  % 08 8226 3398
  & 08 8226 3383
  Email: carolwar@tafe.sa.edu.au

- **TAS Department of Vocational Education and Training**
  Mr. Mark Cameron, Manager
  3rd Floor, 99 Bathurst Street
  GPO Box 301C
  HOBART  TAS  7001
  % 03 6233 4539
  & 03 6234 4358
  Email: reardonm@dvet.tas.gov.au

- **WA Department of Training**
  Ms. Maggie Cabrera, Administration Officer
  Accreditation Recognition Branch
  Level 2, 155 Royal Street
  GPO Box S140
  EAST PERTH  WA  6004
  % 08 9235 6035
  & 08 9235 6142
  Email: cabrem@royalst.training.wa.gov.au

RTOs registered by State Training Authorities to conduct approved assessment and/or training programs.
Publications

The following are only several of a wide range of publications consulted in the preparation of the Automotive Assessment Guidelines.


GUIDE TO ACRONYMS

| ANTA          | Australian National Training Authority |
| AQF           | Australian Qualifications Framework    |
| ASF           | Australian Standards Framework         |
| ATA           | Automotive Training Australia         |
| ITAB          | Industry Training Advisory Board       |
| MINCO         | Ministerial Council                    |
| NTF           | National Training Framework            |
| NTFC          | National Training Framework Committee  |
| RCC           | Recognition of Current Competencies    |
| RPL           | Recognition of Prior Learning          |
| RTO           | Registered Training Organisation       |
AUTOMOTIVE INDUSTRY
RETAIL, SERVICE & REPAIR

AFTERMARKET SECTOR

QUALIFICATION FRAMEWORK
GUIDELINES

TRAINING PACKAGE CODE
AUR 99

AUGUST 2001
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SECTION 3: AUTOMOTIVE QUALIFICATIONS FRAMEWORK

3.1 INTRODUCTION

The Automotive Aftermarket qualifications are an extension of the Retail, Service and Repair package. They are based around the three Aftermarket streams:
- Manufacturing
- Retail
- Warehousing and Distribution

Consultation with industry organisations determined the following requirements:

Manufacturing: Only one qualification was required from the Manufacturing stream to cover some of the unique process for the Aftermarket process manufacturing requirements. Certificate II only
Retail: This area represents an expanding competitive segment of the industry and therefore required qualifications that reflected its cultural and technical. Certificate I–IV and Diploma
Warehousing and Distribution: This area also represented an expanding and increasingly globalised segment of the industry therefore required qualifications that reflected its cultural, technical and increasing e-commerce demands. Certificate I – IV and Diploma.

3.1.1 New Apprenticeship Programs

The most common form of entry level training has been either through an Apprenticeship or, more recently, a Traineeship. These recognised programmes transfer to the Training Package at Certificate II and III levels and easily align with the training agreements required for New Apprenticeships.

There is an expectation that the industry will support the development of new entry level training, up to an Certificate III Qualification, as work practices change and new technology is introduced. Where advice from industry indicates a need for new competency standards and the packaging of standards into a new qualification then alignment with, and the formation of, additional New Apprenticeship will be the outcome.

Pathways for New Apprenticeships include:
- combined off-the-job and workplace-based training
- workplace-based training only
- workplace-based training plus RPL and RCC
- institution-based training (including school-based training).

The automotive industry’s preferred pathway is combined off-the-job and workplace-based training. Qualifications will rely heavily on this position as qualification must be awarded against workplace delivered competency standards.
In some circumstances, an off-the-job only pathway may be feasible where acquisition of competencies can be demonstrated within a simulated situation which creates an environment similar to the workplace in terms of equipment and procedures.

3.1.2 VET in Schools – Certificate I and II
Certificates I and II within this package are suitable for schools-based delivery and may also form a pathway to part-time apprenticeships.

An AQF level I qualification will also be available to pre-vocational trainees, and those already employed, who wish to obtain an entry level industry-recognised qualification. The Certificate I and II based programs will require delivery within the context in a real workplace setting in order for an RTO to deliver the program. The capacity to deliver the program will be a decision to be made by the provider.

3.2 PACKAGING

A qualification gained at one level is not necessarily a pre-requisite for a qualification at the next level. It is possible for a trainee to achieve a Certificate III qualification without first having achieved a Certificate II qualification. Similar it is possible for a trainee to achieve Certificate IV without having first achieved Certificate III.

The competency standards have been packaged to provide a common core, an stream specific and elective section. The qualification level reflects the level of responsibility, complexity and autonomy of the occupational positions within Certificates II – IV. There is a variation in the number of standards that make up a certificate. This is justified on the grounds of the skills and knowledge required in each occupational group and the context of delivery to meet the needs of the occupation. The application of the standards, provides the context for the qualification even though the individual competency titles may be the same.
3.3 PACKAGING MODELS FOR AFTERMARKET QUALIFICATION

Diploma

Certificate IV

Certificate III

Certificate II

Certificate I

7 Compulsory Core Units

3 Specific Units

4 Compulsory Core Units

Manufacturing

Retail

Warehousing/Distribution

Retail

Warehousing/Distribution

Retail

Warehousing/Distribution

Retail

Warehousing/Distribution

Management

8 Elective Units

Elective Units

Plus an additional 7 Retail Units and 6 Elective Units required if Certificate II is not held

Plus an additional 7 Warehousing/Distribution Units and 6 Elective Units required if Certificate II is not held

Plus an additional 6 Retail Units and 4 Elective Units required if Certificate III is not held

Plus an additional 6 Warehousing/Distribution Units and 4 Elective Units required if Certificate III is not held

10 additional Elective Units required if Certificate IV is not held

4 Compulsory Core Units

4 Elective Units

6 Warehousing/Distribution + 6 Elective Units

6 Retail + 4 Elective Units

6 Retail + 4 Elective Units

6 Retail + 4 Elective Units

6 Retail + 4 Elective Units

6 Retail + 4 Elective Units

6 Retail + 4 Elective Units

6 Retail + 4 Elective Units

6 Retail + 4 Elective Units
3.3.1 Core Standards
Industry selected seven compulsory common core standards, which underpin all training. Industry deemed these units as essential within the industry to meet the needs of occupational health and safety standards, and quality assurance standards that are important to the industries continual growth and expansion. Industry expects the common core standards to be fully assessed by the conclusion of the training period, and usually with other standards which form part of the job function and not in isolation and not during the introductory stages of training.

The following seven competency standards are listed for all Aftermarket qualifications from Certificate II to Certificate III:

- AUR51677B Use numbers in the workplace
- AUR70421B Establish relations with customers
- AURCR20001A Apply safe working practices
- AURCR20051A Work effectively with others
- AURCR20053A Communicate effectively in the workplace
- AURCR20400A Conduct local risk assessment
- AURCR20900A Contribute to quality work outcomes

3.3.2 Stream Specific Standards
Industry selected stream specific standards that define skills required for the current automotive aftermarket occupations from Certificate II to Certificate IV. Industry expects the stream-specific standards to be assessed throughout the training period, depending on the skill level attained by the trainee. Stream specific standards may be assessed singly or with other standards, which form part of the job function. Stream-specific standards are listed under qualifications in numerical order and do not reflect a skill hierarchy or delivery order.

3.3.3 Elective Standards
Elective standards form part of the qualification to provide for enterprise-specific needs, trainee interests and flexibility. Elective standards may be chosen from any standards contained within the endorsed automotive training package (RS&R, Aftermarket and Manufacturing) or any other nationally endorsed training package and assessed throughout the training period depending on the skill level attained by the trainee. Elective choice rests with the enterprise, trainee and registered training organisation but would generally be allied to the needs of the enterprise, ensuring that breadth, depth and complexity maintains a degree of consistency with the qualification level. Elective standards may be assessed singly or with other standards which form part of the job function.
3.4 FLEXIBILITY

Flexibility has been achieved by providing a choice of electives in each qualification that can be accessed from anywhere within the automotive packages and any other endorsed training package.

Flexibility in the Aftermarket sector is based on the choice of streams available and the choice of elective competency standards within the package. The trainee and employer, with the RTO, will decide on stream to be undertaken, and must accept the compulsory stream competencies that maintain the integrity of that occupation. The total number of elective competencies listed must be attained to achieve the nationally-agreed qualification.

Recognition of Prior Learning (RPL) and Recognition of Current Competency (RCC) will apply.

3.5 CUSTOMISATION

Customisation is to be undertaken in the first instance, with agreement from the employer, the employee and the registered training organisation. Where proposed customisation constitutes a significant change in the number or level of standards or level of qualification, the national ITAB is consulted.

3.5.1 Customisation is to be based on the following principles:

- Contextualisation within individual competencies is allowed where the wording of the standard can be expanded from the generic to meet the specificity and relevance of the individual enterprise without either the integrity of the standard or the assessment requirements being affected.

- Where customisation takes place:
  - There must not be a change of Unit Number or Unit Title.
  - The Unit Description can become specific but must not be decreased in content.
  - The number of Elements of Competency and Performance Criteria can be expanded to include specific enterprise information but must not be decreased in number or content.
  - Any addition to the Unit Descriptor must also be able to be made as an addition to the Range of Variables

- Elective competencies may be chosen from endorsed competencies from within the automotive package or other training packages. Competencies will be chosen so as to satisfy enterprise needs.

3.5.2 Statement of Attainment

Where a student has been assessed as competent but not to the full extent of the qualification, a statement of attainment should be issued clearly indicating the standards acquired.
3.6 TITLING AND CODING OF QUALIFICATIONS

The training packages are restricted (at this stage) Certificate I to Diploma so all the qualifications within the package will begin with the following qualification titles:

Certificate I in
Certificate II in
Certificate III in
Certificate IV in
Diploma of

Qualification Coding
Under the national coding system Automotive Aftermarket qualifications will be identified using the industry-specific alpha-numeric combinations for each, followed by the list of competency standards.

Qualification Title

<table>
<thead>
<tr>
<th>AUR</th>
<th>1 - 5</th>
<th>50 - 52</th>
<th>01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Package Identifier</td>
<td>Qualification Level</td>
<td>Qualification Identifier by Number</td>
<td>Version of Qualification</td>
</tr>
</tbody>
</table>

Example: The national qualification coding for: Certificate III in Automotive Aftermarket Retail Operations is AUR 351 01

The coding is identified as follows:
AUR - Automotive Retail, Service & Repair
3 - Certificate level for this qualification (Certificate III)
51 - The identifier applicable to the Automotive Aftermarket
01 - First registered in the year 2001 as a national industry qualification
3.7 AUTOMOTIVE AFTERMARKET SECTOR QUALIFICATIONS SUMMARY LIST

The Automotive Aftermarket Sector consists of the following Qualifications Framework and indicative typical work area:

- **AUR 102 01** Certificate I in Automotive Aftermarket Operations  
  *Typical vocational area:* Junior customer service assistant

- **AUR 250 01** Certificate II in Automotive Aftermarket Manufacturing Operations (1)  
  *Typical vocational area:* Assembly operations, machine operations

- **AUR 251 01** Certificate II in Automotive Aftermarket Retail Operations  
  *Typical vocational area:* Customer service, telephone sales, administration

- **AUR 252 01** Certificate II in Automotive Aftermarket Warehousing/Distribution Operations  
  *Typical vocational area:* Orderer, dispatch, buyer,

- **AUR 351 01** Certificate III in Automotive Aftermarket Retail Operations  
  *Typical vocational area:* Supervisor role within a store, specialist in area

- **AUR 352 01** Certificate III in Automotive Aftermarket Warehousing/Distribution Operations  
  *Typical vocational area:* Team Leader/Assistant Manager

- **AUR 451 01** Certificate IV in Automotive Aftermarket Retail Management  
  *Typical vocational area:* Area supervisor/Operations Manager

- **AUR 452 01** Certificate IV in Automotive Aftermarket Warehousing/Distribution Management  
  *Typical vocational area:* Senior Supervisor/Warehouse Manager

- **AUR 502 01** Diploma of Automotive Aftermarket Management (2)  
  *Typical vocational area:* Senior Manager/Area Manager/Purchasing Manager

**Notes:**

1. The Aftermarket Manufacturing Qualification is only available at Australian Qualifications Framework (AQF) Level 2. Career progression from here is to trade equivalent in the other RS&R or Automotive Manufacturing streams.

2. The Diploma of Aftermarket Management is to be based on Diploma level Frontline Management Units or identified substitutes.
3.8 AUTOMOTIVE AFTERMARKET SECTOR QUALIFICATIONS DETAIL LIST

Title CERTIFICATE I IN AUTOMOTIVE AFTERMARKET OPERATIONS

National Code AUR 102 01

Qualification Requirements
To be awarded this qualification the trainee must attain a successful assessment in a total of seven units including:

- four compulsory Aftermarket core units, plus
- three compulsory stream units.

Assessment must be conducted in accordance with the Assessment Guidelines for the Automotive Industry.

Qualification Rationale
The level of the qualification is based on the group of competency standards that align with the performance characteristics described for the AQF Certificate I. These include:

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

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

Competency Units Relating to Qualifications

<table>
<thead>
<tr>
<th>Compulsory Aftermarket Core Units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR51677B Use numbers in the workplace</td>
<td></td>
</tr>
<tr>
<td>AUR70421B Establish relations with customers</td>
<td></td>
</tr>
<tr>
<td>AURCR20001A Apply safe working practices</td>
<td></td>
</tr>
<tr>
<td>AURCR20053A Communicate effectively in the workplace</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compulsory Aftermarket Stream Units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AURCT20102A Apply basic automotive trouble shooting processes</td>
<td></td>
</tr>
<tr>
<td>AURCT20103A Provide information to customers on automotive refinishing products</td>
<td></td>
</tr>
<tr>
<td>AURCT20250A Identify common automotive parts and products</td>
<td></td>
</tr>
</tbody>
</table>
Title: CERTIFICATE II IN AUTOMOTIVE AFTERMARKET MANUFACTURING OPERATIONS

National Code: AUR 250 01

Qualification Requirements:

To be awarded this qualification the trainee must attain a successful assessment in a total of fourteen units including:

- all seven compulsory Aftermarket core units, plus
- four stream units from those cited in the Manufacturing Stream Inventory at Certificate II level, plus
- three appropriate elective units which are at Certificate II level or above.

Assessment must be conducted in accordance with the Assessment Guidelines for the Automotive Industry.

Qualification Rationale:

The level of the qualification is based on the group of competency standards that align with the performance characteristics described for the Certificate II. These include:

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

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

_Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others through members of a group or team._

Competency Standards Relating to Qualifications:

<table>
<thead>
<tr>
<th>Compulsory Aftermarket Core Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR51677B</td>
</tr>
<tr>
<td>AUR70421B</td>
</tr>
<tr>
<td>AURCR20001A</td>
</tr>
<tr>
<td>AURCR20051A</td>
</tr>
<tr>
<td>AURCR20053A</td>
</tr>
<tr>
<td>AURCR20400A</td>
</tr>
<tr>
<td>AURCR20900A</td>
</tr>
</tbody>
</table>
### Aftermarket Manufacturing Stream Units

4 units to be chosen from those cited at Certificate II level in the Manufacturing Stream Inventory as depicted below.

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUM4601A</td>
<td>Monitor computers and computerised equipment using displays</td>
</tr>
<tr>
<td>AUM9003A</td>
<td>Prepare and process materials and components</td>
</tr>
<tr>
<td>AUM9006A</td>
<td>Monitor and maintain equipment, tools and machinery</td>
</tr>
<tr>
<td>AUR00208B</td>
<td>Carry out maintenance operations</td>
</tr>
<tr>
<td>AUR00373B</td>
<td>Synchronise plant/equipment</td>
</tr>
<tr>
<td>AUR10605B</td>
<td>Attach friction materials and radius grind</td>
</tr>
<tr>
<td>AUR10608B</td>
<td>Carry out bonding of friction materials</td>
</tr>
<tr>
<td>AUR10736B</td>
<td>Machine brake drums and brake disc rotors</td>
</tr>
<tr>
<td>AUR23608B</td>
<td>Carry out welding, soldering, thermal cutting and thermal heating procedures</td>
</tr>
<tr>
<td>AUR23708B</td>
<td>Carry out welding, thermal heating and cutting procedures</td>
</tr>
<tr>
<td>AUR23808B</td>
<td>Carry out soldering procedures</td>
</tr>
<tr>
<td>AUR23908B</td>
<td>Carry out thermo plastic repair procedures</td>
</tr>
<tr>
<td>AUR24623B</td>
<td>Fabricate components/equipment</td>
</tr>
<tr>
<td>AUR25156B</td>
<td>Read and interpret engineering drawings</td>
</tr>
<tr>
<td>AUR25678B</td>
<td>Use and maintain measuring equipment</td>
</tr>
<tr>
<td>AUR31208B</td>
<td>Carry out trimming of vehicle components*</td>
</tr>
<tr>
<td>AUR31268B</td>
<td>Select and apply trim/fabric materials</td>
</tr>
<tr>
<td>AUR70278B</td>
<td>Use and maintain workplace tools and equipment</td>
</tr>
<tr>
<td>AURCT20002A</td>
<td>Perform routine housekeeping</td>
</tr>
<tr>
<td>AURCT20200A</td>
<td>Operate information technology systems</td>
</tr>
<tr>
<td>AURMF21405A</td>
<td>Carry out routine metal arc welding procedures</td>
</tr>
</tbody>
</table>

### Elective Units

3 elective units, at Certificate II level or above, which may be sourced from the above list or any endorsed Industry Training Package including:

- the elective units displayed with the Manufacturing Inventory
- other Aftermarket and RS&R units
- other Automotive Industry units
- other endorsed National Training Package units.

**NOTE:** A pre-requisite requirement for this unit applies. The requirement is the completion of the unit: **AUR31268B Select and apply trim/fabric materials**
Title  
CERTIFICATE II IN AUTOMOTIVE AFTERMARKET RETAIL OPERATIONS

National Code  
AUR 251 01

Qualification Requirements  
To be awarded this qualification the trainee must attain a successful assessment in a total of twenty units including:
- all seven compulsory Aftermarket core units, plus
- seven stream units from those cited in the Retail Stream Inventory at Certificate II level, plus
- six appropriate elective units which are at Certificate II level or above

Assessment must be conducted in accordance with the Assessment Guidelines for the Automotive Industry.

Qualification Rationale  
The level of the qualification is based on the group of competency standards which align with the performance characteristics described for the Certificate II. These include:

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

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

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

Competency Standards Relating to Qualifications

<table>
<thead>
<tr>
<th>Compulsory Aftermarket Core Units</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR51677B  Use numbers in the workplace</td>
<td></td>
</tr>
<tr>
<td>AUR70421B  Establish relations with customers</td>
<td></td>
</tr>
<tr>
<td>AURCR20001A  Apply safe working practices</td>
<td></td>
</tr>
<tr>
<td>AURCR20051A  Work effectively with others</td>
<td></td>
</tr>
<tr>
<td>AURCR20053A  Communicate effectively in the workplace</td>
<td></td>
</tr>
<tr>
<td>AURCR20400A  Conduct local risk assessment</td>
<td></td>
</tr>
<tr>
<td>AURCR20900A  Contribute to quality work outcomes</td>
<td></td>
</tr>
</tbody>
</table>
Aftermarket Retail Stream Units

7 units to be chosen from those cited at Certificate II level in the Retail Stream Inventory as depicted below.

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR54178B</td>
<td>Use and maintain workplace office equipment</td>
</tr>
<tr>
<td>AUR70278B</td>
<td>Use and maintain workplace tools and equipment</td>
</tr>
<tr>
<td>AURCT20002A</td>
<td>Perform routine housekeeping</td>
</tr>
<tr>
<td>AURCT20101A</td>
<td>Process customer complaints</td>
</tr>
<tr>
<td>AURCT20102A</td>
<td>Apply basic automotive troubleshooting processes</td>
</tr>
<tr>
<td>AURCT20103A</td>
<td>Provide information to customers on automotive refinishing products</td>
</tr>
<tr>
<td>AURCT20200A</td>
<td>Operate information technology systems</td>
</tr>
<tr>
<td>AURCT20250A</td>
<td>Identify common automotive parts and products</td>
</tr>
<tr>
<td>AURRT25000A</td>
<td>Package parts/components/materials</td>
</tr>
<tr>
<td>AURRT25001A</td>
<td>Conduct electronic commerce sales</td>
</tr>
<tr>
<td>WRRCS.2</td>
<td>Apply point of sale handling procedures</td>
</tr>
<tr>
<td>WRRCS.3</td>
<td>Interact with customers</td>
</tr>
<tr>
<td>WRRF.1</td>
<td>Balance register/terminal</td>
</tr>
<tr>
<td>WRRI.1</td>
<td>Perform stock control procedures</td>
</tr>
<tr>
<td>WRRLP.2</td>
<td>Minimise theft</td>
</tr>
<tr>
<td>WRRM.1</td>
<td>Merchandise products</td>
</tr>
<tr>
<td>WRRS.1</td>
<td>Sell products and services</td>
</tr>
<tr>
<td>WRRS.2</td>
<td>Advise on products and services</td>
</tr>
</tbody>
</table>

Elective Units

6 elective units, at Certificate II level or above, which may be sourced from the above list or any endorsed Industry Training Package including:
- the elective units displayed with the Retail Inventory
- other Aftermarket and RS&R units
- other Automotive Industry units
- other endorsed National Training Package units.
Title  CERTIFICATE II IN AUTOMOTIVE AFTERMARKET WAREHOUSING - DISTRIBUTION OPERATIONS

National Code  AUR 252 01

Qualification Requirements
To be awarded this qualification the trainee must attain a successful assessment in a total of twenty units including:

• all seven compulsory Aftermarket core units, plus
• seven stream units from those cited in the Warehousing and Distribution Stream Inventory at Certificate II level, plus
• six appropriate elective units which are at Certificate II level. or above.

Assessment must be conducted in accordance with the Assessment Guidelines for the Automotive Industry.

Qualification Rationale
The level of the qualification is based on the group of competency standards which align with the performance characteristics described for the Certificate II. These include:

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

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

_Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others through members of a group or team._

Competency Standards Relating to Qualifications

<table>
<thead>
<tr>
<th>Compulsory Aftermarket Core Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR51677B</td>
</tr>
<tr>
<td>AUR70421B</td>
</tr>
<tr>
<td>AURCR20001A</td>
</tr>
<tr>
<td>AURCR20051A</td>
</tr>
<tr>
<td>AURCR20053A</td>
</tr>
<tr>
<td>AURCR20400A</td>
</tr>
<tr>
<td>AURCR20900A</td>
</tr>
</tbody>
</table>
Aftermarket Warehousing and Distribution Stream Units

7 units to be chosen from those cited at Certificate II level in the Warehousing and Distribution Stream Inventory as depicted below.

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR70278B</td>
<td>Use and maintain workplace tools and equipment</td>
</tr>
<tr>
<td>AURCT20002A</td>
<td>Perform routine housekeeping</td>
</tr>
<tr>
<td>AURCT2020A</td>
<td>Operate information technology systems</td>
</tr>
<tr>
<td>AURCT20250A</td>
<td>Identify common automotive parts and products</td>
</tr>
<tr>
<td>TDT A9 97A</td>
<td>Complete import/export documentation</td>
</tr>
<tr>
<td>TDT A10 97A</td>
<td>Coordinate goods to bond premises</td>
</tr>
<tr>
<td>TDT A11 97A</td>
<td>Package goods</td>
</tr>
<tr>
<td>TDT A12 97A</td>
<td>Pick and process orders</td>
</tr>
<tr>
<td>TDT A13 97A</td>
<td>Receive goods</td>
</tr>
<tr>
<td>TDT A15 97A</td>
<td>Complete receipt/despatch documentation</td>
</tr>
<tr>
<td>TDT A20 97A</td>
<td>Replenish stock</td>
</tr>
<tr>
<td>TDT A21 97A</td>
<td>Despatch stock</td>
</tr>
<tr>
<td>TDT A31 98A</td>
<td>Consolidate freight</td>
</tr>
<tr>
<td>TDT A32 98A</td>
<td>Organise transport for freight of goods</td>
</tr>
<tr>
<td>TDT B1 97A</td>
<td>Check and assess operational capability of equipment</td>
</tr>
<tr>
<td>TDT B3 97A</td>
<td>Maintain vehicles</td>
</tr>
<tr>
<td>TDT B4 97A</td>
<td>Inspect vehicles</td>
</tr>
<tr>
<td>TDT B7 97A</td>
<td>Maintain trailers</td>
</tr>
<tr>
<td>TDT B8 97A</td>
<td>Inspect trailers</td>
</tr>
<tr>
<td>TDT B9 98A</td>
<td>Check conveyor/roller belt operational status</td>
</tr>
<tr>
<td>TDT C1 97A</td>
<td>Drive light vehicle</td>
</tr>
<tr>
<td>TDT C2 97A</td>
<td>Drive light rigid vehicle</td>
</tr>
<tr>
<td>TDT C3 97A</td>
<td>Drive medium rigid vehicles</td>
</tr>
<tr>
<td>TDT D2 97A</td>
<td>Use manual handling equipment</td>
</tr>
<tr>
<td>TDT D3 97B</td>
<td>Handle dangerous and hazardous goods</td>
</tr>
<tr>
<td>TDT D4 97A</td>
<td>Load and unload goods/cargo</td>
</tr>
<tr>
<td>TDT D10 97A</td>
<td>Operate a forklift</td>
</tr>
<tr>
<td>TDT D11 97A</td>
<td>Conduct advanced forklift operations *</td>
</tr>
<tr>
<td>TDT D13 97A</td>
<td>Move materials mechanically</td>
</tr>
<tr>
<td>TDT D16 97A</td>
<td>Load and unload dangerous goods</td>
</tr>
<tr>
<td>TDT D27 98A</td>
<td>Prepare for transport of packaged dangerous goods</td>
</tr>
<tr>
<td>TDT D29 98A</td>
<td>Prepare articles for delivery</td>
</tr>
<tr>
<td>TDT D33 98A</td>
<td>Operate vehicle mounted crane</td>
</tr>
<tr>
<td>TDT E2 97A</td>
<td>Estimate/calculate mass, area and quantity dimensions</td>
</tr>
<tr>
<td>TDT E7 97A</td>
<td>Use vehicle communication systems</td>
</tr>
<tr>
<td>TDT E12 98A</td>
<td>Consolidate manifest documentation</td>
</tr>
<tr>
<td>TDT E16 98A</td>
<td>Estimate/calculate load shifting requirements</td>
</tr>
<tr>
<td>TDT F10 97A</td>
<td>Apply fatigue management strategies</td>
</tr>
<tr>
<td>TDT F11 97A</td>
<td>Care for the environment</td>
</tr>
<tr>
<td>TDT F12 97A</td>
<td>Apply safe handling strategies when handling dangerous goods</td>
</tr>
<tr>
<td>TDT F13 97A</td>
<td>Manage breakdowns and emergencies</td>
</tr>
</tbody>
</table>
## Unit No. | Title
---|---
TDT H2 97B | Plan and navigate routes
TDT J5 98A | Sample, inspect and test products to specifications
TDT K7 98A | Perform EDI to transmit shipping documentation
TDT O3 98A | Undertake loading/unloading in a designated secured environment
TDT O4 98A | Conduct safety and hazard control procedures for transferring dangerous/specialised goods
TDT O7 98A | Undertake emergency response action
TDT Q4 98A | Organise freight invoicing and payment
TDT Q6 98A | Administer international trading accounts
TDT R1 98A | Monitor supplier performance
TDT R2 98A | Source goods and services and evaluate contractors

### Elective Units

6 elective units, at Certificate II level or above, which may be sourced from the above list or any endorsed Industry Training Package including:
- the elective units displayed with the Warehousing-Distribution Inventory
- other Aftermarket and RS&R units
- other Automotive Industry units
- other endorsed National Training Package units.

*NOTE: A pre-requisite requirement for this unit applies. The requirement is the completion of the unit: TDTD10 97A Operate a forklift*
Title  
CERTIFICATE III IN AUTOMOTIVE AFTERMARKET RETAIL OPERATIONS

National Code  
AUR 351 01

Qualification Requirements

The trainee must obtain a successful assessment in the competency standards required for one of the pathways below.

Pathway 1: Trainees with a previous qualification at Certificate II level must achieve a minimum of 10 units including:

- six stream units from those cited in the Retail Stream Inventory at Certificate III level, plus
- four appropriate elective units which are at Certificate III level or above

Pathway 2: Trainees with no previous qualification at Certificate II level must achieve the minimum of thirty (30) units:

- all seven compulsory Aftermarket core units, plus
- thirteen stream units from those cited in the Retail Stream Inventory, six of which are not lower than Certificate III level, plus
- ten appropriate elective units, four of which are at Certificate III level or above.

Assessment must be conducted in accordance with the Assessment Guidelines for the Automotive Industry.

Qualification Rationale

The level of the qualification is based on the group of competency standards that align with the performance characteristics described for the Certificate III. These include:

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

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

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

### Aftermarket Retail Stream Units
6 units to be chosen from those cited at Certificate III level in the Retail Stream Inventory as depicted below.

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR44155B</td>
<td>Purchase parts/components/materials</td>
</tr>
<tr>
<td>AUR62807B</td>
<td>Build customer relations</td>
</tr>
<tr>
<td>AURCT30055A</td>
<td>Communicate business information</td>
</tr>
<tr>
<td>AURCT30253A</td>
<td>Apply automotive parts interpretation processes*</td>
</tr>
<tr>
<td>BSXFMI308A</td>
<td>Develop and maintain a safe workplace and environment</td>
</tr>
<tr>
<td>WRRCS.4</td>
<td>Co-ordinate interaction with customers</td>
</tr>
<tr>
<td>WRRF.3</td>
<td>Produce financial reports</td>
</tr>
<tr>
<td>WRRI.2</td>
<td>Maintain stock control</td>
</tr>
<tr>
<td>WRRI.3</td>
<td>Order stock</td>
</tr>
<tr>
<td>WRRLP.4</td>
<td>Maintain enterprise security</td>
</tr>
<tr>
<td>WRRM.3</td>
<td>Co-ordinate merchandise presentation</td>
</tr>
<tr>
<td>WRRS.3</td>
<td>Co-ordinate sales performance</td>
</tr>
</tbody>
</table>

### Elective Units
4 elective units, at Certificate III level or above, which may be sourced from the above list or any endorsed Industry Training Package including:
- the elective units displayed with the Retail Inventory
- other Aftermarket and RS&R units
- other Automotive Industry units
- other endorsed National Training Package units.

### Retail Stream Units – Pathway 2
13 units to be chosen from those cited in the Retail Stream Inventory, 6 of which are at Certificate III level or above.

### Elective Units – Pathway 2
10 elective units, 4 of which are at Certificate III level or above, which may be sourced from any endorsed Industry Training Package as above.

* **NOTE:** A pre-requisite requirement for this unit applies. The requirement is the completion of the unit: **AURCT 20250A Identify common automotive parts and products.**
Title  
CERTIFICATE III IN AUTOMOTIVE AFTERMARKET WAREHOUSING - DISTRIBUTION OPERATIONS

National Code  
AUR 352 01

Qualification Requirements  
The trainee must obtain a successful assessment in the competency standards required for one of the pathways below.

Pathway 1: Trainees with a previous qualification at Certificate II level must achieve a minimum of 10 units including:
- six stream units from those cited in the Warehousing and Distribution Stream Inventory at Certificate III level, plus
- four appropriate elective units which are at Certificate III level or above.

Pathway 2: Trainees with no previous qualification at Certificate II level must achieve the minimum of thirty (30) units:
- all seven compulsory Aftermarket core units, plus
- thirteen stream units from those cited in the Warehousing and Distribution Stream Inventory, six of which are not lower than Certificate III level, plus
- ten appropriate elective units, four of which are at Certificate III level or above.

Assessment must be conducted in accordance with the Assessment Guidelines for the Automotive Industry.

Qualification Rationale  
The level of the qualification is based on the group of competency standards that align with the performance characteristics described for the Certificate III. These include:

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

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

Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.
### Competency Standards Relating to Qualifications

#### Warehousing and Distribution Stream Units

6 units to be chosen from those cited at Certificate III level in the Warehousing and Distribution Stream Inventory as depicted below.

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR62807B</td>
<td>Build customer relations</td>
</tr>
<tr>
<td>AURCT30055A</td>
<td>Communicate business information</td>
</tr>
<tr>
<td>AURCT30253A</td>
<td>Apply automotive parts interpretation processes</td>
</tr>
<tr>
<td>BSXFMI308A</td>
<td>Develop and maintain a safe workplace and environment</td>
</tr>
<tr>
<td>TDT A17 97A</td>
<td>Product knowledge applied to organise work operations</td>
</tr>
<tr>
<td>TDT A26 98A</td>
<td>Monitor storage facilities</td>
</tr>
<tr>
<td>TDT A29 98A</td>
<td>Plan and manage storage of dangerous goods and hazardous cargo</td>
</tr>
<tr>
<td>TDT A33 98A</td>
<td>Organise international transport of freight</td>
</tr>
<tr>
<td>TDT D25 98A</td>
<td>Plan loading of dangerous goods</td>
</tr>
<tr>
<td>TDT L7 97B</td>
<td>Co-ordinate fleet control logistics</td>
</tr>
<tr>
<td>TDT Q3 98A</td>
<td>Maintain financial records in a small business</td>
</tr>
<tr>
<td>WRRI.3</td>
<td>Order stock</td>
</tr>
<tr>
<td>WRRI.2</td>
<td>Maintain stock control</td>
</tr>
<tr>
<td>WRRLP.4</td>
<td>Maintain enterprise security</td>
</tr>
</tbody>
</table>

#### Elective Units

4 elective units, at Certificate III level or above, which may be sourced from the above list or any endorsed Industry Training Package related including:
- the elective units displayed with the Warehousing-Distribution Inventory
- other Aftermarket and RS&R units
- other Automotive Industry units
- other endorsed National Training Package units.

#### Warehousing and Distribution Units – Pathway 2

13 units to be chosen from those cited in the Warehousing and Distribution Stream Inventory, 6 of which are at Certificate III level or above.

#### Elective Units – Pathway 2

10 elective units, 4 of which are at Certificate III level or above, which may be sourced from any endorsed Industry Training Package as above.
Title       CERTIFICATE IV IN AUTOMOTIVE AFTERMARKET RETAIL MANAGEMENT

National Code  AUR 451 01

Qualification Requirements

The trainee must obtain a successful assessment in the competency standards required for one of the pathways below.

Pathway 1: Trainees with a previous qualification at Certificate III level must achieve a minimum of 10 units including:
- six stream units from those cited in the Retail Stream Inventory at Certificate IV level, plus
- four appropriate elective units which are at Certificate IV level or above.

Pathway 2: Trainees with no previous qualification at Certificate III level must achieve the minimum of twenty (20) units:
- six stream units from those cited in the Retail Stream Inventory at Certificate IV level, plus
- six appropriate units from those cited in the Retail Stream Inventory which are at Certificate III level or above, plus
- four appropriate elective units which are at Certificate III level or above, plus
- four appropriate elective units which are at Certificate IV level or above

Assessment must be conducted in accordance with the Assessment Guidelines for the Automotive Industry.

Qualification Rationale

The level of the qualification is based on the group of competency standards that align with the performance characteristics described for the Certificate IV. These include:

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

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

_Applications involve responsibility for, and limited organisation of, others._
Competency Standards Relating to Qualifications

Aftermarket Retail Stream Units
6 units to be chosen from those cited at Certificate IV level in the Retail Stream Inventory as depicted below.

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AURCT40463A</td>
<td>Negotiate a contract</td>
</tr>
<tr>
<td>AURCT40464A</td>
<td>Manage enterprise facilities</td>
</tr>
<tr>
<td>BSXFMI401A</td>
<td>Manage personal work priorities and professional development</td>
</tr>
<tr>
<td>BSXFMI402A</td>
<td>Provide leadership in the workplace</td>
</tr>
<tr>
<td>BSXFMI403A</td>
<td>Establish and manage effective workplace relations</td>
</tr>
<tr>
<td>BSXFMI404A</td>
<td>Participate in, lead and facilitate work teams</td>
</tr>
<tr>
<td>BSXFMI405A</td>
<td>Manage operations to achieve planned outcomes</td>
</tr>
<tr>
<td>BSXFMI406A</td>
<td>Manage workplace information</td>
</tr>
<tr>
<td>BSXFMI407A</td>
<td>Manage quality customer service</td>
</tr>
<tr>
<td>BSXFMI408A</td>
<td>Develop and maintain a safe workplace and environment</td>
</tr>
<tr>
<td>BSXFMI409A</td>
<td>Implement and monitor continuous improvement systems and processes</td>
</tr>
<tr>
<td>BSXFMI410A</td>
<td>Facilitate and capitalise on change and innovation</td>
</tr>
<tr>
<td>BSXFMI411A</td>
<td>Contribute to the development of a workplace learning environment</td>
</tr>
<tr>
<td>WRRI.4</td>
<td>Buy merchandise</td>
</tr>
<tr>
<td>WRRRLP.5</td>
<td>Apply security systems and procedures</td>
</tr>
<tr>
<td>WRRO.1</td>
<td>Manage merchandising and enterprise presentation</td>
</tr>
<tr>
<td>WRRO.2</td>
<td>Manage sales and service delivery</td>
</tr>
<tr>
<td>WRRO.5</td>
<td>Control inventory</td>
</tr>
<tr>
<td>WRRPL.1</td>
<td>Manage financial resources</td>
</tr>
</tbody>
</table>

Elective Units
4 elective units, at Certificate IV level or above, which may be sourced from the above list or any endorsed Industry Training Package including:
- the elective units displayed with the Retail Inventory
- other Aftermarket and RS&R units
- other Automotive Industry units
- other endorsed National Training Package units.

Retail Units – Pathway 2
12 Units to be chosen from those cited in the Retail Stream Inventory, 6 of which are at Certificate IV or above level.

Elective Units – Pathway 2
An additional 8 elective units, 4 of which are at Certificate IV level or above, which may be sourced from any endorsed Industry Training Package related to the enterprise.
**Title**  
CERTIFICATE IV IN AUTOMOTIVE AFTERMARKET WAREHOUSING - DISTRIBUTION MANAGEMENT

**National Code**  
AUR 452 01

**Qualification Requirements**
The trainee must obtain a successful assessment in the competency standards required for one of the pathways below.

**Pathway 1:** Trainees with a previous qualification at Certificate III level must achieve a minimum of 10 units including:
- six stream units from those cited in the Warehousing and Distribution Stream Inventory at Certificate IV level, plus
- four appropriate elective units which are at Certificate IV level or above.

**Pathway 2:** Trainees with no previous qualification at Certificate III level must achieve the minimum of twenty (20) units:
- six stream units from those cited in the Warehousing - Distribution Stream Inventory at Certificate IV level, plus
- six appropriate units from those cited in the Warehousing - Distribution Stream Inventory which are at Certificate III level or above, plus
- four appropriate elective units which are at Certificate III level or above, plus
- four appropriate elective units which are at Certificate IV level or above

Assessment must be conducted in accordance with the Assessment Guidelines for the Automotive Industry.

**Qualification Rationale**
The level of the qualification is based on the group of competency standards that align with the performance characteristics described for the Certificate IV. These include:

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

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

*Applications involve responsibility for, and limited organisation of, others.*

**Competency Standards Relating to Qualifications**

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRRLP.5</td>
<td>Apply security systems and procedures</td>
</tr>
<tr>
<td>TDT L19 98A</td>
<td>Implement and monitor transport logistics</td>
</tr>
<tr>
<td>TDT P9 98A</td>
<td>Plan and maintain warehouse layouts and inventory systems</td>
</tr>
<tr>
<td>BSXFMI401A</td>
<td>Manage personal work priorities and professional development</td>
</tr>
<tr>
<td>BSXFMI402A</td>
<td>Provide leadership in the workplace</td>
</tr>
<tr>
<td>BSXFMI403A</td>
<td>Establish and manage effective workplace relations</td>
</tr>
<tr>
<td>BSXFMI404A</td>
<td>Participate in, lead and facilitate work teams</td>
</tr>
<tr>
<td>BSXFMI405A</td>
<td>Manage operations to achieve planned outcomes</td>
</tr>
</tbody>
</table>
### Elective Units

4 elective units, at Certificate IV level or above, which may be sourced from the above list or any endorsed Industry Training Package including:

- the elective units displayed with the Warehousing-Distribution Inventory
- other Aftermarket and RS&R units
- other Automotive Industry units
- other endorsed National Training Package units.

### Warehousing and Distribution Units – Pathway 2

12 Units to be chosen from those cited in the Warehousing and Distribution Stream Inventory, 6 of which are at Certificate IV level or above.

### Elective Units – Pathway 2

An additional 8 elective units, 4 of which are at Certificate IV level or above, which may be sourced from any endorsed Industry Training Package related to the enterprise.
Title  DIPLOMA OF AUTOMOTIVE AFTERMARKET MANAGEMENT

National Code  AUR 502 01

Qualification Requirements

The trainee must obtain a successful assessment in the competency standards required for one of the pathways below.

Pathway 1: Trainees with a previous qualification at Certificate IV level must achieve a minimum of eight units at Diploma level from the Automotive Aftermarket Inventories or industry recognised equivalent units.

Pathway 2: Trainees with no previous qualification at Certificate IV level must achieve the minimum of eighteen (18) units, including:

- eight units at Diploma level from the Automotive Aftermarket Inventories or industry recognised equivalent units, plus
- a minimum of ten appropriate elective units which are at Certificate IV level or above.

Assessment must be conducted in accordance with the Assessment Guidelines for the Automotive Industry.

Qualification Rationale

The level of the qualification is based on the group of competency standards that align with the performance characteristics described for the Diploma. These include:

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

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

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

The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications of knowledge and units would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.

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

Applications involve responsibility for, and limited organisation of, others.
### Competency Standards Relating to Qualifications

#### Pathway 1

8 units to be chosen from Diploma level from the Automotive Aftermarket Inventories or industry recognised equivalent units.

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSXFMI501A</td>
<td>Manage personal work priorities and professional development</td>
</tr>
<tr>
<td>BSXFMI502A</td>
<td>Provide leadership in the workplace</td>
</tr>
<tr>
<td>BSXFMI503A</td>
<td>Establish and manage effective workplace relations</td>
</tr>
<tr>
<td>BSXFMI504A</td>
<td>Participate in, lead and facilitate work teams</td>
</tr>
<tr>
<td>BSXFMI505A</td>
<td>Manage operations to achieve planned outcomes</td>
</tr>
<tr>
<td>BSXFMI506A</td>
<td>Manage workplace information</td>
</tr>
<tr>
<td>BSXFMI507A</td>
<td>Manage quality customer service</td>
</tr>
<tr>
<td>BSXFMI508A</td>
<td>Develop and maintain a safe workplace and environment</td>
</tr>
<tr>
<td>BSXFMI509A</td>
<td>Implement and monitor continuous improvement systems and processes</td>
</tr>
<tr>
<td>BSXFMI510A</td>
<td>Facilitate and capitalise on change and innovation</td>
</tr>
<tr>
<td>BSXFMI511A</td>
<td>Contribute to the development of a workplace learning environment</td>
</tr>
<tr>
<td>WRRO.4</td>
<td>Control enterprise security/lose</td>
</tr>
</tbody>
</table>

#### Pathway 2

8 units at Diploma level from the Automotive Aftermarket Inventories or industry recognised equivalent units.

10 elective units, at Certificate IV level or above, which may be sourced from any endorsed Industry Training Package related to the enterprise.
<table>
<thead>
<tr>
<th>Category</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aftermarket Core And Common</td>
<td>1</td>
</tr>
<tr>
<td>Aftermarket Manufacturing</td>
<td>2</td>
</tr>
<tr>
<td>Aftermarket Retail</td>
<td>3</td>
</tr>
<tr>
<td>Imported Automotive Manufacturing</td>
<td>3</td>
</tr>
<tr>
<td>Imported Retail</td>
<td>4</td>
</tr>
<tr>
<td>Imported Transport And Distribution</td>
<td>4</td>
</tr>
<tr>
<td>Imported Business Standards</td>
<td>6</td>
</tr>
</tbody>
</table>
# AUTOMOTIVE AFTERMARKET COMPETENCY STANDARDS

## INDEX OF COMPETENCY STANDARDS

## AFTERMARKET CORE AND COMMON

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert level</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CORE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUR51677B</td>
<td>Use numbers in the workplace</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR70421B</td>
<td>Establish relations with customers</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURCR20001A</td>
<td>Apply safe working practices</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURCR20051A</td>
<td>Work effectively with others</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURCR20053A</td>
<td>Communicate effectively in the workplace</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURCR20400A</td>
<td>Apply local risk control measures</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURCR20900A</td>
<td>Contribute to quality work outcomes</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>COMMON</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AUR39508B</td>
<td>Carry out warehousing procedures</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR54178B</td>
<td>Use and maintain workplace office equipment</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR70278B</td>
<td>Use and maintain workplace tools and equipment</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURCT20002A</td>
<td>Perform routine housekeeping</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURCT20101A</td>
<td>Process customer complaints</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURCT20102A</td>
<td>Apply basic automotive troubleshooting processes</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURCT20103A</td>
<td>Provide information to customers on automotive refinishing products</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURCT20150A</td>
<td>Carry out financial transactions</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURCT20151A</td>
<td>Perform finance duties</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURCT20200A</td>
<td>Operate information technology systems</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AURCT20250A</td>
<td>Identify common automotive parts and products</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR44155B</td>
<td>Purchase parts/components/materials</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AUR52327B</td>
<td>Identify, clarify and resolve problems</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AUR61230B</td>
<td>Inspect technical quality of work</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AUR62721B</td>
<td>Establish customer requirements of a complex nature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AUR62807B</td>
<td>Build customer relations</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AUR63037B</td>
<td>Maintain customer feedback system</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AURCT30055A</td>
<td>Communicate business information</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>AURCT30253A</td>
<td>Apply automotive parts interpretation processes</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
### AFTERMARKET CORE AND COMMON (continued)

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert level</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR61337B</td>
<td>Maintain quality systems</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>AURCT40005A</td>
<td>Maintain store/site safety</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>AURCT40463A</td>
<td>Negotiate a contract</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>AURCT40464A</td>
<td>Manage enterprise facilities</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>AURCT40600A</td>
<td>Recruit, select and induct personnel</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>AURCT40903A</td>
<td>Co-ordinate waste disposal/recycling</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>AURCT40904A</td>
<td>Conduct internal quality audit</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

### AFTERMARKET MANUFACTURING STREAM

<table>
<thead>
<tr>
<th>Unit No.</th>
<th>Title</th>
<th>Cert level</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUR00208B</td>
<td>Carry out maintenance operations</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR00373B</td>
<td>Synchronise plant/equipment</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR09131B</td>
<td>Install hydraulic systems to specified applications</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR09166B</td>
<td>Repair hydraulic systems</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR09170B</td>
<td>Service hydraulic systems</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR09604B</td>
<td>Assemble pneumatic system components</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR09631B</td>
<td>Install pneumatic system</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR09671B</td>
<td>Service and repair pneumatic system</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR10104B</td>
<td>Assemble and fit breaking systems/components</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR10605B</td>
<td>Attach friction materials and radius grind</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR10608B</td>
<td>Carry out bonding of friction materials</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR10736B</td>
<td>Machine brake drums and brake disc rotors</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR17606B</td>
<td>Balance tyres/wheels</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR17665B</td>
<td>Remove, fit and adjust wheel(s)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR17668B</td>
<td>Select tyres and rims for specific applications (light)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR17766B</td>
<td>Remove, repair and fit tyres and tubes (light)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR18676B</td>
<td>Test, service and replace battery</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR19331B</td>
<td>Install, test and repair wiring/lighting systems</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR19431B</td>
<td>Install, test and repair electrical security systems/components</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR19531B</td>
<td>Install ancillary electrical components</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>AUR23608B</td>
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### AFTERMARKET MANUFACTURING STREAM (continued)

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<td>AUR23808B</td>
<td>Carry out soldering techniques</td>
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<td>AUR23908B</td>
<td>Carry out thermo plastic repair procedures</td>
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<td>AUR24623B</td>
<td>Fabricate components/equipment</td>
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<td>AUR25156B</td>
<td>Read and interpret engineering drawings</td>
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<td>AUR25678B</td>
<td>Use and maintain measuring equipment</td>
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<td>AUR31208B</td>
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<td>AUR31268B</td>
<td>Select and apply trim/fabric materials</td>
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<td>AUR32165B</td>
<td>Remove, replace, fit and test components/accessories</td>
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<td>AUR33763B</td>
<td>Remove and install fixed and movable body glass</td>
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<td>AUR33849B</td>
<td>Prepare surfaces and apply window tinting</td>
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<td>AUR33931B</td>
<td>Install windows/sunroofs</td>
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<td>Program CNC equipment using software</td>
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<td>AURMF31902A</td>
<td>Produce drawings from design concepts</td>
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<td>AURMF31903A</td>
<td>Produce patterns and/or templates</td>
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### AFTERMARKET RETAIL STREAM

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### IMPORTED AUTOMOTIVE MANUFACTURING

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<td>AUM9006A</td>
<td>Monitor and maintain equipment, tools and machinery</td>
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<td>WRRCS.3</td>
<td>Interact with customers</td>
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<td>WRRF.1</td>
<td>Balance register/terminal</td>
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<td>WRRI.1</td>
<td>Perform stock control procedures</td>
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<td>Minimise theft</td>
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<td>Merchandise products</td>
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<td>WRRS.1</td>
<td>Sell products and services</td>
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<td>Advise on products and services</td>
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<td>WRRCA.4</td>
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<td>WRRF.3</td>
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<td>Order stock</td>
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## IMPORTED TRANSPORT AND DISTRIBUTION

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<td>Complete import/export documentation</td>
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<td>Coordinate goods to bond premises</td>
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<td>TDT A11 97A</td>
<td>Package goods</td>
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<td>TDT A12 97A</td>
<td>Pick and process orders</td>
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<td>TDT A13 97A</td>
<td>Receive goods</td>
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<td>TDT A15 97A</td>
<td>Complete receipt/despatch documentation</td>
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## IMPORTED TRANSPORT AND DISTRIBUTION (continued)

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<td>Organise transport for freight of goods</td>
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<td>TDT B1 97A</td>
<td>Check and assess operational capability of equipment</td>
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<td>Maintain vehicles</td>
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<td>Inspect vehicles</td>
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<td>TDT B8 97A</td>
<td>Inspect trailers</td>
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<td>TDT B9 98A</td>
<td>Check conveyor/roller belt operational status</td>
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<td>Drive light vehicle</td>
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<td>Drive light rigid vehicle</td>
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<td>Drive medium rigid vehicles</td>
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<td>Use manual handling equipment</td>
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<td>Handle dangerous and hazardous goods</td>
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<td>Load and unload goods/cargo</td>
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<td>Operate a forklift</td>
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<td>Conduct advanced forklift operations</td>
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<td>TDT D13 97A</td>
<td>Move materials mechanically</td>
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<td>TDT D16 97A</td>
<td>Load and unload dangerous goods</td>
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<td>TDT D27 98A</td>
<td>Prepare for transport of packaged dangerous goods</td>
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<td>TDT D29 98A</td>
<td>Prepare articles for delivery</td>
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<td>Operate vehicle mounted crane</td>
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<td>Estimate/calculate mass, area and quantity dimensions</td>
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<td>Use vehicle communication systems</td>
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<td>Use electronic communications equipment</td>
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<td>Consolidate manifest documentation</td>
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<td>TDT E16 98A</td>
<td>Estimate/calculate load shifting requirements</td>
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<td>TDT F10 97A</td>
<td>Apply fatigue management strategies</td>
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<td>TDT F11 97A</td>
<td>Care for the environment</td>
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<td>TDT F12 97A</td>
<td>Apply safe handling strategies when handling dangerous goods</td>
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<td>TDT F13 97A</td>
<td>Manage breakdowns and emergencies</td>
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### IMPORTED TRANSPORT AND DISTRIBUTION (continued)

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<td>TDT H2 97B</td>
<td>Plan and navigate routes</td>
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<td>TDT J5 98A</td>
<td>Sample, inspect and test products to specifications</td>
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<td>TDT K7.98A</td>
<td>Perform EDI to transmit shipping documentation</td>
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<td>TDT O3 98A</td>
<td>Undertake loading/unloading in a designated secured environment</td>
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<td>TDT O4 98A</td>
<td>Conduct safety and hazard control procedures for transferring dangerous/ specialised goods</td>
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<td>TDT O7 98A</td>
<td>Undertake emergency response action</td>
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<td>Organise freight invoicing and payment</td>
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<td>TDT Q6 98A</td>
<td>Administer international trading accounts</td>
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<td>TDT R1 98A</td>
<td>Monitor supplier performance</td>
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<td>Source goods and services and evaluate contractors</td>
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<td>TDT A17 97A</td>
<td>Product knowledge applied to organise work operations</td>
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<td>TDT A26 98A</td>
<td>Monitor storage facilities</td>
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<td>Plan and manage storage of dangerous goods and hazardous cargo</td>
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<td>Organise international transport of freight</td>
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<td>Drive heavy combination vehicle</td>
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<td>TDT D25 98A</td>
<td>Plan loading of dangerous goods</td>
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<td>Plan and maintain warehouse layouts and inventory systems</td>
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### IMPORTED BUSINESS

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<td>BSXFM1304A</td>
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<td>BSXFMI510A</td>
<td>Facilitate and capitalise on change and innovation</td>
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<tr>
<td>BSXFMI511A</td>
<td>Contribute to the development of a workplace learning environment</td>
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<tr>
<td>BSZ501-508A</td>
<td>Assessment and workplace training units</td>
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AFTERMARKET

CORE AND COMMON
AUR51677B Use Numbers in the Workplace

Unit Descriptor
This unit covers the functions required to calculate/estimate numerical information and to prepare various numerical reports to ensure efficiency in the organisation.

Element Performance Criteria

1. Collect and organise numerical information

1.1 Procedures for collecting and organising numerical information are established.
1.2 Numerical information is collected.
1.3 Numerical information provided from other sources is monitored, checked and corrected for accuracy.
1.4 Numerical information from different sources is compared.

2. Interpret and present numerical and related information

2.1 Procedures are established for the interpretation of numerical information.
2.2 Numerical information is identified, interpreted and manipulated.
2.3 Numerical information is checked for accuracy.
2.4 Numerical and related information is presented.
2.5 Evidence for interpretation of results is presented as necessary.

3. Apply numerical and related information

3.1 Quantities/resources required in the workplace are estimated as necessary.
3.2 The time required to complete the task is estimated as necessary.
3.3 Settings for equipment and machinery are estimated and adjusted as necessary.

Range of Variables

Enterprise
Enterprises may vary in size, type and location, in the range of work activities conducted, hours of operation and in the number and type of staff.

Sources of Information
These may include equipment manufacturer’s specifications, enterprise operating procedures, product manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Numerical information may also be sourced from enterprise specific records, invoices, statements, stock records, job cards, repair quotations, personal records, time sheets, computer records, equipment or material supply quotations and supplier invoices or statements.
Legislative Requirements
This includes state and territory legislation related to occupational health and safety and award provisions.

Resources
Resources may include equipment, materials and machinery relevant to the task, and may include computers, calculators and adding machines.

Applications
These may include but are not limited to preparation of budgets, calculation of costs, enterprise financial duties, calculation or estimation of quantities, materials, equipment settings or time requirements.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• collecting and organising numerical information
• interpreting numerical information and presenting the results in accordance with workplace requirements
• applying numerical information to perform workplace tasks.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.

Underpinning Knowledge
• Basic operational knowledge of relevant legislation and statutory requirements including occupational health and safety requirements.
• Basic operational knowledge of enterprise policies and procedures in relation to the collection, storage and application of numerical information.

Underpinning Skills
• Numerical skills in regard to the selection and application of appropriate mathematical processes including at a minimum add, subtract, multiply and divide.
• Technical skills in the use of relevant calculators, adding machines or computers.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.
Resource Implications
The following are required:
• a workplace or simulated workplace
• relevant documentation, such as enterprise or sample records, invoices, statements, stock records, job cards, repair quotations, personnel records, time sheets, supply quotations
• equipment for calculations, such as calculators, adding machines or computers
• a qualified workplace assessor.

Key Competencies & Application to Standards

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<th></th>
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AUR70421B Establish Relations with Customers

Unit Descriptor
This unit covers the functions required to develop and maintain communication with customers.

Element Performance Criteria

1. Establish contact with customer
   1.1 A welcoming customer environment is maintained.
   1.2 Customer is greeted warmly according to enterprise policies and procedures.
   1.3 An effective service environment is created through verbal and non-verbal presentation according to enterprise policies and procedures.

2. Clarify specific needs of customer
   2.1 Customer needs are determined through questioning and active listening.
   2.2 Customer needs are accurately assessed against the products/services of the enterprise.
   2.1 Customer details are recorded clearly and accurately in required format, if applicable.

3. Provide information and advice
   3.1 Features and benefits of products/services provided by the enterprise are described/recommended to meet customer needs.
   3.2 Correct information to satisfy customer needs is provided.
   3.3 Alternative sources of information/advice are discussed with the customer.
   3.4 Alternatives are followed up, if necessary.

4. Follow up customer needs
   4.1 Further information is dispatched to customer, if required.
   4.2 Gaps in available information are identified and referred to relevant person for action, if required.

Range of Variables

Enterprise
Enterprises may vary in size, type and location, in the range of merchandise and services provided and in delivery policies.

Sources of Information
These may include enterprise policies and procedures relating to customer service, equipment and product manufacturer’s specifications, enterprise operating procedures, industry/workplace codes of practice, customer requirements.
Customers
Customers may be regular or new and may have routine or special requests. They may include people from a range of social, cultural or ethnic backgrounds and physical and intellectual abilities. Regardless, all clients are to be made feel welcome, valued and, at the end of the process, satisfied. Customer contact may be face to face, by telephone, by electronic means or in writing.

Customer service may include all enterprise activities, internal and external customers and follow up in event of delays in service provision.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training, product knowledge and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions.

Customer Needs
These may include information regarding products or services available, quality of products or services, complementary products or services, enterprise facilities and services or the location of specific items.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• consistently applying enterprise policies and procedures and industry codes of practice in regard to customer service
• providing a quality service environment by treating customers in a courteous and professional manner through all stages of the procedure
• using effective questioning/active listening and observation skills to identify customers’ needs.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.

Underpinning Knowledge
• Operational knowledge of enterprise policies and procedures in regard to:
  - customer service
  - dealing with difficult customers
  - allocated duties /responsibilities.
• General knowledge of the range of enterprise merchandise and services, location of departments/sections and telephone extensions of departments/sections.
• Basic operational knowledge of relevant legislation and statutory requirements, including consumer law, trade practices and fair trading legislation.
• Basic operational knowledge of industry/workplace codes of practice in relation to customer service.
Underpinning Skills

- Operational skills and techniques in questioning/listening, resolving conflict, following set routines and procedures, handling difficult or abusive customers and greeting/farewelling techniques.
- Technical skills in operating enterprise telephone systems and other communication equipment.
- Literacy skills in regard to message taking in person or by telephone and completing written or computer records of customer details.

Consistency in Performance

It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications

The following are required:

- a workplace or simulated workplace
- relevant documentation, such as enterprise policy and procedure manuals relating to customer service, enterprise telephone directory, legislation and codes of practice
- a range of customers with different requirements (real or simulated)
- a communication system or a range of communication equipment
- a qualified workplace assessor.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
<th>Competency</th>
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</table>
# AURCR20001A  Apply Safe Working Practices

## Unit Descriptor
This unit incorporates the Worksafe Australia Guidelines and encompasses competencies necessary to maintain a safe workplace for staff, customers and others.

### Element

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1. Observe basic safety procedures</td>
<td>1.1 Procedures to achieve a safe working environment are followed and maintained in line with occupational health and safety regulations and requirements and according to site policy.</td>
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<td>1.2 All unsafe situations recognised and reported according to site policy.</td>
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<td>1.3 All breakdowns in relation to machinery and equipment reported to supervisor or nominated person.</td>
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<td>1.4 Fire and safety hazards are identified and necessary precautions are taken or reported according to site policy and procedures.</td>
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<td></td>
<td>1.5 Dangerous goods and substances are identified, handled and stored according to site policy and procedures and occupational health and safety regulations and requirements.</td>
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<td></td>
<td>1.6 Site policy regarding manual handling practice is followed.</td>
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<td>1.7 Participation in consultative arrangements established by company for occupational health and safety is exercised.</td>
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<tr>
<td>2. Observe emergency procedures</td>
<td>2.1 Site policies and procedures in regard to illness or accident identified and observed.</td>
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<td>2.2 Safety alarms identified accurately.</td>
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<td>2.3 Qualified person contacted in the event of accident or sickness of customers or staff and accident details correctly recorded according to site accident/injury procedures.</td>
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<td>2.4 Site evacuation procedures identified and observed according to site policy.</td>
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</tbody>
</table>

## Range of Variables

**Unsafe Situations**
May include but not be limited to sharp cutting tools and instruments, electricity and water, toxic substances, damaged packing material or containers, broken or damaged equipment, inflammable materials and fire hazards, lifting practises, spillages, waste and debris, especially on floors, ladders, trolleys and glue guns/burns.
Sources of Information/Documents
May include site documentation for occupational health and safety, general duty of care, emergency procedures, safe working practices, enterprise operating procedures, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures and work instructions.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Resources
Types of tools, equipment materials and environment for site.

Communications
Communications may be verbal, written, by telephone or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying where appropriate, or reporting to the relevant personnel
• operating fire fighting appliances
• safely handling and storing dangerous and/or hazardous goods and substances
• applying safe manual handling practices
• safely and effectively operating equipment and utilising materials over the full range of functions and processes for work undertaken on site
• following site evacuation procedures.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.
Underpinning Knowledge
- General knowledge of the implications of workplace safety on efficiency, morale and customer relations.
- General knowledge of common automotive terminology.
- Working knowledge of occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of safe manual handling theory and practice.
- Working knowledge of the selection and applications of fire fighting appliances.
- Working knowledge of dangerous goods and hazardous chemicals handling processes.
- Detailed knowledge of site reporting procedures.

Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with others involved in the work.
- Questioning and active listening skills, for example when obtaining information of safe working practices.
- Research and interpretative skills to locate, interpret and apply relevant operational and safety information.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret symbols used for OH&S signage.
- Problem solving skills for a range of unpredictable circumstances.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of safe working practices.

Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring safe working practices
- site or equivalent instructions on safe working practice
- hazardous chemicals information (and/or dangerous goods if applicable)
- appropriate materials, tools and equipment
- fire fighting appliances and fire test facility.

Key Competencies & Application to Standards

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### AURCR20051A Work Effectively with Others

**Unit Descriptor**
This unit covers the functions required to organise self, to perform tasks, to behave responsibly and to work effectively as a member of a work group or team.

**Element** | **Performance Criteria**
--- | ---
1. Contribute to the determination of appropriate work roles | 1.1 Work roles for each group or team member are identified based on information and instructions about objectives, performance requirements and procedures.  
1.2 Contributions are made to assist in the determination of the appropriate roles and responsibilities for the successful completion of work activities.

2. Contribute to the planning of activities | 2.1 Suggestions and information are provided as appropriate to contribute to the planning of work activities and associated procedures.

3. Organise and accept responsibility for own workload | 3.1 Priorities and deadlines are established in consultation with others (as appropriate) and recorded.  
3.2 Work activities are planned and progress of work is communicated to others whose personal work plans and timelines may be affected.  
3.3 Work is completed to the standard expected in the workplace and in accordance with any guidelines, directions and instructions.  
3.4 Variations and difficulties affecting work requirements are identified through regular reviews and action is taken to report these issues to appropriate personnel.  
3.5 Additional support to improve work is communicated clearly to appropriate personnel.

4. Maintain enterprise dress and grooming standards | 4.1 Enterprise and/or industry dress standards and requirements are maintained.  
4.2 Enterprise and/or industry grooming standards are maintained.

5. Work with others | 5.1 Forms of communication appropriate to the work activities are used.  
5.2 Assistance in the completion of the activities is requested where appropriate.  
5.3 Support is provided to colleagues to ensure designated team goals are achieved.
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<tr>
<th>Element</th>
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| 5. Work with others (continued) | 5.4 Contributions to the achievement of a required outcome are made.  
5.5 Work is undertaken in accordance with specified procedures on an individual and shared basis as appropriate.  
5.6 Problems are discussed and resolved where possible through agreed and accepted processes.  
5.7 Suggestions for improvements to process are made and discussed within the team. |
| 6. Participate in identifying and meeting own development needs | 6.1 The competencies for the workplace are identified.  
6.2 Organisational structure, career paths and development opportunities appropriate to the workplace are identified.  
6.3 Steps are taken, in consultation with appropriate personnel, to identify own learning needs through assessment and planning for future work requirements.  
6.4 Appropriate opportunities to learn and develop required competencies are undertaken including establishing networks and working relationships with others. |
| 7. Work effectively and responsibly | 7.1 Notification of shift/work availability or non-attendance for shift/work is given without undue delay and according to enterprise policies and procedures.  
7.2 Staff rosters are interpreted accurately.  
7.3 Non-discriminatory attitudes are displayed when interacting with customers, staff and management.  
7.4 Non-discriminatory language is used consistently.  
7.5 Relevant awards/enterprise agreements are identified and interpreted accurately. |

**Range of Variables**

**Enterprise**

Enterprises may vary in size, type and location, in the range of work activities conducted, hours of operation and in the number and type of staff.

**Sources of Information**

These may include enterprise policies and procedures relating to organisational structure, work roles and responsibilities, career paths, work standards, dress and grooming standards, work objectives and performance requirements.
Legislative Requirements
This may include legislation or regulations in relation to occupational health and safety, equal opportunity, anti-discrimination, consumer law, trade practices and fair trading and industrial relations.

This may also include industry codes of practice.

Awards/Agreements
These may include relevant State and Federal industry awards and enterprise or workplace agreements.

Customers
Customers may be regular or new, internal or external, and may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading and may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

Staff may work in teams or groups of varying size and structure.

Communication
Communication may include face to face, telephone, written or electronic means.

Activities
Activities may include normal or routine work requirements or additional/non-routine work requirements.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- organising and accepting responsibility for own workload
- following the designated work plan for the job
- contributing to collective planning, cooperative work and effective outcomes
- cooperating with others to complete work-oriented activities
- participating in identifying and meeting own development needs
- consistently applying enterprise and/or industry standards of dress and grooming
- consistently and responsibly applying enterprise policies and procedures in regard to workplace ethics, including interpretation of staff rosters, notification of availability for work and allocated duties/job description
- consistently applying enterprise policies and procedures and legislative requirements in regard to non-discriminatory language and attitudes
- knowing own rights and responsibilities in regard to awards/enterprise agreements.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.
Underpinning Knowledge

- General knowledge of enterprise work procedures.
- General knowledge of group dynamics and the impact of working effectively with others on individual and group performance.
- General knowledge of enterprise work systems, equipment, management and facility operating systems.
- Operational knowledge of enterprise policies and procedures and legislative requirements in regard to:
  - workplace ethics
  - work availability or non-attendance
  - staff rosters
  - dress and grooming
  - discriminatory behaviour
  - harassment
  - equal opportunity
  - staff counselling and disciplinary procedures.
- Operational knowledge of relevant industry awards or enterprise/workplace agreements.
- Underpinning Skills
  Plain English literacy and communication skills in relation to reading and understanding workplace documents.
- Basic analytical, problem solving, negotiation and conflict management skills in relation to working with others.

Consistency in Performance

It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications

The following are required:

- a workplace or simulated workplace
- relevant documentation, such as enterprise or sample policies and procedures manuals related to ethics, employee and employer rights and responsibilities, dress and grooming, discrimination, job descriptions and organisation charts
- relevant legislation such as equal employment opportunity, equal opportunity and anti-discrimination
- enterprise or sample awards and/or enterprise/workplace agreements
- a qualified workplace assessor.
### Key Competencies & Application to Standards

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AURCR20053A Communicate Effectively in the Workplace

Unit Descriptor
This unit covers the functions required to communicate in the workplace, including oral, written and electronic means of communication.

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<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Write routine texts | 1.1 Routine texts of one or more sentences are composed in accordance with workplace requirements.  
1.2 Routine workplace forms are completed in accordance with workplace requirements.  
1.3 Spelling, punctuation and grammar are accurate.  
1.4 Texts are self-checked for accuracy and presented for progress checks by relevant personnel if required. |
| 2. Read routine documents | 2.1 Purpose of the text is understood and correctly described.  
2.2 Main points or ideas presented are described.  
2.3 New technical words are comprehended.  
2.4 The meaning of key words and phrases are explained. |
| 3. Contribute to workplace communications | 3.1 Information is accessed from appropriate sources to ensure effective communication when sending or receiving information.  
3.2 Assistance is provided to colleagues in the workplace as necessary, to foster common understanding.  
3.3 Requests for information from colleagues are met promptly and willingly.  
3.4 Records are kept and maintained in accordance with workplace/enterprise procedures and government legislation. |
| 4. Apply basic keyboard skills | 4.1 Computer is turned on according to manufacturer’s specifications or workplace procedures.  
4.2 Appropriate software is loaded or selected from menu.  
4.3 Required file is identified and selected or new file is produced as required.  
4.4 Information is entered, changed or deleted using an appropriate input device and within workplace designated speed and accuracy requirements.  
4.5 Document is saved regularly to avoid loss of information. |
Element 4. Apply basic keyboard skills (continued)

Performance Criteria

4.6 Document is proof read for accuracy and amended as required.
4.7 Document is produced in required style and format.
4.8 Document is printed as required.
4.9 File is saved and closed and program closed or exited according to manufacturer’s specifications or workplace procedures.
4.10 Computer is turned off according to manufacturer’s specifications or workplace procedures.
4.11 Occupational health and safety guidelines relating to screen-based equipment and computer workstations are observed.

Element 5. Operate workplace telephone systems

Performance Criteria

5.1 Telephone system functions are used according to enterprise policy.
5.2 Outgoing calls are completed in accordance with manufacturer’s instructions and enterprise policy and procedures.
5.3 Incoming calls are answered promptly and in accordance with enterprise policy and procedures.
5.4 Calls are transferred or placed on hold as required.
5.5 Caller is kept informed of delays and what action is being taken as required.
5.6 Callers details and purpose of call are obtained and recorded accurately.
5.7 Messages are recorded accurately and calls promptly returned if required.

Range of Variables

Enterprise

Enterprises may vary in size, type and location, in the range of work activities conducted, hours of operation and in the number and type of staff.

Sources of Information

These may include enterprise policies and procedures relating to workplace forms and documents, records, computer operating procedures, telephone use and telephone system operating procedures.

Legislative Requirements

This may include legislation or regulations in relation to occupational health and safety, particularly for use of screen-based equipment and ergonomic computer workstations.

This may also include industry codes of practice.
Staff
Staff may be full-time, part-time or casual and vary in terms of staff training and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading and may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

Staff may work in teams or groups of varying size and structure.

Communication
Communication may include face to face, telephone, written or electronic means.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- writing short routine texts using correct spelling, punctuation and grammar
- reading, interpreting and applying routine texts in the workplace
- interpreting and conveying workplace information
- maintaining workplace communications, including records
- applying keyboard skills to prepare and/or edit simple documents using a computer
- applying enterprise requirements for document style and format
- applying enterprise requirements for electronic storage and retrieval of documents
- applying enterprise procedures for incoming and outgoing telephone calls.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.

Underpinning Knowledge
- General knowledge of enterprise forms, documents and stationery.
- Operational knowledge of enterprise policies and procedures in regard to:
  - workplace document style, format and layout
  - workplace communication procedures
  - workplace records
  - telephone protocols and operating procedures
  - computer system operating procedures.
- Basic operational knowledge of legislation or regulations in relation to occupational health and safety, particularly for use of screen-based equipment and ergonomic computer workstations.

Underpinning Skills
- Plain English literacy and communication skills in relation to writing, reading and understanding workplace documents.
- Basic oral communication skills in relation to conveying and receiving workplace information.
- Basic computer keyboard skills in relation to opening, editing, closing and printing basic text documents.
- Basic technical skills in the operation of computer hardware and telephone equipment.
Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
• a workplace or simulated workplace
• relevant documentation, such as enterprise or sample policies and procedures manuals related to workplace document style, format and layout, workplace communication procedures, workplace records, telephone protocols and operating procedures, computer system operating procedures
• enterprise or sample stationery, documents and forms
• access to enterprise or similar computer hardware and software
• access to enterprise or similar telephone system
• a qualified workplace assessor.

Key Competencies & Application to Standards

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<thead>
<tr>
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AURCR20400A Apply Local Risk Control Measures

Unit Descriptor
This unit covers the risk control processes to be performed by employees at all levels. Risks may be those which potentially threaten individuals and business interests.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1. Identify threats</td>
<td>1.1 Work area conditions, activities and occurrences are analysed to anticipate potential threats.</td>
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<td>1.2 Relevant systems information is accessed, analysed and applied to eliminate situations covered by existing and adequate procedures.</td>
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<td>1.3 The type and scope of unresolved threats and their likely impact are recognised.</td>
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<td>2. Assess risk</td>
<td>2.1 Likelihood of the event happening is considered and determined.</td>
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<td>2.2 Consequence if the event should occur is evaluated and determined.</td>
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<td>2.3 Risk level (likelihood and consequence combined) is considered and determined.</td>
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<td>3. Select risk control option</td>
<td>3.1 Range of actions/controls which may eliminate or minimise the risk are identified.</td>
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<td>3.2 All possible options for resolution of the problem/dealing with the risk are identified and considered.</td>
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<td>3.3 Feasible options are identified and analysed including consideration of the likely impacts on enterprise's image and resource requirements.</td>
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<td>3.4 Most appropriate action for dealing with the situation is selected.</td>
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<tr>
<td>4. Take action</td>
<td>4.1 The course of action is planned and prepared in detail.</td>
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<td>4.2 Resources required for the course of action are acquired or obtained.</td>
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<td>4.3 Systems information and procedures are accessed and applied throughout the operations.</td>
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<td>4.4 The course of action is implemented.</td>
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<td>4.5 Information on the course of action and implementation is communicated to the relevant people.</td>
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</table>
Range of Variables
Risks (Threats)
These may include risks to personal and customer safety and to the financial and material interests of the business.

Business Interests
Safety threats are reasonably well understood however the broader business interests may include risks or threats associated with:
- alienating an existing or potential customer through poor service levels
- failure to recognise and respond to risks of theft or malpractice
- failure to take account of or respond to environmental protection requirements
- action or inaction which reflect poorly on the business image.

Enterprise
Enterprises may vary in size, type and location, in the range of work activities conducted, hours of operation and in the number and type of staff.

Threat Anticipation
Anticipation may include the analysis of likely situations or scenarios which could occur unless there is some deliberate preventative action or remedial intervention.

Systems Information
At this level of competency, systems information is generally that contained in workplace protocols and operational procedures including those covering OH&S, customer service, financial management, security, traffic control and safety, equipment management and maintenance, environmental compliance and community service obligations.

Legislative Requirements
This may include legislation or regulations in relation to occupational health and safety, traffic and environment protection.

Risk Level
This is an outcome of the likelihood and the consequences which are assessed on a scale of Low to High. It is used to order priorities and the need for resources and/or as the basis for escalating the issue to a higher authority.

Controls
These may include:
- elimination of the risk or hazard
- substitution of a lesser risk or hazard
- engineering solutions by removing or reducing the risk or hazard; and
- administrative action to avoid, reduce or safeguard against the risk or hazard.

Communication
Communication may include face to face, telephone, written or electronic means.

Recording of Information
Accurate records of all information are to be completed and may be stored manually, electronically or by other means.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• analysing circumstances to identify risks/potential threats in a range of work situations
• systematically assessing risks and risk levels
• matching realistic control options to risks
• implementing risk control options
• informing relevant people of risk control situations and responses.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.

Underpinning Knowledge
• General knowledge of risk control systems and processes.
• Working knowledge of relevant enterprise policies and working procedures in regard to:
  - occupational health and safety
  - customer service
  - corporate image and profile requirements
  - financial management
  - security
  - traffic control and safety
  - equipment management and maintenance
  - environmental compliance
  - community service obligation.

Underpinning Skills
• Plain English literacy and communication skills in relation to writing, reading and understanding workplace documents.
• Basic oral communication skills in relation to conveying and receiving workplace information.
• Questioning and active listening skills for example when obtaining information on potential risks/threats.
• Basic research and interpretive skills sufficient to locate and interpret information and facts pertinent to a risk/threat situation.
• Analytical skills required to identify, consider and evaluate risk/threat situations and control options.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment.
Resource Implications
The following are required:

- a workplace or simulated workplace
- situations and circumstances, real or simulated, requiring risk control applications
- relevant documentation, such as enterprise or sample policies and procedures related to
  - occupational health and safety
  - customer service
  - corporate image and profile
  - financial management
  - security
  - traffic control and safety
  - equipment management and maintenance
  - environmental compliance
  - community service obligation
- enterprise risk control procedures
- a qualified workplace assessor.

Key Competencies & Application to Standards

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AURCR20900A Contribute to Quality Work Outcomes

Unit Descriptor
This unit covers individual involvement in the achievement of quality work outcomes and environmental compliance throughout Aftermarket work activities.

Element Performance Criteria

1. Plan and prepare for quality work outcomes
   1.1 Relevant quality procedures are identified from site/enterprise and team quality requirements.
   1.2 Performance indicators for individual work are identified and agreed with the appropriate persons.
   1.3 Work plans and processes which facilitate the achievement of quality work outcomes are adopted.

2. Comply with environmental requirements
   2.1 Environmental requirements for the work are interpreted and considered as a factor in work planning/preparation.
   2.2 Environmental monitoring and control procedures are implemented during the work processes.
   2.3 Environmental incidents and potential problems are identified and responded to or referred to others in accordance with site requirements.

3. Achieve and maintain quality work outcomes
   3.1 Responsibility for monitoring quality of outputs is accepted and changes implemented by the individual, as necessary, in accordance with site procedures.
   3.2 Performance indicators are monitored, adjusted and agreed to meet changing circumstances and satisfied.
   3.3 Loss and damage incidents are minimised by monitoring work processes, reporting incidents and applying local risk control processes.
   3.4 Procedural improvements and/or recommendations are communicated to the relevant people.

Range of Variables
Quality procedures and processes
May be contained in site quality system documentation, work instructions, safe work procedures, product specifications, equipment maintenance schedules, technical procedures and adopted or specifically prepared standards.
Sources of information/documents
Vehicle manufacturer’s specifications, enterprise operating procedures, supplier directories, parts catalogues, customer orders and industry/workplace codes of practice, safety data sheets (MSDS) and hazchem.

Legislative Requirements
This includes state and territory legislation related to occupational health and safety and Australia Design Rules.

Performance indicators
Are to account for issues of time, quantity, quality and cost factors and may include establishing time targets for own work, identifying reasonable criteria for evaluating own work outcomes, identifying measures to avoid wastage, identifying reasonable criteria to judge internal and/or external customer satisfaction and identifying processes to ensure a ‘right first time’ approach.

Environmental requirements
Are those established under law and by the enterprise and coverage may include dust, water quality, waste water management, chemicals handling, noise/vibration, fuel/oil handling and disposal, waste management and rehabilitation.

Environmental control measures
May include chemical management, dust suppression, water treatment, waste water processes, application of materials, compliance with noise/vibration standards and application of waste disposal procedures.

Environmental reports and records
May include complaints register and incidental reporting procedures.

Resources
May include stationery, forms, business documents, job cards, internal memoranda, file notes.

Loss and damage incidents
May include personal injury, loss and damage of plant, equipment and materials.

Communications
Communications may be verbal, written, by telephone or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying quality procedures and needs
• identifying individual performance indicators
• monitoring and adjusting performance indicators to meet changing circumstances
• satisfying performance indicators
• applying environmental control systems
• processing recommendations for change.
Interdependent Assessment of Units
This unit may be assessed in conjunction with other common or technical units which form part of a work role.

Underpinning Knowledge
- General knowledge of quality systems in a workplace.
- General knowledge of typical loss and damage control systems.
- General knowledge of environmental legislative framework and environmental licence provisions.
- General knowledge of work planning processes.
- Working knowledge of OH&S regulations/requirements, equipment, material and personal safety requirements processes at the worksite.
- Working knowledge of enterprise quality systems and processes.
- Working knowledge of site environmental procedures and key constraints.
- Working knowledge of site environment control measures.

Underpinning Skills
- Research and interpretative skills to locate, interpret and apply relevant operational quality and environmental information.
- Questioning and active listening skills, for example when obtaining information of quality and environmental working practices.
- Plain English literacy and communication skills in relation to dealing with others involved in the work.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret symbols used for quality and environmental signage.
- Basic problem solving skills to assess quality and environmental issues.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying work process circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of quality processes and procedures.

Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring quality and environmental working practices
- site or equivalent instructions on quality and environmental working practices
- hazardous chemicals information (and/or dangerous goods if applicable)
- appropriate materials, tools and equipment.
## Key Competencies & Application to Standards

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## AUR39508B Carry Out Warehousing Procedures

### Unit Descriptor
This unit covers the functions required to receive, store and dispatch goods at a local enterprise storage facility.

### Performance Criteria

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<thead>
<tr>
<th>Element</th>
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</table>
| 1. Receive incoming goods | 1.1 Cleanliness and orderliness in receiving bay are maintained according to enterprise policy.  
1.2 Goods are unpacked using correct techniques and equipment in line with enterprise policy.  
1.3 Packing materials are removed and disposed of promptly according to enterprise policy.  
1.4 Incoming stock is accurately checked and validated against purchase orders and delivery documentation according to enterprise policy.  
1.5 Items received are inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to enterprise policy.  
1.6 Stock levels are accurately recorded on enterprise stock systems, according to enterprise policy. |
| 2. Store goods | 2.1 All deliveries are promptly and safely transported.  
2.2 Containers are correctly labelled according to contents.  
2.3 Goods are transferred to suitable containers and are placed safely in the appropriate storage area, with old stock to the front.  
2.4 Goods are stored at correct temperatures to maintain optimum quality.  
2.5 Storage procedures are carried out according to industry regulations/guidelines, OH&S legislation, statutory legislation and regulations and enterprise policies and procedures. |
| 3. Dispatch goods | 3.1 Goods to be returned to supplier are identified and labelled with date, supplier and reason for return or referred to management if required.  
3.2 Credit request documentation is completed according to enterprise procedures.  
3.3 Goods are stored securely while awaiting dispatch.  
3.4 Delivery documentation is completed according to enterprise procedures.  
3.5 Special delivery instructions are noted. |
Element 3. Dispatch goods (continued)  

Performance Criteria  
3.6 Items are packed safely and securely to avoid damage in transit.  
3.7 Goods are dispatched to appropriate area/department.  

Range of Variables  
Enterprise  
Enterprises may vary in size, type and location, in the range of stock or goods to be stored, in the equipment used and in delivery procedures.  

Sources of Information  
These may include enterprise policies and procedures with regard to stock or goods storage, dispatch and delivery, product manufacturer’s specifications and industry codes of practice.  

Legislative Requirements  
This includes state and territory legislation related to OH&S, particularly manual and mechanical handling and storage/dispatch of hazardous substances.  

Stock  
This may need to conform to established quality guidelines, and may vary according to seasonal and supplier availability.  

Handling Techniques  
Stock may be moved manually or mechanically. Handling techniques may vary according to stock characteristics and industry codes of practice.  

Staff  
Staff may be full-time, part-time or casual and vary in terms of staff training and staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions.  

Evidence Guide  
Critical Aspects  
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:  
- consistently applying enterprise policies and procedures, industry codes of practice and relevant legislation and statutory requirements in regard to storage of stock  
- consistently applying safe work practices in the manual handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice  
- consistently applying safe work practices in the mechanical handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice  
- interpreting and applying manufacturers’ instructions with regard to handling stock and using relevant equipment  
- receiving and processing incoming goods and dispatching outgoing goods according to enterprise policies and procedures  
- interpreting and processing information accurately and responsibly.
Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for inter-related units of competency. This unit should be assessed in conjunction with other units within the context of the candidate’s job role or function.

Underpinning Knowledge
- Operational knowledge of enterprise policies and procedures in regard to:
  - storage of stock
  - enterprise labelling policy
  - product quality standards
  - correct unpacking of goods
  - out of date, missing or damaged stock
  - equipment used
  - stock location
  - waste disposal
  - methods of storage
  - delivery documentation
  - stock record documentation
  - dispatch documentation.
- Operational knowledge of manual handling and safe lifting techniques.
- Basic operational knowledge of relevant legislation and statutory requirements including OH&S requirements.
- Basic operational knowledge of industry codes of practice.

Underpinning Skills
- Operation skills and techniques in following set routines and procedures.
- Plain English literacy skills in relation to stock records and delivery documentation.
- Numerical skills in relation to completing stock records and delivery documentation.
- Technical skills in the use of electronic labelling/ticketing equipment and mechanical handling equipment.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.
Resource Implications
The following are required:
- a workplace or simulated workplace
- access to relevant equipment, including stock moving equipment, manual and electronic labelling/ticketing equipment and computers/stock recording equipment
- relevant documentation, such as invoices, packing slips, dispatch documentation, order forms, store policy and procedures manuals, OH&S regulations, legislative and statutory requirements and industry codes of practice
- a qualified workplace assessor.

Key Competencies & Application to Standards

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AUR54178B Use and Maintain workplace office equipment

Unit Descriptor
This unit covers the functions required to operate and perform minor maintenance on office equipment.

Element | Performance Criteria
--- | ---
1. Select and safely use office equipment | 1.1 Appropriate equipment is selected according to the task and enterprise procedures.
 | 1.2 Correct information is accessed and interpreted from appropriate manufacturer’s specifications or instructions or workplace procedures.
 | 1.3 Equipment is used in accordance with manufacturer’s specifications or instructions and enterprise procedures.
 | 1.4 Equipment is used without causing damage to equipment or other workplace resources.
 | 1.5 Activities are carried out according to occupational health and safety legislation, statutory legislation and/or industry guidelines or codes of practice.

2. Perform minor maintenance on office equipment | 2.1 Minor maintenance activities are completed to ensure correct/safe operation of equipment in accordance with manufacturer’s instructions or enterprise procedures.
 | 2.2 Faults identified beyond the scope of operator maintenance are reported in accordance with workplace procedures.
 | 2.3 Correct information is accessed and interpreted from appropriate manufacturer’s specifications or instructions.
 | 2.4 Maintenance is completed without causing damage to equipment or other workplace resources.
 | 2.5 Maintenance activities are carried out according to occupational health and safety legislation, statutory legislation and/or industry guidelines or codes of practice.

Range of Variables
Office Equipment
These may include but are not limited to photocopiers, facsimile machines, computers, printers, telephones, switchboards, shredders, public address systems, paging systems, franking machines, overhead projectors, microfiche machines, calculators, pricing equipment.
Enterprise
Enterprises may vary in size, type and location, in the range of work activities conducted, hours of operation and in the number and type of staff.

Sources of Information
These may include enterprise policies and procedures relating to operation and maintenance of office equipment and equipment manufacturer’s specifications and/or operating instructions.

Legislative Requirements
This may include federal, state or territory legislation or regulations in relation to occupational health and safety.
This may also include industry codes of practice.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• safely operating relevant office equipment in accordance with legislative requirements, manufacturers instructions and workplace procedures
• safely performing minor maintenance on relevant office equipment in accordance with legislative requirements, manufacturers instructions and workplace procedures.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the candidate’s job role or function.

Underpinning Knowledge
• Operational knowledge of enterprise office equipment and equipment operating procedures.
• Operational knowledge of enterprise policies and procedures and legislative requirements in regard to:
  – operating office equipment
  – maintaining office equipment.

Underpinning Skills
• Plain English literacy skills in relation to reading and understanding workplace documents and manufacturer’s specifications and operating instructions.
• Basic problem solving skills in relation to maintaining office equipment.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
**Context for Assessment**

The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

**Resource Implications**

The following are required:
- a workplace or simulated workplace
- relevant documentation, such as enterprise or sample policies and procedures manuals related to operating and maintaining office equipment
- relevant legislation such as occupational health and safety legislation/regulations and industry codes of practice
- access to a range of relevant office equipment
- a qualified workplace assessor.

**Key Competencies & Application to Standards**

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AUR70278B  Use and Maintain Workplace Tools and Equipment

Unit Descriptor
This unit covers the functions required to select, safely use and maintain workplace tools and equipment.

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<td>1.</td>
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<td>1.1</td>
<td>Applicable tools and equipment are selected to meet the job requirements.</td>
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<td>1.2</td>
<td>Tools and equipment are used in accordance with procedures to produce the desired results.</td>
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<tr>
<td>1.3</td>
<td>Suitable tools and equipment are selected and used to prevent injury to self and others and damage to the job.</td>
</tr>
<tr>
<td>1.4</td>
<td>Tools and equipment testing is carried out according to legislation, industry regulations/guidelines and enterprise procedures/policies.</td>
</tr>
<tr>
<td>2.</td>
<td>Service and maintain workplace tools and equipment</td>
</tr>
<tr>
<td>2.1</td>
<td>Tools and equipment are regularly checked against manufacturer’s recommendations to ensure safe operating condition.</td>
</tr>
<tr>
<td>2.2</td>
<td>Damaged/worn tools and equipment are tagged and removed from the workplace for repair or replacement and reported to supervisor.</td>
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<tr>
<td>2.3</td>
<td>Tools/equipment are serviced, adjusted and/or maintained as per manufacturer’s schedule to ensure safe and correct operation, within the scope of responsibility.</td>
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<tr>
<td>2.4</td>
<td>Servicing and maintenance operations are carried out according to industry regulations/guidelines, occupational health and safety legislation, statutory legislation and enterprise procedures/policies.</td>
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</table>

Range of Variables

Sources of Information
This may include vehicle manufacturer’s specifications and technical documentation, enterprise operating procedures and documentation, industry/workplace codes of practice, product manufacturer’s specifications and insurance company reports.

Legislative Requirements
This includes state and territory legislation related to occupational health and safety and award provisions.
Resources
This includes computer hardware/software, calculators, general office equipment, hand and power tools, special tools for removal/adjustment, storage racks, protective covers, measuring devices, plastic repair equipment, sealing equipment, adhesive equipment, heating equipment, templates, welding equipment including oxy, arc, MIG and TIG, vehicle cleaning equipment, service workshop manuals, product manuals, hydraulic breaker tools, line oilers, filters and gauges, alternator and starter motor bench testers, paint mixers, key cutters, multimeters, load testers, brake and drum lathes, fuel injector cleaners, ignition module test instruments. Specific requirements may include hydraulic jacks, air bags and overhead cranes for lifting heavy machines.

Maintenance Methods
This may include routine maintenance to tools and equipment as per specified schedules, labelling faulty tools and equipment, minor repairs to tools and equipment, and the chocking, jacking and supporting of machines on level and incline planes. These methods should be applied under normal operating conditions.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• selection and safe use of hand tools
• selection and safe use of workplace equipment
• basic maintenance of tools and equipment within the scope of operator responsibility
• selection and safe use of personal protective equipment.

Interdependent Assessment of Units
• This unit may be assessed in conjunction with other units that form part of the job role or function.

Underpinning Knowledge
• Tool and equipment selection procedures.
• Basic maintenance procedures of tools and equipment.
• Tool and equipment safety and operating procedures.

Underpinning Skills
• Communication skills relevant to following verbal instructions on the use of tools and exchanging technical information.
• Literacy and numerical skills relevant to reading and interpreting information on operating and servicing procedures and manuals for tools and equipment.
• Technical skills relevant to recording information on computers.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.


**Context for Assessment**
Assessment of this unit may be completed on- or off-the-job. The assessment of practical skills must take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable.
The prescribed outcome must be able to be achieved without direct supervision. The competency should be assessed within the context of the qualification being sought.

**Resource Implications**
The following are required:
- a workplace or simulated workplace
- a range of workplace tools and equipment relevant to the work context
- workplace and equipment product manuals and service manuals
- a qualified workplace assessor.

**Key Competencies & Application to Standards**

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AURCT20002A   Perform Routine Housekeeping Duties

Unit Descriptor
This involves the application of personal hygiene practices, tidiness and cleanliness of the workplace.

Element  Performance Criteria
1. Organise work area
   1.1 Work area and surrounds are maintained in a safe, uncluttered and organised manner according to site policy.
   1.2 All routines carried out safely, effectively and efficiently with minimum inconvenience to customers and staff, according to site policy.
   1.3 Site policies and procedures for tidying of work area, and surrounds, and placing items in designated areas are applied.

2. Clean work area
   2.1 Site policies and procedures for personal hygiene are applied.
   2.2 Site policies and procedures applied for cleaning of work area are applied.
   2.3 Waste promptly removed and disposed of according to site policy.
   2.4 Spills, waste, or other potential hazards removed from floors according to site policy.
   2.5 Signage promptly displayed in regard to unsafe areas eg. spills.
   2.6 Equipment and consumable materials maintained and stored correctly after use.
   2.7 Tools and equipment (including guards) cleaned and used in accordance with manufacturer’s instructions and site requirements.

Range of Variables
Sources of Information/Documents
Site policy and procedures for routine housekeeping practices, enterprise operating procedures, customer service requirements and industry/workplace codes of practice.

Legislative Requirements
This includes state and territory legislation related to OH&S.

Resources
Types of tools, equipment materials and environment for site.

Methods
Tidying and cleaning benches, sinks, preparations areas, walkways, fixtures and other working surfaces.
Communications
Communications may be verbal, written, by telephone or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others involved in the work
• organising the work area
• cleaning the work area
• applying safe practices throughout housekeeping operations including the handling of chemicals and needlestick situations
• operating equipment and utilising materials for performing routine housekeeping duties
• maintaining and storing housekeeping equipment and materials.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other common and technical units which form part of the work role.

Underpinning Knowledge
• General knowledge of the scope and importance of housekeeping in terms of safety, efficiency and customer relations.
• General knowledge of waste disposal policy and procedures.
• A working knowledge of the risks associated with housekeeping including hazardous chemicals and needlestick potential.
• A working knowledge of the focus of housekeeping and the methods of dealing with each main situation.
• Detailed knowledge of site housekeeping policy and procedures, equipment, material and personal safety and hygiene requirements.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with others involved in or effected by housekeeping.
• Questioning and active listening skills, for example in obtaining information on housekeeping requirements.
• Technical literacy skills sufficient to interpret and apply common industry terminology.
• Research and interpretative skills to locate, interpret and apply relevant operational, safety and housekeeping information.
• Basic risk identification and assessment skills.
• Plan, organise and integrate housekeeping with operational responsibilities.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of routine housekeeping duties.
**Resource Implications**

The following are required:
- a workplace or simulated workplace
- realistic housekeeping requirements
- instructions on housekeeping
- hazardous chemicals information
- appropriate materials, tools and equipment
- environmental disposal instructions.

**Key Competencies & Application to Standards**

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AURCT20101A Process Customer Complaints

Unit Descriptor
This unit covers the functions required to deal with customer complaints in a manner which satisfies the customer but complies with enterprise policies and procedures. Every action or output has a customer and therefore customers may be internal work colleagues or external to the enterprise.

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<tr>
<th>Element</th>
<th>Performance Criteria</th>
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| 1. Clarify the nature of the complaint | 1.2 Details of the complaint are established.  
  1.3 Summary of the complaint is recorded accurately.  
  1.4 Any inconvenience to the client is acknowledged and an apology is made if appropriate. |
| 2. Identify options for complaint resolution | 2.1 Appropriate options for resolving the complaint are identified.  
  2.2 Complaint is referred to designated officer if resolution is not possible. |
| 3. Act to resolve complaint | 3.1 Optimal solution is negotiated with the client.  
  3.2 Chosen solution is implemented within agreed time frame.  
  3.3 Necessary documentation is finalised.  
  3.4 Effectiveness of solution and related outcomes is evaluated.  
  3.5 Any necessary changes to enterprise procedures are identified and passed on to relevant person for action. |

Range of Variables
Complaints
Complaints may include matters related to personal interaction with customers, incorrect products, faulty products, charging/costing policy, delivery system failures, installation deficiencies and service delays.

Customers
Customers may be regular or new and may have routine or special requests. They may include people from a range of social, cultural or ethnic backgrounds and physical and intellectual abilities. Regardless, all clients are to be made feel welcome, valued and, at the end of the process, satisfied. Customer contact may be face to face, by telephone, by electronic means or in writing.
Customer service may include all enterprise activities, internal and external customers and follow up in event of delays in service provision.

Customer Needs
These may include information regarding products or services available, quality of products or services, complementary products or services, enterprise facilities and services or the location of specific items.
Staff
Staff may be full-time, part-time or casual and vary in terms of staff training, product knowledge and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions.

Enterprise
Enterprises may vary in size, type and location, in the range of merchandise and services provided and in delivery policies.

Sources of Information
These may include enterprise policies and procedures relating to customer service, equipment and product manufacturer’s specifications, enterprise operating procedures, industry/workplace codes of practice, customer requirements.

Communication
Communications may be verbal, written, by telephone, by electronic or any other available means.

Information
Accurate records of all information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- accurately clarifying the nature and extent of the complaint
- identifying options for complaint resolution
- resolving the complaint to the customer's satisfaction
- contributing to avoidance of further complaints.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.

Underpinning Knowledge
- General knowledge of the range of enterprise merchandise and services, location of departments/sections and telephone extensions of departments/sections.
- General operational knowledge of industry/workplace codes of practice in relation to customer service.
- Basic working knowledge of relevant legislation and statutory requirements, including consumer law, trade practices and fair trading legislation.
- Working knowledge of enterprise policies and procedures in regard to:
  - customer service
  - dealing with difficult customers
  - allocated duties /responsibilities.
- Working knowledge of enterprise complaints handling procedures.
Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with customers and their complaints.
- Technical literacy and interpretative skills to interpret and discern the facts related to the customer complaint.
- Questioning and active listening skills, for example when obtaining factual information from excitable customers.
- Basic conflict resolution skills for handling difficult or abusive customers and greeting/farewelling techniques.
- Basic research and analytical skills to investigate and identify the factors which caused/contributed to the complaint.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment covering a range of customer types.

Resource Implications
The following are required:
- a workplace or simulated workplace
- enterprise or equivalent policy and procedures relating to customer service and complaint handling processes
- enterprise or equivalent instructions related to the legal implications of customer relations and complaints
- a range of customers with realistic complaints (real or simulated)
- a qualified workplace assessor.

Key Competencies & Application to Standards

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AURCT20102A  Apply Basic Automotive Trouble Shooting Processes

Unit Descriptor
This unit covers the trouble shooting functions required to identify common automotive faults or problems based on evidence provided by customers.

Element | Performance Criteria
---|---
1. Identify the nature of the fault or problem | 1.1 The customer is made to feel welcome and valued.
| | 1.2 Questioning techniques are applied to determine the nature of the customer enquiry.
| | 1.3 All available information relating to the fault or problem is gathered, recorded and confirmed with the customer.

2. Apply basic trouble shooting processes | 2.1 The automotive system/component relating to the fault or problem is identified.
| | 2.2 Basic trouble shooting techniques are applied to identify the likely cause of the fault or problem.
| | 2.3 Advice is sought from the appropriate enterprise product/system specialist as required.
| | 2.4 The customer is advised of the likely cause and possible solutions to the fault or problem.
| | 2.5 The customer is advised to seek specialist advice if the fault or problem cannot be determined from the available information or is beyond the capacity of the enterprise to rectify.

Range of Variables
Automotive Systems/Components
These may include:
- engine systems
- transmission/drive train
- steering and suspension systems
- fuel systems
- cooling systems
- electrical systems
- braking systems
- exhaust systems.

Indicative Faults or Problems
The types of common faults or problems on which advice is required may include basic trouble shooting related to:
- failure to achieve ignition/power
- failure to achieve fuel flow
• failure of lighting systems/components
• excessive exhaust smoke or noise
• unusual engine noises or vibrations
• excessive play or vibration through steering
• loss of coolant
• slow response or excessive pedal travel when braking.

**Advice Limitations**
Advice offered to the customer is to conform with all statutory and organisationally imposed limitations and liability requirements.

**Enterprise**
Enterprises may vary in size, type and location and in the range of merchandise, products and services provided.

**Customers**
Customers may be regular or new and may have routine or special requests. They may include people from a range of social, cultural or ethnic backgrounds and physical and intellectual abilities. Regardless, all customers are to be made feel welcome, valued and, at the end of the process, satisfied. Customer contact may be face to face, by telephone, by electronic means or in writing.

**Staff**
Staff may be full-time, part-time or casual and vary in terms of staff training, product knowledge and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions.

**Sources of Information**
These may include enterprise policies and procedures, equipment and product manufacturer’s specifications, enterprise operating procedures, industry/workplace codes of practice and customer enquiries/requests.

**Legislative Requirements**
This includes state and territory legislation related to OH&S and consumer law. This may also include industry codes of practice.

**Evidence Guide**

**Critical Aspects**
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• using questioning, listening and observation skills to accurately determine the nature of customer enquiries
• accurately identifying automotive systems and components
• consistently applying basic trouble shooting techniques to determine possible causes of faults or problems.

**Interdependent Assessment of Units**
This unit may be assessed in conjunction with other units that form part of the job role or function.
Underpinning Knowledge
- General knowledge of the range of enterprise merchandise and services, location of departments/sections and telephone extensions of departments/sections.
- General operational knowledge of industry/workplace codes of practice in relation to customer service.
- General operational knowledge of the function of major components of common automotive:
  - engine systems
  - transmissions and drive trains
  - steering and suspension systems
  - fuel systems
  - cooling systems
  - electrical systems
  - braking systems
  - exhaust systems.
- General operational knowledge of basic trouble shooting techniques/processes.

Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with customers.
- Technical literacy and interpretative skills to interpret and discern the facts related to the customer enquiry.
- Questioning and active listening skills, for example when obtaining factual information from customers.
- Analytical skills to determine the possible causes of the fault or problem.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment covering a range of customer types.

Resource Implications
The following are required:
- a workplace or simulated workplace
- enterprise or equivalent policy and procedures relating to customer service
- a range of customers with realistic enquiries (real or simulated)
- a qualified workplace assessor.
### Key Competencies & Application to Standards

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AURCT20103A Provide Information to Customers on Automotive Refinishing Products

Unit Descriptor
This unit covers the functions required to provide basic information to customers on automotive refinishing products, including information on surface preparation, fillers, coatings, and polishes.

Element | Performance Criteria
---|---
1. Access and interpret information on refinishing products
   1.1 Information on automotive refinishing products and their applications and limitations is accessed, interpreted and conveyed to other staff members as required.
   1.2 Comparisons between products are researched and applied, including brand options, product features, warranties and price.
2. Identify the customer’s requirements
   2.1 The customer is made to feel welcome and valued.
   2.2 Questioning techniques are applied to determine the nature of the customer’s enquiry.
   2.3 All available information relating to the customer’s requirements is gathered, recorded and confirmed with the customer.
3. Provide information to customers on refinishing products
   3.1 Refinishing products are evaluated according to customer requirements.
   3.2 Information on applicable products that satisfy customer requirements is provided.
   3.3 Features, benefits, limitations and safety implications of products and techniques for applying the products are demonstrated or explained to the customer to create a buying environment.
   3.4 Advice is sought from the appropriate product specialist if required.
   3.5 The customer is advised to seek specialist advice where warranted.

Range of Variables
Refinishing Products
These may include the products and materials used for preparing automotive surfaces and applying coatings, fillers, anti-rust materials and polishes, and for conducting colour matching.

Product Application Techniques
These may include techniques for repair of minor dents, treatment of rust, selection and application of fillers, surface preparation, application of primers, guide coats and finishing putties, application of top coats and clear coats, buffing and colour matching.
Specialist Advice
Situations where the customer may require advice from specialist automotive refinishers may include structural damage, damage in awkward or difficult locations, specialty finishes or where the experience of the customer is limited.

Enterprise
Enterprises may vary in size, type and location and in the range of merchandise and services provided.

Sources of Information
These may include enterprise policies and procedures, product manufacturer’s specifications, customer requirements and industry/enterprise codes of practice.

Legislative Requirements
This includes state and territory legislation related to Occupational Health and Safety and consumer law.
This may also include industry codes of practice, including scanning code.

Customers
Customers may be regular or new and may have routine or special requests. They may include people from a range of social, cultural or ethnic backgrounds and physical and intellectual abilities and may have special needs. Regardless, all clients are to be made feel welcome, valued and, at the end of the process, satisfied.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training and in specialist knowledge of products and services. Staff may be operating in routine or busy trading conditions.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• consistently applying store policies and procedures and industry codes of practice in regard to customer service and selling materials and products
• accessing, interpreting and conveying knowledge of refinishing products to customers
• applying knowledge of refinishing products to provide accurate advice according to the needs of the customer.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.

Underpinning Knowledge
• General knowledge of enterprise/industry manuals and documentation (paper based and computerised).
• Broad operational knowledge of relevant legislation and statutory requirements including Occupational Health and Safety requirements and customer safety.
• Broad operational knowledge of industry codes of practice, including scanning code.
• General refinishing product knowledge, including:
  – automotive coatings
  – fillers
  – anti-rust materials
  – abrasives and buffers
  – polishes and polishing materials
  – cleaning materials.
• General knowledge of automotive refinishing techniques, including:
  – repair of minor dents
  – treatment of rust
  – selection and application of fillers
  – surface preparation, including application of primers, guide coats and finishing putties
  – application of top coats and clear coats
  – buffing
  – colour matching
• Detailed knowledge of enterprise:
  – product and merchandise range
  – service range
  – procedures for taking customer orders
  – buying, pricing and ordering procedures
  – other relevant policies and procedures.

Underpinning Skills
• Questioning and active listening skills, for example when eliciting information from customers on products and services required.
• Plain English literacy and communication skills in relation to dealing with customers and provider/suppliers and recording information.
• Technical literacy and interpretative skills sufficient to read and understand product information and store policies and procedures.
• Numerical skills sufficient to estimate and calculate costs relevant to pricing products.
• Technical skills to use a range of communication and electronic equipment.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment which reflects a range of products and services and a range of customers with different requirements.
Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.
Resource Implications
The following are required:
- a workplace or simulated workplace
- range of products and merchandise (real and simulated)
- relevant documentation, such as inventory lists, price lists, enterprise policy and procedures manuals, delivery costs, details of services available
- a range of customers with different requirements (real or simulated)
- a range of communication equipment
- a qualified workplace assessor.

Key Competencies & Application to Standards

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AURCT20150A  Carry out financial transactions

Unit Descriptor
This unit covers the functions required to undertake cash, cheque, credit card and/or funds transfer card transactions.

Element | Performance Criteria
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1. Handle cash transactions  
1.1 Cash is received and counted.  
1.2 Correct balance is determined taking price, invoices, discounts and credits into account, and correct change is given.  
1.3 Irregularities (if any) are noted and referred to an appropriate person for resolution.  
1.4 Cash is stored according to enterprise policies and procedures.  
1.5 Receipt is issued and transaction is recorded according to enterprise policies and procedures.

2. Handle cheque transactions  
2.1 Cheques are received and examined for correctness, including amount, date and signature(s).  
2.2 Irregularities (if any) are noted and referred to an appropriate person for resolution.  
2.3 Cheques are stored according to enterprise policies and procedures.  
2.4 Receipt is issued and transaction is recorded according to enterprise policies and procedures.

3. Handle credit/funds transfer card transactions  
3.1 Correct documentation and equipment, if required, for particular credit/funds transfer card are identified and accessed.  
3.2 Appropriate credit/funds transfer card recording device is identified and accessed.  
3.3 Recording device is operated according to provider’s procedures and taking into account enterprise credit limits.  
3.4 Irregularities (if any) are noted and referred to an appropriate person for resolution.  
3.5 Receipt is issued and transaction is recorded according to enterprise policies and procedures.

Range of Variables
Enterprise
Enterprises may vary in size, type and location.
Sources of Information
These may include enterprise policies and procedures in regard to enterprise financial transactions, credit limits and cash/cheque storage. It may also include provider instructions/procedures for credit card and funds transfer card transactions.

Responsibilities
Levels of responsibility for performing financial transactions may vary.

Resources
Equipment may include but is not limited to calculators, point of sale equipment, computer software/hardware, EFTPOS systems, credit card systems, stock scanning/pricing equipment and safes. Financial recording systems may be manual or electronic.

Customers
Customers may be regular or new, internal or external, and may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading and may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities. Staff may work in teams or groups of varying size and structure.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- consistently applying enterprise procedures for handling cash transactions
- consistently applying enterprise procedures for handling cheque transactions
- consistently applying enterprise and/or provider procedures for handling credit card and funds transfer card transactions.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.

Underpinning Knowledge
- Operational knowledge of enterprise policies and procedures in regard to:
  - cash and non-cash transactions
  - cash and non-cash security procedures
  - allocated duties/responsibilities.
- Operational knowledge of the range of equipment and documentation required for cash, cheque and credit/funds transfer card transactions.
- Basic operational knowledge of relevant legislation and statutory requirements, including OH&S, consumer law, trade practices and fair trading legislation.
- Basic operational knowledge of industry/workplace codes of practice in relation to cash and non-cash transactions.
Underpinning Skills

- Technical skills in relation to operating relevant enterprise financial equipment.
- Communication skills in relation to dealing with customers.
- Problem solving skills.
- Literacy skills in regard to reading and interpreting workplace documentation and enterprise policies and procedures.
- Numerical skills in applying basic mathematical processes including addition, subtraction, multiplication and division necessary to calculate amounts due, cash tendered and change required.

Consistency in Performance

It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications

The following are required:

- a workplace or simulated workplace
- relevant documentation, such as enterprise policy and procedure manuals relating to cash and non-cash transactions, cash and non-cash security procedures, credit limits, legislation and codes of practice
- a range of customers requiring different cash, cheque, credit card and funds transfer card transactions (real or simulated)
- a range of financial equipment, including EFTPOS and credit card systems
- a qualified workplace assessor.

Key Competencies & Application to Standards

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</table>
AURCT20151A    Perform Finance Duties

Unit Descriptor
This unit covers the functions involved in performing financial duties. It is based on the National Clerical-Administrative Competency Standards (Private Sector) and is equivalent to unit FIN 201.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
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<tbody>
<tr>
<td>1. Process petty cash transactions</td>
<td>1.1 Petty cash claims are checked for approval, accuracy and authenticity before processing.</td>
</tr>
<tr>
<td></td>
<td>1.2 Transactions are balanced and checked according to enterprise policy and procedures.</td>
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<tr>
<td></td>
<td>1.3 Irregularities are noted and referred to nominated person for resolution.</td>
</tr>
<tr>
<td></td>
<td>1.4 Petty cash transactions are processed and recorded within designated time limits.</td>
</tr>
<tr>
<td>2. Prepare banking documents</td>
<td>2.1 Cashbook entries are balanced against record of takings.</td>
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<td></td>
<td>2.2 Deposit entries are accurately compiled, and balanced.</td>
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<td>2.3 Cash, cheques and credit card vouchers are listed on banking deposit forms in accordance with the banking institution’s guidelines.</td>
</tr>
<tr>
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<td>2.4 In-house credit systems are processed according to enterprise policy.</td>
</tr>
<tr>
<td>3. Process non-cash transactions</td>
<td>3.1 Credit card transactions are balanced and presented to nominated person for checking.</td>
</tr>
<tr>
<td></td>
<td>3.2 Irregularities are noted and referred to nominated person for resolution.</td>
</tr>
<tr>
<td>4. Reconcile invoices for payment to creditors</td>
<td>4.1 Discrepancies between invoices and delivery and delivery notes are identified and reported to nominated person/section for resolution.</td>
</tr>
<tr>
<td></td>
<td>4.2 Errors in invoice charges are identified and reported to nominated person/section for correction/resolution.</td>
</tr>
<tr>
<td></td>
<td>4.3 Discrepancies and errors are rectified, as directed.</td>
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<td>4.4 Corrected and authorised invoices are processed for payment within designated time limits.</td>
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<td>4.5 Creditor enquiries are resolved and/or referred to nominated person/section for resolution.</td>
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</tbody>
</table>
Element
5. Prepare invoices for debtors

Performance Criteria
5.1 Preparatory calculations are performed to produce accurate customer invoices.
5.2 Relevant documentation is completed to ensure accuracy of contents.
5.3 Documents are distributed to nominated person/section for certification prior to being dispatched.
5.4 Verified documents are dispatched within designated time limits.
5.5 Documents are copied and filed for auditing purposes.

Range of Variables

Enterprise
Enterprises may vary in size, type and location.

Sources of Information
These may include enterprise policies and procedures in regard to enterprise financial systems. Business source documents may include but are not limited to purchase requisitions, purchase orders, invoices, receipts, delivery dockets/receipts, credit notes, statements, remittance advices, cash register rolls and deposit books.

Responsibilities
Levels of responsibility for performing financial duties may vary.

Resources
Resources and types of equipment/systems required to complete the task may vary. Financial recording systems may be manual or electronic.

Non-cash transactions
Non-cash transactions may include but are not limited to credit cards, cheques, hire purchase, lay-by, cash on delivery (COD), customer refunds and customer credit ratings. Transactions may include inter-branch or inter-department stock transfers.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- consistently applying enterprise policies and procedures in regard to petty cash and non-cash transactions, invoicing, banking processes and processing delivery and document discrepancies
- consistently and responsibly applying skills pertaining to the reconciliation and payments of invoices for creditors and debtors, in accordance with enterprise policies and procedures.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.
Underpinning Knowledge

- Operational knowledge of enterprise policies and procedures in regard to:
  - register/terminal balance
  - cash and non-cash transactions security
  - petty cash
  - cash balances
  - banking
  - purchase requisitions/orders
  - issuing of receipts
  - delivery dockets
  - credit notes
  - statements
  - remittance advices
  - cash register rolls
  - deposit books
  - change required and denomination of change
  - operation of equipment used at register/terminal
  - processing delivery and delivery document discrepancies
  - invoicing procedures for debtors and creditors.

- Knowledge of cash and non-cash handling procedures, including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash balances
  - counting cash
  - calculating non-cash documents
  - customer credit ratings
  - balancing point of sale terminal
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change
  - EFTPOS/credit cards
  - processing of cheques
  - gift vouchers/lay-by
  - cash on delivery (COD)
  - credits and returns
  - customer refunds.

Underpinning Skills

- Operational skills and techniques in completing tasks in a set time frame.
- Plain English literacy skills in relation to interpreting documentation and completing simple reports or documents.
- Computing skills related to inputting and retrieving financial information using relevant software.
- Numerical skills in regard to counting cash, calculating non-cash transactions and reporting on takings.

Consistency in Performance

It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
- a workplace or simulated workplace
- relevant documentation, such as recording/tally sheets, financial transaction docket/invoices, cash register rolls, COD vouchers, cheques, travellers cheques, credit cards, credit notes, lay-by
- EFTPOS facilities and equipment
- register/terminal and related equipment
- computer equipment
- a range of software applications
- a qualified workplace assessor.

Key Competencies & Application to Standards

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# AURCT2020A Operate Information Technology Systems

## Unit Descriptor
This unit covers the functions involved in the use and application of enterprise information technology systems. It requires knowledge of the hardware and software in use, and the ability to enter, retrieve and use information as required.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Use enterprise information technology system | 1.1 Knowledge of the enterprise information technology system(s) is accurately demonstrated and conveyed to other staff members as required.  
1.2 Hardware is accurately identified and operated according to manufacturers’ instructions and enterprise procedures.  
1.3 Software, including databases, menus and Electronic Data Interchange (EDI), is accurately identified and used according to manufacturers’ instructions and enterprise procedures.  
1.4 Application and uses of software available is accurately identified and used according to enterprise procedures.  
1.5 Data is transmitted according to EDI procedures as required.  
1.6 Keyboard skills are used accurately to enter information as required by enterprise policies.  
1.7 Back up procedures are regularly performed according to enterprise procedures. |
| 2. Edit/update information | 2.1 Information to be edited/updated is correctly identified according to enterprise procedures.  
2.2 Information on system is accurately edited/updated according to enterprise procedures. |
| 3. Solve problems | 3.1 Equipment/hardware/software faults are identified and rectified where possible or expert assistance sought without delay.  
3.2 Maintenance program for hardware and software systems are monitored and implemented according to manufacturers’ specifications and enterprise procedures.  
3.3 Routine problems are handled using appropriate problem solving techniques and referred to appropriate personnel as required.  
3.4 Assistance is positively and actively provided to staff as problems arise. |
Range of Variables

Enterprise
Enterprises may vary in size, type and location and in their range of products and services.

Information Technology Systems
Systems used may be centrally based, location based or networked. Systems may be loaded/downloaded electronically or manually. Communications may be by network or by the internet.

Types of software may include menus, databases or EDI.

Equipment
This may include a range of personal computers and computer terminals, which may be stand alone or networked.
Information technology equipment may also include scanning equipment, bar coding equipment, point of sale terminals and pricing equipment.

System Problems
These may relate to hardware faults, breakdowns, software faults or staff abilities/training. Problems may be solved by routine procedures, manufacturer’s recommendations, lateral thinking or referral to a specialist/expert.

Sources of Information
These may include enterprise policies and procedures in regard to information technology systems.
These may also include legislative requirements for OH&S, particularly in regard to use of screen based equipment, and may also include industry codes of practice.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training, in staffing levels, eg. staff shortages and in the range of responsibilities for information technology systems. Staff may be operating in routine or busy trading conditions.

Information
Information to be entered may include staffing information, customer details/records including names, addresses and profiles, stock records, stock transfers, orders, delivery details.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• consistently applying enterprise policies and procedures in regard to information technology systems, including resolution of systems faults and accessing/entering information on the enterprise systems
• following requirements of relevant legislation and statutory requirements.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.
Underpinning Knowledge
• Operational knowledge of enterprise policies and procedures in regard to use of enterprise information technology systems, including:
  – use and maintenance of hardware and software systems
  – solutions to problems/breakdowns
  – operation of equipment.
• Operational knowledge of relevant legislation and statutory requirements for occupational health and safety, including use of screen-based equipment.

Underpinning Skills
• Plain English literacy skills in regard to interpreting documentation and completing reports or documents.
• Problem solving skills related to hardware and software problems.
• Technical skills in the operation of enterprise information technology hardware and software and the use, application and operation of relevant databases, menus and EDI.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment.
• Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
• a workplace or simulated workplace
• relevant documentation, such as enterprise policies and procedures manuals relating to information technology systems, legislation and statutory requirements, industry codes of practice, hardware and software manuals
• information technology systems
• a qualified workplace assessor.

Key Competencies & Application to Standards

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</table>
AURCT20250A Identify Common Automotive Parts and Products

Unit Descriptor
This unit covers the functions required to identify common automotive parts and products based on evidence from customers and/or other sources which may include catalogue numbers or samples of the parts/products or their purpose.

Element Performance Criteria

<table>
<thead>
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<tbody>
<tr>
<td>1. Identify the part/product and its end use</td>
<td>1.1 The customer is made to feel welcome and valued.</td>
</tr>
<tr>
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<td>1.2 All available information on the required part/product is gathered, recorded and confirmed with the customer.</td>
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<td>1.3 The end use or host for the part/product, i.e. the vehicle/unit assembly or vehicle/unit assembly options, is established from an analysis of available information.</td>
</tr>
<tr>
<td>2. Identify the details of the part/product</td>
<td>2.1 The appropriate parts/product cataloguing system is identified and accessed.</td>
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<td>2.2 The part/product is matched accurately with cataloguing information by accessing and using the catalogue system.</td>
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<td>2.3 Details of the identity of the part/product are recorded and processed.</td>
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</tbody>
</table>

Range of Variables
Automotive Part/Product
This may include common automotive parts, components and accessories which are specific to the vehicle type or are for general use by the industry, and refinishing and treatment products.

Legislative Requirements
This includes state and territory legislation related to OH&S and Australia Design Rules.

Customers
This includes both external and internal customers who may be technically qualified to describe parts/products or technical novices requiring detailed support. Regardless, all customers are to be made feel welcome, valued and, at the end of the process, satisfied.

Communications
Communications with the customer/user may be face to face, by telephone or by other electronic means.

Part/Product Information
This may include manufacturer’s specifications and technical documentation, enterprise procedures and documentation, enterprise or industry comparative specifications, diagrams, sketches, verbal descriptions and physical and visual evidence.
Information Gathering Techniques
The customer may require active assistance and questioning to fully describe the requirement in terms of common vehicle/unit model, date of manufacture, purpose and appearance of product and other relevant tracking information.

Recording of Information
Information provided by the customer may need to be used when the customer is no longer present and therefore an accurate record of all relevant information needs to be completed, retained and recovered when needed.

Parts/Products Cataloguing Systems
These systems may be hard-copy (book-fast, loose-leaf), stand alone computer or networked/on line computer supported services.

Provider/Supplier Information
Provider/supplier information is not always required but should be sought or accessed where the incorrect identification of the part/product may result in legal liability, customer dissatisfaction and/or alienation.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- eliciting sufficient information from the customer and/or other sources to enable a confirmed identification of the vehicle or unit for which the part/product is intended
- accessing the parts/products catalogue systems associated with the required vehicle/unit
- using parts/products catalogues and equivalent documentation to trace and identify common specific brand parts/products.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for inter-related units of competency. This unit should be assessed in conjunction with other units within the context of the candidate’s job role or function.

Underpinning Knowledge
- General knowledge of common automotive terminology.
- General knowledge of the main automotive systems and assemblies and their functions.
- General knowledge of the Parts/Product Catalogue systems, both brand specific and general options, used by the enterprise.
- General knowledge of the legal issues associated with the supply and use of non-conforming parts/components/accessories.
- Broad knowledge of OH&S requirements in relation to customer safety and ergonomics of computer work stations.
Underpinning Skills
- Questioning and active listening skills, for example when eliciting information on product and end use issues.
- Plain English literacy and communication skills in relation to dealing with customers and providers/suppliers.
- Technical literacy and interpretative skills sufficient to access keywords and phrases and to interpret schematics and technical drawings.
- Computing skills in relation to the accessing and interpretation of computer based Parts Catalogue systems.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment is to cover both manual and computer aided/based Parts Catalogue Systems. Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of common parts/product identification requirements.

Resource Implications
The following are required:
- a workplace or simulated workplace
- customers and requests for parts information
- parts/products cataloguing systems.

Key Competencies & Application to Standards

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### AUR44155B Purchase parts/components/materials

#### Unit Descriptor
This unit covers the functions required to determine requirements for and purchase parts, components and materials to meet customer needs or the needs of the enterprise.

#### Element Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
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</thead>
</table>
| 1. Determine purchasing requirements | 1.1 Customer demands/requirements or enterprise needs are accessed and analysed.  
1.2 Market trends (if applicable) are examined.  
1.3 Existing enterprise stock levels are compared with turnover and estimated demand requirements.  
1.4 Product line requirements are determined. |
| 2. Prepare purchase order/list | 2.1 Purchase order/list is developed, taking perceived customer/enterprise needs and existing stock levels into account, according to enterprise policies and procedures. |
| 3. Purchase parts/components/materials | 3.1 Supplier/vendor is informed of requirements and specifications.  
3.2 Appropriate paperwork/contracts are completed and exchanged in accordance with enterprise policies and procedures.  
3.3 Records/files are maintained accurately using recognised industry/enterprise guidelines. |

#### Range of Variables

**Enterprise**
Enterprises may vary in size, type and location.

**Sources of Information**
These may include enterprise policies and procedures with regard to merchandise and marketing, manufacturer’s specifications, customer and enterprise requirements, sales records, material/resource usage records and industry codes of practice. These may also include relevant state or territory legislation in relation to OH&S and statutory requirements.

**Parts/Components/Materials**
These include parts, components and materials for sale to customers and those used in the processes/running of the enterprise.

**Suppliers**
These may be existing or new contacts, internal or external, local or overseas and vary in type and location.

**Purchasing Processes**
These may include face to face, correspondence, meetings, telephone and electronic media.
Evidence Guide

Critical Aspects

It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- consistently applying enterprise policies and procedures, industry codes of practice and statutory requirements/regulations in regard to ordering and buying stock
- applying market analysis, planning, procurement skills and maintaining supplier relations.

Interdependent Assessment of Units

An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for inter-related units of competency. This unit should be assessed in conjunction with other units within the context of the candidate’s job role or function.

Underpinning Knowledge

- Broad knowledge of enterprise policies and procedures in regard to:
  - buying
  - ordering
  - quality control
  - stock/inventory levels – current and future
  - stock location/allocated areas.
- Basic knowledge of industry/enterprise, including:
  - market needs
  - range of merchandise available
  - existing and possible new suppliers
  - channels of distribution.
- Knowledge of relevant legislation and statutory requirements including OH&S requirements and consumer law.
- Knowledge and understanding of industry codes of practice.

Underpinning Skills

- Communication skills in relation to communicating ideas and information, including negotiation skills.
- Basic evaluation and analysis skills in relation to collecting, analysing and organising information on market trends and projections, sales figures and customer and enterprise needs.
- Planning, organising and problem solving skills.
- Numerical skills in regard to analysing market trends and projections, sales figures and customer and enterprise needs and determining stock levels.

Consistency in Performance

It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
- a workplace or simulated workplace
- relevant documentation, such as store policy and procedures manuals for ordering and buying/purchasing stock, legislation and statutory requirements, industry codes of practice and merchandise/supplier data
- a qualified workplace assessor.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
<th>Competency</th>
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</table>
# AUR52327B Identify, Clarify and Resolve Problems

## Unit Descriptor
This unit covers the functions required to identify and clarify the nature of problems, decide on the best solution, implement solutions, evaluate solutions and assist others to identify and resolve problems.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify problems</td>
<td>1.1 Signs of problem(s) are identified and/or anticipated.</td>
</tr>
<tr>
<td>2. Clarify nature of the problem</td>
<td>2.1 Information and evidence is gathered from a variety of sources.</td>
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<tr>
<td></td>
<td>2.2 A detailed analysis of the information is prepared, listing all options.</td>
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<tr>
<td></td>
<td>2.3 Relevant and irrelevant components of the problem are distinguished, within the available time frame.</td>
</tr>
<tr>
<td>3. Determine criteria for optimal solution</td>
<td>3.1 Criteria for the desired solution are defined.</td>
</tr>
<tr>
<td></td>
<td>3.2 Options and/or strategies are identified or devised.</td>
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<td></td>
<td>3.3 Strengths and weaknesses of each option and/or strategy are considered against determined criteria.</td>
</tr>
<tr>
<td></td>
<td>3.4 The optimal solution is determined.</td>
</tr>
<tr>
<td></td>
<td>3.5 An implementation strategy is prepared and presented to designated person for approval, if required.</td>
</tr>
<tr>
<td>4. Implement solution</td>
<td>4.1 The chosen solution is implemented within the available time frame.</td>
</tr>
<tr>
<td>5. Evaluate and report on effectiveness of solutions and related outcomes</td>
<td>5.1 Criteria are established to determine if chosen solutions resolve the problem.</td>
</tr>
<tr>
<td></td>
<td>5.2 The chosen solution is evaluated against the determined criteria.</td>
</tr>
<tr>
<td></td>
<td>5.3 Follow up procedures are implemented by investigating things that have gone wrong and developing contingency arrangements.</td>
</tr>
<tr>
<td></td>
<td>5.4 The effectiveness of the solution is reported to the workgroup or designated person, if applicable.</td>
</tr>
</tbody>
</table>
Element
6. Assist others to identify, clarify and resolve problems in the workplace

Performance Criteria
6.1 Others are assisted to anticipate or identify the indicators of a problem.
6.2 Others are assisted to investigate the problem.
6.3 Others are assisted to devise and evaluate alternative options and/or strategies.
6.4 Others are assisted to implement the chosen solution.

Range of Variables
Enterprise
Enterprises may vary in size, type and location, in the range of work activities conducted, hours of operation and in the number and type of staff.

Sources of Information
These may include equipment or product manufacturer’s specifications, enterprise operating procedures, enterprise policies and procedures, customer requirements, repair quotations, legislation and regulations, award provisions, industry/workplace codes of practice, enterprise records and documentation.

Problems
Problems may relate to normal work activities within the responsibility of the individual or workgroup, to additional or non-standard work activities or caused by internal or external changes in work conditions or the environment.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading and may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

Staff may work in teams or groups of varying size and structure.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• identifying indicators of problems or potential problems
• gathering and evaluating information relating to the problem
• devising and implementing solutions
• assisting others to identify problems or potential problems
• assisting others to devise and implement solutions.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.
Underpinning Knowledge
- General knowledge of enterprise policies and work procedures in relation to problem identification and problem solving.
- General knowledge of problem identification, evaluation and reporting procedures.

Underpinning Skills
- Plain English literacy skills in relation to reading and understanding workplace documents and records.
- Basic communication and teamwork skills in relation to assisting others to solve problems.
- Basic analytical and problem solving skills in relation to identifying, evaluating and resolving work related problems.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
- a workplace or simulated workplace
- relevant documentation, such as enterprise or sample policies and procedures manuals related to work procedures and problem solving
- real or simulated problems for resolution
- access to a work team
- a qualified workplace assessor.

Key Competencies & Application to Standards

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AUR61230B   Inspect Technical Quality of Work

Unit Descriptor
This unit identifies the competence required to inspect the work done by other employees, apply quality standards to work, and protect customer property and interests.

Element                     Performance Criteria
1.   Inspect work done       1.1  Work is identified and confirmed for inspection in accordance with site procedures.
                              1.2  Appropriate inspections are conducted to ensure in-house quality systems and procedures are maintained/followed in accordance with site and relevant quality procedures.
                              1.3  Level of observation and inspection conducted is appropriate to the skill/experience of the staff member.
                              1.4  Faults identified are brought to the relevant person’s attention in accordance with site procedures.
2.   Apply quality standards to work
                              2.1  Inspections are conducted throughout the course of the work to ensure quality standards are maintained.
                              2.2  Appropriate quality standards are applied during work completion to ensure the treatment of customer property meets industry and/or enterprise standards.
                              2.3  All activities are co-ordinated throughout the workplace in accordance with site procedures.
                              2.4  Records of work quality are maintained according to site requirements.
3.   Achieve quality work outcomes
                              3.1  Possible damage to customer property is avoided through ensuring staff adherence to quality procedures and use of protective materials at all stages of the repair/service.
                              3.2  Quality improvements and/or recommendations are communicated in accordance with site requirements.

Range of Variables
Quality Procedures and Processes
May be contained in site quality system documentation, work instructions, safe work procedures, product specifications, equipment maintenance schedules, technical procedures and adopted or specifically prepared standards.
Quality Inspections
Quality inspections may include periodic inspection during the job, observation at completion of the job, that all ordered parts have been fitted, components used meet supplier/manufacturer’s specifications, invoicing complies with service/repair/parts order, invoicing contains sufficient details of labour and/or components used, reported and diagnosed problems have been confirmed as rectified via appropriate test procedures and presentation of the vehicle or equipment after service/repair meets manufacturer’s and enterprise standards.

Sources of Information/Documents
Vehicle manufacturer’s specifications, enterprise operating procedures, supplier directories, parts catalogues, customer orders and industry/workplace codes of practice, safety data sheets (MSDS) and hazchem.

Legislative Requirements
This includes state and territory legislation related to OH&S and Australia Design Rules.

Performance Indicators
Are to account for issues of time, quantity, quality and cost factors and may include establishing time targets for own work, identifying reasonable criteria for evaluating own work outcomes, identifying measures to avoid wastage, identifying reasonable criteria to judge internal and/or external customer satisfaction and identifying processes to ensure a 'right first time' approach.

Loss and Damage Incidents
May include personal injury, loss and damage of plant, equipment and materials.

Communications
Communications may be verbal, written, by telephone or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• identifying quality procedures
• inspecting work undertaken by others
• applying quality standards to work
• communicating improvements
• processing recommendations for change

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.
Underpinning Knowledge
- General knowledge and theory of quality systems in a workplace.
- General knowledge of common automotive terminology and vehicle safety requirements.
- General knowledge of work planning processes.
- Working knowledge of OH&S regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge for enterprise quality systems and procedures.
- Working knowledge of site environmental control measures.
- Working knowledge of site reporting procedures.

Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with others involved in the work.
- Questioning and active listening skills, for example when obtaining information of technical quality working practices.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret work procedures and processes.
- Research and interpretative skills to locate, interpret and apply relevant operational quality information.
- Problem solving skills to assess technical quality issues.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of quality processes and procedures.

Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring inspections of technical quality
- site or equivalent instructions on quality working practices and/or standards
- appropriate materials, tools and equipment
- a qualified workplace assessor.

Key Competencies & Application to Standards

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AUR62721B Establish Customer Requirements of a Complex Nature

Unit Descriptor
This unit covers the functions required to establish customer requirements for sales, parts, administration, finance or services which are more complex.

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<tr>
<td>1. Confirm customer requirements</td>
<td>1.1 Questioning and active listening techniques are used to clarify customer needs.</td>
</tr>
<tr>
<td></td>
<td>1.2 Customer requirements are elicited professionally, courteously, with tact and without presumptions.</td>
</tr>
<tr>
<td></td>
<td>1.3 Customer requirements are fed back accurately and concisely to the customer for confirmation.</td>
</tr>
<tr>
<td></td>
<td>1.4 Customer requirements are documented accurately in language that can be understood by the customer and by staff.</td>
</tr>
<tr>
<td></td>
<td>1.5 Customer requirements are documented in accordance with relevant industry, legal and/or enterprise standards and procedures.</td>
</tr>
<tr>
<td></td>
<td>1.6 Customer acknowledgement and confirmation is obtained of the documented requirements.</td>
</tr>
<tr>
<td>2. Advise customer of available options</td>
<td>2.1 Viable options that are relevant to customer needs are generated by the employee.</td>
</tr>
<tr>
<td></td>
<td>2.2 Viable options that conform to industry, legal and/or enterprise policies and procedures are generated by the employee.</td>
</tr>
<tr>
<td></td>
<td>2.3 Relevant suppliers are contacted to research alternative options, if required.</td>
</tr>
<tr>
<td></td>
<td>2.4 Options are explained to and discussed with the customer to facilitate customer understanding.</td>
</tr>
<tr>
<td></td>
<td>2.5 Supporting information is made available to the customer, where appropriate, to facilitate customer understanding.</td>
</tr>
<tr>
<td></td>
<td>2.6 Benefits and approximate costs of each option are explained to the customer to facilitate informed decision making.</td>
</tr>
<tr>
<td>3. Inform customer of costs</td>
<td>3.1 Customer is provided with accurate estimated costs and time frames of selected option.</td>
</tr>
<tr>
<td></td>
<td>3.2 Costs and time frames are communicated verbally or in writing, in accordance with enterprise standards and procedures.</td>
</tr>
<tr>
<td></td>
<td>3.3 Sale or service conditions are explained to customer where appropriate.</td>
</tr>
</tbody>
</table>
Element 4. Agree action plan with customer

Performance Criteria
4.1 Customer’s preferred option, including agreed delivery time frame, is detailed in action plan.
4.2 Agreed action plan is documented as required.
4.3 Customer commitment to agreed action plan is gained, in accordance with enterprise requirements.
4.4 Assistance with any paperwork requiring completion by customer is provided where appropriate.
4.5 Customer feedback is sought on services provided.

Range of Variables

Enterprise
Enterprises may vary in size, type and location, in the range of merchandise and services provided and in delivery policies.

Sources of Information
These may include enterprise policies and procedures relating to customer service, equipment and product manufacturer’s specifications, enterprise operating procedures, legislative and regulatory requirements, industry/workplace codes of practice, customer requirements.

Customers
Customers may be regular or new and may have special or unusual requests. They may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training, product knowledge and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions.

Customer Requirements
Complex customer requirements may include but are not limited to unusual or out of the ordinary problems, requirements of special or high importance customers, complex technical problems, matters involving more than one solution or area of service, needs of customers who have not been happy with some aspect of product or service provided or complex financial or insurance arrangements such as lease, fleet or warranty extension arrangements.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• identifying customer requirements professionally, courteously, with tact and without presumptions
• generating and advising customer of viable options to meet customer needs
• calculating and informing customer of detailed costs and time frames of agreed option
• proposing and gaining agreement by customer to an action plan to satisfy customer needs.
Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.

Underpinning Knowledge
- Operational knowledge of industry/enterprise policies and procedures in regard to:
  - customer service
  - customer requirements/needs documentation
  - allocated duties/ responsibilities.
- Operational knowledge of the range of enterprise merchandise and services, location of departments/sections and telephone extensions of departments/sections, suppliers, finance and, if applicable, insurance.
- Basic operational knowledge of relevant legislation and statutory requirements, including OH&S, consumer law, trade practices and fair trading legislation.
- Basic operational knowledge of industry/workplace codes of practice in relation to customer service.

Underpinning Skills
- Operational skills and techniques in customer service.
- Technical skills in operating enterprise telephone systems and other communication equipment.
- Communication skills in relation to dealing with customers, difficult customers, managing conflict and negotiation.
- Problem solving skills.
- Literacy skills in regard to message taking in person or by telephone and completing written or computer records of customer requirements and action plans.
- Numerical skills in relation to calculating/modelling various financial and/or insurance arrangements.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.
Resource Implications
The following are required:
• a workplace or simulated workplace
• relevant documentation, such as enterprise policy and procedure manuals relating to customer service, enterprise telephone directory, legislation and codes of practice
• a range of customers with different complex requirements (real or simulated)
• a communication system or a range of communication equipment
• a real or simulated customer record or database
• a qualified workplace assessor.

Key Competencies & Application to Standards

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AUR62807B  Build Customer Relations

Unit Descriptor
This unit covers the functions required to establish customer needs, maintain a customer database and ensure appropriate treatment of customers.

<table>
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<tr>
<th>Element</th>
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<tbody>
<tr>
<td>1.</td>
<td>Ensure maintenance of customer database</td>
</tr>
<tr>
<td>1.1</td>
<td>Evidence of maintenance of customer records is sought regularly from staff responsible to ensure all vital data is kept on existing and potential customers.</td>
</tr>
<tr>
<td>1.2</td>
<td>Customer data is maintained to ensure database relevance and currency.</td>
</tr>
<tr>
<td>1.3</td>
<td>Information on customers and sales and service history is gathered when required for analysis.</td>
</tr>
<tr>
<td>2.</td>
<td>Establish needs of customer</td>
</tr>
<tr>
<td>2.1</td>
<td>Customer needs are regularly monitored through formal and informal communication channels.</td>
</tr>
<tr>
<td>2.2</td>
<td>Current products and services are assessed against customer needs to determine the ability of the enterprise to meet customer needs.</td>
</tr>
<tr>
<td>2.3</td>
<td>Trends in customer service needs are recorded and reported to appropriate personnel periodically for planning purposes.</td>
</tr>
<tr>
<td>3.</td>
<td>Ensure appropriate treatment of customer</td>
</tr>
<tr>
<td>3.1</td>
<td>Service standards are reviewed regularly against outcomes to ensure required standards are met.</td>
</tr>
<tr>
<td>3.2</td>
<td>All staff are trained to provide customer service to an appropriate standard to ensure consistent treatment of customers at all times.</td>
</tr>
<tr>
<td>3.3</td>
<td>The work activities of staff are reviewed regularly to ensure customer requirements are met at all times.</td>
</tr>
<tr>
<td>3.4</td>
<td>Business operations are reviewed to ensure they meet current and projected customer requirements.</td>
</tr>
<tr>
<td>3.5</td>
<td>Staff are actively involved in providing information to improve customer service operations and activities.</td>
</tr>
</tbody>
</table>

Range of Variables
Enterprise
Enterprises may vary in size, type and location, in the range of merchandise and services provided and in delivery policies.
Sources of Information
These may include enterprise policies and procedures relating to customer service, equipment and product manufacturer’s specifications, enterprise operating procedures, legislative and regulatory requirements, industry/workplace codes of practice, customer requirements.

Customers
Customers may be regular or new and may have routine or special requests. They may include people from a range of social, cultural or ethnic backgrounds and physical and intellectual abilities. Regardless, all clients are to be made feel welcome, valued and, at the end of the process, satisfied. Customer contact may be face to face, by telephone, by electronic means or in writing.

Customer service may include all enterprise activities, internal and external customers and follow up in event of delays in service provision.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training, product knowledge and in staffing levels, eg. Staff shortages. Staff may be operating in routine or busy trading conditions.

Customer Needs
These may include information regarding products or services available, quality of products or services, complementary products or services, enterprise facilities and services or the location of specific items.

Customer Databases
These may include information on customer name, contact details, purchase history details of products or services, information requests, special needs, customer ‘rating’ by enterprise.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• maintaining relevant and current customer database in accordance with enterprise policies and procedures
• monitoring, reviewing and assessing customer needs and trends
• ensuring appropriate treatment of customers at all times.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.

Underpinning Knowledge
• Operational knowledge of enterprise policies and procedures in regard to:
  – customer service
  – maintenance of customer databases
  – dealing with difficult customers
  – allocated duties./responsibilities.
• General knowledge of the range of enterprise merchandise and services, location of departments/sections and telephone extensions of departments/sections.
• Basic operational knowledge of relevant legislation and statutory requirements, including occupational health and safety, consumer law, trade practices and fair trading legislation.
• Basic operational knowledge of industry/workplace codes of practice in relation to customer service.

**Underpinning Skills**
• Operational skills and techniques in questioning/listening, resolving conflict, handling difficult or abusive customers and greeting/farewelling techniques.
• Technical skills in operating enterprise telephone systems and other communication equipment.
• Communication skills in relation to dealing with customers and providing training and advice to staff.
• Technical computer skills in relation to compiling and maintaining databases.
• Literacy skills in regard to message taking in person or by telephone and completing written or computer records of customer details.

**Consistency in Performance**
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

**Context for Assessment**
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

**Resource Implications**
The following are required:
• a workplace or simulated workplace
• relevant documentation, such as enterprise policy and procedure manuals relating to customer service, enterprise telephone directory, legislation and codes of practice
• a range of customers with different requirements (real or simulated)
• a communication system or a range of communication equipment
• a real or simulated customer database
• a qualified workplace assessor.

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AUR63037B Maintain Customer Feedback System

Unit Descriptor
This unit covers the functions required to maintain a customer feedback system and to implement systems to reduce customer complaints.

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<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Maintain system for gaining customer feedback | 1.1 Customer feedback system is maintained to ensure records are kept up to date.  
| | 1.2 Feedback data is regularly collated and discussed with appropriate personnel.  
| | 1.3 Feedback system is continually improved to record data more effectively and to allow better access to customer feedback.  
| 2. Implement systems to reduce customer complaints | 2.1 Problem areas and trends in customer complaints are accurately identified.  
| | 2.2 Appropriate action is taken, based on problem areas and trends, to reduce the incidence of customer complaints.  
| | 2.3 Staff are actively encouraged to provide information about improved processes.  
| | 2.4 The frequency of customer complaints is reduced by increasing the level of in-built quality service provided.  

Range of Variables

Enterprise
Enterprises may vary in size, type and location, in the range of merchandise and services provided and in delivery policies.

Sources of Information
These may include enterprise policies and procedures relating to customer service and customer feedback, equipment and product manufacturer’s specifications, enterprise operating procedures, legislative and regulatory requirements, industry/workplace codes of practice, customer requirements and customer feedback.

Customers
Customers may be regular or new and may have routine or special requests. They may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training, product knowledge and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions.
Customer Feedback
This may include feedback regarding products or services available, quality of products or services, quality of customer service provided by staff, enterprise facilities and services, the location of specific items or price of products or services. Feedback may be positive or negative, and may be as the result of ongoing or periodic surveys of customers, feedback cards at point of sale or direct contact with the customer. Customer feedback may be face to face, by telephone, by electronic means or in writing.

Feedback Records
These may include information on customer name, contact details, nature of complaint or feedback, relevant staff member(s) and action taken (if any) as a result of feedback.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• maintaining relevant and current customer feedback system and feedback records
• implementing systems to reduce customer complaints.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.

Underpinning Knowledge
• Operational knowledge of enterprise policies and procedures in regard to:
  – customer feedback systems or procedures
  – maintenance of customer feedback records
  – quality assurance practices
  – allocated duties/responsibilities.
• General knowledge of the range of enterprise merchandise and services, location of departments/sections and telephone extensions of departments/sections.
• Basic operational knowledge of relevant legislation and statutory requirements, including OH&S, consumer law, trade practices and fair trading legislation.
• Basic operational knowledge of industry/workplace codes of practice in relation to customer service.

Underpinning Skills
• Operational skills and techniques in surveying customers and gathering feedback data.
• Technical skills in operating enterprise telephone systems and other communication equipment.
• Communication skills in relation to dealing with customers and providing training and advice to staff.
• Technical computer skills in relation to compiling and maintaining computer records or databases.
• Literacy skills in regard to message taking in person or by telephone and completing written or computer records of customer feedback.
Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
- a workplace or simulated workplace
- relevant documentation, such as enterprise policy and procedure manuals relating to customer service and customer feedback, enterprise telephone directory, legislation and codes of practice
- a range of customers feedback information or feedback survey results
- a communication system or a range of communication equipment
- a real or simulated customer record or database
- a qualified workplace assessor.

Key Competencies & Application to Standards

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AURCT30055A Communicate Business Information

Unit Descriptor
This unit covers the function required to effectively communicate with other persons in the Automotive Aftermarket industry. This includes communicating verbally, communicating in written form, participating in meetings, making presentations, and conducting negotiations.

Element | Performance Criteria
--- | ---
1. Communicate information orally | 1.1 The purpose of the oral communication is clarified preferably with either the speaker or the listener(s).
 | 1.2 A suitable oral communication style is selected, where possible, to match the communication purpose and audience.
 | 1.3 Oral information that is given to others is delivered clearly, succinctly and unambiguously.
 | 1.4 Where oral information has been given to others, the received information is checked with the listener(s) to ensure it has been received accurately and understood.
 | 1.5 Oral information that is received from others is listened to carefully and intently.
 | 1.6 Where oral information has been received from others, its meaning is checked with the speaker to ensure that it has been received accurately and understood.
 | 1.7 Where an oral communication has been received inaccurately, it is repeated and/or clarified with further detail as required.

2. Communicate information in writing | 2.1 The purpose of the written communication is clarified preferably with either the writer or the reader(s) as the case may be.
 | 2.2 A suitable written communication style is selected, where possible, to match the communication purpose and audience.
 | 2.3 Written information that is given to others is delivered clearly, succinctly and unambiguously.
 | 2.4 Where written information has been provided to others, the received information is checked with the reader(s) to ensure it has been received accurately and understood.
 | 2.5 Written information that is received from others is read carefully and intently.
 | 2.6 Where written information has been received from another, it is checked with the writer to ensure that it has been read accurately and understood.
Element 2. Communicate information in writing (continued)

Performance Criteria

2.7 Where a written communication has been read inaccurately, further detail is sought to clarify the message.

3. Achieve meeting outcomes

3.1 The purpose of a meeting is clarified with all of those participating.

3.2 When a meeting is chaired, it is well-planned with a clear agenda, time and place of meeting, and the meeting is conducted efficiently in accordance with the official law and procedures of meetings and the constitution or requirements of the organisation concerned.

3.3 The outcomes of a meeting are accurately recorded and official minutes of the meeting are promptly provided to all participants.

3.4 All required action flowing from decisions reached at a meeting is accurately documented.

3.5 Persons responsible for implementing action from decisions at a meeting are promptly notified and details of the required action confirmed in writing.

3.6 Appropriate follow-up action is taken to ensure that all decisions of a meeting are acted upon as required.

4. Make a presentation

4.1 The purpose of a presentation is identified and clarified with organiser(s), and where appropriate, confirmed with the intended audience.

4.2 The information to be communicated in a presentation is suitably organised and structured in accordance with company requirements.

4.3 The resources available for the presentation are discussed with the organiser(s) and suitable media selected for use in the presentation.

4.4 Presentation aids such as overhead projector transparencies, 35 mm slides, handouts, speech notes, and demonstrations are organised and prepared in advance, as required, in accordance with recognised standards of good practice.

4.5 Where possible, resources such as projectors, microphones and amplifiers, etc. are checked prior to the presentation to ensure that they are functioning properly.

4.6 The presentation is made as planned with attention to the reactions and feedback provided by the audience.
Element | Performance Criteria
--- | ---
4. Make a presentation (continued) | 4.7 The outcomes of the presentation are evaluated and acted upon in accordance with company procedures.

5. Negotiate a solution | 5.1 Adequate preparation is made for the negotiation in accordance with company procedures, including consideration of the subject matter, the significance of the outcomes for the parties involved, the facts, the issues and options, and the perceived positions of the parties involved.
5.2 A suitable negotiation strategy is selected in accordance with company requirements, including the location, time and approach to be taken.
5.3 Negotiations are conducted in accordance with the planned approach.
5.4 Negotiation outcomes are reviewed in terms of desired outcomes of both parties and suitable further action initiated, if required, according to company requirements.
5.5 All required follow-up action to the negotiations is carried out, including further discussions with the other party if necessary.
5.6 Outcomes of the negotiation are documented in accordance with company requirements.

Range of Variables

Application
This unit of competency has application in:
- normal day to day workplace communications
- normal workplace correspondence
- attending/conducting internal and external meetings
- making a presentation to others, either formally or informally
- conducting complex negotiations with a customer or supplier.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.

Communication will occur within and between work groups and external to the enterprise. It will occur at all levels.

Customer and supplier contact and co-ordination are a requirement of these operations. Work may involve 24 hour operation at workplace or external locations. Environment may be internal or external, administrative, or industrial and may include movement of personnel, equipment, goods, materials and vehicular traffic.
Job Role Context
The employee may work under general supervision, but may have some leadership/supervisory responsibilities. Requires judgement and discretion in conducting all workplace communication. Conditions of service, legislation and industrial agreements may include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
- other employees and supervisors
- management
- employee representatives
- customers/clients.

Communications
Communications may be face to face, in writing, by telephone or by other electronic means and may be formal or informal.

Customers/ Clients
Customers/clients may be internal or external.

Sources of Information
- Operations manuals
- Quality or enterprise work specifications and procedures
- Manufacturer/customer/client requirements/issues
- Workplace operating procedures and policies
- Material safety data sheets
- Personal and work area work procedures and practices
- Applicable commonwealth/state/territory legislation and codes of practice relating to the industry, dangerous and hazardous goods, environmental protection and OH&S
- Enterprise communications, management and inventory systems
- Conditions of service and workplace agreements
- Enterprise quality assurance procedures
- Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- conducting oral communication in the workplace
- communicating in writing
- achieving meeting outcomes
- conducting presentations
- negotiating issues in the workplace.
Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of the requirements for oral communication.
- Detailed knowledge of the conventions and requirements for written communications.
- Detailed knowledge on the preparation, conduct of and follow-up from meetings.
- Detailed knowledge of preparing for and conducting a presentation.
- Detailed knowledge of negotiating techniques and their application.

Underpinning Skills
- Plain English speaking and communication skills in relation to oral communications with customers/clients, supervisors and other employees both informally and in making formal presentations.
- Writing skills to allow effective written communications in the workplace.
- Effective listening and interpersonal skills to enable effective communication in meetings and negotiations.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members of other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
- a workplace or simulated workplace
- relevant documentation, such as enterprise or sample policies and procedures related to work processes
- real or simulated business information to be communicated
- access to communication partners
- a qualified workplace assessor.
## Key Competencies & Application to Standards

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AURCT30253A  Apply Automotive Parts Interpretation Processes

Unit Descriptor
This unit covers the functions required to identify uncommon or unusual automotive parts based on evidence from customers and/or other sources which may include catalogue numbers, samples and verbal, written or graphic descriptions of the parts or their purpose. The parts or vehicle may not be in common use and therefore research and/or interpretation may be required to identify and satisfy the customer’s requirements.

Pre-requisites/Co-requisites
AURCT20250A  Identify common automotive parts and products.

Element  Performance Criteria

1. Identify the part and its end use
   1.1 The customer is made to feel welcome and valued.
   1.2 All available information on the required part is gathered, recorded and confirmed with the customer.
   1.3 The end use or host for the part, i.e. the vehicle/unit assembly or vehicle/unit assembly options, is established from an analysis of available information.

2. Identify the details of the part
   2.1 The parts cataloguing system most relevant to the host vehicle/unit is identified and accessed.
   2.2 The part is matched accurately with cataloguing information by accessing and using the catalogue system, its aids and user guides.
   2.3 Expert advice is sought from the provider/supplier to clarify imprecise identification outcomes.
   2.4 Details of the identity of the part are recorded and processed.

Range of Variables
Automotive Parts
This may include automotive parts, components and accessories which are specific to the vehicle type or are for general use by the industry. They will generally be for older, rare or specialised vehicles.

Legislative Requirements
This includes state and territory legislation related to OH&S and Australia Design Rules.

Customers
This includes both external and internal customers who may be technically qualified to describe parts or technical novices requiring detailed support. Regardless, all customers are to be made feel welcome, valued and, at the end of the process, satisfied.
Communications
Communications with the customer/user may be face to face, by telephone or by other electronic means.

Parts Information
This may include manufacturer’s specifications and technical documentation, enterprise procedures and documentation, enterprise or industry comparative specifications, diagrams, sketches, verbal descriptions and physical and visual evidence. This may range from an accurate catalogue number or reference to a generalised description of purpose by a customer who has little technical knowledge or expertise.

Information Gathering Techniques
The customer may require active assistance and questioning to fully describe the requirement in terms of vehicle/unit model, date of manufacture, purpose and appearance of the part and other relevant tracking information. The customer may be seeking an inappropriate solution to a technical problem and if sufficient doubt exists, may require referral to an appropriate service provider.

Vehicle/Unit Identity Options
An examination of a sample of the required part or the customer’s vehicle may be necessary to clarify the situation. The solution is not necessarily apparent where hybrid vehicles/units are concerned and a range of options may need to be identified and pursued.

Recording of Information
Information provided by the customer may need to be used when the customer is no longer present and therefore an accurate record of all relevant information needs to be completed, retained and recovered when needed.

Parts Cataloguing Systems
These systems may be hard-copy (book-fast, loose-leaf) micro-fiche/micro-film, stand alone computer or networked/on line computer supported services. Depending on the age of the required part, any or all the above systems may need to be accessed.

Catalogue System Aids and User Guides
These may include written instructions within the system, guides in the form of diagrams, flow-charts and process schematics, menus and prompts and one to three dimensional system/component diagrams, models and graphics.

Provider/Supplier Information
Providersupplier information is not always required but should be sought or accessed where the incorrect identification of parts may result in legal liability, customer dissatisfaction and/or alienation.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• eliciting sufficient information from the customer and/or other sources to enable a confirmed identification of the vehicle or unit for which the part is intended
• identifying and locating parts catalogue systems associated with the required vehicle/unit
• using parts catalogues and equivalent documentation, both hard-copy and electronic medium, to trace and identify specific brand parts
• using parts catalogues and equivalent documentation, both hard-copy and electronic medium, to trace and identify general or optional parts/products.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for inter-related units of competency. This unit should be assessed in conjunction with other units within the context of the candidate’s job role or function.

Underpinning Knowledge
• General knowledge of current and historic automotive terminology.
• General knowledge of the main automotive systems and assemblies and their functions.
• General knowledge of the historic background to the parts system.
• General knowledge of the range of manual and computerised parts catalogue systems in common usage throughout the industry.
• Detailed knowledge of the parts catalogue systems, both brand specific and general options, used by the enterprise.
• General knowledge of the legal issues associated with the supply and use of non-conforming parts/components/accessories.
• Broad knowledge of OH&S requirements in relation to customer safety and ergonomics of computer work stations.

Underpinning Skills
• Questioning and active listening skills, for example when eliciting information on product and end use issues.
• Plain English literacy and communication skills in relation to dealing with customer and provider/suppliers.
• Technical literacy and interpretative skills sufficient to access keywords and phrases and to interpret schematics and technical drawings.
• Problem solving and analytical skills for a range of unpredictable circumstances, for example, clarifying a general need and researching through parts catalogue systems to correctly identify the part or technically acceptable options. This may involve the recognition of pathways that address country of origin, historic or period based terminology/language variations.
• Computing skills in relation to the accessing and interpretation of computer based parts catalogue systems.
Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment is to cover both manual and computer aided/based parts catalogue systems. Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of parts identification requirements in terms of available information, customer types and complexity of parts tracking. Assessment must cover both specified brand and general parts and is to occur in an environment where the competing demands of a number of customers are evident.

Resource Implications
The following are required:
• a workplace or simulated workplace
• customers and requests for parts information
• parts cataloguing systems (both computerised and manual).

Key Competencies & Application to Standards

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# AUR61337B Maintain Quality Systems

## Unit Descriptor
This unit identifies the competence required to conduct the final quality check on completed work, or orders, reporting on the quality of processes and work outcomes, and implementing improvements to work processes.

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| 1. Conduct final quality check on completed work/orders | 1.1 Completed work/orders are checked for compliance with supplier, enterprise or customer specifications.  
1.2 The level of inspection conducted is appropriate to the size and importance of the job.  
1.3 Where appropriate, relevant documentation is authorised in accordance with enterprise requirements.  
1.4 Feedback is provided to staff on the quality of their work with equal emphasis on strengths and weaknesses and opportunities for development. |
| 2. Report on the quality of processes and work outcomes | 2.1 Records are kept according to enterprise quality systems on outcomes of quality checks.  
2.2 Quality problems are identified according to enterprise performance indicators.  
2.3 Information relating to the quality of processes and work outcomes is provided to appropriate personnel on a regular basis. |
| 3. Implement improvements to work processes | 3.1 Staff input is encouraged to generate possible solutions to quality problems.  
3.2 Options for solving quality problems are generated and the costs and benefits of each option are evaluated.  
3.3 Recommended solutions to quality problems are discussed with management.  
3.4 Improvements to work processes are implemented according to enterprise policies and procedures. |

## Range of Variables
### Quality Procedures and Processes
May be contained in site quality system documentation, work instructions, safe work procedures, product specifications, equipment maintenance schedules, technical procedures and adopted or specifically prepared standards.
Performance Indicators
Are to account for issues of time, quantity, quality and cost factors and may include establishing time targets for own work, identifying reasonable criteria for evaluating own work outcomes, identifying measures to avoid wastage, identifying reasonable criteria to judge internal and/or external customer satisfaction and identifying processes to ensure a 'right first time' approach.

Quality Problems
Quality problems may include misdiagnosed faults, jobs requiring rework, jobs which do not meet customer requirements and repairs which do not fix the problem within the allocated timeframe.

Sources of Information/Documents
Vehicle manufacturer’s practices, enterprise operating procedures, supplier directories, parts catalogues, customer orders and industry/workplace codes of practice, safety data sheets (MSDS) and hazchem.

Legislative Requirements
This includes state and territory legislation related to occupational health and safety and Australia Design Rules.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying quality system procedures and needs
• identifying performance indicators
• conducting final quality checks on completed work/orders
• reporting on the quality of processes and work outcomes
• monitoring and adjusting performance indicators to meet changing circumstances
• processing and implementing recommendations for change.

Interdependent Assessment of Units
• This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.
Underpinning Knowledge
- General knowledge of quality systems and application techniques in a work environment.
- General knowledge of typical loss and damage control systems.
- General knowledge of work planning and organisation processes.
- Working knowledge of occupational health and safety regulations/requirements, equipment, material and personal safety requirements at the worksite.
- Working knowledge of enterprise quality systems and procedures.
- Working knowledge of site information management systems.

Underpinning Skills
- English literacy and communication skills in relation to dealing with clients and team members on site quality audit issues.
- Questioning and active listening skills, for example when obtaining information of site operational and quality issues.
- Written communication skills sufficient to prepare reports, document investigations and maintain site quality records.
- Research and interpretative skills to locate, interpret and apply quality audit policies and procedures.
- Leadership skills required in organising, implementing and promoting site quality systems and measures.
- Investigative and analytical skills required for the identification and analysis of quality breaches, incidents or risks, and the identification of quality related training needs.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
- Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of quality processes and procedures.

Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring site quality systems maintenance
- site quality policies and procedures
- site quality records system
- personnel
- appropriate materials, tools and equipment
- a qualified workplace assessor.
## Key Competencies & Application to Standards

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## AURCT40005A Maintain Store/Site Safety

### Unit Descriptor

This unit is based on Worksafe Australia Guidelines and requires a level of competency involving the responsibility for ensuring staff members maintain occupational health and safety and emergency procedures.

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<tbody>
<tr>
<td>1. Inform team members</td>
<td>1.1 Store/Store/Site policies and procedures in regard to occupational health and safety and emergency procedures are clearly and accurately explained to team members.</td>
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<td>1.2 Team members are given access to Store/Store/Site policy.</td>
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<td>1.3 Relevant provisions of occupational health and safety legislation and codes are clearly and accurately explained to team members.</td>
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<td>1.4 Information on identified hazards and risk control procedures are regularly provided and clearly and accurately explained to team members.</td>
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<tr>
<td>2. Involve team members</td>
<td>2.1 Opportunities and processes for team members to consult and contribute on occupational health and safety issues are provided according to Store/Store/Site policy.</td>
</tr>
<tr>
<td></td>
<td>2.2 Issues are raised, resolved promptly or referred to relevant personnel according to Store/Store/Site policy.</td>
</tr>
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<td></td>
<td>2.3 Outcomes of issues raised on occupational health and safety matters are promptly conveyed to team members.</td>
</tr>
<tr>
<td>3. Implement, monitor and maintain a safe working environment</td>
<td>3.1 Store/Store/Site policies and procedures with regard to identification, prevention and reporting of potential hazards are implemented.</td>
</tr>
<tr>
<td></td>
<td>3.2 Store/Store/Site emergency policies and procedures are implemented promptly in the event of an emergency.</td>
</tr>
<tr>
<td></td>
<td>3.3 Prompt action is taken to deal with hazardous events according to Store/Store/Site policies.</td>
</tr>
<tr>
<td></td>
<td>3.4 Unsafe or hazardous events are investigated to identify cause and inadequacies in risk control measures or resource allocation and the findings reported to relevant personnel.</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
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<tr>
<td>3.</td>
<td>Implement, monitor and maintain a safe working environment (continued)</td>
</tr>
<tr>
<td></td>
<td>3.5 Control measures to prevent re-occurrence and minimise risks of unsafe and hazardous events are implemented and monitored according to Store/Store/Site policy and the hierarchy of control.</td>
</tr>
<tr>
<td></td>
<td>3.6 Hazardous goods are handled and stored in accordance with Store/Store/Site policy and Occupational Health and Safety Regulations.</td>
</tr>
<tr>
<td></td>
<td>3.7 Equipment is maintained in accordance with Store/Store/Site policy and occupational health and safety regulations.</td>
</tr>
<tr>
<td></td>
<td>3.8 Team performance is monitored to ensure use of safe manual handling techniques.</td>
</tr>
<tr>
<td>4.</td>
<td>Identify need for occupational health and safety training</td>
</tr>
<tr>
<td></td>
<td>4.1 Occupational health and safety training needs are identified accurately, specifying gaps between occupational health and safety competencies required and those held by team members.</td>
</tr>
<tr>
<td></td>
<td>4.2 Training is organised/arranged according to Store/Store/Site policy.</td>
</tr>
<tr>
<td>5.</td>
<td>Maintain occupational health and safety records</td>
</tr>
<tr>
<td></td>
<td>5.1 Occupational health and safety records and legal requirements for the maintenance of records for occupational injury and disease are completed accurately and legibly, according to Store/Store/Site policy.</td>
</tr>
<tr>
<td></td>
<td>5.2 Information from records is used to identify hazards and monitor risk control procedures according to Store/Store/Site policy.</td>
</tr>
</tbody>
</table>

**Range of Variables**

**Sources of Information/Documents**
Store/Store/Site documentation for occupational health and safety, general duty of care, emergency procedures, safe working practices, enterprise operating procedures, customer requirements and industry/workplace codes of practice.

**Relevant Store/Store/Site Policies and Procedures**
May include hazard policies and procedures, emergency, fire and accident precedes, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, hazard identification, issue resolution procedures, job procedures and work instructions.

**Legislative Requirements**
This includes state and territory occupational health and safety legislation and national/state codes of practice.

**Occupational Health and Safety Procedures**
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.
Emergencies
Emergencies may include sickness, accidents, fire, store/Store/Store/Site evacuation involving staff or customers, product recall/contamination and bomb threat.

Hazardous Goods/Equipment
Hazardous goods/equipment requirements may include use and storage of hazardous/chemical sprays, handling products treated with chemicals, poisonous/allergenic effects of products and electricity and water.

Hazardous Events
Hazardous events may include accidents, fire, chemical spills and bomb threats.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Resources
Types of tools, equipment materials and environment for store/Store/Site.

Communications
Communications may be verbal, written, by telephone or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others associated with the work
• applying and monitoring Store/Site safety and emergency policies and procedures
• effectively informing team members of Store/Site safety requirements and procedures
• effectively involving team members in the development and application of Store/Site safety requirements
• systematically identifying and responding to safety training needs
• ensuring the appropriate maintenance of Store/Site safety records.

Interdependent Assessment of Units
This unit will normally require specifically focussed assessment effort although the application of safety management may be profiled as part of a broader management role.

Underpinning Knowledge
• General knowledge of occupational health and safety legislation/regulations/codes of practice.
• General knowledge of the hierarchy of risk controls including elimination, engineering and administrative controls and the use of personnel protective equipment.
• Working knowledge of manual handling techniques, recognising fire and safety hazards, sickness and accident management, availability and accessing of first-aid/medical support.
• Working knowledge of interpersonal skills including coaching, performance analysis, questioning/listening/observation, group presentation team motivation, negotiation, verbal and non verbal communication and team leadership.
• Working knowledge of Store/Site relevant procedures in relation to occupational health and safety, emergency procedures, unsafe or hazardous goods, bomb threat procedure and Store/Site evacuation procedures.
Underpinning Skills

- Plain English literacy and communication skills in relation to dealing with clients and team members on Store/Site safety issues.
- Questioning and active listening skills for example when obtaining information on Store/Site safety issues.
- Written communication skills sufficient to prepare reports, document investigations and maintain Store/Site safety records.
- Research skills sufficient to locate, interpret and apply safety legislation, policies and procedures.
- Leadership skills required in the organising, implementation and promotion of Store/Site safety measures.
- Investigative and analytical skills required for the research into and analysis of safety breaches, incidents or risks, and the identification of safety training needs.

Consistency in Performance

It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of Store/Site safety maintenance procedures.

Resource Implications

The following are required:
- a workplace or simulated workplace
- realistic situations requiring Store/Site safety systems maintenance
- Store/Site safety policies and procedures
- Store/Site safety records system
- personnel
- appropriate materials, tools and equipment.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
<th>Competency</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Collecting, analysing &amp; organising information</td>
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<tr>
<td>Communicating ideas &amp; information</td>
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<td>Solving problems</td>
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<td>Using technology</td>
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</table>
## AURCT40463A Negotiate a Contract

### Unit Descriptor
This unit covers the functions required to negotiate a contract for goods or services, including receiving, evaluating and selecting tenders and negotiating the terms of the contract with the successful tenderer.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. **Receive tenders** | 1.1 Tenders are received in accordance with enterprise procedures.  
1.2 Records of tenders received are maintained in accordance with enterprise procedures. |
| 2. **Evaluate tenders against agreed criteria** | 2.1 A comparative report of tenders received that highlights key factors is prepared.  
2.2 Tenders are compared and assessed against agreed criteria in accordance with enterprise procedures and guidelines.  
2.3 Tender presentations are organised and conducted to assist in the selection process, where required.  
2.4 The tender, or shortlist of tenders, that meet(s) the contract requirements is/are identified. |
| 3. **Prepare recommendations** | 3.1 Quality accreditation, previous project records, employment practices and occupational health and safety records for tender(s) are verified, where applicable.  
3.2 Decision is made, or an accurate report with clear recommendations is prepared to enable appropriate personnel to make informed decisions. |
| 4. **Formalise acceptance of tender** | 4.1 Letter of acceptance is sent to successful tenderer outlining accurate details and conditions.  
4.2 Unsuccessful tenderers are informed of outcome according to enterprise procedures. |
| 5. **Negotiate terms of contract with successful tenderer** | 5.1 Requirements of the contract are clearly documented and understood by all relevant parties.  
5.2 Areas of ambiguity or concern are clarified and resolved.  
5.3 Conditions for service and/or supply of goods/materials are agreed between parties including the determination of key performance indicators. |
Element | Performance Criteria
--- | ---
5. Negotiate terms of contract with successful tenderer (continued) | 5.4 Alternative processes are undertaken where agreement is unable to be reached in accordance with enterprise procedures.
 | 5.5 Negotiations are undertaken on a without prejudice basis and conform to established enterprise requirements and relevant regulations.
6. Complete contract negotiations | 6.1 Contract documentation is drafted in accordance with relevant legislation, enterprise procedures and negotiated conditions of service and/or supply.
 | 6.2 Technical support in the drafting of contracts is accessed where required.
 | 6.3 Contract documentation is signed and exchanged between the relevant parties.
7. Complete enterprise contract requirements | 7.1 Documentation systems are established to ensure traceability of orders and financial transactions.
 | 7.2 Enterprise systems that require interaction with customers/clients/suppliers are identified and actioned.
 | 7.3 Quality assurance procedures for supplied goods or services are initiated.
 | 7.4 Contracts and ancillary documentation is completed and stored in accordance with enterprise procedures and, where applicable, regulatory requirements.

Range of Variables

Enterprise
Enterprises may vary in size, type and location and in the range of products or merchandise and types of equipment/technology used.

Sources of Information
These may include enterprise policies and procedures with regard to contracts and contract documentation, including code of conduct, probity guidelines, anti-corruption policies, OH&S, risk management and security of tenders.

Contracts
Contracts may be for singular or continuous supply of goods and or services, and must conform to relevant legislation in regards to issues of probity and fair dealings.

Clients/Customers/Suppliers
These may be domestic or international contractors, corporations, individuals or government agencies.

Contract Documents
Interchange of documents/data may be electronic or paper based.
Comparative Statement
This may include matrix, data, criteria, compliance and/or score.

Tender Presentation
This may include meetings, site visits, project inspections and interviews.

Tenderer Requirements
These may include evidence of financial stability, capacity, employment and industrial relations history, quality assurance and OH&S record.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• receiving, analysing and evaluating tenders against agreed criteria in accordance with enterprise procedures and legislative requirements
• producing an accurate tender evaluation report on which informed decisions can be based, in accordance with enterprise procedures
• conducting, formalising and documenting contract negotiations in accordance with enterprise procedures.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for inter-related units of competency. This unit should be assessed in conjunction with other units within the context of managing within the candidate’s job role or function.

Underpinning Knowledge
• Broad knowledge of and compliance with enterprise policies and procedures in regard to:
  – contract negotiation procedures
  – tender evaluation processes and reports
  – security of tenders.
• Broad knowledge of:
  – contractual processes
  – tendering codes of practice
  – quality assurance methods
  – contract specifications and formulation.
• Broad knowledge and understanding of relevant legislation and statutory requirements, including contract law, probity and fair dealings.
• Broad knowledge and understanding of industry codes of practice.

Underpinning Skills
• Negotiation skills, in particular contract negotiation.
• Technical evaluation and analysis skills in relation to collecting, analysing and organising information and investigating and verifying claims.
• Oral presentation skills, including interview techniques.
• Planning and organising skills.
• Problem solving skills.
• Selecting and applying relevant technology.
• Literacy skills in relation to developing, documenting and recording procedures and writing reports.
• Numerical skills in regard to analysing and recording data.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. For valid and reliable assessment, the practical components should be assessed on the job, or in a simulated environment that genuinely reflects the range of variables in the environment where the tasks are to be undertaken.

• Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
• a workplace
• relevant documentation, such as enterprise policy and procedures manuals for contract negotiations, tender evaluations and security of tenders, industry codes of practice and relevant legislation/regulations/codes of practice
• tender documents
• contract documentation
• access to relevant equipment/technology
• a qualified workplace assessor.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
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<td>Using technology</td>
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</table>
# AURCT40464A Manage Enterprise Facilities

## Unit Descriptor
This unit covers the functions required to manage the enterprise facilities maintenance and housekeeping program, negotiate and monitor maintenance contracts and identify and locate facilities requirements.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Manage enterprise facilities maintenance program | 1.1 Premises, fittings, fixtures and equipment are monitored and maintained according to enterprise policy.  
1.2 Deficiencies in enterprise maintenance procedures are identified and remedial action taken.  
1.3 Expert or specialist advice is obtained as required according to enterprise policy.  
1.4 Contingency plans are initiated in the event of maintenance problems. |
| 2. Manage equipment maintenance | 2.1 Policies and procedures are developed and implemented to ensure equipment is maintained according to enterprise policy.  
2.2 Maintenance program for equipment is monitored and implemented according to manufacturer’s design specifications and enterprise policy.  
2.3 Equipment faults are identified and rectified where possible, without undue delay.  
2.4 Equipment faults or failures are reported according to service agreements and enterprise policy. |
| 3. Negotiate maintenance contracts | 3.1 Maintenance contracts with contractors and suppliers are negotiated according to enterprise policies and procedures.  
3.2 Contract terms and conditions are negotiated and implemented to maximise benefits for the enterprise, and are communicated to relevant staff.  
3.3 Maintenance procedures are monitored to ensure products/tasks meet contract specifications. |
| 4. Identify facilities/space requirements | 4.1 Facilities/space requirements are identified according to enterprise policy and budget requirements.  
4.2 Suitable facilities/space is located.  
4.3 Space utilisation is maximised with consideration to existing configuration. |
Range of Variables
Enterprise
Enterprises may vary in size, type and location and in the range of products or merchandise and types of equipment/technology used.

Sources of Information
These may include enterprise policies and procedures with regard to enterprise facilities maintenance and management.

Contracts
Contracts may be negotiated internally or externally. They may involve quality standards, maintenance services, cleaning, security, electrical services, plumbing services or equipment.

Staff
Staff may vary in numbers and in terms of responsibilities/job descriptions.

Accounting Methods
Accounting and recording methods may be electronic or manual.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- planning, coordinating and implementing activities associated with monitoring and maintaining premises, fittings, fixtures and equipment according to enterprise policies and procedures
- initiating contingency plans in response to maintenance problems
- negotiating, monitoring and implementing maintenance contracts according to enterprise policies and procedures
- identifying and utilising space and facilities to maximise space utilisation
- evaluating and reporting on effectiveness of maintenance contracts.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for inter-related units of competency. This unit should be assessed in conjunction with other units within the context of managing within the candidate’s job role or function.

Underpinning Knowledge
- Broad knowledge of and compliance with enterprise policies and procedures in regard to inventory control, including:
  - maintenance of enterprise facilities
  - maintenance of equipment.
- Broad knowledge of:
  - maintenance contract terms and options
  - contract specifications.
- Broad knowledge and understanding of relevant legislation and statutory requirements, including contract law, and OH&S legislation/regulations/codes of practice.
- Broad knowledge and understanding of industry codes of practice.
Underpinning Skills

- Negotiation skills, in particular contract negotiation.
- Technical evaluation and analysis skills in relation to collecting, analysing and organising information, including space requirements and record maintenance, and monitoring performance of contracts.
- Planning and organising skills for activities.
- Using and applying technology.
- Problem solving skills.
- Literacy skills in relation to developing, documenting and recording procedures.
- Numerical skills in regard to accounting and recording data.

Consistency in Performance

- It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. For valid and reliable assessment, the practical components should be assessed on the job, or in a simulated environment that genuinely reflects the range of variables in the environment where the tasks are to be undertaken.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications

The following are required:

- a workplace
- relevant documentation, such as enterprise policy and procedures manuals for maintenance of facilities and equipment, maintenance contracts, legislation and statutory requirements, industry codes of practice and OH&S legislation/regulations/codes of practice
- access to a team
- access to relevant equipment/technology
- a qualified workplace assessor.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<td>Collecting, analysing &amp; organising information</td>
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AURCT40600A Recruit, Select and Induct Personnel

Unit Descriptor
This unit covers the functions required to plan for and carry out the recruitment, selection and induction of new employees.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Determine future personnel requirements | 1.1 Future personnel requirements are defined.  
1.2 Enterprise policies in regard to staffing levels are accurately identified.  
1.3 Accurate current information is used.  
1.4 Competencies and attitudes required of individuals and teams are clearly identified.  
1.5 Appropriate members of staff are adequately consulted.  
1.6 Estimates of personnel needs are supported by appropriate calculations where necessary. |
| 2. Determine job specifications | 2.1 Specifications accurately reflect the role that the appointee will play in relation to the team as a whole.  
2.2 The views and requirements of all relevant people are taken into account prior to completing the specification.  
2.3 Specifications written are clear, concise and comply with legal requirements.  
2.4 Wages and conditions comply with relevant awards/agreements and enterprise policy.  
2.5 Specifications are confirmed with appropriate personnel prior to recruitment action according to enterprise policy. |
| 3. Recruit staff | 3.1 Enterprise procedures with regard to staff employment are maintained and monitored.  
3.2 Employment vacancies are advertised internally and externally according to enterprise policy.  
3.3 Job interviews and employment appraisal tests are conducted according to enterprise policy.  
3.4 Staff selection policies and procedures are conducted to comply with equal opportunity and equal employment opportunity legislation. |
| 4. Assess and select applicants | 4.1 Assessment and selection process is conducted according to enterprise policy and procedures and legal requirements.  
4.2 Information obtained from each candidate is judged against specified selection criteria, and any additional influencing factors noted. |
Element

4. Assess and select applicants
   (continued)

   Performance Criteria

   4.3 Where difficulty in interpreting the selection criteria exists, or there appears to be a conflict of criteria, advice is sought promptly from appropriate personnel.

   4.4 Unintended deviations from agreed procedures are identified and corrected before selection decisions are made.

   4.5 Records are complete, accurate and clear.

   4.6 Selection recommendations are communicated to authorised personnel only.

   4.7 All candidates are promptly and accurately informed of selection decisions following each stage of the selection process.

   4.8 Recommendations for improvements to any aspect of the selection process are communicated promptly to appropriate personnel.

   4.9 Selection choice is justifiable from the evidence gained and the process used.

5. Explain the organisation and workplace environment to new employee

   5.1 Employee is greeted and introduced to key personnel and areas in the workplace.

   5.2 Enterprise objectives, operating systems and organisational structures are explained.

   5.3 The relationship between the employee’s position and the organisational structure and objectives is identified.

   5.5 Required occupational health and safety, workplace procedures and employment conditions are described.

   5.6 Sources of information and assistance for the employee are identified.

6. Explain requirements of the position to new employee

   6.1 The employee’s job role, responsibilities and reporting relationships are explained.

   6.2 Immediate work colleagues are introduced.

   6.3 Workplace facilities and layout are shown to the employee.

   6.4 Initial training in relevant occupational health and safety, equipment and work systems is provided.

   6.5 Opportunities for the employee to clarify concerns and ask questions are encouraged.

   6.6 Training opportunities for the development of the individual’s job role are explained.

   6.7 Expectations are clarified.
### Element 6. Explain requirements of the position to new employee

(continued)

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>6.8</th>
<th>Requirements of state/territory/federal legislation and enterprise policies and procedures on equal employment opportunity, sexual harassment and anti-discrimination are explained.</th>
</tr>
</thead>
</table>

### Element 7. Complete relevant workplace documentation

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>7.1</th>
<th>Enterprise personnel records are completed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.2</td>
<td>Tax declaration and other relevant documentation are checked for compliance with requirements.</td>
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<tr>
<td>7.3</td>
<td>Employee is requested to provide any additional information, and notes are taken of any additional actions required.</td>
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<tr>
<td>7.4</td>
<td>Enterprise specific workplace documentation (if applicable) is submitted to appropriate personnel.</td>
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</tbody>
</table>

### Range of Variables

**Enterprise**

Enterprises may vary in size, type and location.

### Sources of Information

These may include enterprise policies and procedures regarding personnel planning, selection and recruitment, and relevant Awards or individual/workplace/enterprise agreements.

### Legislative Requirements

This includes state and territory legislation related to occupational health and safety, equal opportunity, equal employment opportunity, sexual harassment, workplace relations and anti-discrimination.

This may also include industry codes of practice.

### Staffing Requirements

This may include requirements for permanent, temporary, full time, part time or casual staff.

### Planning

This may include taking into consideration financial aspects, current and projected staff numbers, current staff competencies and estimation of competencies required, equal opportunity, succession planning, personnel forecasts and enterprise business plans/strategic directions.

### Responsibilities

Recruitment procedures may be delegated to individuals or to specialist personnel.

### Job Specifications

These should include job title and purpose of the position, responsibilities and key competencies.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- identifying existing and required competencies and attitudes of individuals and teams
- developing job specifications to effectively meet the needs of the enterprise
- recruiting suitable staff according to relevant enterprise policies and procedures, equal opportunity and equal employment opportunity legislation and relevant awards/agreements
- assessing and selecting candidates according to enterprise policies and procedures and legal requirements
- accurately recording selection processes
- inducting staff into the workplace according to enterprise policies and procedures and relevant legislative requirements
- accurately completing workplace induction documentation according to enterprise and relevant legislative requirements.

Interdependent Assessment of Units

- An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for inter-related units of competency. This unit should be assessed in conjunction with other units within the context of managing in the candidate’s job role or function.

Underpinning Knowledge

- Working knowledge of and compliance with enterprise policies and procedures in regard to:
  - personnel planning, including current and projected staff numbers
  - personnel selection
  - recruitment.
- Working knowledge and understanding of:
  - recruitment sourcing methods
  - competency standards
  - government subsidies/support functions for traineeships.
- Working knowledge and understanding of relevant legislation and statutory requirements including OH&S legislation/regulations, equal opportunity and equal employment opportunity.
- Working knowledge and understanding of relevant Awards and individual/workplace/enterprise agreements.

Underpinning Skills

- Technical skills in the application of principles and techniques in:
  - identifying, defining and assessing competence of individuals
  - identifying competence requirements in relation to work demands
  - consultation processes
  - evaluating information from resumes, letters, references, interviews and aptitude tests against criteria
  - checking references, security clearances and personnel documentation
  - obtaining information from candidates at interview
  - recording details of processes.
• Technical literacy and interpretative skills sufficient to research, analyse and interpret a broad range of written material, prepare reports and document results.
• Planning, organising and problem solving skills.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
• a workplace or simulated workplace
• job descriptions/specifications
• relevant documentation, such as enterprise policies and procedures for personnel planning, selection, recruitment and induction, equal opportunity and equal employment opportunity legislation, awards and agreements
• access to candidates (real or simulated)
• a qualified workplace assessor.

Key Competencies & Application to Standards

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AURCT40903A    Co-ordinate Waste Disposal/Recycling

Unit Descriptor
This unit covers the competency to develop and co-ordinate waste disposal and recycling procedures for an automotive industry site.

Element                     Performance Criteria

1. Identify requirements for waste and recyclable products
   1.1 Waste products from the production process are identified in terms of the material type, toxicity, recyclability, flammability and reactivity.
   1.2 Sources of waste and approved locations for storage of each waste type are identified based on regulatory requirements and workplace approved policies and procedures.
   1.3 Any special handling requirements and/or equipment are identified.

2. Develop waste and recycling procedures
   2.1 Requirements for handling, disposing or recycling waste are identified.
   2.2 Storage and handling policies and procedures are developed.
   2.3 Waste management procedures are published and displayed in appropriate locations.
   2.4 Contractors for disposal of waste and responsibilities are identified.
   2.5 Arrangements are made to train relevant employees in required waste management procedures.
   2.6 Applicable occupational health and safety regulations and codes of practice are identified and implemented.

3. Develop and implement waste record systems
   3.1 Data collocation methods are instigated to record wastage rates.
   3.2 Appropriate report forms are designed and produced to record findings.
   3.3 Reporting relationships are established among appropriate personnel and appropriate reports are completed.

Range of Variables
Quality Procedures
May include those established by the enterprise or may be drawn from a recognised authority such as SAA, AQS or equivalent.

Quality and Environmental Procedures and Processes
May be contained in enterprise quality or work specifications and procedures, work instructions, safe work procedures, equipment maintenance schedules, technical procedures and adopted or specifically prepared standards.
Sources of Information/Documents
Enterprise operating procedures, management plans, supplier directories, parts catalogues and systems, customer orders and industry/workplace codes of practice, safety data sheets (MSDS) and hazchem.

Legislative Requirements
This includes state and territory legislation related to occupational health and safety and Australia Design Rules.

Resources
May include stationery, forms, business documents, job cards, internal memoranda, file notes and information systems.

Loss and Damage Incidents
May include personal injury, loss and damage of plant, equipment and materials.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information needs to be completed and stored.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others involved in or affected by waste disposal and recycling
• accurately scoping waste disposal and recycling requirements
• selecting methods and techniques which are appropriate to the circumstances
• scheduling and arranging waste disposal and recycling activities to optimise effort and minimise work disruption
• responding to environmental audit reports
• suggesting improvements to waste disposal and recycling operations
• applying techniques to encourage appropriate participation of relevant stakeholders
• developing and implementing waste records systems.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
• General knowledge of enterprise business plans and policies.
• General knowledge of quality and environmental objectives, processes and techniques.
• Working knowledge of occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of enterprise quality and environmental procedures.
• Working knowledge of waste disposal and recycling legislation/regulations/codes of practice.
• Working knowledge of work organisation and planning processes.
• Working knowledge of enterprise waste disposal and recycling procedures.
• Working knowledge of audit recording and reporting processes and techniques.
**Underpinning Skills**

- English literacy and communication skills in relation to dealing with clients, contractors and team members on site waste disposal and recycling issues.
- Questioning and active listening skills for example when obtaining information on waste disposal and recycling issues.
- Written communication skills sufficient to prepare reports, document investigations and maintain site waste disposal and recycling records.
- Research and interpretative skills sufficient to locate, interpret and apply waste disposal and recycling policies and procedures.
- Leadership skills required in the organising, implementation and promotion of waste disposal and recycling measures.
- Investigative and analytical skills required for the identification and analysis of quality breaches, incidents or risks, and the identification of waste disposal and recycling training needs.

**Consistency in Performance**

It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

**Context for Assessment**

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of waste disposal options.

**Resource Implications**

The following are required:
- a workplace or simulated workplace
- realistic situations requiring waste disposal and/or recycling
- site quality and environmental policies and procedures
- site quality and environmental records system
- personnel
- appropriate materials, tools and equipment
- a qualified workplace assessor.

**Key Competencies & Application to Standards**

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# AURCT40904A Conduct Internal Quality Audits

## Unit Descriptor
This unit covers the functions required for internal auditing of an organisation's quality compliance system.

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<th>Element</th>
<th>Performance Criteria</th>
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| 1. Prepare for internal audit | 1.1 Benchmarks for the quality audit are established/identified.  
  1.2 Procedures required to be audited are identified and implications of non-conformance estimated.  
  1.3 Audit method options are analysed and those most appropriate to the circumstances are selected and prepared.  
  1.4 Technical and/or calibration requirements for audits are noted and appropriate support personnel and equipment are identified and prepared.  
  1.5 Production schedules are examined to identify appropriate schedule for audit. |
| 2. Schedule internal audit | 2.1 Audit timings are planned to ensure that relevant procedures are conducted within workplace agreed time intervals and timeframes.  
  2.2 Audit frequency is adjusted based on the site's work organisation and quality procedures.  
  2.3 Contact is made with appropriate personnel and relevant appointments for the audit are confirmed. |
| 3. Conduct audit | 3.1 Methods for the conduct of the audit are implemented in accordance with the plan.  
  3.2 Observations and interviews are conducted with the appropriate persons.  
  3.3 Documentation of observations and interview responses are completed. |
| 4. Prepare audit report | 4.1 Audit results are discussed with relevant personnel in accordance with site procedures.  
  4.2 Audit reports indicate compliance.  
  4.3 Non-compliance reports indicate location, relevant standard or procedure, evidence and supporting information.  
  4.4 Audit variances which do not qualify as non-compliance are identified as possible quality system improvements and documented. |
Element 4. Prepare audit report
(continued)  Performance Criteria
4.5 Reports are forwarded to appropriate personnel for action in accordance with site procedures.

5. Respond to audit reports  5.1 Quality system employee responses to audit reports are noted and issues for responses identified.
5.2 Corrective actions arising from the audit are referred to appropriate personnel in accordance with site procedures.
5.3 Changes to operational processes are implemented as part of a continuous improvement system in accordance with site procedures.
5.4 Results of changes to operational processes are followed up and checked in accordance with site procedures.

Range of Variables
Quality Audit Procedures
May include those established by the enterprise or may be drawn from a recognised authority such as SAA, AQS or equivalent.

Quality Procedures and Processes
May be contained in enterprise quality or work specifications and procedures, work instructions, safe work procedures, equipment maintenance schedules, technical procedures and adopted or specifically prepared standards.

Sources of Information/Documents
Enterprise operating procedures, management plans, supplier directories, parts catalogues and systems, customer orders and industry/workplace codes of practice, safety data sheets (MSDS) and hazchem.

Legislative Requirements
This includes state and territory legislation related to OH&S and Australia Design Rules.

Resources
May include stationery, forms, business documents, job cards, internal memoranda, file notes, information systems.

Loss and Damage Incidents
May include personal injury, loss and damage of plant, equipment and materials.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information needs to be completed and stored.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- communicating effectively with others involved in or affected by the audit
- accurately scoping the audit requirement
- selecting audit methods and techniques which are appropriate to the circumstances
- completing all preparatory activity in a systematic manner
- scheduling audit activities to optimise effort and minimise work disruption
- applying techniques to encourage appropriate participation of relevant stakeholders
- conducting audits in accordance with the plan
- processing audit results
- responding to audit reports
- suggesting improvements to audit operations.

Interdependent Assessment of Units
This unit will normally need to be assessed as a discrete entity. Whilst performance may involve the application of a range of contributory competencies, it is the focus of the quality audit which must be predominant.

Underpinning Knowledge
- General knowledge of enterprise business plans and policies.
- General knowledge of quality audit objectives, processes and techniques.
- Working knowledge of OH&S regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of enterprise quality procedures.
- Working knowledge of work organisation and planning processes.
- Working knowledge of enterprise internal audit systems and procedures.
- Working knowledge of audit recording and reporting processes and techniques.

Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with clients and team members on site quality audit issues.
- Questioning and active listening skills for example when obtaining information on site and quality audit issues.
- Written communication skills sufficient to prepare reports, document investigations and maintain site quality audit records.
- Research and interpretive skills sufficient to locate, interpret and apply site operational and quality audit policies and procedures.
- Investigative and analytical skills required for the identification and analysis of quality breaches, incidents or risks, and the identification of quality audit related training needs.
- Leadership skills required in the organising, implementation and promotion of site quality audit measures.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying quality audit circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of quality processes and procedures.

Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring site quality systems audit
- site quality audit policies and procedures
- site quality audit records system
- personnel
- appropriate materials, tool and equipment
- a qualified workplace assessor.

Key Competencies & Application to Standards

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AFTERMARKET MANUFACTURING
# AUR00208B Carry Out Maintenance Operations

## Unit Descriptor
This unit identifies the competence required to carry out routine servicing and maintenance of components and safety inspection of plant and equipment.

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<th>Element</th>
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| 1. Carry out routine maintenance and servicing | 1.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.  
1.2 Relevant occupational health and safety policies and procedures are observed throughout the work process.  
1.3 Components, tools and equipment required for servicing are identified, selected, and prepared in accordance with site manufacturer’s instructions and site procedures.  
1.4 Maintenance and servicing procedures are carried out in accordance with relevant legislation, industry and enterprise policies/procedures guidelines.  
1.5 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.  
1.6 Undue damage to equipment or machinery is avoided. |
| 2. Identify and use correct lubricants and fluids | 2.1 Information required for identifying and confirming the lubricants and fluids for particular applications is accessed and correctly interpreted.  
2.2 Lubricants and fluids to be used for appropriate systems are identified and applied in accordance with manufacturer’s specifications.  
2.3 Levels are tested in accordance with authorised procedures.  
2.4 Used lubricants and fluids are disposed of in accordance with site procedures. |
| 3. Carry out safety inspections | 3.1 Information required for safety inspections is accessed from appropriate manufacturer’s specifications and correctly interpreted.  
3.2 Safety inspections are carried out using approved methods and equipment according to specifications, tolerances and site procedures.  
3.3 Inspections are completed without causing damage to any component or system. |
Element
3. Carry out safety inspections (continued)

Performance Criteria
3.4 System modification/alterations outside manufacturer’s specifications are recorded and appropriate action taken in accordance with site procedures.
3.5 Records relating to the safety inspections are complete, accurate, in the approved format and promptly passed on to the appropriate person in accordance with site procedures.

Range of Variables
Sources of Information / Documentation
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory legislation occupational health and safety legislation and National/State codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Resources
May include hand tools, power tools, ramps, hoists, pits, lubricant equipment, measuring equipment, special tools for removal/adjustment, engine gear oils, automatic transmission fluids, moving parts lubricants, bearing grease, replacement parts.

Communications
Communications with the client/user may be face to face, by telephone or by other electronic means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant OH&S policies and procedures
• carrying out routine maintenance and servicing
• identifying and using correct lubricants and fluids
• disposing of lubricants and fluids
• carrying out safety inspections
• completing essential post activity housekeeping

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge

• General knowledge of maintenance and servicing system theory including financial benefits.
• General knowledge of common automotive terminology and vehicle safety requirements.
• Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of servicing and maintenance procedures.
• Working knowledge of the types and applications of lubricants and fluids.
• Working knowledge of environmental requirements for lubricant and fluid disposal.
• Working knowledge of service inspection requirements and reporting procedures.
• Working knowledge of site reporting procedures.

Underpinning Skills

• Plain English literacy and communication skills in relation to dealing with clients and provider/suppliers.
• Technical literacy and interpretative skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to maintenance operation procedures.
• Questioning and active listening skills, for example when obtaining information of safe working practices and maintenance operation procedures.
• Manipulative and dexterity skills to perform maintenance and operation procedures.
• Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of maintenance and servicing operations.
Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring maintenance operation procedures
- site or equivalent instructions on maintenance operation procedures
- appropriate materials, tools and equipment
- hazardous chemicals information
- a qualified workplace assessor.

Key Competencies & Application to Standards

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AUR00373B Synchronise Plant and Equipment

Unit Descriptor
This unit identifies the competence required to determine the operating parameters, set up and synchronise plant equipment to specific applications.

Element | Performance Criteria
--- | ---
1. Prepare for synchronising actions | 1.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.  
1.2 Relevant occupational health and safety policies and procedures are observed throughout the work process.  
1.3 Components, tools and equipment required for the synchronisation are identified, selected, and prepared in accordance with site manufacturer's instructions and site procedures.  
1.4 Parameters surrounding the synchronisation of units/components are defined.  
2. Synchronise and functionally test plant and equipment | 2.1 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.  
2.2 Synchronisation of plant and equipment is carried out and procedures completed in accordance with manufacturer's specifications and tolerances.  
2.3 Functional tests are carried out in accordance with manufacturer’s specifications and tolerances.  
2.4 Undue damage to equipment or machinery is avoided.  
2.5 Workplace records are completed in accordance with site requirements.

Range of Variables
Synchronisation Action
This is action to ensure the smooth and planned integration of functions and may include removal, re-assembly, speed, temperatures, pressure, operation and synchronising specific component operations.

Resources
May include hand tools, power tools, pressure gauges, manometer, multi-meter, tachometer, pyrometer, thermometer, CRO.
Sources of Information / Documentation
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory legislation occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications with the client/user may be face to face, by telephone or by other electronic means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• prepare for synchronising procedures
• synchronise plant and equipment
• functionally test plant and equipment
• completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
• General knowledge and theory of relevant plant and equipment operating and integration principles.
• General knowledge of common automotive terminology and vehicle safety requirements.
• Working knowledge of relevant OH&S regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of relevant plant and equipment operating systems and procedures.
• Working knowledge of synchronising procedures.
• Detailed knowledge of systems and component functional testing procedures.
• Detailed knowledge of site reporting procedures.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with clients, suppliers and others associated with the work.
• Technical literacy and interpretative skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to synchronising plant and equipment procedures.
• Questioning and active listening skills, for example when obtaining information of safe working practices and synchronising plant and equipment procedures.
• Research interpretative skills to locate, interpret and apply relevant information for synchronising plant and equipment procedures.
• Manipulative and dexterity skills to physically perform synchronising of plant and equipment procedures.
• Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
• Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of plant and equipment synchronisation requirements.

Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring the synchronising of plant and equipment
• site or equivalent instructions on synchronising plant and equipment
• appropriate materials, tools and equipment
• a qualified workplace assessor.

Key Competencies & Application to Standards

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AUR09131B Install Hydraulic Systems to specified applications

Unit Descriptor
This unit identifies the competence required to fit a hydraulic system to a vehicle/equipment and carry out testing procedures.

Element | Performance Criteria
--- | ---
1. Install hydraulic systems | 1.1 Information required for the work is accessed from appropriate manufacturer specifications and correctly interpreted.
 | 1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.
 | 1.3 Components, tools and equipment required for the installation are identified, selected, and prepared in accordance with manufacturer’s instructions and site procedures.
 | 1.4 Hydraulic system plans and designs are followed and installation procedures completed in accordance with manufacturer’s specifications and tolerances.
 | 1.5 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.
 | 1.6 Undue damage to equipment or machinery is avoided.

2. Test hydraulic systems | 2.1 Information required for the work is accessed from appropriate manufacturer specifications and correctly interpreted.
 | 2.2 All tests are carried out in accordance with manufacturer specifications and tolerances.
 | 2.3 Materials/components are tested in accordance with authorised procedures prior to placing into service.
 | 2.4 Testing is completed without causing damage to any component or system.
 | 2.5 Workplace records are completed in accordance with site requirements.

Range of Variables
Installation Action
May include to vehicle/equipment such as highway, off-highway, earthmoving, mining, agricultural, marine, industrial and outdoor power equipment such as cutting, dragging, lifting, drilling and pumping.
Sources of Information/Documents
Manufacturer specifications, enterprise operating procedures, component manufacturer specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Resources
May include hand tools, power tools, special tools for installation, hydraulic flow meter, hydraulic pressure gauges.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying relevant occupational health and safety policies and procedures
- installing hydraulic systems and components
- testing hydraulic systems and components
- identifying and using correct lubricants and fluids
- disposing of waste material
- completing essential post installation housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.
Underpinning Knowledge
• General knowledge of hydraulic theory and its application in automotive hydraulic systems.
• General knowledge of common automotive terminology and vehicle safety requirements.
• Working knowledge of relevant occupational health and safety regulations/requirement, equipment, material and personal safety requirements.
• Working knowledge of the identification and application of hydraulic system parts and components.
• Working knowledge of hydraulic system repair techniques and procedures.
• Working knowledge of hydraulic system testing techniques and procedures.
• Working knowledge of waste disposal procedures.
• Detailed knowledge of site reporting procedures.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with others involved in the work.
• Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to hydraulic system installation procedures.
• Questioning and active listening skills, for example when obtaining information of safe working practices and hydraulic system installation procedures.
• Research and interpretative skills to locate, interpret and apply relevant hydraulic system installation procedures.
• Manipulative and dexterity skills to physically perform hydraulic system installation procedures.
• Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying installation circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of hydraulic systems applications.

Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring hydraulic system installation
• site or equivalent instructions in installing hydraulic systems
• appropriate materials, tool and equipment
• a qualified workplace assessor.
### Key Competencies & Application to Standards

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AUR09166B  Repair hydraulic systems

Unit Descriptor
This unit identifies the competence required to carry out repairs and tests to hydraulic systems using approved methods, equipment and testing procedures.

Element                  Performance Criteria
1. Repair hydraulic systems  1.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.
1.2 Relevant occupational health and safety policies and procedures are observed throughout the work process.
1.3 Components, tools and equipment required for the installation are identified, selected, and prepared in accordance with manufacturer’s instructions and site procedures.
1.4 Repair procedures are carried out in accordance with relevant legislation, industry and enterprise policies/procedures guidelines.
1.5 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.
1.6 Undue damage to equipment or machinery is avoided.
1.7 Workplace records are completed in accordance with site requirements.

2. Test hydraulic systems  2.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.
2.2 All tests are carried out in accordance with manufacturer’s specifications and tolerances.
2.3 Materials/components are tested in accordance with authorised procedures prior to placing into service.
2.4 Testing is completed without causing damage to any component or system.
2.5 Workplace records are completed in accordance with site requirements.

Range of Variables

Sources of Information / Documentation
Manufacturer’s specifications, enterprise operating procedures, component manufacturer specifications, customer requirements and industry/workplace codes of practice.

Hydraulic Systems
May include those in heavy vehicle, plant, vessel and outdoor equipment, hoists, jacks, pressing equipment, steering gear, power trim and power tilt.
Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory legislation occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Resources
May include hand tools, power tools, special tools for removal/replacement, hydraulic pressure gauges, hydraulic flow meter, hydraulic test bench.

Communications
Communications with the client/user may be face to face, by telephone or by other electronic means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• repairing hydraulic systems
• testing hydraulic systems
• identifying and using correct lubricants and fluids
• disposing of lubricants and fluids
• completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.
Underpinning Knowledge
• General knowledge of hydraulic theory and its application in automotive hydraulic systems.
• General knowledge of common automotive terminology and vehicle safety requirements.
• Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of the identification and application of hydraulic system parts and components.
• Working knowledge of hydraulic system repair techniques and procedures.
• Working knowledge of hydraulic system testing techniques and procedures.
• Working knowledge of waste disposal procedures.
• Detailed knowledge of site reporting procedures

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and others associated with the work.
• Technical literacy and interpretative skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to hydraulic system repairs and testing procedures.
• Questioning and active listening skills, for example when obtaining information of safe working practices and hydraulic system repairs and testing procedures.
• Research and interpretative skills to locate, interpret and apply relevant information for hydraulic system repairs and testing procedures.
• Manipulative and dexterity skills to perform hydraulic system repairs and testing procedures.
• Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of hydraulic system repair and testing requirements.

Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring hydraulic system repairs and testing procedures
• site or equivalent instructions on hydraulic system repairs and testing procedures
• appropriate materials, tools and equipment
• hazardous chemicals information
• a qualified workplace assessor.
## Key Competencies & Application to Standards

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AUR09170B  Service hydraulic systems

Unit Descriptor
This unit identifies the competence required to Service hydraulic systems for heavy vehicles, plant, vessel and outdoor power equipment.

Element | Performance Criteria
---|---
1. Service hydraulic systems | 1.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.
| 1.2 Relevant occupational health and safety policies and procedures are observed throughout the work process.
| 1.3 Components, tools and equipment required for servicing are identified, selected, and prepared in accordance with manufacturer's instructions and site procedures.
| 1.4 Servicing of hydraulic systems is completed in accordance with manufacturer's specifications and tolerances and site procedures.
| 1.5 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.
| 1.6 Undue damage to equipment or machinery is avoided.
| 1.7 Workplace records are completed in accordance with site requirements.

2. Test hydraulic systems | 2.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.
| 2.2 All tests are carried out in accordance with manufacturer’s specifications and tolerances.
| 2.3 Materials/components are tested in accordance with authorised procedures prior to placing into service.
| 2.4 Testing is completed without causing damage to any component or system.
| 2.5 Workplace records are completed in accordance with site requirements.

Range of Variables
Hydraulic Systems
May include those in heavy vehicles, plant, vessels and outdoor power equipment.

Sources of Information / Documentation
Manufacturer’s specifications, enterprise operating procedures, component manufacturer specifications, servicing specifications, customer requirements and industry/workplace codes of practice.
Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory legislation, occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Resources
May include hand tools, power tools, air tools, special tools for servicing hydraulic systems, lifting equipment, safety equipment and servicing materials including filters and oils.

Communications
Communications with the client/user may be face to face, by telephone or by other electronic means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying relevant occupational health and safety policies and procedures servicing and testing hydraulic systems
- servicing and testing hydraulic systems
- identifying and using correct lubricants and fluids
- disposing of waste materials
- completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.
Underpinning Knowledge

- General knowledge of hydraulic systems principles of operation.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant OH&S regulations/requirement, equipment, material and personal safety requirements.
- Working knowledge of hydraulic systems componentry and functions.
- Working knowledge of hydraulic servicing and testing procedures.
- Detailed knowledge and application of lubricants and fluids for hydraulic systems.
- Working knowledge of waste disposal procedures.
- Detailed knowledge of site reporting procedures.

Underpinning Skills

- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and others associated with the work.
- Technical literacy and interpretative skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to hydraulic system servicing and testing procedures.
- Questioning and active listening skills, for example when obtaining information of safe working practices and hydraulic system servicing and testing procedures.
- Research interpretative skills to locate, interpret and apply relevant information for hydraulic system servicing and testing procedures.
- Manipulative and dexterity skills to perform hydraulic system servicing and testing procedures.
- Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance

It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of hydraulic systems servicing and testing requirements.

Resource Implications

The following are required:

- a workplace or simulated workplace
- realistic situations requiring hydraulic system servicing and testing procedures
- site or equivalent instructions on hydraulic system servicing and testing procedures
- appropriate materials, tools and equipment
- hazardous chemicals information
- a qualified workplace assessor.
### Key Competencies & Application to Standards

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**AUR09604B Assemble pneumatic system components**

**Unit Descriptor**
This unit identifies the competence required to assemble and test pneumatic systems and components.

**Element** | **Performance Criteria**
--- | ---
1. Assemble pneumatic system components | 1.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.  
1.2 Relevant occupational health and safety policies and procedures are observed throughout the work process.  
1.3 Components, tools and equipment required for servicing are identified, selected, and prepared in accordance with manufacturer's instructions and site procedures.  
1.4 Pneumatic components are assembled in accordance with manufacturer's specifications and tolerances.  
1.5 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.  
1.6 Undue damage to equipment or machinery is avoided.  
1.7 Workplace records are completed in accordance with site requirements.

2. Test pneumatic systems | 2.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.  
2.2 All tests are carried out in accordance with manufacturer’s specifications and tolerances.  
2.3 Materials/components are tested in accordance with authorised procedures prior to placing into service.  
2.4 Testing is completed without causing damage to any component or system.  
2.5 Workplace records are completed in accordance with site requirements.

**Range of Variables**

**Pneumatic Systems**
May include pneumatic components fitted to all types of mechanical systems.

**Assembly**
May include mechanical fastening, testing, general assembly and measuring.
Sources of Information / Documentation
Manufacturer’s specifications, enterprise operating procedures, component manufacturer specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory legislation, occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Resources
May include hand tools, power tools, air tools, air supply, testing equipment.

Communications
Communications with the client/user may be face to face, by telephone or by other electronic means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• assembling pneumatic system components
• testing pneumatic system components
• completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.
Underpinning Knowledge
- General knowledge of pneumatic theory and its application in automotive pneumatic systems.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant OH&S regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of the identification and application of pneumatic system parts and components.
- Working knowledge of pneumatic system repair techniques and procedures.
- Working knowledge of pneumatic system testing techniques and procedures.
- Working knowledge of waste disposal procedures.
- Detailed knowledge of site reporting procedures.

Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and others associated with the work.
- Technical literacy and interpretative skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to pneumatic system components assembly and testing procedures.
- Questioning and active listening skills, for example when obtaining information of safe working practices and pneumatic system components assembly and testing procedures.
- Research and interpretative skills to locate, interpret and apply relevant information for pneumatic system components assembly and testing.
- Manipulative and dexterity skills to perform pneumatic system components assembly and testing.
- Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of pneumatic system components assembly and testing requirements.

Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring pneumatic system components assembly and testing
- site or equivalent instructions on pneumatic system components assembly and testing
- appropriate materials, tools and equipment
- hazardous chemicals information
- a qualified workplace assessor.
## Key Competencies & Application to Standards

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AUR09631B Install pneumatic systems

Unit Descriptor
This unit identifies the competence required to install and test pneumatic systems.

Element Performance Criteria

1. Install pneumatic systems
   1.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.
   1.2 Relevant occupational health and safety policies and procedures are observed throughout the work process.
   1.3 Components, tools and equipment required for servicing are identified, selected, and prepared in accordance with manufacturer's instructions and site procedures.
   1.4 Pneumatic system plans and designs are followed and installation procedures completed in accordance with manufacturer's specifications and tolerances.
   1.5 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.
   1.6 All tests to pneumatic systems are carried out in accordance with manufacturer’s specifications and tolerances.
   1.7 Undue damage to equipment or machinery is avoided.
   1.8 Workplace records are completed in accordance with site requirements.

2. Test pneumatic systems
   2.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.
   2.2 All tests are carried out in accordance with manufacturer’s specifications and tolerances.
   2.3 Materials/components are tested in accordance with authorised procedures prior to placing into service.
   2.4 Testing is completed without causing damage to any component or system.
   2.5 Workplace records are completed in accordance with site requirements.

Range of Variables

Pneumatic Systems
Pneumatic systems may include those fitted to all types of mechanical systems.
Installation Processes
May include measuring, fastening, installing and testing.

Sources of Information / Documentation
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory legislation, occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Resources
May include hand tools, power tools, air tools and lifting equipment, measuring and fastening equipment.

Communications
Communications with the client/user may be face to face, by telephone or by other electronic means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• installing pneumatic systems
• testing pneumatic systems
• completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.
Underpinning Knowledge

- General knowledge of pneumatic theory and its application in automotive pneumatic systems.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of the identification and application of pneumatic system parts and components.
- Working knowledge of pneumatic system repair techniques and procedures.
- Working knowledge of pneumatic system testing techniques and procedures.
- Working knowledge of waste disposal procedures.
- Detailed knowledge of site reporting procedures.

Underpinning Skills

- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and others associated with the work.
- Technical literacy and interpretative skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to pneumatic systems installation and testing procedures.
- Questioning and active listening skills, for example when obtaining information of safe working practices and pneumatic systems installation and testing procedures.
- Research and interpretative skills to locate, interpret and apply relevant information for pneumatic systems installation and testing procedures.
- Manipulative and dexterity skills to perform pneumatic systems installation and testing.
- Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance

It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of pneumatic system installation and testing.

Resource Implications

The following are required:

- a workplace or simulated workplace
- realistic situations requiring pneumatic system installation and testing procedures
- site or equivalent instructions on pneumatic system installation and testing procedures
- appropriate materials, tools and equipment
- hazardous chemicals information
- a qualified workplace assessor.
### Key Competencies & Application to Standards

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AUR09671B Service and repair pneumatic systems

Unit Descriptor
This unit identifies the competence required to service, repair and test pneumatic systems/components.

Element Performance Criteria

1. Service and repair pneumatic systems/components
   1.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.
   1.2 Relevant occupational health and safety policies and procedures are observed throughout the work process.
   1.3 Components, tools and equipment required for the servicing and repair are identified, selected, and prepared in accordance with manufacturer’s instructions and site procedures.
   1.4 Service and repair procedures are followed in accordance with manufacturer’s specifications and tolerances.
   1.5 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.
   1.6 Undue damage to equipment or machinery is avoided.

2. Test pneumatic systems
   2.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.
   2.2 All tests are carried out in accordance with manufacturer’s specifications and tolerances.
   2.3 Materials/components are tested in accordance with authorised procedures prior to placing into service.
   2.4 Testing is completed without causing damage to any component or system.
   2.5 Workplace records are completed in accordance with site requirements.

Range of Variables
Pneumatic Systems
May cover pneumatic systems/components fitted to any mechanical systems.

Sources of Information / Documentation
Manufacturer’s specifications, enterprise operating procedures, component manufacturer specifications, customer requirements and industry/workplace codes of practice.
Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory legislation, occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Resources
May include hand tools, power tools, air tools and lifting equipment, measuring and fastening equipment, testing equipment including system and pressure testers.

Communications
Communications with the client/user may be face to face, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• servicing and repairing pneumatic systems
• testing pneumatic systems
• completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.
Underpinning Knowledge

- General knowledge of pneumatic theory and its application in automotive pneumatic systems.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of the identification and application of pneumatic system parts and components.
- Working knowledge of pneumatic system servicing and repair techniques and procedures.
- Working knowledge of pneumatic system testing techniques and procedures.
- Working knowledge of waste disposal procedures.
- Detailed knowledge of site reporting procedures.

Underpinning Skills

- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and others associated with the work.
- Technical literacy and interpretative skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to pneumatic systems service, repairs and testing.
- Questioning and active listening skills, for example when obtaining information of safe working practices and pneumatic systems service, repairs and testing.
- Research interpretative skills to locate, interpret and apply relevant pneumatic systems service, repairs and testing.
- Manipulative and dexterity skills to perform pneumatic systems service, repairs and testing.
- Problem solving skills for a range of differing technical circumstances.

Consistency in Performance

It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of pneumatic system servicing, repairing and testing.

Resource Implications

The following are required:

- a workplace or simulated workplace
- realistic situations requiring pneumatic systems servicing, repairing and testing
- site or equivalent instructions on pneumatic systems service and repairs
- appropriate materials, tools and equipment
- a qualified workplace assessor.
## Key Competencies & Application to Standards

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AUR10104B Assemble and Fit Braking Systems/Components

Unit Descriptor
This unit identifies the competence required to assemble, install and test braking systems and associated components including hydraulic pneumatic, electric and mechanical operating systems.

Element Performance Criteria

1. Assemble and fit braking system/components
   1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.
   1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.
   1.3 Components, tools and equipment required for the work are identified, selected and prepared in accordance with site procedures.
   1.4 Braking system component assembly and fitting procedures are completed in accordance with manufacturer's specifications and tolerances.
   1.5 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.
   1.6 Undue damage to equipment or machinery is avoided.

2. Test braking system components
   2.1 Information required for testing is accessed from appropriate manufacturer’s specifications and correctly interpreted.
   2.2 All tests are carried out in accordance with manufacturer’s specifications and tolerances.
   2.3 Testing is completed without causing damage to any component or system.
   2.4 Workplace records are completed in accordance with site requirements.

Range of Variables
Braking Systems/Components
May include hydraulic, air over hydraulic, vacuum over hydraulics, electric, electric over hydraulic systems and air braking systems.

Resources
May include hand tools, power tools, cutting equipment, measuring equipment lifting equipment, brake bleeding equipment, testing equipment, pipe bending and flaring equipment.
Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• assembling and installing braking systems and their components
• testing braking systems
• completing essential post activity housekeeping

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.
Underpinning Knowledge

- General knowledge of braking theory and the forces which impact on the systems.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of types of braking materials and their application.
- Working knowledge of brake fabrication procedures.
- Working knowledge of brake assembling and fitting procedures.
- Working knowledge of lubricants and brake fluid applications and uses.
- Working knowledge of site reporting procedures.

Underpinning Skills

- Plain English literacy and communication skills in relation to dealing with others involved in the work.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to the assembly and fitting of braking systems and components.
- Questioning and active listening skills, for example when obtaining information on safe working practices and the assembly and fitting of braking systems and components.
- Research and interpretative skills to locate, interpret and apply relevant information for the assembly and fitting of braking systems and components.
- Manipulative and dexterity skills to physically perform the assembly and fitting of braking systems and components.
- Problem solving skills for a limited range of procedural issues.

Consistency in Performance

It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of brake assembly and fitting requirements.

Resource Implications

The following are required:
- a workplace or simulated workplace
- realistic situations requiring the assembly and fitting of braking systems and components
- site or equivalent instructions for the assembly and fitting of braking systems and components
- appropriate materials, tool and equipment
- a qualified workplace assessor.
## Key Competencies & Application to Standards

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AUR10605B  Attach Friction Materials and Radius Grind

Unit Descriptor
This unit identifies the competence required to select relevant friction materials and attachment methods, attach friction material to brake shoes/clutch plates and radius grind brake shoes.

Element                  Performance Criteria
1. Select and attach friction materials
   1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.
   1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.
   1.3 Components, tools and equipment required for the work are identified, selected and prepared in accordance with site procedures.
   1.4 Materials to be attached are selected and prepared in accordance with site procedures.
   1.5 Friction material attachment procedures are carried out in accordance with relevant legislation, industry and enterprise policies/procedures and guidelines.

2. Radius grind brake shoes
   2.1 Information required for radius grinding is accessed from appropriate manufacturer’s specifications and correctly interpreted.
   2.2 Radius grinding procedures are carried out in accordance with relevant legislation, industry and enterprise policies/procedures and guidelines.
   2.3 Brake shoes are tested in accordance with site procedures prior to being placed into service.
   2.4 All work is completed without causing damage to any component or system.
   2.5 Workplace records are completed in accordance with enterprise procedures.

Range of Variables
Scope of Action
May include the selection of material and method of attachment, the attachment of brake and clutch frictional materials and the radius grinding of brake shoes for motor vehicles.

Resources
May include hand tools, power tools, riveting machines, bonding materials and equipment, radius grinding machines, relevant safety equipment and apparel, measuring equipment, specialist equipment, brake shoes, clutch plates, rivets, bolts and nuts, brake and clutch linings.
Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• selecting and attaching friction material to brake shoes/clutch pads
• carrying out radius grinding of brake shoes
• completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
• General knowledge of the theory of friction materials in the operation of brake shoes/clutch pads.
• General knowledge of common automotive terminology and vehicle safety requirements.
• Working knowledge of relevant OH&S regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of types of friction materials and their applications.
• Working knowledge of bonding agents.
• Working knowledge of site reporting procedures.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with others involved in the work.
• Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to attaching friction materials and radius grinding.
• Questioning and active listening skills, for example when obtaining technical information on attaching friction materials and radius grinding procedures.
• Research and interpretative skills to locate, interpret and apply relevant operational and safety information.
• Manipulative and dexterity skills to physically perform attaching of friction materials and radius grinding procedures.
• Problem solving skills for a limited range of procedural issues.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of circumstances requiring the attaching of friction materials and radius grinding procedures.

Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring the attachment of friction materials and radius grinding
• site or equivalent instructions for bonding friction materials and radius grinding procedures
• hazardous chemicals information
• appropriate materials, tool and equipment
• a qualified workplace assessor.

Key Competencies & Application to Standards

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AUR10608B Carry Out Bonding of Friction Materials

Unit Descriptor
This unit identifies the competence required to select and bond friction materials to prepared surfaces.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1. Select friction material and prepare for bonding</td>
<td>1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.</td>
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<tr>
<td></td>
<td>1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.</td>
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<td>1.3 Components, tools and equipment required for the work are identified, selected and prepared in accordance with site procedures.</td>
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<td>1.4 Materials required for the work are identified, selected and prepared in accordance with site procedures.</td>
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<tr>
<td>2. Bond materials</td>
<td>2.1 Information required for bonding is accessed from appropriate manufacturer’s specifications and correctly interpreted.</td>
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<td>2.2 Bonding procedures are carried out in accordance with relevant legislation, industry and enterprise policies/procedures guidelines.</td>
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<td>2.3 Bonding of friction materials to component is completed using approved methods and equipment in accordance with manufacturer’s specifications and tolerances.</td>
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<td>2.4 Testing of bonded component(s) is completed in accordance with site procedures without causing damage to any component or system.</td>
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<tr>
<td>3. Radius grind brake shoes</td>
<td>3.1 Information required for radius grinding is accessed from appropriate manufacturer’s specifications and correctly interpreted.</td>
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<td>3.2 Radius grinding procedures are carried out in accordance with relevant legislation, industry and enterprise policies/procedures and guidelines.</td>
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<td>3.3 Brake shoes are tested in accordance with site procedures prior to being placed into service.</td>
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<td>3.4 All work is completed without causing damage to any component or system.</td>
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<td>3.5 Workplace records are completed in accordance with enterprise procedures.</td>
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</tbody>
</table>
Range of Variables
Scope of Action
May include the selection of material and method bonding and the radius grinding of brake shoes for motor vehicles.

Resources
May include hand tools, power tools, special installation and removal tools, measuring instruments, bonding over, radius grinder and appropriate personal protection.

Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• carrying out bonding of friction materials
• carrying out radius grinding
• completing essential post activity housekeeping.
Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
- General knowledge of the theory of friction materials and bonding techniques.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant OH&S regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of types of friction materials and their application.
- Working knowledge of bonding agents.
- Working knowledge of site reporting procedures.

Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with others involved in the work.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to bonding friction materials.
- Questioning and active listening skills, for example when obtaining information of bonding friction materials.
- Research and interpretative skills to locate, interpret and apply relevant operational and safety information for bonding friction materials procedures.
- Manipulative and dexterity skills to physically perform bonding of friction materials procedures.
- Problem solving skills for a limited range of procedural issues.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of bonding requirements.

Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring the bonding of friction materials
- site or equivalent instructions for bonding of friction materials
- hazardous chemicals information
- appropriate materials, tool and equipment
- a qualified workplace assessor.
### Key Competencies & Application to Standards

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AUR10736B Machine Brake Drums and Brake Disc Rotors

Unit Descriptor
This unit identifies the competence required to recondition brake drums and brake disc rotors by machining.

Element | Performance Criteria
---|---
1. Machine brake drums and brake disc rotors | 1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.
 | 1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.
 | 1.3 Components, tools and equipment required for the work are identified, selected and prepared in accordance with site procedures.
 | 1.4 Brake drums and/or brake disc rotors to be reconditioned are prepared for machining in accordance with site procedures and manufacturer’s safety specifications.
 | 1.5 Machining procedures are carried out in accordance with relevant legislation, industry and enterprise policies/procedures guidelines.

2. Test machined component(s) | 2.1 Information required for testing is accessed from appropriate manufacturer’s specifications and correctly interpreted.
 | 2.2 Machined materials/component(s) are tested in accordance with authorised procedures prior to placing into service.
 | 2.3 Testing of machined component(s) is completed without causing damage to any component or system.
 | 2.4 Workplace records are completed in accordance with enterprise procedures.

Range of Variables
Scope of Action
May include brake drums and brake disc rotors fitted to vehicle braking systems such as four wheel brake drums, disc brakes, brake drums/disc combination, fluid operated, mechanically operated, power assisted, combination systems, anti lock braking systems and electrically/electronically operate brake systems.

Resources
May include hand tools, power tools, special installation tools, measuring equipment, on-car and/or off-car machining equipment and appropriate personal protection.
Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying relevant occupational health and safety policies and procedures
- carrying out machining and reconditioning of brake drums and brake disc rotors
- testing machined components
- completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of safe manual handling theory and practice.
• Detailed knowledge of brake drum and disc rotor machining procedures.
• Working knowledge of site reporting procedures.
• Working knowledge of measuring and testing procedures.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with others involved in the work.
• Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to brake drum and brake disc rotor machining.
• Questioning and active listening skills, for example when obtaining information of brake drum and brake disc rotor machining.
• Research and interpretative skills to locate, interpret and apply relevant operational and safety information on brake drum and brake disc rotor machining procedures.
• Manipulative and dexterity skills to physically perform brake drum and brake disc rotor machining procedures.
• Problem solving skills for a limited range of procedural issues.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of brake drum and brake disc rotor machining procedures.

Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring brake drum and brake disc rotor machining
• site or equivalent instructions for brake drum and brake disc rotor machining
• hazardous chemicals information (and/or dangerous goods if applicable)
• appropriate materials, tool and equipment.

Key Competencies & Application to Standards

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AUR17606B Balance Tyres/Wheels

Unit Descriptor
This unit identifies the competence required to balance tyres and wheels.

Element Performance Criteria
1. Prepare to balance tyres/wheels
   1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.
   1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.
   1.3 Components, tools and equipment required for the work are identified, selected and prepared in accordance with site procedures.
   1.4 Tyres/rims to be balanced are prepared in accordance with site procedures.

2. Balance tyre and rim combinations
   2.1 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.
   2.2 Balancing procedures are carried out in accordance with relevant legislation, industry and enterprise policies/procedures guidelines.
   2.3 Undue damage to equipment and machinery is avoided.
   2.4 Workplace records are completed in accordance with enterprise procedures.

Range of Variables

Components and Tools
May include wheel balances, gauges and measuring devices, power tools and hand tools.

Sources of Information/Documents
May include site documentation for tyres and wheel balancing, general duty of care, emergency procedures, safe working practices, enterprise operating procedures, customer requirements, industry/workplace codes of practice, material safety data sheets (MSDS) and hazchem.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.
Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety procedures
• carrying out wheel balancing using balancing equipment
• completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
• General knowledge of tyres and wheel types and uses.
• General knowledge of vehicle wheel/tyre safety requirements.
• Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of safe manual handling theory and practice.
• Working knowledge of principles of static/dynamic balances.
• Working knowledge of site reporting procedures.

Underpinning Skills
• English literacy and communication skills in relation to dealing with others involved in the work.
• Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to tyre and wheel balancing.
• Questioning and active listening skills, for example when obtaining information of tyre and wheel balancing procedures.
• Research and interpretative skills to locate, interpret and apply relevant operational and safety information for tyre and wheel balancing procedures.
• Manipulative and dexterity skills to physically perform tyre and wheel balancing procedures.
• Problem solving skills for a limited range of differing procedural circumstances.
**Consistency in Performance**
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of tyre/wheel balancing requirements.

**Resource Implications**
The following are required:
- a workplace or simulated workplace
- realistic situations requiring tyre and wheel balancing
- site or equivalent instructions for tyre and wheel balancing
- appropriate materials, tools and equipment
- a qualified workplace assessor.

**Key Competencies & Application to Standards**

<table>
<thead>
<tr>
<th>Competency</th>
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AUR17665B Remove, Fit and Adjust Wheel(s)

Unit Descriptor
This unit identifies the competence required to apply technical skills to remove, fit and adjust wheel(s) applicable to light/heavy vehicles, plant and trailers.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
</table>
| 1. Prepare for the work | 1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.  
1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.  
1.3 Components, tools and equipment required for the work are identified, selected and prepared in accordance with site procedures.  
1.4 Wheels to be inspected are identified and prepared in accordance with manufacturer’s and site procedures. |
| 2. Remove road wheels for inspection | 2.1 Information required for inspection is accessed from appropriate manufacturer’s specifications and correctly interpreted.  
2.2 Wheel is removed in accordance with manufacturer's requirements and approved safety practices.  
2.3 Removed/components are inspected in accordance with authorised procedures prior to placing into service.  
2.4 Inspection of road wheels, mounting points and fittings for damage and wear is completed without causing damage to any component or system. |
| 3. Fit/refit and adjust wheels | 3.1 Information required for fitting/refitting and adjustment of wheels is accessed from appropriate manufacturer’s specifications and correctly interpreted.  
3.2 Wheel fitting and adjusting procedures are carried out in accordance with relevant legislation, industry and enterprise policies/procedures guidelines.  
3.3 Torque settings and lighting sequences are completed in accordance with manufacturer’s specifications and site procedures.  
3.4 Wheel operation is checked for correct assembly and even wear in accordance with site procedures.  
3.5 Findings and recommendations are completed in accordance with enterprise procedures. |
Range of Variables
Scope
May include wheels for heavy vehicles, plant and trailers.

Resources
May include hand tools, power tools, lifting equipment and support stands.

Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety procedures
• carrying out the removal, fitting and adjusting of wheels
• testing refitted components for correct assembly
• completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.
Underpinning Knowledge
• General knowledge of wheel types, applications and limitations.
• General knowledge of wheel safety requirements.
• General knowledge of common automotive terminology and vehicle safety requirements.
• Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of wheel removal, fitting and adjustment techniques and procedures.
• Working knowledge of wheel inspection and classification systems.
• Working knowledge of site reporting procedures.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with others involved in the work.
• Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to the removal, fitting and adjusting of wheels.
• Questioning and active listening skills, for example when obtaining procedural information for the removal, fitting and adjusting of wheels.
• Research and interpretative skills to locate, interpret and apply relevant operational and safety information for the removal, fitting and adjusting wheels procedures.
• Manipulative and dexterity skills to perform the removal, fitting and adjusting wheels procedures.
• Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of wheel removal, fitting and adjusting requirements.

Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring the removal, fitting and adjusting of wheels
• site or equivalent instructions for the removal, fitting and adjusting of wheels
• appropriate materials, tool and equipment
• a qualified workplace assessor.

Key Competencies & Application to Standards

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<tr>
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<tbody>
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<td>Using technology</td>
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AUR17668B Select Tyres and Rims for Specific Applications (Light)

Unit Descriptor
This unit identifies the competence required to select tyres and rims to suit specific applications relating to light vehicles.

Element Performance Criteria

1. Select tyre/tube and rims for specific applications

   1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.
   1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.
   1.3 Components, tools and equipment required for the work are identified, selected and prepared in accordance with site procedures.
   1.4 Selection procedures are carried out in accordance with relevant legislation, industry and enterprise policies/procedures guidelines.
   1.5 Workplace records are completed in accordance with enterprise standards.

Range of Variables
Range of Tyres/Rims
May include tyres and rims for light vehicles, plant and trailers.

Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying relevant occupational health and safety procedures
- matching rims and tyres to different applications
- identifying tyre codes, rim codes and tread patterns
- completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
- General knowledge of types of rim and tyre construction, terms and codes.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of safe manual handling theory and practice.
- Working knowledge of the types of rims, tyres and tubes and their applications.
- Working knowledge of dual sizing and different tread patterns.
- Working knowledge of site reporting procedures.

Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with others involved in the work.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to tyre and rim selection.
- Questioning and active listening skills, for example when obtaining information of tyre and rim selection procedures.
- Research and interpretative skills to locate, interpret and apply relevant operational and safety information for tyre and rim selection procedures.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the selection of a range of tyres and rims.
**Resource Implications**
The following are required:
- a workplace or simulated workplace
- realistic situations requiring tyre and rim selection
- site or equivalent instructions for tyre and rim selection
- appropriate materials, tool and equipment
- a qualified workplace assessor.

**Key Competencies & Application to Standards**

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<th>Competencies</th>
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</table>
AUR17766B Remove, Repair and Fit Tyres and Tubes (Light)

Unit Descriptor
This unit identifies the competence required to remove and refit/replace light vehicle tyres and tubes from wheel rims, inspect tyres and tubes to assess repairability and perform minor tyre and tube repairs.

Element | Performance Criteria
---|---
1. Inspect tubes and tyres for repairability | 1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.
 | 1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.
 | 1.3 Components, tools and equipment required for the work are identified, selected and prepared in accordance with site procedures.
 | 1.4 Inspection and assessment of tubes and tyres is completed and the results are processed.
2. Remove, repair and refit/replace tubes and tyres | 2.1 Information required for removal, refit/replacement and tyre and tube repairs is accessed from appropriate manufacturer’s specifications and correctly interpreted.
 | 2.2 Tubes and tyre repair, removal refit/replacement procedures are carried out in accordance with industry and enterprise polices/procedures and guidelines.
 | 2.3 Repaired materials/components are tested in accordance with authorised procedures prior to placing into service.
 | 2.4 Testing of repaired component(s) is completed without causing damage to any component or system.
 | 2.5 Workplace records are completed in accordance with site requirements.

Range of Variables
Scope of Tyres/Tubes
May include those for light vehicles and light outdoor power equipment.

Minor Tyre Repairs
Are made to the crown of the tread of tubeless tyres and may include up to 10mm diameter hole, injury angle greater than 20° from the vertical use separate plug and patch, unlimited number of minor repairs provided they do not overlap, mini-combic repair, plug and patch.

Resources
May include hand tools, power tools, specialised equipment such as buffs, spreaders, tyre removal equipment, immersion tanks, types of tyres and tubes and various repair materials.
Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying relevant occupational health and safety procedures
- inspecting of tyres and tubes for reparation
- removing and refitting/replacing tyres and tubes
- carrying out minor tube and tyre repairs
- completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
- General knowledge of tyres and tubes and their applications and safety requirement.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of relevant range of tyres and tubes and their construction.
• Working knowledge of roadworthy regulations relating to tyres and rims.
• Working knowledge of inspection procedures to determine reparability (major, minor or unrepairability).
• Working knowledge of removal and replacement procedures.
• Working knowledge of site reporting procedures.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with others involved in the work.
• Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related the inspection, removal, repair and fitting of tyres and tubes for light vehicles, plant, equipment and trailers.
• Questioning and active listening skills, for example when obtaining information of safe working practices and the inspection, removal, repair and fitting of tyres and tubes.
• Research and interpretative skills to locate, interpret and apply relevant operational and safety information for the inspection, removal, repair and fitting of tyres and tubes.
• Manipulative and dexterity skills to physically perform the inspection, removal, repair and fitting of tyres and tubes.
• Problem solving skills for a limited range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of tyre and tube inspection, removal, repair and fitting requirements.

Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring the inspection, removal, repair and fitting of tyres and tubes for light vehicle, plant, equipment and trailers
• site or equivalent instructions for the inspection, removal, repair and fitting of tyres and tubes
• appropriate materials, tool and equipment
• a qualified workplace assessor.
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<tr>
<th>Key Competencies &amp; Application to Standards</th>
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### AUR18676B Test, Service and Replace Batteries

#### Unit Descriptor
This unit identifies the competence required to service, remove, replace, test and charge automotive batteries. The competency is applicable to batteries fitted to vehicles, plant and equipment and marine applications. It may also be applied to the service, replacement and charging of batteries in electric vehicles such as golf buggies and electric forklifts.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1. Test, remove and replace batteries</td>
<td>1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.</td>
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<td>1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.</td>
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<td>1.3 Components, tools and equipment required to complete all work are identified, selected and prepared in accordance with site procedures.</td>
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<td>1.4 Battery tests are performed and results analysed in accordance with site procedures and manufacturer’s specifications.</td>
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<td>1.5 Battery, testing and replacement procedures are carried out in accordance with relevant legislation, industry and enterprise policies/procedures guidelines.</td>
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<tr>
<td>2. Service and charge batteries</td>
<td>2.1 Information required for servicing and charging is accessed from appropriate manufacturer’s specifications and correctly interpreted.</td>
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<td>2.2 Components, tools and equipment required to complete all work are identified, selected and prepared in accordance with site procedures.</td>
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<td>2.3 Electrolyte levels are checked and topped up in accordance with site procedures.</td>
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<td>2.4 Battery/terminals are cleaned and battery charged in accordance with site procedures.</td>
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<td>3. Jump start vehicle</td>
<td>3.1 Information required for jump start vehicle is accessed from appropriate manufacturer’s specifications and correctly interpreted.</td>
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<td>3.2 Leads are connected/disconnected in correct sequence and polarity.</td>
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<td>3.3 All work is carried out without causing damage to any component or system.</td>
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<td>3.4 Workplace records are completed in accordance with enterprises procedures.</td>
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</tbody>
</table>
Range of Variables

Sources of Information/Documents
May include site documentation for battery testing, servicing and replacement, general duty of care, emergency procedures, safe working practices, enterprise operating procedures, customer requirements, industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Components and Tools
May include hand tools, special tools for removal adjustment.

Resources
May include testing equipment including load tester, hydrometer, multimeter or voltmeter and battery charger.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Installation Action
May include light vehicles and/or plant and equipment and/or heavy commercial vehicles and/or marine applications.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying safe manual handling practices
- removing/replacing batteries
- servicing and charging batteries
- testing and jump starting batteries
- safety handling and storing dangerous and/or hazardous goods and substances
- completing essential post activity housekeeping
- applying relevant OH&S procedures.

**Interdependent Assessment of Units**
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

**Underpinning Knowledge**
- General knowledge of common automotive terminology.
- Working knowledge of relevant OH&S regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of safe manual handling theory and practice.
- Working knowledge of the types and applications batteries.
- Detailed knowledge of testing, servicing and replacing batteries procedures.
- Working knowledge of site reporting procedures.
- Working knowledge of disposal of batteries and acids.
- Working knowledge of servicing, jump starting and battery charging procedures.

**Underpinning Skills**
- Plain English literacy and communication skills in relation to dealing with others involved in the work.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to battery testing, servicing and replacement.
- Questioning and active listening skills, for example when obtaining information of battery testing, servicing and replacement procedures.
- Research and interpretative skills to locate, interpret and apply relevant operational and safety information for battery testing, servicing and replacement procedures.
- Manipulative and dexterity skills to perform battery testing, servicing and replacement procedures.
- Problem solving skills for a range of differing procedural issues.

**Consistency in Performance**
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of battery testing, servicing and replacement.

**Resource Implications**
The following are required:
- a workplace or simulated workplace
- realistic situations requiring battery testing, servicing and replacement.
- site or equivalent instructions for battery testing, servicing and replacement.
- hazardous chemicals information (and/or dangerous goods if applicable).
- appropriate materials, tools and equipment.
- site or equivalent instructions for disposal of batteries and acids.

### Key Competencies & Application to Standards

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AUR19331B  
Install, test and repair wiring/lighting systems

Unit Descriptor
The unit identifies the competence required to carry out wiring installations, testing and repair to low voltage systems.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1. Install wiring/lighting electrical systems</td>
<td>1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.</td>
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<td>1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.</td>
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<td>1.3 Components, tools and equipment required for the installation are identified, selected, and prepared in accordance with manufacturer's instructions and site procedures.</td>
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<td>1.4 Wiring/lighting system plans and designs are followed and installation procedures completed in accordance with site procedures and manufacturer’s specifications.</td>
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<td>1.5 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.</td>
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<td>1.6 Undue damage to equipment or machinery is avoided.</td>
</tr>
<tr>
<td>2. Repair electrical systems</td>
<td>2.1 Information required for repairing electrical systems is accessed from appropriate manufacturer’s specifications and correctly interpreted.</td>
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<td></td>
<td>2.2 Components, tools and equipment required for repairs are identified, selected, and prepared in accordance with site manufacturer's instructions and site procedures.</td>
</tr>
<tr>
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<td>2.3 Repair work is completed in accordance with site procedures.</td>
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<td></td>
<td>2.4 Workplace records are completed in accordance with site requirements.</td>
</tr>
<tr>
<td>3. Test electrical systems</td>
<td>3.1 Information required for testing is accessed from appropriate manufacturer’s specifications and correctly interpreted.</td>
</tr>
<tr>
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<td>3.2 All tests are carried out in accordance with manufacturer’s specifications and tolerances.</td>
</tr>
<tr>
<td></td>
<td>3.3 Testing is completed without causing damage to any component or system.</td>
</tr>
</tbody>
</table>
Range of Variables
Installation and Testing
May include testing and electrical measurements, fault finding, reading and interpreting wiring diagrams, soldering, crimping, installing/repairing low voltage components and wiring.

Wiring/Lighting Systems
May include lighting systems, electric brake systems and trailer wiring connections.

Resources
May include hand tools, power tools, air tools, special tools for removal/adjustment, testing equipment including multimeters and test crimps.

Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• reading and interpreting low voltage wiring diagrams
• installing low voltage wiring/lighting
• repairing low voltage wiring/lighting
• testing low voltage wiring/lighting
• completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
• General knowledge of low voltage theory for automotive application including types of materials, components and wiring systems.
• General knowledge of common automotive terminology and vehicle safety requirements.
• Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of the operation of low voltage electrical systems and components relevant to the application.
• Working knowledge of installation procedures.
• Working knowledge of repair procedures.
• Working knowledge of testing and fault finding procedures.
• Working knowledge of site reporting procedures.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with others involved in the work.
• Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to low voltage wiring/lighting systems.
• Questioning and active listening skills, for example when obtaining information of safe working practices and low voltage wiring/lighting systems.
• Research and interpretative skills to locate, interpret and apply relevant low voltage wiring/lighting systems.
• Manipulative and dexterity skills to perform low voltage wiring/lighting systems installation, testing and repair functions.
• Problem solving skills for a limited range of procedural issues.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of low voltage wiring systems.
Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring the installation, testing and repair of low voltage wiring/lighting systems
• site or equivalent instructions for the installation, testing and repair of low voltage wiring/lighting systems
• appropriate materials, tool and equipment
• a qualified workplace assessor.

Key Competencies & Application to Standards

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<td>Using mathematical ideas &amp; techniques</td>
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<tr>
<td>Using technology</td>
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</table>
## AUR19431B Install, Test and Repair Electrical Security Systems/Components

### Unit Descriptor
This unit covers the functions required to carry out installation, testing and repair of automotive electrical security systems and components. This standard can also be applied to the installation of security systems in marine applications.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Install electrical security system components | 1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.  
1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.  
1.3 Components, tools and equipment required for the work are identified, selected and prepared in accordance with site procedures.  
1.4 Security system/components installation procedures are carried out in accordance with site procedures and manufacturer’s specifications.  
1.5 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.  
1.6 Undue damage to equipment and surrounds is avoided. |
| 2. Repair electrical security systems/components | 2.1 Information required for repairing electrical systems is accessed from appropriate manufacturer’s specifications and correctly interpreted.  
2.2 Components, tools and equipment required for repairs are identified, selected, and prepared in accordance with site manufacturer’s instructions and site procedures.  
2.3 Repair work is completed in accordance with site procedures.  
2.4 Workplace records are completed in accordance with site requirements. |
| 3. Test electrical security systems/components | 3.1 Information required for testing is accessed from appropriate manufacturer’s specifications and correctly interpreted.  
3.2 All tests are carried out in accordance with manufacturer’s specifications and tolerances.  
3.3 Testing is completed without causing damage to any component or system. |
Range of Variables
Electrical Security Systems
May include electrical security system fitted to automotive or marine application, automotive central locking systems and automotive engine immobilisers.

Components and Tools
May include hand tools, power tools, air tools, special tools for removal adjustment, test equipment including multimeters and test lamp.

Sources of Information/ Documents
May include site documentation for security system/components, general duty of care, emergency procedures, safe working practices, enterprise operating procedures, customer requirements, industry/workplace codes of practice, safety data sheets (MSDS) and hazchem.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory legislation related to OH&S and Australia Design Rules.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire and store evacuation involving staff or customers.

Communications
Communications with the client/user may be face to face, by telephone or by other electronic means.

Recording of Information
Accurate records of all relevant information is to be completed, processed and stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• carrying out installation and repair
• testing repaired components
• applying quality standards to work
• completing essential work related housekeeping functions.
Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
• General knowledge of electrical principles and their application to security systems.
• Working knowledge of relevant OH&S regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of the range and functions of security system components.
• Working knowledge of installation processes and procedures for security system components.
• Working knowledge of site repair procedures for security system components.
• Working knowledge of types of testing and fault finding procedures.
• Working knowledge of site reporting procedures.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and others involved in the work.
• Technical literacy and interpretative skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to security systems/components repairs.
• Questioning and active listening skills, for example when obtaining information of security systems/components procedures.
• Research and interpretative skills to locate, interpret and apply relevant operational and safety information for security systems/components procedures.
• Manipulative and dexterity skills to perform security systems/components installation, testing and repair procedures.
• Problem solving skills for a limited range of procedural issues.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of security system installation, repair and testing processes and procedures.

Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring the installation, testing and repairing of security system/components
• site or equivalent instruction for the installation, testing and repairing of security system/components
• appropriate materials, tools and equipment
• a qualified workplace assessor.
## Key Competencies & Application to Standards

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<td>Using technology</td>
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</table>
# AUR19531B Install ancillary electrical components

## Unit Descriptor
This unit identifies the competence required to carry out the installation of vehicle ancillary electrical equipment.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare for installation</td>
<td>1.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.</td>
</tr>
<tr>
<td></td>
<td>1.2 Relevant occupational health and safety policies and procedures are observed throughout the work process.</td>
</tr>
<tr>
<td></td>
<td>1.3 Components, tools and equipment required for the installation are identified, selected, and prepared in accordance with site manufacturer's instructions and site procedures.</td>
</tr>
<tr>
<td>2. Install ancillary electrical components</td>
<td>2.1 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.</td>
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<tr>
<td></td>
<td>2.2 Ancillary electrical equipment is installed and procedures completed in accordance with manufacturer's specifications and tolerances.</td>
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<tr>
<td></td>
<td>2.3 All tests are carried out in accordance with manufacturer’s specifications and tolerances.</td>
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<tr>
<td></td>
<td>2.4 Undue damage to equipment or machinery is avoided.</td>
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<tr>
<td></td>
<td>2.5 Workplace records are completed in accordance with site requirements.</td>
</tr>
</tbody>
</table>

## Range of Variables

### Scope of Action
May include ancillary electrical equipment fitted to light vehicles, plant and equipment, and heavy commercial vehicles. It may also include reading/interpreting wiring diagrams and soldering.

### Ancillary Electrical Equipment
May include car audio systems and components, mobile phone kits and components, communications equipment and components, speed alert systems, cruise control systems and components, vehicle navigation systems, gauges and instruments.

### Sources of Information / Documentation
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

### Resources
May include hand tools, power tools, air tools, special tools for removal, testing equipment including multimeters, test lamp.
Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory legislation occupational health and safety legislation and National/State codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications with the client/user may be face to face, by telephone or by other electronic means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying relevant occupational health and safety policies and procedures
- preparing for installation
- installing ancillary electrical equipment
- testing ancillary electrical equipment
- completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
- General knowledge of electrical principles and their application to ancillary electrical equipment.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant OH&S regulations/requirement, equipment, material and personal safety requirements.
- Working knowledge of ancillary electrical equipment installation and test procedures.
- Detailed knowledge of site reporting procedures.
**Underpinning Skills**
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and others associated with the work.
- Technical literacy and interpretative skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to ancillary electrical equipment installation procedures.
- Questioning and active listening skills, for example when obtaining information of safe working practices and ancillary electrical equipment installation procedures.
- Research and interpretative skills to locate, interpret and apply relevant information for ancillary electrical equipment installation procedures.
- Manipulative and dexterity skills to physically perform ancillary electrical equipment installation procedures.
- Problem solving skills for a range of differing procedural circumstances.

**Consistency in Performance**
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of ancillary electrical equipment installation procedures.

**Resource Implications**
The following are required:
- a workplace or simulated workplace
- realistic situations requiring ancillary electrical equipment installation and testing procedures
- site or equivalent instructions on ancillary electrical equipment installation and testing procedures
- appropriate materials, tools and equipment
- a qualified workplace assessor.

**Key Competencies & Application to Standards**

<table>
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</tbody>
</table>
AUR23608B Carry out welding, soldering, thermal cutting and thermal heating procedures

Unit Descriptor
This unit identifies the competence required to carry out a variety of oxyacetylene procedures where welding may be required to meet Australian Standards 1554 general purpose or equivalent codes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Plan and prepare for welding</td>
<td>1.1 Work requirements are identified from work orders and instructions.</td>
</tr>
<tr>
<td></td>
<td>1.2 Information required for the work is accessed from appropriate sources to enable soft soldering to be performed in accordance with relevant legislative/regulatory, site and equipment manufacturer’s requirements.</td>
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<tr>
<td></td>
<td>1.3 Approved methods and equipment, according to type of work required and materials to be welded are confirmed.</td>
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<tr>
<td></td>
<td>1.4 Relevant occupational health and safety policies and procedures are observed through the work process.</td>
</tr>
<tr>
<td></td>
<td>1.5 Work area is prepared in accordance with work requirements and site procedures.</td>
</tr>
<tr>
<td></td>
<td>1.6 Co-ordination activities with others involved in the operations throughout this work cycle are resolved through timely and effective communication.</td>
</tr>
<tr>
<td>2. Carry out welding procedures</td>
<td>2.1 Materials to be welded are prepared and aligned in accordance with the work plan and specifications.</td>
</tr>
<tr>
<td></td>
<td>2.2 Equipment is connected, gauges and pressures checked and set up in accordance with manufacturer’s and site procedures.</td>
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<tr>
<td></td>
<td>2.3 Test runs are undertaken in accordance with site procedures.</td>
</tr>
<tr>
<td></td>
<td>2.4 Distortion prevention measures are identified and applied in accordance with job requirements.</td>
</tr>
<tr>
<td></td>
<td>2.5 Welding procedures are completed without causing damage to any component or system.</td>
</tr>
<tr>
<td></td>
<td>2.6 Welds are cleaned using appropriate tools and techniques in accordance with the work plan.</td>
</tr>
<tr>
<td></td>
<td>2.7 Welds are inspected visually and defects identified and repaired using appropriate techniques and in accordance with workplan.</td>
</tr>
</tbody>
</table>
Element Performance Criteria

3. Complete welding procedures
   3.1 Work is completed and appropriate personnel notified in accordance with site requirements.
   3.2 Workplace tools, equipment and materials are cleaned and stored in accordance with site procedures.
   3.3 Work area is cleared of waste, cleaned and restored in accordance with site procedures.
   3.4 Work completion details are completed in accordance with site requirements.

Range of Variables

Welding
May include welding, silver soldering and bracing.

Distortion Prevention Methods
May include bracing, pre-heating, tacking, bolting and clamping.

Resources
May include all hand tools, power tools, welding equipment, oxyacetylene plant, hand pieces, hoses, filter rods, gauges, fluxes, tips, mild steel, low carbon steels, wire brush, measuring equipment, marking out and lifting equipment.

Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative and Other Requirements
May include state and territory occupational health and safety legislation, national/state codes of practice, Standard No. 1554 and Australian Design Rules (ADR).

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying relevant occupational health and safety policies and procedures
- planning and preparing for welding
- carrying out welding applications, techniques and procedures
- completing welding procedures
- maintaining welding equipment
- completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
- General knowledge of welding theory including types of materials and fluxes.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of safe manual handling theory and practice.
- Working knowledge of types of materials relevant to the welding application.
- Working knowledge of welding and heating equipment and its maintenance requirements.
- Working knowledge of oxyacetylene welding and heating procedures and techniques.
- Working knowledge of site reporting procedures.

Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with others involved in the work.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to oxyacetylene welding.
- Questioning and active listening skills, for example when obtaining information of safe working practices and oxyacetylene welding processes.
- Research and interpretative skills to locate, interpret and apply relevant for oxyacetylene welding.
- Manipulative and dexterity skills to perform oxyacetylene welding.
- Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of oxyacetylene welding applications.
Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring oxyacetylene welding
• site or equivalent instructions in oxyacetylene welding
• appropriate materials, tools and equipment
• hazardous chemicals information
• a qualified workplace assessor.

Key Competencies & Application to Standards

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</table>
# AUR23708B Carry out welding, thermal heating and cutting procedures

## Unit Descriptor
This unit identifies the competence required to carry out a variety of general purpose thermal heating and cutting procedures appropriate for the Automotive Aftermarket sector.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Plan and prepare for thermal heating and cutting | 1.1 Work requirements are identified from work orders and instructions.  
1.2 Information required for the work is accessed from appropriate sources to enable thermal heating and cutting procedures to be performed in accordance with relevant legislative/regulatory, site and equipment manufacturer’s requirements.  
1.3 Approved methods and equipment to carry out thermal heating and cutting are confirmed.  
1.4 Relevant occupational health and safety policies and procedures are observed throughout the work process.  
1.5 Work area is prepared in accordance with work requirements and site procedures.  
1.6 Co-ordination activities with others involved in the operations throughout this work cycle are resolved through timely and effective communication. |
| 2. Carry out welding, thermal heating and cutting procedures | 2.1 Materials to be thermal heated and cut are prepared and aligned in accordance with the work plan and specifications.  
2.2 Equipment is checked, connected and set up in accordance with manufacturer’s and site procedures.  
2.3 Distortion prevention measures are identified and applied in accordance with job requirements.  
2.4 Thermal heating and cutting procedures are completed without causing damage to any component or system.  
2.5 Work is inspected visually and defects identified and rectified using appropriate techniques and in accordance with workplan. |
| 3. Complete thermal heating and cutting procedures | 3.1 Work is completed and appropriate personnel notified in accordance with site requirements.  
3.2 Workplace tools, equipment and materials are shut down, cleaned and stored in accordance with site procedures. |
Element: 3. Complete thermal heating and cutting procedures (continued)

Performance Criteria:
- 3.3 Work area is cleared of waste, cleaned and restored in accordance with site procedures.
- 3.4 Work completion details are completed in accordance with site requirements.

Range of Variables

Methods
May include thermal cutting and thermal heating.

Equipment/Materials
May include all hand tools, thermal cutting equipment, thermal heating equipment oxyacetylene, gas fired torches, measuring equipment, marking out and lifting equipment.

Distortion Prevention Measures
May include bracing, pre-heating, tacking, bolting and clamping.

Sources of Information/Documents
Vehicle manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Recording Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory legislation related to OH&S and Australia Design Rules.

Communications
Communications may be verbal, written, by telephone or other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying relevant occupational health and safety policies and procedures
- planning and preparing for thermal heating and cutting
- carrying out thermal heating and cutting applications, techniques and procedures
- maintaining thermal cutting and heating equipment.
Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
- General knowledge of the theory underpinning thermal heating and cutting applications.
- General knowledge of common automotive terminology.
- Working knowledge of occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of the selection and applications of types of metals relevant to the application.
- Working knowledge of thermal heating and cutting equipment and its basic maintenance.
- Working knowledge of thermal heating and cutting techniques and procedures.
- Working knowledge of site reporting procedures.

Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with others involved in the work.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to thermal heating and cutting procedures.
- Questioning and active listening skills, for example when obtaining information of safe working practices and thermal heating and cutting procedures.
- Research and interpretative skills to locate, interpret and apply relevant thermal heating and cutting procedures.
- Manipulative and dexterity skills to perform thermal heating and cutting procedures.
- Problem solving skills for a limited range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of general purpose thermal heating and cutting procedures.

Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring thermal heating and cutting procedures.
- site or equivalent instructions in thermal heating and cutting procedures.
- appropriate materials, tools and equipment.
- hazardous chemicals and toxic fume information.
## Key Competencies & Application to Standards

<table>
<thead>
<tr>
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## AUR23808B Carry out soldering techniques

### Unit Descriptor
This unit identifies the competence required to carry out a variety of soft soldering procedures including the preparation of materials and equipment.

### Element | Performance Criteria
---|---
1. Plan and prepare for soft soldering | 1.1 Work requirements are identified from work orders and instructions.  
| | 1.2 Information required for the work is accessed from appropriate sources to enable soft soldering to be performed in accordance with relevant legislative/regulatory, site and equipment manufacturer’s requirements.  
| | 1.3 Approved methods and equipment, according to type of work required and materials to be soft soldered are confirmed.  
| | 1.4 Relevant occupational health and safety policies and procedures are observed throughout the soldering operations.  
| | 1.5 Work area is prepared in accordance with work requirements and site procedures.  
| | 1.6 Co-ordination activities with others involved in the operations throughout this work cycle are resolved through timely and effective communication.

2. Carry out soldering techniques | 2.1 Materials to be soft soldered are prepared and aligned in accordance with the work plan and specifications.  
| | 2.2 Equipment is connected, checked and set up in accordance with manufacturer’s and site procedures.  
| | 2.3 Test runs are undertaken in accordance with site procedures.  
| | 2.4 Soft soldering procedures are completed without causing damage to any component or system.  
| | 2.5 Joins are cleaned using appropriate tools and techniques in accordance with the work plan.  
| | 2.6 Joins are inspected visually and defects identified and repaired using appropriate techniques and in accordance with work plan.

3. Complete soft soldering procedures | 3.1 Work is completed and appropriate personnel notified in accordance with site requirements.  
| | 3.2 Workplace tools, equipment and materials are cleaned and stored in accordance with site procedures.
Element
3. Complete soft soldering procedures (continued)

Performance Criteria
3.3 Work area is cleared of waste, cleaned and restored in accordance with site procedures.
3.4 Work completion details are completed in accordance with site requirements.

Range of Variables
Scope of Soldering
May include cleaning components, heating and/or soldering types of various thicknesses of material and electronic circuit repairs.

Resources
May include all hand tools, soldering equipment, fluxes, different types of soft solder, power tools, gas, electric and flame heated irons and gas fired torches.

Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying relevant occupational health and safety policies and procedures
- planning and preparing for soft soldering
- carrying out a variety of soft soldering procedures
- completing soft soldering procedures
- completing essential post activity housekeeping

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge

- General knowledge of soft soldering theory including types of materials and fluxes for soft soldering applications.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of the types and applications of cleaning agents.
- Working knowledge of types of materials that can be soldered.
- Working knowledge of relevant hazardous substances and toxic fumes/lead poisoning.
- Detailed knowledge of soft soldering techniques and procedures.
- Detailed knowledge of site reporting procedures.

Underpinning Skills

- Plain English literacy and communication skills in relation to dealing with others involved in the work.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to soft soldering.
- Questioning and active listening skills, for example when obtaining information of safe working practices and soft soldering processes.
- Research and interpretative skills to locate, interpret and apply relevant for soft soldering procedures.
- Manipulative and dexterity skills to physically perform soft soldering.
- Problem solving skills for a limited range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of soft soldering applications.

**Resource Implications**
The following are required:
- a workplace or simulated workplace
- realistic situations requiring soft soldering
- site or equivalent instructions in soft soldering
- appropriate materials, tools and equipment
- hazardous substances information
- a qualified workplace assessor.

**Key Competencies & Application to Standards**

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AUR23908B Carry Out Thermo Plastic Repair Procedures

Unit Descriptor
This unit identifies the competence required to perform repairs applying thermo plastic welding and bonding processes.

Element | Performance Criteria
--- | ---
1. Determine and carry out repair procedures | 1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.
 | 1.2 Relevant occupational health and safety policies and procedures are observed throughout work processes.
 | 1.3 Components, tools and equipment required for the work are identified, selected and prepared in accordance with site procedures.
 | 1.4 Materials/components to be repaired are prepared for welding in accordance with site procedures.
 | 1.5 Thermo-plastic repair procedures are carried out in accordance with relevant legislation, industry and enterprise policies/procedures guidelines.

2. Test repaired component(s) | 2.1 Information required for testing is accessed from appropriate manufacturer’s specifications and correctly interpreted.
 | 2.2 Repaired materials/components are tested in accordance with authorised procedures prior to placing into service.
 | 2.3 Testing of repaired component(s) is completed without causing damage to any component or system.
 | 2.4 Workplace records are completed in accordance with enterprise procedures.

Range of Variables

Sources of Information/Documents
May include site documentation for thermo plastic repairs, general duty of care, emergency procedures, safe working practices, enterprise operating procedures, customer requirements, industry/workplace codes of practice, material safety data sheets (MSDS) and hazchem.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.
**Legislative Requirements**
This includes state and territory occupational health and safety legislation and national/state codes of practice.

**Occupational Health and Safety Procedures**
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

**Components and Tools**
May include clamps, holding jigs, air compressors, lines, air guns, safety ventilation equipment, drills, bits, bolts, nuts, washers, hand and power tools.

**Resources**
May include soldering equipment, including electric and flame heated irons and gas fired torches.

**Emergency Procedures**
May include sickness, accidents, fire or store evacuation involving staff or customers.

**Communications**
Communications with the client/user may be face to face, by telephone or by other electronic means.

**Evidence Guide**

**Critical Aspects**
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying relevant occupational health and safety policies and procedures
- carrying out thermo plastic repairs
- testing repaired components
- completing essential post repair housekeeping.

**Interdependent Assessment of Units**
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

**Underpinning Knowledge**
- General knowledge of welding theory including types of materials and fluxes/soft solder applications.
- Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of the types and applications of cleaning agents.
- Working knowledge of thermo plastic welding procedures.
- Working knowledge of site reporting procedures.
Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with clients and
  provider suppliersons.
• Technical literacy and interpretative skills sufficient to access keywords and phrases
  and to interpret schematics and technical drawings.
• Questioning and active listening skills, for example when obtaining information of
  thermo plastic repair procedures.
• Research and interpretative skills to locate, interpret and apply relevant occupational
  health and safety information for thermo plastic repair procedures.
• Manipulative dexterity skills to physically perform thermo plastic repair procedures.
• Problem solving skills for a limited range of procedural issues.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a
period of time to cover the varying repair circumstances. Evidence of performance may be
provided by clients, team leaders/members or other appropriate persons subject to agreed
authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work
environment which reflects a range of quality processes and procedures.

Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring quality and environmental working practices
• site or equivalent instructions on quality working practice
• hazardous chemicals information
• appropriate materials, tools and equipment
• a qualified workplace assessor.

Key Competencies & Application to Standards

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<tr>
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<th>1</th>
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# AUR24623B Fabricate Components and Equipment

## Unit Descriptor
This unit identifies the competence required to measure, markout and fabricate components/equipment.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1. Prepare for fabrication operations</td>
<td>1.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.</td>
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<td>1.2 Production plans are drafted noting key quality characteristics, check points and other activities where other personnel will be involved.</td>
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<td>1.3 Production objectives and timelines are established.</td>
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<td>1.4 Relevant occupational health and safety policies and procedures are observed throughout the work process.</td>
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<td>1.5 Components, tools and equipment required for the fabrication are identified, selected, and prepared in accordance with manufacturer's instructions and site procedures.</td>
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<tr>
<td>2. Fabricate components and equipment</td>
<td>2.1 Information required for following production processes is accessed from appropriate manufacturer’s specifications, correctly interpreted and followed.</td>
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<td>2.2 Fabrication of components and equipment procedures are carried out and completed in accordance with the work plan and specifications.</td>
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<td>2.3 Undue damage to equipment or machinery is avoided.</td>
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<td>2.4 Production is checked for conformity to specification in accordance with site procedures.</td>
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<tr>
<td>3. Monitor production process and outputs</td>
<td>3.1 Key characteristics are monitored during production process to ensure conformity to specification.</td>
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<td>3.2 Product finish is compared with competitive products and market information.</td>
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<td>3.3 Recommendations for improvement discussed and solutions determined with appropriate personnel in accordance with site procedures.</td>
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<td>3.4 Finished product(s) are tagged and stored in accordance with site procedures.</td>
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<td>3.5 Workplace records are completed in accordance with site requirements.</td>
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</tbody>
</table>
Range of Variables

Fabrication Action
May include fabrication of components and equipment for wood, fibreglass, acrylic and plastic, metal, viscoses, composites and fabrics and may also include welding, heating, soldering, measuring, mechanical fastening, cutting, shaping, bonding, gluing, marking and assembling.

Resources
May include hand tools, power tools, air tools, special tools, ventilation equipment, fibre glass, acrylic and plastic equipment, welding equipment including oxy, arc, MIG, TIG, soldering, spot welding, cutting, measuring, marking out and lifting equipment.

Sources of Information / Documentation
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory legislation, occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications with the client/user may be face to face, by telephone or by other electronic means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• fabricating components and equipment
• following production processes
• monitoring production processes and outputs
• completing essential post activity housekeeping.
Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
• General knowledge and theory of production processes.
• General knowledge of common automotive terminology and vehicle safety requirements.
• Working knowledge of relevant OH&S regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of materials and their application.
• Working knowledge of production processes and procedures.
• Working knowledge of fabrication systems and processes.
• Working knowledge of continuous improvement processes.
• Working knowledge of site reporting procedures.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and others associated with the work.
• Technical literacy and interpretative skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to the fabrication of components and equipment.
• Questioning and active listening skills, for example when obtaining information of safe working practices and the fabrication of components and equipment.
• Research interpretative skills to locate, interpret and apply relevant information for the fabrication of components and equipment.
• Manipulative and dexterity skills to physically perform the fabrication of components and equipment.
• Problem solving skills for a limited range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of component/equipment fabrication requirements.

Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring the fabrication of components and equipment
• site or equivalent instructions on the fabrication of components and equipment
• appropriate materials, tools and equipment
• hazardous chemicals
• a qualified workplace assessor.
### Key Competencies & Application to Standards

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AUR25156B Read and Interpret engineering drawings

Unit Descriptor
This unit identifies the competence required to Read and Interpret engineering drawings applicable to aftermarket manufacturing functions.

Element Performance Criteria

1. Read and interpret engineering drawings
   1.1 Symbols, codes, legends and diagrammatic representations are correctly recognised.
   1.2 Product/system/component/item represented is correctly identified.
   1.3 Information represented is correctly understood.

2. Prepare engineering drawing
   2.1 Correct information is accessed and interpreted from appropriate manufacturer’s specifications.
   2.2 Drawing equipment is selected to match the complexity of the requirement.
   2.3 Engineering drawings are completed to the requirements of the enterprise.
   2.4 All activities are carried out according to industry regulations/guidelines, OH&S legislation, statutory legislation and enterprise procedures/policies.
   2.5 Workplace records are completed in accordance with site procedures.

Range of Variables

Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements, industry/workplace codes of practice.

Resources
May include manual and electronic drawing aids.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory occupational health and safety legislation, Australian Design Rules and national/state codes of practice.

Communications
Communications may be verbal, written, by telephone or by other means.
Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• applying relevant occupational health and safety policies and procedures
• reading and interpreting engineering drawings
• preparing engineering drawings to enterprise standards
• completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
• General knowledge of design theory and its application to the workplace.
• General knowledge of common automotive terminology and vehicle safety requirements.
• Working knowledge of relevant OH&S regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of relevant ISO standards and/or Australian Design Rules.
• Working knowledge of engineering drawing procedures and interpretative techniques.
• Working knowledge of site reporting procedures.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with others involved in the work.
• Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to engineering drawing procedures and processes.
• Questioning and active listening skills, for example when obtaining and clarifying information on which to base engineering drawings.
• Research and interpretative skills to locate, interpret and apply relevant engineering drawing procedures and processes.
• Manipulative and dexterity skills to perform engineering drawing procedures and processes.
• Problem solving skills for a range of varied drawings and related circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment.
Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring the reading, interpretation and preparation of engineering drawings
• site or equivalent instructions in engineering drawing procedures and processes
• appropriate materials, tools and equipment
• a qualified workplace assessor.

Key Competencies & Application to Standards

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# AUR25678B Use and Maintain Measuring Equipment

## Unit Descriptor
This unit identifies the competence required to use and maintain non-specialist measuring equipment, components or sections.

### Element Performance Criteria

<table>
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<tr>
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</table>
| 1. Measure dimensions or variables | 1.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.  
1.2 Relevant occupational health and safety policies and procedures are observed throughout the work process.  
1.3 Measuring equipment required for the work is identified, selected, and prepared in accordance with manufacturer’s instructions and site procedures.  
1.4 Relevant measuring techniques are used and results recorded in accordance with site procedures. |
| 2. Maintain measuring equipment | 2.1 Information required for maintenance is accessed from appropriate manufacturer’s specifications and correctly interpreted.  
2.2 Routine maintenance and storage of measuring equipment is carried out in accordance with manufacturer’s specifications.  
2.3 Checks are completed without causing damage to any component or system.  
2.4 Workplace records are completed in accordance with site requirements. |

## Range of Variables

### Measurements
May include measurement of length, squareness, flatness, angles, roundness, depth, clearances or any measurement that can be taken from analogue or digital devices, imperial and metric measurement.

### Resources
May include hand tools, measuring equipment including inside/outside micrometers, vernier calipers, dial gauges, depth gauges, steel rulers, T-squares, flat edges, calipers, dividers and protractors.

### Sources of Information / Documentation
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/ workplace codes of practice.
Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications with the client/user may be face to face, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• selecting measuring equipment/device most appropriate for the task
• preparing the measuring equipment/device for use
• measuring dimensions or variables
• maintaining measuring equipment
• completing essential post activity housekeeping

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
• General knowledge of common automotive terminology and vehicle safety requirements.
• Working knowledge of the types of non-specialist measuring equipment and their applications.
• Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of measuring procedures.
• Working knowledge of measuring equipment maintenance procedures.
• Working knowledge of site reporting procedures.
Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with clients and providers/suppliers.
- Technical literacy and interpretative skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to measuring equipment.
- Questioning and active listening skills, for example when obtaining information on measuring equipment uses.
- Manipulative and dexterity skills to physically perform the measuring equipment procedures.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of measuring requirements.

Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring the use of measuring equipment
- site or equivalent instructions on the use of measuring equipment
- appropriate materials, tools and equipment
- a qualified workplace assessor.

Key Competencies & Application to Standards

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## AUR31208B Carry out trimming of vehicle components

### Unit Descriptor
This unit identifies the competence required to measure, cut, fabricate, attach and/or sew materials covers to relevant vehicle components.

### Pre-requisites/Co-requisites
AUR31268B Select and apply trim/fabric materials.

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<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Match, measure and cut material | 1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.  
1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.  
1.3 Components, tools and equipment required for the work are identified, selected and prepared in accordance with manufacturer's instructions and site procedures.  
1.4 Matching, measuring and cutting procedures are completed in accordance with manufacturer's specifications and tolerances.  
1.5 Relevant legislation, industry guidelines and enterprise policies/procedures are followed throughout this process.  
1.6 Undue damage to equipment or machinery is avoided. |
| 2. Fabricate and attach trim/covers | 2.1 Information required for fabrication and attachment is accessed from appropriate manufacturer’s specifications and correctly interpreted.  
2.2 Fabrication and attachment of trim/covers is carried out in accordance with manufacturer’s specifications and tolerances and enterprise procedures.  
2.3 Testing is completed without causing damage to any component. |
| 3. Carry out hand and machine sewing procedures | 3.1 Information required for hand and machine sewing is accessed from appropriate manufacturer’s specifications and correctly interpreted.  
3.2 Hand and machine sewing is carried out and completed in accordance with manufacturer’s specifications and site procedures.  
3.3 Inspections are completed without causing damage to any component.  
3.4 Workplace records are completed in accordance with site requirements. |
Range of Variables

Scope of Action
May include sewing, gluing, riveting, cutting, forming and stapling and may include marine, aircraft, heavy vehicle and equipment.

Resources
May include hand tools, power tools, special tools for dismantling/assembly, staple gun, hammers, heat gun, form cutter, resolving hole punch, clamp, adhesive gun, pop rivet kit punch and die set, logging placers, door handle remover, stuffing irons and vacuum formers.

Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety procedures
• matching, measuring and cutting material
• fabricating and attaching trim/covers
• carry out hand and machine sewing procedures
• completing essential post activity housekeeping.
Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
- General knowledge of industrial tailoring materials and techniques.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant OH&S regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of removal and replacement methods and processes.
- Detailed knowledge of trim, fabrication, matching, measuring and cutting procedures and processes.
- Detailed knowledge of sewing methods for a range of material types.
- Working knowledge of site reporting procedures.

Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with others involved in the work.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to the trimming and sewing of vehicle components.
- Questioning and active listening skills, for example when obtaining information of safe working practices and trimming and sewing of vehicle components.
- Research and interpretative skills to locate, interpret and apply relevant trimming and sewing techniques and procedures.
- Manipulative and dexterity skills to physically perform trimming and sewing of vehicle components.
- Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of differing trimming and sewing requirements.

Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring trimming and sewing of vehicle components.
- site or equivalent instructions for trimming and sewing of vehicle components.
- appropriate materials, tools and equipment
- hazardous chemicals information (and/or dangerous goods if applicable).
### Key Competencies & Application to Standards

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</table>
AUR31268B  Select and apply trim/fabric materials

Unit Descriptor
This unit identifies the competence required to select, determine and implement the relevant methods of applying trim/fabric materials and adhesives.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Select relevant materials and determine methods of attachment</td>
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<tr>
<td></td>
<td>1.1 Information required for the work is accessed from appropriate manufacturer’s specifications and correctly interpreted.</td>
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<td></td>
<td>1.2 Relevant occupational health and safety policies and procedures are observed throughout the work process.</td>
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<td></td>
<td>1.3 Trim/fabric materials and adhesives, tools and equipment required for the work are identified, selected, and prepared in accordance with manufacturer's instructions and site procedures.</td>
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<td></td>
<td>1.4 Trim and fabric system plans and designs are followed and application procedures selected in accordance with manufacturer's specifications and tolerances and site requirements.</td>
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<td>1.5 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.</td>
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<td>1.6 Undue damage to equipment or machinery is avoided.</td>
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<td>2.</td>
<td>Select, prepare and apply relevant adhesive</td>
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<td></td>
<td>2.1 Information required for the selection, preparation and application of adhesives is accessed from appropriate manufacturer’s specifications and correctly interpreted.</td>
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<td>2.2 Materials and equipment required for the application of adhesive(s) are identified, selected, and prepared in accordance with manufacturer's instructions and site procedures.</td>
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<td>2.3 Adhesive procedures are completed in accordance with manufacturer's specifications and tolerances and site requirements.</td>
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<td></td>
<td>2.4 Completed work is tested in accordance with authorised procedures prior to placing into service.</td>
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<td></td>
<td>2.5 The work is completed without causing damage to any component or system.</td>
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<td>2.6 Workplace records are completed in accordance with site requirements.</td>
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</tbody>
</table>
Range of Variables
Applications
May include passenger/commercial vehicles, marine and aircraft applications, recreational and mining equipment and may involve clamping, crimping, gluing and sewing.

Sources of Information / Documentation
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory legislation, occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Resources
May include hand tools, power tools, air tools, special tools, computers, colour charts, catalogues and vehicle details.

Communications
Communications with the client/user may be face to face, by telephone or by other electronic means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• selection and application of trim/fabric
• selection and application of adhesives
• completing essential post activity housekeeping.
Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant OH&S regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of selection procedures for relevant adhesives.
- Working knowledge of methods of attachment appropriate to trim/fabric and adhesive material types and their application.
- Working knowledge of site reporting procedures.

Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with clients and provider/suppliers.
- Technical literacy and interpretative skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to trim/fabric materials and adhesives.
- Questioning and active listening skills, for example when obtaining information of safe working practices and trim/fabric materials and adhesives procedures.
- Manipulative and dexterity skills to apply trim/fabric materials and adhesives processes.
- Problem solving skills for a limited range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of selection and application of trim/fabric and adhesive materials.

Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring trim/fabric materials and adhesives procedures
- site or equivalent instructions on trim/fabric materials and adhesives processes
- appropriate materials, tools and equipment
- hazardous chemicals information
- a qualified workplace assessor.
### Key Competencies & Application to Standards

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AUR32165B  Remove, replace, fit and test components/accessories

Unit Descriptor
This unit identifies the competencies required to remove and replace or fit, and test automotive components/accessories.

Element                  Performance Criteria
1. Remove/replace/fit relevant accessories
   1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.
   1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.
   1.3 Accessories, tools and equipment required for the work are identified, selected and prepared in accordance with site procedures.
   1.4 Accessories are removed and refitted in accordance with site procedures.
   1.5 Accessory removal and refit procedures are carried out in accordance with relevant legislation, industry and enterprise policies/procedures guidelines.

2. Test accessories
   2.1 Information required for installation is accessed from appropriate manufacturer’s specifications and correctly interpreted.
   2.2 Accessories are tested in accordance with authorised procedures.
   2.3 Testing of accessories is completed without causing damage to any component or system.
   2.4 Workplace records are completed in accordance with enterprise procedures.

Range of Variables
Scope of Work
May include removing, replacing and/or fitting automotive accessories. Particular context may be vehicle detailing and accessory fitting.

Accessories
May include non-electrical accessories such as roof racks, weather shields, stone protectors, mud flaps, spoilers, bonnet scoops, non-SRS compliant protective bars (bull bars etc).

Components and Tools
May include hand and power tools, specialised tools, jacks and jack stands.

Resources
May include lifting equipment and testing equipment hoists.
Sources of Information/Documents
May include site documentation for accessories, general duty of care, emergency procedures, safe working practices, enterprise operating procedures, customer requirements, industry/workplace codes of practice, material safety data sheets (MSDS) and hazchem.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety policies and procedures
• carrying out removal, replacing and fitting of accessories
• testing accessories
• completing essential post activity housekeeping

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
• General knowledge of accessories applications.
• General knowledge of the range and type and location of commonly used installation and testing procedures.
• Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of procedures relevant to the removal, replacement, fitting and testing of a range of accessories.
• Working knowledge of site reporting procedures.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with others involved in the work.
• Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to accessories.
• Questioning and active listening skills, for example when obtaining information of accessories.
• Research and interpretative skills to locate, interpret and apply relevant operational and safety information for accessories.
• Manipulative and dexterity skills to physically perform accessory procedures and processes.
• Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of accessories.

Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring removal, replacement, fitting and testing of accessories
• site or equivalent instructions for removal, replacement, fitting and testing of accessories
• appropriate materials, tools and equipment
• a qualified workplace assessor

Key Competencies & Application to Standards

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AUR33763B  Remove and Install Fixed and Movable Body Glass

Unit Descriptor
This unit identifies the competence required to remove and install fixed and movable body glass in various applications.

Element | Performance Criteria
--- | ---
1. Remove fixed and movable body glass | 1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.  
1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.  
1.3 Components, tools and equipment required for the removal are identified, selected and prepared in accordance with manufacturer's instructions and site procedures.  
1.4 Movable body glass removal procedures are carried out in accordance with manufacturer's specifications and tolerances.  
1.5 Undue damage to equipment or machinery is avoided.  
2. Install fixed and movable body glass | 2.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.  
2.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.  
2.3 Components, tools and equipment required for the installation are identified, selected and prepared in accordance with manufacturer's instructions and site procedures.  
2.4 Movable body glass installation procedures are carried out in accordance with manufacturer's specifications and tolerances.  
2.5 Undue damage to equipment or machinery is avoided.  
2.6 Workplace records are completed in accordance with site requirements.

Range of Variables
Scope of Action
May include urethane, rubber butyl and encapsulated installation methods, electrical systems, glass components, mouldings/trims, mirrors, sunvisors, aerials, electrical and mechanical components and system drainage.

Resources
May include hand tools, power tools, cleaning equipment, sealing and lifting equipment, scaffolds, cutting equipment, adhesives and solvents.
Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety procedures
• selecting correct component/glass/sealant/adhesives
• removing fixed and movable body glass
• installing fixed and movable body glass
• completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
• General knowledge of the types, uses and limitations of automotive glass.
• General knowledge of common automotive terminology and vehicle safety requirements.
• Working knowledge of relevant OH&S regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of glass removal and replacement procedures.
• Working knowledge of glass measuring and testing procedures.
• Working knowledge of site reporting procedures.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with others involved in the work.
• Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to movable body glass removal and installation.
• Questioning and active listening skills, for example when obtaining information of safe working practices and glass removal and installation procedures.
• Research and interpretative skills to locate, interpret and apply body glass removal and installation procedures.
• Manipulative and dexterity skills to physically perform body glass removal and installation.
• Problem solving skills for a limited range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of body glass removal and installation requirements.

Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring movable body glass removal and installation
• site or equivalent instructions for movable body glass removal and installation
• appropriate materials, tools and equipment
• hazardous chemicals information
• a qualified workplace assessor.

Key Competencies & Application to Standards

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AUR33849B Prepare Surfaces and Apply Window Tinting

Unit Descriptor
This unit identifies the competence required to prepare various surfaces and apply window tint film.

Element Performance Criteria

1. Measure and cut tinting materials/template
   1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.
   1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.
   1.3 Components, tools and equipment required to complete all work are identified, selected and prepared in accordance with site procedures.
   1.4 Measurement, cutting and template production are completed in accordance with manufacturer's specifications and tolerances.
   1.5 Relevant legislation, industry guidelines and enterprise policies/procedures are followed.

2. Prepare surfaces and apply window tinting material
   2.1 Information required for surface preparation and tinting is accessed from appropriate manufacturer’s specifications and correctly interpreted.
   2.2 Surface preparation is completed using approved methods, materials and equipment, according to specifications of the tinting product to be applied.
   2.3 Window tinting is completed in accordance with manufacturer's specifications and tolerances.
   2.4 Work is completed without causing damage to any component or system.
   2.5 Tinting applications are inspected and tested in accordance with authorised procedures prior to placing into service.

3. Store window tinting material
   3.1 Information required for storing window tinting material is accessed from appropriate manufacturer’s specifications and correctly interpreted.
   3.2 Storage is carried out in accordance with manufacturer’s specifications and tolerances.
   3.3 Workplace records are completed in accordance with site requirements.
**Range of Variables**

**Scope of Action**
May include selection of the appropriate window tinting film, measurement and template production, cutting of tint film and application.

**Resources**
May include hand tools, power tools, all cleaning materials and tools required in preparation and application of window tint and appropriate personal protection.

**Sources of Information/Documents**
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

**Relevant Site Policies and Procedures**
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

**Legislative Requirements**
May include state and territory occupational health and safety legislation and national/state codes of practice.

**Occupational Health and Safety Procedures**
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

**Emergency Procedures**
May include sickness, accidents, fire or store evacuation involving staff or customers.

**Communications**
Communications may be verbal, written, by telephone or by other means.

**Recording of Information**
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

**Evidence Guide**

**Critical Aspects**
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying relevant occupational health and safety procedures
- measuring and cutting materials and templates
- cleaning surfaces before and after tinting
- applying window tinting materials
- storing window tinting materials
- completing essential post activity housekeeping.
Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of the types, uses and limitations of tinting film.
- Working knowledge of template production procedures.
- Working knowledge of measuring and cutting procedures and processes.
- Detailed knowledge of the necessary cleaning agents and relevant cleaning procedures.
- Working knowledge of tinting material storage procedures.
- Working knowledge of site reporting procedures.

Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with others involved in the work.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to window tinting preparation and application.
- Questioning and active listening skills, for example when obtaining information of safe working practices for window tinting.
- Research and interpretative skills to locate, interpret and apply relevant operational and safety information for window tinting.
- Manipulative and dexterity skills to physically perform window tinting procedures.
- Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of window tinting requirements.

Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring window tinting preparation and application
- site or equivalent instructions for window tinting preparation and application
- appropriate materials, tools and equipment
- hazardous chemicals information
- a qualified workplace assessor.
## Key Competencies & Application to Standards

<table>
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# AUR33931B Install Windows/Sunroofs

## Unit Descriptor
This unit identifies the competence required to fabricate templates, mark out and cut panels, prepare cut edges and install window/sunroofs.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1. Measure/mark out and fabricate templates</td>
<td>1.1 Information required for the work is accessed from appropriate manufacturer's specifications and correctly interpreted.</td>
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<td></td>
<td>1.2 Relevant occupational health and safety policies and procedures are observed throughout the work processes.</td>
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<tr>
<td></td>
<td>1.3 Components, tools and equipment required to complete all work are identified, selected and prepared in accordance with site procedures.</td>
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<td></td>
<td>1.4 Materials/components are measured and marked out in accordance with site procedures.</td>
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<td></td>
<td>1.5 Template fabrication procedures are carried out in accordance with relevant enterprise procedures and guidelines.</td>
</tr>
<tr>
<td>2. Mark out, cut and prepare for installation of windows/sunroofs</td>
<td>2.1 Information required for installation is accessed from appropriate manufacturer’s specifications and correctly interpreted.</td>
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<td>2.2 Template is used to mark out areas to be cut.</td>
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<td>2.3 Panels/trim are cut in accordance with site procedures.</td>
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<td></td>
<td>2.4 Panels/trim are prepared in readiness for installation.</td>
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<td></td>
<td>2.5 Panels are reinforced to comply with manufacturer’s specifications and requirements.</td>
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<tr>
<td>3. Install sunroofs/windows</td>
<td>3.1 Information required for installation is accessed from appropriate manufacturer’s specifications and correctly interpreted.</td>
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<td>3.2 Sunroof/window is installed in accordance with manufacturer’s specifications.</td>
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<td>3.3 Installed component(s) is checked for correct operation and leak tested in accordance with site requirements.</td>
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<td>3.4 Undue damage to equipment or machinery is avoided.</td>
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<td>3.5 Workplace records are completed in accordance with enterprises procedures.</td>
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</tbody>
</table>
Range of Variables
Windows/Sunroofs
May include windows and/or sunroof for commercial vehicles and caravans.

Sources of Information/Documents
May include site documentation for windows/sunroof installation, care, emergency procedures, safe working practices, enterprise operating procedures, customer requirements, industry/workplace codes of practice, material safety data sheets (MSDS) and hazchem.

Components and Tools
May include hand and power tools, marking out equipment, cutting out and measuring equipment.

Resources
May include vehicle protection equipment and templates.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
May include state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• communicating effectively with others in associated areas
• identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
• applying relevant occupational health and safety procedures
• marking out and fabricating templates
• preparing and installing windows/sunroofs
• installing windows and sunroofs
• testing installed components
• completing essential post activity housekeeping.
Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
• General knowledge of window/sunroof installation requirements and applications.
• Working knowledge of relevant OH&S regulations/requirements, equipment, material and personal safety requirements.
• Working knowledge of vehicle safety requirements.
• Working knowledge of the types and applications of windows and sunroofs.
• Working knowledge of marking out procedures and processes.
• Working knowledge of site cutting processes for panels and trims.
• Working knowledge of site panel reinforcing methods.
• Working knowledge of installation procedures.
• Working knowledge of site reporting procedures.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with others involved in the work.
• Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to windows/sunroofs installation.
• Questioning and active listening skills, for example when obtaining information of windows/sunroofs installation procedures.
• Research and interpretative skills to locate, interpret and apply relevant operational and safety information for windows/sunroofs installation.
• Manipulative and dexterity skills to physically perform windows/sunroofs installation procedures.
• Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of windows/sunroofs installation procedures.

Resource Implications
The following are required:
• a workplace or simulated workplace
• realistic situations requiring windows/sunroofs installation.
• site or equivalent instructions for windows/sunroofs installation.
• hazardous chemicals information
• appropriate materials, tools and equipment
• a qualified workplace assessor.
### Key Competencies & Application to Standards

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AURMF21405A Carry Out Routine Metal Arc Welding Procedures

Unit Descriptor
This unit identifies the competence required to carry out a variety of general purpose metal arc welding procedures to meet Australian Standards 1554 general purpose or equivalent codes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1. Plan and prepare for welding</td>
<td>1.1 Work requirements are identified from work orders and instructions.</td>
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<td>1.2 Information is accessed from appropriate sources to enable welding to be planned for and performed in accordance with legislative requirements and site and equipment manufacturer’s procedures.</td>
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<td>1.3 Approved methods and equipment, according to type of work required and materials to be welded are confirmed.</td>
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<td>1.4 Relevant occupational health and safety policies and practices are observed throughout the work process.</td>
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<td>1.5 Work area is prepared in accordance with work requirements and site procedures.</td>
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<td>1.6 Co-ordination activities with others involved in the operations throughout this work cycle are resolved through timely and effective communication.</td>
</tr>
<tr>
<td>2. Carry out welding procedures</td>
<td>2.1 Materials to be welded are prepared and aligned in accordance with the work plan and specifications.</td>
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<td>2.2 Equipment is checked, connected and set up in accordance with manufacturer’s and site procedures.</td>
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<td>2.3 Distortion prevention measures are identified and applied in accordance with job requirements.</td>
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<td>2.4 Test runs are undertaken in accordance with site procedures.</td>
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<td>2.5 Welding procedures are completed using general purpose metal arc welding processes to Australian Standards No. 1554 General Purpose Quality, or equivalent in accordance with the work plan.</td>
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<td></td>
<td>2.6 Welding procedures are completed without causing damage to any component or system.</td>
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</tbody>
</table>
Element 3. Carry out welding procedures (continued)  
Performance Criteria  
2.7 Welds are cleaned using appropriate tools and techniques in accordance with the work plan.  
2.8 Welds are inspected visually and defects identified and repaired using appropriate techniques and in accordance with work plan.  

4. Complete welding procedures  
Performance Criteria  
3.1 Work is completed and appropriate personnel notified in accordance with site requirements.  
3.2 Workplace tools, equipment and materials are shut down, cleaned and stored in accordance with site procedures.  
3.3 Work area is cleared of waste, cleaned and restored in accordance with site procedures.  
3.4 Work completion details are completed in accordance with site requirements.

Range of Variables  
Methods  
May include welding, visual inspection maintenance, and distortion prevention measures.

Distortion Prevention Measures  
May include bracing, pre-heating, tacking, bolting and clamping.

Resources  
May include all hand tools, arc welder, leads, electrodes, welding shield, hand pieces, filler rods, gauges, mild steel, stainless steel, cast iron, aluminium, high and low carbon steels, high and low alloy steels, chipping hammer, wire brush, angle grinder, scraper, needle gun, measuring equipment, marking out and lifting equipment.

Sources of Information/Documents  
Vehicle manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures  
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative and Other Requirements  
This includes state and territory legislation related to occupational health and safety, Australian Standard No. 1554 and Australian Design Rules.

Communications  
Communications may be verbal, written, by telephone or other means.

Recording of Information  
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- planning and preparing for welding
- carrying out metal arc welding procedures
- maintaining welding equipment

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
- General knowledge of metal arc welding theory including types of equipment, materials and welding rods.
- General knowledge of common automotive terminology and vehicle safety requirements.
- General knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of safe manual handling theory and practice.
- Working knowledge of types of metals relevant to the application.
- Working knowledge of welding and heating equipment and its basic maintenance.
- Working knowledge of oxyacetylene welding and heating procedures and techniques.
- Working knowledge of site reporting procedures.

Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with others involved in the work.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to metal arc welding.
- Questioning and active listening skills, for example when obtaining information of safe working practices and metal arc welding processes.
- Research and interpretative skills to locate, interpret and apply relevant metal arc welding processes.
- Manipulative and dexterity skills to perform metal arc welding.
- Problem solving skills for a limited range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of general purpose metal arc welding procedures.
Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring metal arc welding processes
- site or equivalent instructions on metal arc welding processes
- appropriate materials, tools and equipment
- hazardous chemicals and toxic fume information
- a qualified workplace assessor.

Key Competencies & Application to Standards

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# AURMF31701A Program CNC Equipment Using Software

## Unit Descriptor
This unit addresses the installation and commissioning of CNC process and machine control programs.

### Element | Performance Criteria
--- | ---
1. Prepare for software installation | 1.1 Program format and operational intent is accurately determined and required applications identified.  
 | 1.2 Specifications are checked for required operating conditions.  
 | 1.3 Program instructions are checked for compliance with specifications.  
 | 1.4 Software timers are counter set to specification when required.

2. Install automatic process machine control programs | 2.1 Appropriate program loading technique is selected.  
 | 2.2 External loading devices are correctly connected to automatic process machine control.  
 | 2.3 Machine control system is placed in correct operational mode to accept program loading.  
 | 2.4 Program is downloaded in accordance with manufacturer’s recommended procedure and site requirements.  
 | 2.5 Checks are made during and after downloading to ensure accurate and complete data transfer.  
 | 2.6 External program loading devices and connections are disconnected from process and machine control system.

3. Commission automatic process and machine control program | 3.1 Operation of the equipment using the program is observed.  
 | 3.2 Outputs are checked and measured for compliance with specifications.  
 | 3.3 External program loading devices and connections are disconnected from process and machine control system.  
 | 3.4 Total operation is checked for compliance with specifications where applicable.  
 | 3.5 Location of program master copy storage is confirmed.
Range of Variables

Installation Action
Standard form of installing and commissioning CNC programs.

Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, shift rosters, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory occupational health and safety legislation and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Resources
May include CNC equipment, software and production materials.

Communications
Communications may be verbal, written, electronic and by telephone or other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying relevant occupational health and safety policies and procedures
- preparing software for installation
- installing automatic process machine control programs
- checking and adjusting machine operations and programming
- commissioning automatic process and machine control programs
- completing essential post activity housekeeping.
Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
- General knowledge of CNC application theory.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of occupational health and safety regulations/requirements for personal safety and equipment.
- Working knowledge of operational and control systems equipment.
- Working knowledge of CNC programming functions and procedures applicable to this function.
- Working knowledge of CNC installation and commissioning processes and sequences.
- Detailed knowledge of site reporting procedures.

Underpinning Skills
- Plain English literacy and communication skills in relation to dealing with others involved in the work.
- Questioning and active listening skills, for example when obtaining information of CNC equipment and program practices.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret diagrams, charts and/or schematics used for CNC equipment and programs.
- Research and interpretative skills to locate, interpret and apply relevant operational CNC equipment and program information.
- Problem solving and analytical skills to assess CNC equipment and program issues.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of CNC equipment.

Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring the installation and commissioning of CNC equipment and software programs
- site or equivalent instructions on the installation and commissioning of CNC equipment and software programs
- appropriate materials, tools and equipment
- a qualified workplace assessor.
### Key Competencies & Application to Standards

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AURMF31902A Produce Drawings From Design Concepts

Unit Descriptor
This unit covers the requirement to produce drawings of objects from design concepts.

Pre-requisite
AUR25156B Read and interpret engineering drawings (or equivalent)

Element | Performance Criteria
--- | ---
1. Identify object to be drawn | 1.1 Purpose (and any operational characteristics) of object to be drawn are identified.
 | 1.2 Production materials and method are identified.
2. Establish design requirements and limitations | 2.1 Type of drawing to be completed is identified.
 | 2.2 Design concept requirements are established and documented identifying dimensions, angles, shapes and finished size.
 | 2.3 Drawing conventions and specifications to be noted on the drawing are identified and selected.
3. Quantify and draft initial drawing | 3.1 Dimensions are plotted from prototype sketch and documented specifications.
 | 3.2 Dimensional points are connected to match appropriate drawing view.
 | 3.3 Any production notes or special requirements are noted.
 | 3.4 Drawing conventions and specifications are noted on the documentation.
4. Complete drawing | 4.1 Angles, shapes and dimensions are checked against specifications and concept prototype drawing.
 | 4.2 Adjustments are made to the drawing within scope of authority.
 | 4.3 Drawing is checked for compliance with workplace documentation requirements.

Range of Variables
Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, component manufacturer’s specifications, customer requirements and industry/workplace codes of practice.

Resources
May include design concept, specifications, dimensions, and drawing equipment/aids which may be manual or electronically based.
Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory legislation related to occupational health and safety and Australia Design Rules.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Emergency Procedures
May include sickness, accidents, fire or store evacuation involving staff or customers.

Communications
Communications may be verbal, written, by telephone or by other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying relevant occupational health and safety policies and procedures
- interpreting specifications and measurements in two and three dimensional form
- presenting relevant information within the production drawing
- completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.

Underpinning Knowledge
- General knowledge of design and techniques for translating concepts into form.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of relevant design standards including Australian Design Rules.
- Working knowledge of technical drawing procedures.
- Detailed knowledge of site reporting procedures.
Underpinning Skills
- English literacy and communication skills in relation to dealing with others involved in the design work.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications related to drawing procedures.
- Questioning and active listening skills, for example when obtaining information of technical quality working practices and drawing production procedures.
- Research and interpretative skills to locate, interpret and apply relevant drawing production techniques and procedures.
- Manipulative and dexterity skills to physically perform drawing procedures.
- Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of drawings from design concepts.

Resource Implications
The following are required:
- a workplace or simulated workplace
- realistic situations requiring drawing from design concepts
- site or equivalent instructions on drawing production procedures
- appropriate materials, tools and equipment
- a qualified workplace assessor.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing &amp; organising information</td>
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<td></td>
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<tr>
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<tr>
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<tr>
<td>Using mathematical ideas &amp; techniques</td>
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<td>Solving problems</td>
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<tr>
<td>Using technology</td>
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</tbody>
</table>
## AURMF31903A Produce Patterns and/or Templates

### Unit Descriptor
This unit covers the development of patterns and/or template for production processes.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dimensions of finished patterns or templates are determined</td>
</tr>
<tr>
<td></td>
<td>1.1 Customer orders are interpreted to establish required size(s) of finished products.</td>
</tr>
<tr>
<td></td>
<td>1.2 Size requirements are checked in relation to the production process and finishing capacity of the workplace.</td>
</tr>
<tr>
<td>2.</td>
<td>Plan process</td>
</tr>
<tr>
<td></td>
<td>2.1 Material for pattern or template is identified for approximate size and characteristics.</td>
</tr>
<tr>
<td></td>
<td>2.2 Required instruments and equipment are identified, located and assembled.</td>
</tr>
<tr>
<td></td>
<td>2.3 Drawings and related specifications are interpreted.</td>
</tr>
<tr>
<td></td>
<td>2.4 Procedures for using pattern development instruments and tools are checked and equipment is prepared for use.</td>
</tr>
<tr>
<td>3.</td>
<td>Plot dimensions</td>
</tr>
<tr>
<td></td>
<td>3.1 Equipment and tools are used following normal workplace procedures.</td>
</tr>
<tr>
<td></td>
<td>3.2 Each dimension is measured, exploded and plotted maintaining appropriate angles, arcs and curves.</td>
</tr>
<tr>
<td></td>
<td>3.3 Visual inspection and measurements are used to compare pattern dimensions and shapes with drawings and specifications.</td>
</tr>
<tr>
<td>4.</td>
<td>Complete pattern or template</td>
</tr>
<tr>
<td></td>
<td>4.1 Pattern or template is completed insuring that the pattern indicates completion date and original drawing details.</td>
</tr>
<tr>
<td></td>
<td>4.2 Required workplace approval of pattern or template is obtained.</td>
</tr>
<tr>
<td></td>
<td>4.3 Plans are marked with notations for workplace requirements including authorship, process or customer requirements, authorisation and any review dates.</td>
</tr>
<tr>
<td></td>
<td>4.4 Plans are copied and filed as required according to workplace policies and procedures.</td>
</tr>
</tbody>
</table>

### Range of Variables

#### Resources
May include hand tools, power tools, special tools for producing patterns and/templates, specifications, dimension, drawing equipment, computer equipment and software, design concepts.
Sources of Information/Documents
Manufacturer’s specifications, enterprise operating procedures, design drawings/sketches, product construction instructions, quality and Australian standards and procedures, customer requirements and industry/workplace codes of practice.

Relevant Site Policies and Procedures
May include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, issue resolution procedures, job procedures, work instructions, quality and environmental procedures.

Legislative Requirements
This includes state and territory occupational health and safety legislation, Australian Design Rules and national/state codes of practice.

Occupational Health and Safety Procedures
May include safe manual handling and lifting, customers, staff, equipment/tools, premises and stock.

Communications
Communications may be verbal, written, electronic and by telephone or other means.

Recording of Information
Accurate records of all relevant information are to be completed and may be stored manually, electronically or by other means.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- communicating effectively with others in associated areas
- identifying and assessing hazardous situations and rectifying, where appropriate, or reporting to the relevant personnel
- applying relevant occupational health and safety policies and procedures
- determining dimensions of finished patterns or templates
- planning processes for producing patterns or templates
- plotting dimensions
- completing patterns or template in accordance with enterprise procedures
- completing essential post activity housekeeping.

Interdependent Assessment of Units
This unit may be assessed in conjunction with all common and technical units which form part of the normal job role.
Underpinning Knowledge

- General knowledge and theory for the production of patterns or templates.
- General knowledge of common automotive terminology and vehicle safety requirements.
- Working knowledge of relevant occupational health and safety regulations/requirements, equipment, material and personal safety requirements.
- Working knowledge of pattern and template production techniques and procedures.
- Working knowledge preparing drawings and presenting information.
- Detailed knowledge of site reporting procedures.

Underpinning Skills

- English literacy and communication skills in relation to dealing with others involved in the work.
- Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret materials required for the production of patterns and templates.
- Questioning and active listening skills, for example when obtaining information of technical quality working practices and pattern and template production procedures.
- Research and interpretative skills to locate, interpret and apply relevant pattern and template production procedures.
- Manipulative and dexterity skills to physically perform pattern and template production procedures.
- Problem solving skills for a range of differing procedural circumstances.

Consistency in Performance

It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment with relevant equipment, work instructions and deadlines.

Resource Implications

The following are required:
- a workplace or simulated workplace
- realistic situations requiring pattern and template production procedures
- site or equivalent instructions on pattern and template production procedures
- appropriate materials, tools and equipment
- a qualified workplace assessor.
### Key Competencies & Application to Standards

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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<td>Collecting, analysing &amp; organising information</td>
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<tr>
<td>Using technology</td>
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AFTERMARKET

RETAIL
AURRT25000A  Package Parts/Components/Materials

Unit Descriptor
This unit covers the functions required to perform the appropriate packaging and processing methods for various automotive component parts, products and materials.

Element  Performance Criteria
1. Determine packaging requirements  1.1 Determining packaging requirements is completed without causing damage to any machinery or equipment.
1.2 Safety or special requirements are determined for packaging including legislative requirements.
1.3 Storage/transport requirements are determined to meet safety and legislative requirements.
1.4 All activities are carried out according to industry regulations/guidelines, Occupational Health and Safety legislation, statutory legislation and enterprise procedures/policies.

2. Perform packaging procedures  2.1 Packaging is completed without causing damage to any machinery or equipment.
2.2 Appropriate packaging methods are used, ensuring activity is carried out using approved methods and equipment in accordance with manufacturer’s/enterprise policies and procedures.
2.3 All activities are carried out according to industry regulations/guidelines, Occupational Health and Safety legislation, statutory legislation and enterprise procedures/policies.

3. Label packaged item  3.1 Packaging is labelled without causing damage to any machinery or equipment.
3.2 Labels or identification stickers are attached and describe accurately content of the package, and warning and handling requirements are placed in appropriate location.
3.3 All activities are carried out according to industry regulations/guidelines, Occupational Health and Safety legislation, statutory legislation and enterprise procedures/policies.

Range of Variables
Automotive Component Part/Product/Material
This may include automotive parts, components and accessories which are specific to the vehicle type or are for general use by the industry, and refinishing and treatment products.
Enterprise
Enterprises may vary in size, type and location and in their range of component parts, products and materials.

Sources of Information
These may include enterprise policies and procedures, component part/product/material manufacturer’s specifications, customer requirements and industry/enterprise codes of practice.

Legislative Requirements
This includes state and territory legislation related to Occupational Health and Safety and award provisions.
This may also include industry codes of practice.

Packaging Methods
These may include manual packaging and machine-operated packaging.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• relevant packaging methods
• hazard identification procedures
• safe working practices
• component protection methods.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units relevant to the candidate’s work.

Underpinning Knowledge
• General knowledge of relevant packaging methods.
• General knowledge of hazard identification and procedures.
• General knowledge of labelling requirements and procedures.
• Broad knowledge of Occupational Health and Safety requirements in relation to packaging, including safe work practices, manual handling techniques and personal safety requirements.
• General knowledge of component protection methods.
• Detailed knowledge of enterprise policies and procedures relevant to packaging, labelling and recording.

Underpinning Skills
• Plain English literacy and communication skills in relation to accessing, interpreting and applying operational information and recording customer and enterprise information.
• Technical skills to use relevant tools and equipment.
• Basic skills to apply relevant personal safety, hazard and manual handing procedures.
• Basic skills to apply relevant packaging methods.
Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of component parts, products and materials to be packaged.

Resource Implications
The following are required:
• a workplace or simulated workplace
• relevant packaging equipment
• relevant packaging materials, which may include pallets, crates, boxes, labels, tapes and tags
• a range of relevant parts, products and materials to be packaged
• a qualified workplace assessor.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
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</table>
## AURRT25001A Conduct Electronic Commerce Sales

### Unit Descriptor
This unit covers the functions required to sell products and/or services by electronic commerce.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Receive customer inquiries</td>
<td>1.1 Customer inquiries are received and recorded in accordance with enterprise procedures.</td>
</tr>
<tr>
<td>2. Identify customer needs</td>
<td>2.1 Customer needs are clearly established.</td>
</tr>
<tr>
<td></td>
<td>2.2 Customers are requested to provide additional information or clarify request, if required.</td>
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<tr>
<td></td>
<td>2.3 Customer records are accessed in the case of existing customers.</td>
</tr>
<tr>
<td></td>
<td>2.4 Products or services matching customer needs are identified and presented to customers.</td>
</tr>
<tr>
<td></td>
<td>2.5 Customers are fully informed as to product/service/price.</td>
</tr>
<tr>
<td></td>
<td>2.6 Customer inquiries are referred to appropriate person/area in accordance with enterprise policy where customer needs cannot be met.</td>
</tr>
<tr>
<td>3. Close sales</td>
<td>3.1 Product/service to be purchased and payment options are agreed with customer.</td>
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<tr>
<td></td>
<td>3.2 Credit card details are checked with relevant financial institution, where required.</td>
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<tr>
<td></td>
<td>3.3 Credit checks are completed where required by enterprise policy.</td>
</tr>
<tr>
<td></td>
<td>3.4 Delivery/pick-up/booking options are presented to and agreed by customer.</td>
</tr>
<tr>
<td></td>
<td>3.5 Opportunities for further sales are identified and brought to notice in accordance with enterprise policy.</td>
</tr>
<tr>
<td></td>
<td>3.6 Privacy requirements are fully applied during transaction.</td>
</tr>
<tr>
<td>4. Input sales records</td>
<td>4.1 Details relating to sale are fully recorded on enterprise systems.</td>
</tr>
<tr>
<td></td>
<td>4.2 Existing customer records are amended or new customer records are established where appropriate.</td>
</tr>
<tr>
<td></td>
<td>4.3 Delivery/pick-up/booking details are recorded and actioned in accordance with enterprise policy.</td>
</tr>
</tbody>
</table>
Range of Variables

Enterprise
Enterprises may vary in size, type and location and in the range of merchandise and services provided.

Sources of Information
These may include enterprise policies and procedures in relation to electronic commerce sales and electronic financial transactions.

Legislative Requirements
This includes state and territory legislation related to OH&S, electronic financial transactions, privacy requirements and consumer law. This may also include industry codes of practice.

Customers
Customers may be regular or new and may have routine or special requests. They may include people from a range of social, cultural or ethnic backgrounds and physical and intellectual abilities and may have special needs. They may have varying skills in relation to use of technology and conducting electronic financial transactions.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training and in specialist knowledge of products and services. Staff may be operating in routine or busy trading conditions, and may have varying skills in relation to the use of technology and conducting electronic financial transactions.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- consistently applying store policies and procedures and industry codes of practice in regard to customer service and selling products and services
- accurately identifying customer needs and matching product/service to meet customer needs
- accurately applying appropriate credit checks where required
- closing the sale
- accurately recording sales, payment and delivery arrangements.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.

Underpinning Knowledge
- Operational knowledge of enterprise:
  - stock and merchandise range
  - service range
  - procedures for taking customer orders by electronic means
  - delivery, pick-up and booking procedures
  - other relevant policies and procedures.
• Operational knowledge of relevant legislation and statutory requirements including Occupational Health and Safety requirements, consumer law, privacy and electronic financial transactions.
• Operational knowledge of industry codes of practice.
• Operational knowledge of industry/enterprise procedures for credit checks and electronic financial transactions.

Underpinning Skills
• Plain English literacy and communication skills in relation to dealing with customers and provider/suppliers and recording information.
• Technical skills in the use of a range of communication and electronic equipment, in particular computer hardware and relevant software.
• Technical literacy and interpretative skills sufficient to read and understand product information and store policies and procedures.
• Numerical skills sufficient to estimate and calculate costs relevant to pricing products.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment which reflects a range of products and services and a range of customers with different requirements. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
• a workplace or simulated workplace
• range of stock and merchandise (real and simulated, common and unusual)
• relevant documentation, such as inventory lists, price lists, enterprise policy and procedures manuals relating to sales by electronic commerce, delivery costs, details of services available
• a range of customers with different requirements (real or simulated)
• a range of communication equipment
• computer hardware and relevant software
• a qualified workplace assessor.
## Key Competencies & Application to Standards

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<td></td>
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</tr>
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<tr>
<td>Using mathematical ideas &amp; techniques</td>
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<td>Solving Problems</td>
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<tr>
<td>Using technology</td>
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<td>●</td>
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</tbody>
</table>
AFTERMARKET
IMPORTED
AUTOMOTIVE
MANUFACTURING
## AUM4601A MONITOR COMPUTERS AND COMPUTERISED EQUIPMENT USING DISPLAYS

### UNIT DESCRIPTOR:
This unit identifies the competence required to access and monitor information displayed via the screens of computers and computer-controlled equipment in the course of operations required for the design, development and production of motor vehicles.

<table>
<thead>
<tr>
<th>ELEMENT OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| AUM4601A.1 Access information using a computer and an appropriate application package. | AUM4601A.1.1 The information able to be retrieved from a computer-based information source is identified in accordance with company procedures.  
AUM4601A.1.2 The computer is activated and the relevant software application package accessed in accordance with the instructions of the computer and software manufacturer and company procedures.  
AUM4601A.1.3 Computer-based information is accessed using the necessary commands and protocol in accordance with the operating instructions of the computer software package and company procedures. |
| AUM4601A.2 Interpret information produced on a complex computer display. | AUM4601A.2.1 Retrieved information as displayed on the computer screen for a basic software application package is interpreted in accordance with requirements of the software package, the work task at hand and company procedures.  
AUM4601A.2.2 Retrieved information is correctly evaluated and action to be taken is accurately determined in accordance with company requirements. |
| AUM4601A.3 Input commands and data to a computer in a workplace application. | AUM4601A.3.1 All relevant commands to operate the basic software application package are keyed in accordance with the operating instructions for the software application, the work task at hand and company procedures. |

### RANGE OF VARIABLES:
- Monitor the performance of equipment using computer displays.

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

**Sources of information/documents may include:**
- Manufacturer specifications
- Enterprise operating procedures
- Product manufacturer specifications
- Customer requirements
- Industry/Workplace Codes of Practice
OH&S practices must abide by:
• State/industry OH&S legislation
• Award provisions

Resources may include:
• Safety equipment (as per company installation)
• Type of plant and equipment (as per company installation)
• OH&S standards (as per company and statutory requirements)
• Documentation and reporting systems (as per company requirements)

Methods include:
• Accessing information displayed on computer screens
Methods should be applied under normal operating conditions.

EVIDENCE GUIDE:
Context:
• Competency must be assessed in a safe working environment.
• Assessment must be undertaken in accordance with endorsed industry assessment guidelines.
• The knowledge and practical component may be assessed in an on- or off-the-job environment.
• Assessment may take place within the work place or appropriate simulated environment.
• The trainee should be able to carry out the task to be assessed in a safe and correct manner without supervision on more than one occasion prior to assessment.

Critical aspects:
It is essential that competence is fully observed and there is the ability to transfer the competency to changing circumstances and to respond to unusual situations in the critical aspects of:
• Degree of complexity
• Safe working practices
• Documentation
• Technical specifications
• Planning

Underpinning knowledge:
• How to access information using a computer and an appropriate application package
• How to interpret information from a computer display
• How to input basic commands and data to a computer in a basic workplace application

Practical assessments:
• Perform work under the required level of supervision
• Use and maintain all required materials, tools and parts
• Diagnose and solve problems involved in the work
• Achieve specified quality standards
• Explain knowledge and application of relevant company procedures
• Explain knowledge and application of emergency procedures
• Explain knowledge and application of reporting and documentation requirements
• Communicate effectively with team members, management and user departments

Key Competencies:  
<table>
<thead>
<tr>
<th></th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>2</td>
</tr>
<tr>
<td>Communicate ideas and information</td>
<td>3</td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>1</td>
</tr>
<tr>
<td>Work with others and in teams</td>
<td>1</td>
</tr>
<tr>
<td>Use mathematical ideas and techniques</td>
<td>2</td>
</tr>
<tr>
<td>Solve problems</td>
<td>2</td>
</tr>
<tr>
<td>Use technology</td>
<td>3</td>
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</tbody>
</table>
AUM9003A PREPARE AND PROCESS MATERIALS AND COMPONENTS

UNIT DESCRIPTOR: This unit describes the competencies required to undertake the preparation and processing of materials and components, under supervision, including finishing for the full range of manufacturing contexts in the Automotive Manufacturing (Passenger Vehicle) industry.

<table>
<thead>
<tr>
<th>ELEMENT OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| AUM9003A.1 Select materials/components required for the operation/process. | AUM9003A.1.1 The appropriate materials/components are identified according to the job requirements.  
AUM9003A.1.2 The appropriate materials/components are selected according to the job requirements. |
| AUM9003A.2 Inspect and check materials/components prior to use. | AUM9003A.2.1 Materials/components are inspected to ensure they conform to enterprise quality standards and specifications.  
AUM9003A.2.2 Defective materials/components are identified and dispatched according to enterprise procedures. |
| AUM9003A.3 Prepare and/or load/secure materials/components as required. | AUM9003A.3.1 Specified preparation procedures are performed on the materials/components as required by the process/operation in accordance with enterprise procedures and OHS regulations.  
AUM9003A.3.2 Materials/components are loaded, aligned and secured if/as required by the process/operation in accordance with enterprise procedures and OHS regulations. |
| AUM9003A.4 Process materials/components as detailed in enterprise procedures to ensure a quality product. | AUM9003A.4.1 Materials/components are processed using correct tools and equipment.  
AUM9003A.4.2 Materials/components are processed in correct sequence as detailed in enterprise procedures.  
AUM9003A.4.3 Materials/components are processed following enterprise procedures, OH&S and environmental regulations.  
AUM9003A.4.4 Materials/components are processed within enterprise specified timeframes. |
### ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

<table>
<thead>
<tr>
<th>ELEMENT OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUM9003A.4 (continued) Process materials/components as detailed in enterprise procedures to ensure a quality product.</td>
<td>AUM9003A.4.5 Materials/components are processed and finished to the quality required by the standard operating procedures or other enterprise specifications.</td>
</tr>
<tr>
<td></td>
<td>AUM9003A.4.6 Quality control tools are identified and applied.</td>
</tr>
</tbody>
</table>

**RANGE STATEMENT:**

The range of contexts for this unit of competency include:

- Body Construction
- Aluminium Die Casting
- Iron Foundry Operations
- Engine Machining
- Spray Painting
- Automotive Plastics
- Stamping & Press Operations
- Fabrication Hardware
- Trim Manufacture
- Vehicle Assembly
- Warehousing
- Engine Assembly
- Seat Frame Manufacture

**Examples of selection procedures include, but not exclusively:**

- Matching part numbers to the model/code under construction
- Enterprise specifications for selection of materials/components may include size, shape, tolerances, critical measurements
- Identification of bin/batch numbers and codes
- Checking materials/components against requirements of production schedules/supply requisition

**Inspection of materials and components may include, but not exclusively:**

- Inspection for defects that may cause the manufactured components to be faulty on completion
- Inspection to ensure surfaces are cleaned and dried to the required state as determined by the standard operating procedures
- Visual inspection
- Measuring, gauging, weighing
- Checking for correct part names/codes/numbers
- Checking colour of paint meets the requirements of the job sheets

**NB** - Defects may be surface, structural or other

**Preparation may include, but not exclusively:**

- Cleaning and preparation of surfaces
- Weighing and measuring materials to specified amounts
- Removal of external packaging
- Cleaning of surfaces
- Cleaning with solvents or air blowers
- Mixing paint
- Masking off of bodies
- Application of lubricants to parts to ensure ease of fitting during assembly operations
Loading procedures may include, but not exclusively:
- Matching materials/components to equipment on the basis of part numbers and codes
- Alignment of components/materials with predetermined points on machinery
- Secure clamping of materials/components to prevent movement and distortion and minimise waste, as specified in standard operating procedures

Examples of processes include, but are not restricted to:
- Welding sub-assemblies
- Fitting hang-on components
- Fitting dies to die boxes
- Pouring aluminium
- Machining parts
- Applying paint
- Cutting blanks
- Assembling components to form sub-assemblies
- Fitting parts to bodies
- Assembly of parts
- Parts processing in a warehouse

Finishing may include but is not restricted to:
- Final finish by grinding, metal finishing, panel flanging and hemming, hand filing, sanding
- Adjustment to tolerances
- Application of adhesives and sealants to ensure components are securely joined and free of leaks
- Nuts, bolts and screws tensioned to the specification

Regulations, policies and procedures may include, but are not restricted to:
- Enterprise regulations, policies and procedures including enterprise OH&S and environmental policy and procedures
- ISO standards (Quality Management and Environmental)
- Vehicle Industry OH&S Award
- OH&S Legislation
- Environmental Management Legislation
- Standard operating procedures
- Suppliers operating instruction manuals
- Enterprise production process sheets
- Enterprise production schedules
- Enterprise supply requisition procedures/forms
- Enterprise inventory control procedures (paper or computer based)

EVIDENCE GUIDE:
Context:
- Assessment must take place in accordance with the endorsed Assessment Guidelines for the Automotive Industry
- Assessment of the underpinning knowledge should be combined with assessment of the skill.
- Assessment of the underpinning knowledge may take place on- or off-the-job.
- Assessment of the competency should take place in a safe working environment in a passenger motor vehicle manufacturing plant or simulated environment using tools/equipment/machinery required for the production process without undue disruption to the production process.
Critical Aspects of Evidence to be Considered:
- Competency must be demonstrated in a number of workplace situations based on the agreed enterprise rotation plan.
- Demonstration of this competency must be in accordance with relevant OH&S and Environmental legislation and enterprise policies and procedures.
- The assessment of this competency should take into consideration the culture of the enterprise and the enterprise-based attitudinal requirements of the trainee. These will vary from enterprise to enterprise.

Concurrent Assessment:
This unit should be assessed in conjunction with the following units of competency:
- Receive and dispatch materials/components/parts and equipment/tools
- Prepare and use/operate equipment, tools and/or machinery
- Monitor and maintain workplace environment.

At the same time, evidence for the assessment of this unit will be gathered during the assessment of the following units of competency:
- Manage personal work priorities
- Monitor and maintain continuous improvement systems and processes
- Monitor and maintain equipment, tools and machinery
- Maintain effective workplace relationships
- Work effectively with others and in teams.

Underpinning Knowledge:
The following underpinning knowledge is common across the range of areas listed in the Range Statement:
- Relevant Occupational Health and Safety and Environmental regulations and enterprise policies and procedures needed to carry out work in a manner which ensures the safety of people, equipment and the environment. The specific regulations will vary according to the area of operation.
- Relevant Quality measurement tools for the area of operation to ensure the quality of the product and/or process.

Underpinning Skill, Knowledge and Attitude:
Underpinning skill, knowledge and attitudes for each unit of competency in each work area, and for specific job roles within work areas, will differ between enterprises, and will alter from time to time depending on factors such as changes in equipment, technology and culture.

Before skill, knowledge and attitudes development and assessment of the trainee begins, key operators in the area, in conjunction with trainers, union representatives and other stakeholders, must list the underpinning knowledge, skill and attitudes required to perform the unit competently (to standard). This will be used as a guide for training and assessment.

Resource Implications:
The resource required for this competency is a passenger vehicle manufacturing plant.

Key Competencies:
In this unit, the following key competencies would be met:

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>Nil</td>
</tr>
<tr>
<td>Communicate ideas and information</td>
<td>1</td>
</tr>
<tr>
<td>Plan and organise activities</td>
<td>Nil</td>
</tr>
<tr>
<td>Work with others in a team</td>
<td>Nil</td>
</tr>
<tr>
<td>Use mathematical ideas and techniques</td>
<td>Nil</td>
</tr>
<tr>
<td>Solve problems</td>
<td>1</td>
</tr>
<tr>
<td>Use technology</td>
<td>1</td>
</tr>
</tbody>
</table>
# AUM9006A MONITOR AND MAINTAIN EQUIPMENT, TOOLS AND MACHINERY

## UNIT DESCRIPTOR:
This unit of competency describes the requirements for monitoring and maintaining equipment, tools and machinery to ensure optimum use in the production process within the Automotive Manufacturing (Passenger Vehicle) industry.

<table>
<thead>
<tr>
<th>ELEMENT OF COMPETENCY</th>
<th>PERFORMANCE CRITERIA</th>
</tr>
</thead>
</table>
| AUM9006A.1 Monitor equipment and processes. | AUM9006A.1.1 Processes are monitored to ensure that equipment, tools and machinery are operating in accordance with manufacturer instructions, enterprise requirements and OH&S guidelines.  
AUM9006A.1.2 The operation of equipment, tools and machinery is monitored to ensure they are performing in accordance with job requirements, manufacturer instructions and OH&S guidelines. |
| AUM9006A.2 Perform incidental maintenance when required. | AUM9006A.2.1 Incidental maintenance is performed on equipment, tools and machinery when required in accordance with enterprise procedures and OH&S regulations.  
AUM9006A.2.2 Maintenance requirements outside the range expertise of the operator are reported to the appropriate personnel, in accordance with enterprise procedures and OH&S regulations. |
| AUM9006A.3 Apply preventative maintenance systems/processes to maintain operation efficiency and effectiveness. | AUM9006A.3.1 Preventative maintenance systems or processes are applied in accordance with, and at intervals prescribed by, enterprise and manufacturer preventative maintenance policies and procedures and OH&S regulations.  
AUM9006A.3.2 Equipment, tools and machinery used in the process are visually and/or physically checked regularly in accordance with preventative maintenance procedures.  
AUM9006A.3.3 Equipment, tools and machinery used in the process are functionally checked regularly in accordance with preventative maintenance procedures.  
AUM9006A.3.4 Any identified requirements for adjustment, cleaning, repair, replacement or modification of equipment, tools and machinery are reported to appropriate personnel.  
AUM9006A.3.5 Preventative maintenance activities and resultant action are documented in accordance with enterprise procedures. |
RANGE STATEMENT:
The range of contexts for this unit of competency include:

- Body Construction
- Aluminium Die Casting
- Iron Foundry Operations
- Engine Machining
- Spray Painting
- Automotive Plastics
- Stamping & Press Operations
- Fabrication Hardware
- Trim Manufacture
- Vehicle Assembly
- Warehousing
- Engine Assembly
- Seat Frame Manufacture

Equipment, tools and machinery may include, but are not restricted to:
- Welding equipment
- Robots
- Forklift trucks
- Hand tools
- Power tools
- Spray guns
- Die boxes
- Furnace
- Core boxes
- Lubricating equipment
- Cutting equipment

Regulations, policies and procedures may include, but are not restricted to:
- Enterprise regulations, policies and procedures including enterprise OH&S and environmental policy and procedures
- ISO standards (Quality Management and Environmental)
- Vehicle Industry OH&S Award
- OH&S Legislation
- Environmental Management Legislation
- Standard operating procedures
- Suppliers’ operating instruction manuals
- Enterprise production process sheets
- Enterprise production schedules
- Enterprise supply requisition procedures/forms

EVIDENCE GUIDE:
Context:
- Assessment must take place in accordance with the endorsed Assessment Guidelines for the Automotive Industry
- Assessment of the underpinning knowledge should be combined with assessment of the skill.
- Assessment of the underpinning knowledge may take place on- or off-the-job.
- Assessment of the competency should take place in a safe working environment in a passenger motor vehicle manufacturing plant or simulated environment using tools/equipment/machinery required for the production process without undue disruption to the production process.
Critical Aspects of Evidence to be Considered:
- Competency must be demonstrated in a number of workplace situations based on the agreed enterprise rotation plan.
- Demonstration of this competency must be in accordance with relevant OH&S and environmental legislation and enterprise policies and procedures.
- The assessment of this competency should take into consideration the culture of the enterprise and the enterprise-based attitudinal requirements of the trainee. These will vary from enterprise to enterprise.

Concurrent Assessment:
This unit should be assessed in conjunction with the following units of competency:
- Monitor and maintain continuous improvement systems and processes

Evidence for the assessment of this unit will be gathered also during the assessment for the following units of competency:
- Receive and dispatch materials/components/parts and equipment/tools
- Prepare and process materials and components
- Prepare and use/operate equipment, tools and machinery

At the same time, aspects of the following unit of competency will be addressed during the assessment of this unit, and will be used as part of the evidence in the assessment of them:
- Manage personal work priorities.

Underpinning Skill, Knowledge and Attitude:
Underpinning skill, knowledge and attitudes for each unit of competency in each work area, and for specific job roles within work areas, will differ between enterprises, and will alter from time to time depending on factors such as changes in equipment, technology and culture.

Before skill, knowledge and attitudes development and assessment of the trainee begins, key operators in the area, in conjunction with trainers, union representatives and other stakeholders, must list the underpinning knowledge, skill and attitudes required to perform the unit competently (to standard). This will be used as a guide for training and assessment.

The following underpinning knowledge is common across the range of areas listed in the Range Statement:
- Relevant Occupational Health and Safety and Environmental regulations and enterprise policies and procedures needed to carry out work in a manner which ensures the safety of people, equipment and the environment. The specific regulations will vary according to the area of operation.
- Preventative maintenance systems/processes
- Appropriate personnel to report maintenance requirements to, and procedures for reporting
- Methods of documenting preventative maintenance activities and resultant action.

Resource Implications:
The resource required for this competency is a passenger vehicle manufacturing plant.

Key Competencies:
In this unit, the following key competencies would be met:

<table>
<thead>
<tr>
<th>Competency</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Collect, analyse and organise information</td>
<td>2</td>
</tr>
<tr>
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</tr>
<tr>
<td>Plan and organise activities</td>
<td>2</td>
</tr>
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<td>Work with others in a team</td>
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<tr>
<td>Solve problems</td>
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<td>Use technology</td>
<td>2</td>
</tr>
</tbody>
</table>
AFTERMARKET

IMPORTED

RETAIL
## WRRCA.2 Apply Office Procedures

### Unit Descriptor
This unit covers the functions required to perform workplace clerical and office procedures. It is based on the National Clerical-Administrative Competency Standards (Private Sector) and is equivalent to TEC 201 and INF 201.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Process incoming and outgoing mail | 1.1 Incoming mail is sorted and dispatched to nominated person/location.  
1.2 Outgoing mail is collected and checked to ensure all items are correctly prepared for dispatch.  
1.3 Mail is recorded according to enterprise policy.  
1.4 Mail is dispatched to meet designated time limits. |
| 2. Process bulk mail | 2.1 Documents are collated as required.  
2.2 Envelopes are sorted and batched according to Australia Post specifications.  
2.3 Batched items are lodged for delivery. |
| 3. Operate office equipment | 3.1 Appropriate equipment is identified for intended application.  
3.2 Equipment is operated in accordance with instructions.  
3.3 Equipment faults are identified and rectified or reported.  
3.4 Opening and shutting down processes are followed according to enterprise procedures.  
3.5 Maintenance program for equipment is maintained to ensure down time is minimised. |
| 4. File and retrieve documents | 4.1 Documents are filed according to enterprise policy.  
4.2 Documents are identified and retrieved as requested.  
4.3 Existing records are accurately updated and modified.  
4.4 Designated inactive files are removed, processed and stored according to enterprise policy.  
4.5 New files are accurately assembled.  
4.6 Documentation movements are accurately recorded. |
Element
5. Establish contact with internal and external customers

Performance Criteria
5.1 Telephone system functions are used according to enterprise policy.
5.2 Telephone, facsimile or electronic mail numbers are obtained and accurately recorded.
5.3 Incoming calls are answered promptly and according to enterprise policy.
5.4 Contact is established and purpose of contact is clearly conveyed.
5.5 Calls are transferred or placed on hold as required.
5.6 Customers are kept informed of delays and what action is being taken.
5.7 Messages are recorded accurately and calls are promptly returned if required.

6. Prepare simple correspondence

Performance Criteria
6.1 Correspondence is prepared and presented for approval and/or signature without undue delay.
6.2 Text is written using clear, concise language.
6.3 Spelling, punctuation and grammar are correct.
6.4 Standard form letters are used according to enterprise policy.

Range of Variables
Enterprise
Enterprises may vary in size, type and location and in the number of staff.

Sources of Information
These may include enterprise policies and procedures relating to enterprise administrative and clerical systems.

Communications
Telephone and other communication numbers may be internal or external to the enterprise, and may vary in type.

Resources
Resources required to complete clerical/administrative tasks, recording/filing systems and telephone/communication systems may vary.

Mail Procedures
Dispatching and collecting procedures for mail may include internal systems, Australia Post and courier services.

Office Equipment
These may include but are not limited to photocopiers, facsimile machines, computers, printers, telephones systems, switchboards, public address systems, paging systems, franking machines, typewriters.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- consistently applying procedures for the processing of mail, including bulk mail
- operating and maintaining office equipment in accordance with enterprise policies and procedures
- filing and retrieving documents in accordance with enterprise policies and procedures
- following procedures for establishing contact with internal and external customers
- consistently applying procedures for the preparation of simple correspondence.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of the candidate’s job role or function.

Underpinning Knowledge

- Operational knowledge of enterprise policies and procedures and legislative requirements in regard to:
  - enterprise administrative and clerical systems
  - organisation of work routine
  - receiving and dispatching incoming and outgoing mail
  - processing information
  - reporting problems and faults.
- Knowledge of operation of enterprise office equipment, including:
  - facsimile machine
  - telephone/switchboard
  - photocopier
  - answering machine
  - public address system
  - paging system
  - franking machine
  - computer/printer.

Underpinning Skills

- Basic literacy and numeracy skills in relation to processing, recording and documenting information.
- Operational skills and techniques in completing tasks in a set time frame.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
- a workplace or simulated workplace
- relevant documentation, such as enterprise or sample policies and procedures manuals related to administrative and clerical procedures and manufacturer’s instructions or operation manual
- relevant legislation such as occupational health and safety legislation/regulations
- access to a range of relevant workplace office equipment, which may include facsimile machine, electronic mail system, telephone system, photocopier, answering machine, public address system, paging system, franking machine, typewriters, computers, printers
- a qualified workplace assessor.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing &amp; organising information</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicating ideas &amp; information</td>
<td>●</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning &amp; organising activities</td>
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<td>Using technology</td>
<td>●</td>
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</table>
WRRCS.2  Apply Point of Sale Handling Procedures

Unit Descriptor
This unit covers the functions required to perform operations in the point of sales area, including the use of point of sale equipment and completing a sales transaction.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Operate point of sale equipment | 1.1 The point of sale equipment is operated according to design specifications.  
1.2 The point of sale terminal is opened and closed according to enterprise procedure.  
1.3 The point of sale terminal is cleared and tender transferred according to enterprise procedure.  
1.4 Cash is handled according to enterprise security procedures.  
1.5 Supplies of change in the point of sale terminal are maintained according to enterprise policy.  
1.6 Active point of sale terminals are attended according to enterprise policy.  
1.7 Records for transaction errors are completed according to enterprise policy.  
1.8 Adequate supplies of docket, vouchers and point of sale documents are maintained.  
1.9 Customers are informed of delays in the point of sale operation. |
| 2. Perform point of sale transactions | 2.1 Point of sale transactions are completed according to enterprise policy.  
2.2 Enterprise procedures are identified and applied in respect of cash and non-cash transactions, eg. EFTPOS, credit card, cheque, lay-by and gift vouchers.  
2.3 Enterprise procedures are identified and applied in regard to exchanges and returns.  
2.4 Goods are moved through the point of sale area efficiently and with attention to fragility and packaging.  
2.5 Information is entered into point of sale equipment accurately.  
2.6 Price/total/amount of cash received are stated verbally to the customer.  
2.7 Correct change is tendered. |
| 3. Complete sales | 3.1 Customer order forms, invoices and receipts are completed accurately.  
3.2 Customer delivery requirements are identified and processed accurately and without undue delay.  
3.3 Sales transactions are processed without undue delay or customers are directed to point of sale terminals according to enterprise policy. |
Element 4. Wrap and pack goods  
Performance Criteria  
4.1 Adequate supplies of wrapping material or bags are maintained/requested.  
4.2 Appropriate packaging material is selected.  
4.3 Merchandise is wrapped neatly and effectively where required.  
4.4 Items are packed safely to avoid damage in transit, and labels are attached where required.  
4.5 Transfer of merchandise for parcel pick-up or other delivery methods are arranged if required.

Range of Variables  
Enterprise  
Enterprises may vary in size, type and location, in the facilities available regarding customer service and in the range of merchandise and services provided. This includes variations in the size and weight of the merchandise range.

Enterprise Policies  
Enterprise policies and procedures may include the operation of point of sale equipment, security, bag checking and sales transactions.

Legislative Requirements  
This includes state and territory legislation related to Occupational Health and Safety and consumer law.

Sources of Information  
These may include enterprise policies and procedures, product manufacturer’s specifications, customer requirements and industry/enterprise codes of practice.

Customers  
Customers may be regular or new and may have routine or special requests. They may include people from a range of social, cultural or ethnic backgrounds and physical and intellectual abilities. Regardless, all clients are to be made feel welcome, valued and, at the end of the process, satisfied.

Staff  
Staff may be full-time, part-time or casual and vary in terms of staff training and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions.

Equipment  
Point of sales equipment may be manual or electronic.

Handling Techniques  
Handling techniques may vary according to stock or merchandise characteristics and industry codes of practice.

Transactions  
Point of sale transactions may include cash or non-cash transactions including EFTPOS, cheques, credit cards, smart cards, lay-by, credits and returns and gift vouchers.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- consistently operating point of sale equipment according to manufacturers’ instructions and enterprise policies and procedures
- consistently applying enterprise policies and procedures in regard to cash handling and point of sale transactions
- processing sales transaction information responsibly and accurately according to enterprise policies and procedures
- consistently applying store policies and procedures in regard to the handling, packing and wrapping of goods/merchandise.

Interdependent Assessment of Units
To ensure that appropriate holistic assessment occurs, this unit should be assessed through an integrated assessment process with related units of competency. The related units of competency for WRRCS.2 Apply Point of Sale Handling Procedures are:

- WRRLP.2 Minimise Theft
- WRRCS.3 Interact with Customers
- WRRI.1 Perform Stock Control Procedures
- WRRF.1 Balance the Register/Terminal.

Underpinning Knowledge
- Operational knowledge of enterprise policies and procedures in regard to customer service, point of sale procedures/transactions, allocated duties and responsibilities and processing information.
- General knowledge of the range of services provided by the enterprise and the availability of stock.
- Basic operational knowledge of relevant legislation and statutory requirements, including consumer law.
- Basic operational knowledge of industry codes of practice, including scanning code.
- Knowledge of:
  - cash and non-cash handling procedures
  - opening/closing point of sale equipment
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - tendering of change
  - counting cash
  - calculating non-cash documents
  - balancing point of sale terminal
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change
  - EFTPOS
  - credit cards
  - gift vouchers
  - lay-by
  - credits
  - credit notes
• returns
• cheques
• travellers cheques
• customer accounts
• COD.

• Knowledge of the functions and procedures for operating point of sale equipment, including:
  – registers
  – numeric display boards
  – calculators
  – electronic scales
  – scanners
  – EFTPOS
  – credit cards
  – lay-by
  – credits and returns
  – cheques
  – travellers cheques
  – customer accounts
  – COD.

Underpinning Skills
• Operational skills and techniques in questioning/listening, verbal and non verbal communication, following set routines and procedures, dealing with different types of transactions, wrapping and packing techniques, bag checking procedures and merchandise handling techniques.
• Literacy skills in regard to written sales and delivery documentation.
• Numerical skills in regard to handling cash.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit may be completed on-the-job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
• a workplace or simulated workplace
• relevant documentation, such as financial transaction dockets/slips, stock/inventory/price lists, enterprise policy and procedure manual
• a range of point of sale equipment and materials
• a qualified workplace assessor.
### Key Competencies & Application to Standards

<table>
<thead>
<tr>
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</table>
## WRRCS.3 Interact with Customers

### Unit Descriptor
This unit covers the functions required to deliver service to customers.

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<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Deliver service to customers | 1.1 Communication with customers is conducted in a professional, courteous manner, according to enterprise policy.  
1.2 Customers’ needs and reasonable requests are met or referred to the supervisor according to enterprise policy.  
1.3 Customers’ details and information are recorded where necessary.  
1.4 Possible problems are identified, anticipated and action taken to minimise the effect on customer satisfaction.  
1.5 Opportunities to deliver additional levels of service beyond the customer’s immediate request are recognised and acted upon.  
1.6 Contact with customer is maintained until sale is completed according to enterprise policy.  
1.7 Customer is farewelled appropriately and courteously according to enterprise policy.  
1.8 Verbal and non-verbal communication is used to develop rapport with customers during service delivery.  
1.9 Repeat custom is encouraged by promotion of appropriate services or products according to enterprise policy.  
1.10 Customer returns or refunds are processed according to enterprise policy and procedures. |
| 2. Respond to customer complaints | 2.1 A positive, helpful attitude is conveyed to customers when handling complaints.  
2.2 Complaints are handled sensitively, courteously and with discretion.  
2.3 The nature of the complaint is established by active listening and questioning and confirmed with the customer.  
2.4 Action is taken to resolve the complaint to customers’ satisfaction wherever possible.  
2.5 Unresolved customer dissatisfaction or complaints are promptly referred to the supervisor.  
2.6 Opportunities are taken to turn incidents of customer dissatisfaction into a demonstration of high quality service to customers in line with enterprise policy. |
Element

2. Respond to customer complaints (continued)

2.7 Documentation regarding customer dissatisfaction or complaints is completed accurately and legibly.

2.8 Follow up action is taken as necessary to ensure customer satisfaction.

2.7 Documentation regarding customer dissatisfaction or complaints is completed accurately and legibly.

2.8 Follow up action is taken as necessary to ensure customer satisfaction.

3. Receive and process sales orders

3.1 Customers’ details and information are recorded accurately.

3.2 Customers are promptly referred to appropriate area as required.

3.3 Customers are provided with information in a clear, concise manner.

3.4 Sales orders are processed, recorded and acted upon according to enterprise policy.

3.1 Customers’ details and information are recorded accurately.

3.2 Customers are promptly referred to appropriate area as required.

3.3 Customers are provided with information in a clear, concise manner.

3.4 Sales orders are processed, recorded and acted upon according to enterprise policy.

4. Identify customers’ special requirements

4.1 Customers with special needs or requirements are identified promptly by observation and questioning.

4.2 A willingness to assist is conveyed verbally and non-verbally.

4.3 Customers’ needs are promptly serviced, referred or redirected as required.

4.1 Customers with special needs or requirements are identified promptly by observation and questioning.

4.2 A willingness to assist is conveyed verbally and non-verbally.

4.3 Customers’ needs are promptly serviced, referred or redirected as required.

Range of Variables

Enterprise

Enterprises may vary in size, type and location, in the range of merchandise and services provided and in delivery policies.

Sources of Information

These may include enterprise policies and procedures relating to customer service.

Customers

Customers may be regular or new and may have routine or special requests. They may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities. Regardless, all clients are to be made feel welcome, valued and, at the end of the process, satisfied.

Customer service may include all store activities, internal and external customers and follow up in event of delays in service provision.

Staff

Staff may be full-time, part-time or casual and vary in terms of staff training, product knowledge and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions.

Customer Needs

These may include information regarding enterprise facilities and services or the location of specific items.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- consistently applying enterprise policies and procedures and industry codes of practice in regard to customer service
- providing a quality service environment by treating customers and team members in a courteous and professional manner through all stages of the service/sales procedure
- accurately identifying the nature of customer complaints, resolving complaints and providing service to customers according to enterprise policies and the range of variables
- using effective questioning/active listening and observation skills to identify customers’ special requirements
- accessing, recording and processing sales orders accurately and responsibly according to enterprise policies and procedures
- collaboratively working within a team to meet customers’ needs.

Interdependent Assessment of Units
To ensure that appropriate holistic assessment occurs, this unit should be assessed through an integrated assessment process with related units of competency. The related units of competency for WRRCS.3 Interact with Customers are:

- WRRCS.2 Apply Point of Sale Handling Procedures
- WRRLP.2 Minimise Theft
- WRRI.1 Perform Stock Control Procedures
- WRRF.1 Balance the Register/Terminal.

Underpinning Knowledge

- Operational knowledge of enterprise policies and procedures in regard to:
  - customer service
  - dealing with difficult customers
  - handling and recording complaints
  - allocated duties/responsibilities
  - customer refunds/returns
  - lay-by/gift voucher/raincheck procedures.
- General knowledge of the range of enterprise merchandise and services, location of departments/sections and telephone extensions of departments/sections.
- Basic operational knowledge of relevant legislation and statutory requirements, including consumer law, trade practices and fair trading legislation.
- Basic operational knowledge of industry codes of practice, including scanning code.

Underpinning Skills

- Operational skills and techniques in questioning/listening, resolving conflict, following set routines and procedures, handling difficult or abusive customers, greeting/farewelling techniques and add on selling concepts.
- Technical skills in operating enterprise telephone systems and other communication equipment.
• Literacy skills in regard to:
  – written procedures for orders, in person, by telephone and by electronic means
  – message taking in person or by telephone
  – written record of complaint
  – sales, stock and delivery documentation.
• Numeracy skills in regard to handling tender and weighing and measuring goods.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
• a workplace or simulated workplace
• relevant documentation, such as sales order forms, complaint/return forms, stock/inventory lists, price lists, enterprise policy and procedure manuals
• a range of customers with different requirements (real or simulated)
• point of sale equipment and materials
• a communication system or a range of communication equipment
• a qualified workplace assessor.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
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</table>
WRFF.1 Balance Register/Terminal

Unit Descriptor
This unit covers the functions involved at a register/terminal, encompassing clearing the register, counting money, calculating non-cash transactions and reconciling takings.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Remove takings from register/terminal</td>
<td>1.1 Register/terminal balance is performed at designated times according to enterprise policy and procedures.</td>
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<td>1.2 Cash float is separated from takings prior to balancing procedure and secured according to enterprise policy.</td>
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<td>1.3 Change is supplied to register/terminal according to enterprise policy.</td>
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<td>1.4 Register/terminal reading or print out is accurately determined.</td>
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<td></td>
<td>1.5 Cash and non-cash documents are removed and transported according to enterprise security policies and procedures.</td>
</tr>
<tr>
<td>2. Reconcile takings</td>
<td>2.1 Cash is counted accurately.</td>
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<td></td>
<td>2.2 Non-cash documents are calculated accurately.</td>
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<td></td>
<td>2.3 Balance between register/terminal reading and sum of cash and non-cash transactions is determined accurately.</td>
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<tr>
<td></td>
<td>2.4 Records for store and individual department takings are recorded accurately and according to enterprise policy.</td>
</tr>
</tbody>
</table>

Range of Variables
Enterprise
Enterprises may vary in size, type and location.

Sources of Information
These may include enterprise policies and procedures in regard to register/terminal balance and security.

Responsibilities
Levels of responsibility for balancing register/terminal may vary. Registers/terminals may be cleared by operator or by specialist staff at intervals during or at close of trading.

Resources
Resources and types of equipment/systems required to complete the task may vary. Registers/terminals may be manual or electronic.

Non-cash transactions
Non-cash transactions may include but are not limited to credit cards, cheques, hire purchase, lay-by, cash on delivery (COD), customer refunds and customer credit ratings.
Evidence Guide

Critical Aspects

It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- operating register/terminal equipment according to manufacturers’ instructions and enterprise policy
- consistently applying enterprise policies and procedures in regard to handling cash and removing takings from register/terminal
- consistently applying enterprise policies and procedures in regard to reading registers and recording information
- processing documentation/records responsibly and according to enterprise policies and procedures
- reconciling takings according to enterprise policies and procedures.

Interdependent Assessment of Units

An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. Unit WRRF.1 Balance Register/Terminal should be assessed in conjunction with units:

- WRRCS.2 Apply Point of Sale Handling Procedures
- WRRCS.3 Interact With Customers
- WRRLP.2 Minimise Theft
- WRRI.1 Perform Stock Control Procedures

Underpinning Knowledge

- Operational knowledge of enterprise policies and procedures in regard to:
  - register/terminal balance
  - cash and non-cash transactions security
  - cash float
  - change required and denomination of change
  - operation of register/terminal equipment.
- Knowledge of cash and non-cash handling procedures, including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - counting cash
  - calculating non-cash documents
  - balancing point of sale terminal
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change
  - EFTPOS/credit cards
  - gift vouchers/lay-by
  - credits and returns.
Underpinning Skills
- Operational skills and techniques in completing tasks in a set time frame.
- Plain English literacy skills in interpreting documentation and completing simple reports or documents.
- Numerical skills in regard to counting cash, calculating non-cash transactions and reporting on takings.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
- a workplace or simulated workplace
- relevant documentation, such as financial transaction dockets/slips/invoices, sample debit, credit and cash vouchers, recording/tally sheets and enterprise policy and procedures manuals in regard to register/terminal balance
- register/terminal and related equipment
- a qualified workplace assessor.

Key Competencies & Application to Standards

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## WRRI.1 Perform Stock Control Procedures

### Unit Descriptor
This unit covers the functions required to handle stock, including receiving, unpacking and dispatching of goods and participating in stocktaking under supervision.

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<tr>
<th>Element</th>
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| 1. Receive and process incoming goods | 1.1 Cleanliness and orderliness in receiving bay are maintained according to enterprise policy.  
| | 1.2 Goods are unpacked using correct techniques and equipment in line with enterprise policy.  
| | 1.3 Packing materials are removed and disposed of promptly according to enterprise policy.  
| | 1.4 Incoming stock is accurately checked and validated against purchase orders and delivery documentation according to enterprise policy.  
| | 1.5 Items received are inspected for damage, quality, use-by dates, breakage or discrepancies and recorded according to enterprise policy.  
| | 1.6 Stock levels are accurately recorded on enterprise stock systems, according to enterprise policy.  
| | 1.7 Secure storage of goods is arranged according to enterprise policy and government legislation.  
| | 1.8 Stock is dispatched to appropriate area/department.  
| | 1.9 Stock price and code labels are applied when required according to enterprise policy.  
| 2. Rotate stock | 2.1 Stock rotation procedures for merchandise and wrapping and packing materials are carried out routinely and accurately according to enterprise policy.  
| | 2.2 Excess stock is placed in storage or disposed of in accordance with enterprise policy.  
| | 2.3 Safe lifting and carrying techniques are maintained in line with enterprise occupational health and safety policy and government legislation.  
| 3. Participate in stocktake | 3.1 Stocktaking and cyclical counts are assisted with, according to enterprise policy/procedures.  
| | 3.2 Stock records documentation is completed according to enterprise stock control system.  
| | 3.3 Discrepancies in stock are recorded and reported.  

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Element | Performance Criteria
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3. Participate in stocktake (continued) | 3.4 Electronic recording equipment is operated and maintained according to manufacturer’s specifications.

4. Reorder stock | 4.1 Minimum stock levels are identified according to enterprise policy.
4.2 Stock requisition forms or electronic orders are completed accurately.
4.3 Undelivered stock orders are identified on stock system and followed up without undue delay.

5. Dispatch goods | 5.1 Goods to be returned to supplier are identified and labelled with date, supplier and reason for return or referred to management if required.
5.2 Credit request documentation is completed according to enterprise procedures.
5.3 Goods are stored securely while awaiting dispatch.
5.4 Delivery documentation is completed according to enterprise procedures.
5.5 Special delivery instructions are noted.
5.6 Items are packed safely and securely to avoid damage in transit.

Range of Variables

Enterprise
Enterprises may vary in size, type and location, in the range of merchandise provided, in the equipment used and in delivery procedures.

Sources of Information
These may include enterprise policies and procedures with regard to stock control, dispatch and delivery, product manufacturer’s specifications and industry codes of practice.

Legislative Requirements
This includes state and territory legislation related to OH&S, particularly manual and mechanical handling and storage/dispach of hazardous substances.

Stock Control and Recording
Stock control may include checking incoming or existing stock or special orders, and may be recorded manually or electronically. Stocktakes may be cyclical or compliance driven.

Merchandise
This may need to conform to established quality guidelines, and may vary according to seasonal and supplier availability.

Handling Techniques
Stock may be moved manually or mechanically. Handling techniques may vary according to stock characteristics and industry codes of practice.
Staff
Staff may be full-time, part-time or casual and vary in terms of staff training and staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- consistently applying enterprise policies and procedures, industry codes of practice and relevant legislation and statutory requirements in regard to stock control
- consistently applying safe work practices in the manual handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice
- consistently applying safe work practices in the mechanical handling and moving of stock, according to occupational health and safety legislation/regulations/codes of practice
- interpreting and applying manufacturers’ instructions with regard to handling stock and using relevant equipment
- receiving and processing incoming goods and dispatching outgoing goods according to enterprise policies and procedures
- rotating stock and reordering stock/maintaining stock levels according to enterprise policies and procedures
- assisting with stocktaking and cyclical counts according to enterprise policies and procedures
- interpreting and processing information accurately and responsibly.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of the candidate’s job role or function.

Underpinning Knowledge
- Operational knowledge of enterprise policies and procedures in regard to:
  - stock control
  - enterprise labelling policy
  - product quality standards
  - correct unpacking of goods
  - out of date, missing or damaged stock
  - equipment used
  - stock location
  - waste disposal
  - methods of storage
  - delivery documentation
  - stock record documentation
  - dispatch documentation.
- Operational knowledge of manual handling and safe lifting techniques.
- Basic operational knowledge of relevant legislation and statutory requirements including OH&S requirements.
- Basic operational knowledge of industry codes of practice.
Underpinning Skills

• Operation skills and techniques in following set routines and procedures.
• Plain English literacy skills in relation to stock records and delivery documentation.
• Numerical skills in relation to completing stock records and delivery documentation.
• Technical skills in the use of electronic labelling/ticketing equipment and mechanical handling equipment.

Consistency in Performance

It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications

The following are required:

• a workplace or simulated workplace
• access to relevant equipment, including stock moving equipment, manual and electronic labelling/ticketing equipment and computers/stock recording equipment
• relevant documentation, such as invoices, packing slips, dispatch documentation, order forms, recording/tally sheets, store policy and procedures manuals, OH&S regulations, legislative and statutory requirements and industry codes of practice
• a qualified workplace assessor.

Key Competencies & Application to Standards

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WRRLP.2 Minimise Theft

Unit Descriptor
This unit covers the functions required to maintain a secure workplace.

<table>
<thead>
<tr>
<th>Element</th>
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</table>
| 1. Apply routine security procedures | 1.1 Security systems and procedures are applied according to enterprise policy.  
1.2 Cash is handled and secured according to enterprise policy.  
1.3 Suspect behaviour by customers is observed and dealt with according to enterprise policy.  
1.4 Internal and external theft is dealt with according to enterprise policy.  
1.5 Products and equipment are stored in a secure manner. |
| 2. Minimise theft | 2.1 Appropriate action is taken to minimise theft by applying enterprise procedures.  
2.2 Merchandise is matched to correct price tags.  
2.3 Surveillance of merchandise or equipment which can be easily stolen is maintained according to enterprise policy and industry codes of practice.  
2.4 Customers’ bags are checked as required at point of sale (if applicable) according to enterprise policy and industry codes of practice.  
2.5 Security of cash, cash register and keys are maintained according to enterprise policy.  
2.6 Security of stock, cash and equipment in regard to customers, staff and outside contractors is maintained according to enterprise policy.  
2.7 Suspected or potential thieves are dealt with according to enterprise policy and procedures. |

Range of Variables

Enterprise
Enterprises may vary in size, type and location and in the range of merchandise and services provided. This may include merchandise covered by special security requirements.

Legislative Requirements
This includes state and territory legislation related to security.

Sources of Information
These may include enterprise policies and procedures and industry codes of practice in regard to security.
Staff
Staff may be full-time, part-time or casual and vary in terms of staff training and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions.

Security Equipment
Types may vary, and may include alarm systems, video surveillance, mirrors and locked and secure areas.

Security Procedures
These may deal with customers, staff, keys, visitors, sales representatives, contractors, vendors, stock, records, cash, credit, equipment, premises and armed hold-up.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- consistently applying enterprise policies and procedures and industry codes of practice, in regard to security and theft prevention
- consistently applying enterprise policies and procedures in regard to following security procedures and for reporting theft/suspicious behaviour to relevant personnel
- monitoring stock, work area, customers and staff to minimise opportunities for theft.

Interdependent Assessment of Units
To ensure that appropriate holistic assessment occurs, this unit should be assessed through an integrated assessment process with related units of competency.
For the Retail stream, the related units of competency for WRRLP.2 Minimise Theft are:
- WRRCS.2 Apply Point of Sale Handling Procedures
- WRRCS.3 Interact with Customers
- WRRI.1 Perform Stock Control Procedures
- WRRF.1 Balance the Register/Terminal.
For other streams, this unit may be assessed in conjunction with other units relevant to the candidate’s work role.

Underpinning Knowledge
- Operational knowledge of enterprise policies and procedures in regard to security, checking customers’ bags and purchases and reporting problems and faults.
- Basic operational knowledge of relevant legislation and statutory requirements, particularly in regard to checking customers’ bags and purchases, including criminal law, property offences and consumer law, trade practices legislation and fair trading legislation.
- Operational knowledge of:
  - enterprise merchandising system, including price tags, labels, bar codes and price lists/catalogues
  - security procedures relating to cash handling, credit cards, EFTPOS and cheque transactions
  - location and operation of enterprise security equipment, including video surveillance, alarms, dye tags etc.
  - reporting procedures for external/internal theft or suspicious circumstances.
Underpinning Skills
- Literacy skills in regard to recording stolen items and reporting theft.
- Numeracy skills in regard to recording stolen items and reporting theft.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
- a workplace or simulated workplace
- relevant documentation, such as enterprise policy and procedure manuals, legislation and statutory regulations, industry codes of practice and trades practices and fair trading legislation
- relevant security equipment
- point of sale equipment
- a qualified workplace assessor.

Key Competencies & Application to Standards

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# WRRM.1 Merchandise Products

## Unit Descriptor
This unit covers the functions required to arrange and present merchandise within an enterprise, including setting up and maintaining displays and labelling or pricing stock.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
</table>
| 1. Place and arrange merchandise | 1.1 Merchandise is unpacked in accordance with enterprise procedure.  
1.2 Merchandise is placed on floor, fixtures and shelves in determined locations.  
1.3 Merchandise is displayed to achieve a balanced fully stocked appearance and promote sales.  
1.4 Damaged, soiled or out of date stock is identified and corrective action taken as required according to enterprise procedure.  
1.5 Stock range is placed to conform with fixtures, ticketing, prices or bar codes.  
1.6 Stock is rotated according to stock requirements and enterprise procedure.  
1.7 Stock presentation conforms to special handling techniques and other safety requirements. |
| 2. Prepare display labels/tickets | 2.1 Labels/tickets for window, wall or floor displays are prepared according to enterprise policy.  
2.2 Tickets are prepared using electronic equipment or neatly by hand according to enterprise procedures.  
2.3 Soiled, damaged, illegible or incorrect labels/tickets are identified and corrective action taken.  
2.4 Electronic ticketing equipment is used and maintained according to design specifications.  
2.5 Ticketing equipment is maintained and stored in a secure location. |
| 3. Place, arrange and display price tickets and labels | 3.1 Tickets/labels are visible and correctly placed on merchandise.  
3.2 Labels/tickets are replaced according to enterprise policy.  
3.3 Correct pricing and information are maintained on merchandise according to enterprise procedures, industry codes and government requirements. |
Element: 4. Maintain displays

Performance Criteria:

4.1 Special promotion areas are reset and dismantled.
4.2 Supervisor is assisted in selection of merchandise for display.
4.3 Merchandise is arranged/faced up as directed and/or according to layout specifications and load bearing capacity of fixtures.
4.4 Unsuitable or out of date displays are identified, reset and/or removed as directed.
4.5 Optimum stock levels are identified and stock replenished according to enterprise policy.
4.6 Display areas are maintained in a clean and tidy manner.
4.7 Excess packaging is removed from display areas.

Element: 5. Protect merchandise

Performance Criteria:

5.1 Correct handling, storage and display techniques are identified and used according to stock characteristics and industry codes.

Range of Variables

Enterprise
Enterprises may vary in size, type and location, in the range of merchandise and in the size, type and location of display areas and fittings.

Sources of Information
These may include enterprise policies and procedures in regard to merchandising stock and industry codes of practice.

Ticketing and Pricing Policy
This may include use of pricing guns, shelf tickets, shelf talkers, written labels, swing ticketing, bar coding, price boards and header boards. Tickets may be provided or produced electronically or manually.

Staff
Staff may be full-time, part-time or casual and vary in terms of levels of training and levels of staffing, eg. staff shortages. Staff may be operating in routine or busy trading conditions.

Handling Techniques
These may vary according to stock characteristics and industry codes of practice.

Merchandise
Merchandise may be characterised according to type, size, brand, customer or colour. Merchandising stock may include setting up of new displays or maintaining existing displays.
Evidence Guide

Critical Aspects

It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- consistently apply enterprise policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock
- displaying merchandise on floor, fixtures shelves/display areas, in determined locations, in accordance with special manual handling techniques and other safety requirements
- preparing display labels and price tickets for merchandise with regard to enterprise policies and procedures
- operating, maintaining and storing a range of ticketing equipment according to store policy and procedures, industry codes of practice and manufacturers’ instructions and design specifications
- arranging correct pricing and information on merchandise according to enterprise procedures, industry codes and government requirements
- identifying damaged, soiled or out of date stock and taking corrective action as required by enterprise procedures and legislative requirements
- maintaining display areas and replenishing stock as required in accordance with enterprise procedures and legislative requirements
- performing correct manual handling, storage and display techniques according to stock characteristics, industry codes of practice and occupational health and safety legislation/regulations/codes of practice.

Interdependent Assessment of Units

An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. Unit WRRM.1 Merchandise Products should be assessed in conjunction with units:

- WRRS.1 Advise on Products and Services
- WRRS.2 Sell Products and Services.

Underpinning Knowledge

- Operational knowledge of enterprise policies and procedures in regard to:
  - merchandising, ticketing and pricing of stock
  - correct storage of stock
  - principles of display
  - enterprise promotional themes, including advertising, catalogues and special offers
  - location of display areas
  - availability and use of display materials
  - stock rotation
  - stock replenishment
  - merchandise range
  - scheduling for building and rotating displays
  - correct manual handling techniques for protection of self and merchandise
  - correct storage procedures for labelling/ticketing equipment and materials.

- Basic knowledge of elements and principles of design and trends in retail design.
- Basic knowledge of relevant OH&S including manual handling and hygiene and sanitation.
• Basic operational knowledge of relevant legislation and statutory requirements, including consumer law and trade practices and fair trading legislation, particularly for pricing and ticketing.
• Basic operational knowledge of industry codes of practice, including scanning code.

Underpinning Skills
• Operational skills and techniques in completing tasks in a set time frame.
• Operational skills and techniques in use and maintenance of manual and electronic labelling/ticketing equipment.
• Plain English literacy skills in reading and interpreting enterprise procedures and guidelines, machine and manual preparation of labels/tickets and reading and understanding manufacturers’ instructions.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
• a workplace or simulated workplace
• relevant documentation, such as enterprise policy and procedures manuals on housekeeping, merchandising and OH&S, manufacturers’ instructions/operation manuals on electronic ticketing equipment and relevant legislation and industry codes of practice
• a range of ticketing and pricing equipment
• merchandise for display
• display materials and props
• cleaning materials
• a qualified workplace assessor.

Key Competencies & Application to Standards

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<tr>
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</table>
WRRS.1  Sell Products and Services

Unit Descriptor
This unit covers the functions required to sell products and services, and encompasses the use of sales techniques and key selling skills from approaching the customer to closing the sale. It requires a basic level of product knowledge.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1. Apply product knowledge</td>
<td>1.1 Knowledge of the use and application of relevant products and services is demonstrated.</td>
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<td></td>
<td>1.2 Experienced sales staff or product information guide are consulted to increase product knowledge.</td>
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<tr>
<td>2. Approach customer</td>
<td>2.1 The timing of customer approach is determined and applied.</td>
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<td>2.2 An effective sales approach is identified and applied.</td>
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<td>2.3 A positive impression is conveyed to arouse customer interest.</td>
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<td>2.4 Knowledge of customer buying behaviour is demonstrated.</td>
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<td>2.5 The customer is focused on specific merchandise or service.</td>
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<tr>
<td>3. Gather information</td>
<td>3.1 Questioning techniques are applied to determine customer buying motives.</td>
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<td>3.2 Listening skills are used to determine customer requirements.</td>
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<td></td>
<td>3.3 Non-verbal communication skills are interpreted and clarified.</td>
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<td></td>
<td>3.4 Customers are identified by name where possible.</td>
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<td>4. Sell benefits</td>
<td>4.1 Customer needs are matched to appropriate products and services.</td>
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<td>4.2 Knowledge of products’ features and benefits are communicated clearly to customers.</td>
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<td></td>
<td>4.3 Product use and safety requirements are described to customers.</td>
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<td>4.4 Customers are referred to appropriate product specialist as required.</td>
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<td>4.5 Routine customer questions about merchandise, eg. price, price reductions, quality, usage are answered accurately and honestly or referred to more experienced senior sales staff.</td>
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</tbody>
</table>
Element  Performance Criteria
5. Overcome objections
5.1 Customer objections are identified and overcome.
5.2 Objections are categorised into price, time and merchandise characteristics.
5.3 Solutions are offered according to enterprise policy.
5.4 Problem solving is applied to overcome customer objections.

6. Close sale
6.1 Customer buying signals are monitored, identified and responded to appropriately.
6.2 Customer is encouraged to make purchase decisions.
6.3 An appropriate method of closing sale is selected and applied.

7. Maximise sales opportunities
7.1 Opportunities for making additional sales are recognised and applied.
7.2 Customer is advised of complementary products or services according to customer’s identified need.
7.3 Personal sales outcomes are reviewed to maximise future sales.

Range of Variables
Enterprise
Enterprises may vary in size, type and location, the enterprise sales approach and in the range of merchandise and services provided. Sales may be conducted face to face or by telephone.

Sources of Information
These may include enterprise policies and procedures, product manufacturer’s specifications, customer requirements and industry/enterprise codes of practice.

Product Knowledge
This may include warranties, corresponding benefits of various products, use-by dates, storage requirements and stock availability.

Handling Techniques
These may vary according to stock characteristics and industry codes of practice.

Legislative Requirements
This includes state and territory legislation related to Occupational Health and Safety and consumer law.

This may also include industry codes of practice, including scanning code.
Customers
Customers may be regular or new, may have routine or special requests and may be on enterprise customer lists. They may include people from a range of social, cultural or ethnic backgrounds and physical and intellectual abilities and may have special needs. Regardless, all clients are to be made feel welcome, valued and, at the end of the process, satisfied.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training and in specialist knowledge of products and services. Staff may be operating in routine or busy trading conditions.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• applying product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
• using questioning, listening and observation skills to accurately determine customer requirements
• consistently applying enterprise policies and procedures, in regard to selling products and services
• maximising sales opportunities according to enterprise policies and procedures
• consistently applying industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services
• evaluating personal sales performance to maximise future sales.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. Unit WRRS.1 Sell Products and Services should be assessed in conjunction with units:

• WRRS.2 Advise on Products and Services
• AUR41769A Sell Product
• WRRM.1 Merchandise Products.

Underpinning Knowledge

• Operational knowledge of enterprise policies and procedures in regard to selling products and services and allocated duties and responsibilities.
• General knowledge of enterprise merchandise and service range and specific product knowledge for area/section.
• General knowledge of enterprise/industry manuals and documentation (paper based and computerised).
• Basic operational knowledge of relevant legislation and statutory requirements including Occupational Health and Safety requirements and customer safety and consumer law.
• Basic operational knowledge of industry codes of practice, including scanning code.
• Basic knowledge and understanding of customer types and needs, including:
  – customer buying motives
  – customer behaviour and cues
  – individual and cultural differences
  – demographics/lifestyle/income
  – types of customer needs, eg. functional, psychological.

**Underpinning Skills**
• Questioning and active listening skills, for example when eliciting information from customers on products and services required.
• Plain English literacy and communication skills in relation to dealing with customers and provider/suppliers and recording information.
• Technical literacy and interpretative skills sufficient to read and understand product information and store policies and procedures.
• Numerical skills in regard to handling of tender, weighing and measuring goods.
• Selling skills, including:
  – opening techniques
  – buying signals
  – strategies to focus customer on specific merchandise
  – add-ons and complementary sales
  – overcoming customer objections
  – closing techniques.
• Technical skills in the use of a range of communication and electronic equipment.

**Consistency in Performance**
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

**Context for Assessment**
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment which reflects a range of products and services and a range of customers with different requirements. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

**Resource Implications**
The following are required:
• a workplace or simulated workplace
• range of products and merchandise appropriate to the workplace
• relevant documentation, such as stock/inventory lists, price lists, enterprise policy and procedures manuals, sales order forms
• a range of customers with different requirements (real or simulated)
• product labels and sources of product information
• a qualified workplace assessor.
### Key Competencies & Application to Standards

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WRRS.2 Advise on Products and Services

Unit Descriptor
This unit covers the functions required to provide advice to customers on products and services. It builds on Unit WRRS.1 Sell Products and Services, requiring a greater depth of specialist or general product knowledge and a greater need for experience and skill in offering advice to customers.

Element Performance Criteria

1. Develop product knowledge
   1.1 Product knowledge is developed, maintained and conveyed to other staff members as required.
   1.2 Comparisons between products and services are researched and applied, including brand options, product features, warranties and price.
   1.3 Knowledge of competitors’ product and service range and pricing structure is demonstrated.

2. Recommend specialised products
   2.1 Merchandise is evaluated according to customer requirements.
   2.2 Features and benefits of the products and services are demonstrated to the customer to create a buying environment.
   2.3 Detailed specialised knowledge of products is applied to provide accurate advice to customers.

Range of Variables

Enterprise
Enterprises may vary in size, type and location and in the range of merchandise and services provided.

Sources of Information
These may include enterprise policies and procedures, product manufacturer’s specifications, customer requirements and industry/enterprise codes of practice.

Legislative Requirements
This includes state and territory legislation related to Occupational Health and Safety and consumer law.
This may also include industry codes of practice, including scanning code.

Customers
Customers may be regular or new and may have routine or special requests. They may include people from a range of social, cultural or ethnic backgrounds and physical and intellectual abilities and may have special needs. Regardless, all clients are to be made feel welcome, valued and, at the end of the process, satisfied.
Staff
Staff may be full-time, part-time or casual and vary in terms of staff training and in specialist knowledge of products and services. Staff may be operating in routine or busy trading conditions.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- consistently applying store policies and procedures and industry codes of practice in regard to customer service and selling products and services
- developing, maintaining and conveying product knowledge to customers
- applying detailed and specialised product knowledge to provide accurate advice according to the needs of the customer.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. Unit WRRS.2 Advise on Products and Services should be assessed in conjunction with units:
- WRRS.1 Sell Products and Services
- WRRM.1 Merchandise Products.

Underpinning Knowledge
- Specialised product knowledge, including:
  - specialised products
  - warranties
  - corresponding benefits of various products
  - shelf life; use-by date
  - storage requirements
  - ingredients or materials contained in products
  - product/ingredient origins
  - features and use of products
  - care and handling of products
  - corresponding or complementary products and services
  - stock availability
  - ordering procedures.
- Detailed knowledge of enterprise:
  - stock and merchandise range
  - service range
  - procedures for taking customer orders
  - buying, pricing and ordering procedures
  - other relevant policies and procedures.
- General knowledge of enterprise/industry manuals and documentation (paper based and computerised).
- Broad operational knowledge of relevant legislation and statutory requirements including Occupational Health and Safety requirements and customer safety.
- Broad operational knowledge of industry codes of practice, including scanning code.
Underpinning Skills

- Questioning and active listening skills, for example when eliciting information from customers on products and services required.
- Plain English literacy and communication skills in relation to dealing with customers and provider/suppliers and recording information.
- Technical literacy and interpretative skills sufficient to read and understand product information and store policies and procedures.
- Numerical skills sufficient to estimate and calculate costs relevant to pricing products.
- Technical skills to use a range of communication and electronic equipment.

Consistency in Performance

It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment which reflects a range of products and services and a range of customers with different requirements.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications

The following are required:

- a workplace or simulated workplace
- range of stock and merchandise (real and simulated, common and unusual)
- relevant documentation, such as inventory lists, price lists, enterprise policy and procedures manuals, delivery costs, details of services available
- a range of customers with different requirements (real or simulated)
- a range of communication equipment
- a qualified workplace assessor.

Key Competencies & Application to Standards

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# WRRCA.4 Co-ordinate Office

## Unit Descriptor
This unit covers the functions required to ensure that administration and clerical functions are maintained and implemented. It is based on the National Clerical-Administrative Competency Standards (Private Sector) and is equivalent to COM 401, INF 401 and TEC 402.

### Element Performance Criteria

<table>
<thead>
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</table>
| 1. Maintain office procedures | 1.1 Office supplies are regularly monitored, recorded and reordered as required according to enterprise policy.  
1.2 Enterprise policies and procedures in regard to special requests/requirements are implemented without undue delay. |
| 2. Process data in response to information requests | 2.1 Requests for information are documented and responses are identified according to enterprise policy.  
2.2 Relevant external information sources are identified.  
2.3 Access to identified sources is obtained.  
2.4 Relevant information is accessed and extracted.  
2.5 Where available information does not match defined needs, options and alternatives are identified and offered, based upon regulatory requirements, cost effectiveness and enterprise policy.  
2.6 Extracted information is accurately copied or summarised.  
2.7 Appropriate regulatory records are compiled and updated to maintain security and confidentiality of contents. |
| 3. Compose reports/correspondence | 3.1 Relevant information is collated and edited as required.  
3.2 Written text uses clear, concise, easily understood language.  
3.3 Spelling, punctuation and grammar are correct.  
3.4 Correspondence/reports are drafted and set out according to enterprise policy.  
3.5 Edited report is produced and dispatched to appropriate personnel.  
3.6 Final report is copied and securely filed according to enterprise policy. |
| 4. Maintain existing recording and filing systems | 4.1 Record systems are maintained according to enterprise policy.  
4.2 New documents are allocated to designated category. |
Element 4. Maintain existing recording and filing systems (continued)

Performance Criteria

4.3 Issue and return of documents are monitored to ensure the integrity of the system is maintained.

4.4 Documents are archived/removed/updated to ensure maximum space is available for current records.

4.5 Required files are correctly identified and located and dispatched to nominated person or section within designated time limits.

4.6 File and document movements are monitored and recorded.

4.7 Documents are maintained in good condition and in correct location.

4.8 Confidential files are separated from general files, with access available to nominated persons only.

4.9 Security system is monitored to ensure issued files are traceable at all times.

Element 5. Maintain computer storage media

Performance Criteria

5.1 Storage media and filing system are maintained according to enterprise policies and procedures.

5.2 Diskettes are formatted using correct procedures.

5.3 Backup files are created to ensure safety, security and confidentiality of files are maintained.

5.4 Backup files are stored in the designated manner and location.

5.5 Virus checks are regularly made on the system and all backup storage media.

5.6 Hardware is stored in accordance with manufacturer's instructions.

5.7 Software is filed and stored in accordance with enterprise procedures.

5.8 OH&S guidelines relating to screen-based equipment and ergonomic workstations are observed.

Element 6. Maintain computer filing system

Performance Criteria

6.1 Document filing requirements are determined and filing system is created.

6.2 Filing system reflects the size, nature and complexity of the workplace.

6.3 Security checks are inserted where necessary.

6.4 File names are inserted into the filing system as required.

6.5 Filing system is regularly updated by deleting or archiving old files.

6.6 Programs are exited in accordance with screen prompts to preserve data.
Range of Variables

Enterprise
Enterprises may vary in size, type and location.

Sources of Information
These may include enterprise policies and procedures relating to enterprise administrative and clerical systems (which will take into consideration government legislation where applicable) and the format and technical vocabulary for documents.

Communications
Telephone and other communication numbers may be internal or external to the enterprise, and may vary in type.

Resources
Resources and equipment required to complete clerical/administrative tasks, recording/documenting systems and the complexity of software packages used may vary. Filing systems may be paper based or electronic.

Staff
Staff may have varying needs and training requirements and a range of responsibilities/job descriptions.

Special Requests/ Requirements
These may include courier service, transport, taxi, cab charge or special mailing procedures.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- consistently implementing workplace office procedures
- responding accurately and appropriately to requests for information according to enterprise policy
- consistently applying procedures for maintaining records and filing system, including computerised records.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of supervising in the candidate’s job role or function.

Underpinning Knowledge
- Knowledge and application of enterprise policies and procedures in regard to:
  - enterprise administrative and clerical systems
  - system and methods for organisation of work routine
  - appropriate clerical/office systems
  - mail procedures
  - transport procedures including cab charge and courier systems
  - systems/procedures for processing information.
• Knowledge of:
  – records management systems
  – office technology, including computer, printer, software packages and installation of
computer hardware and software packages.

Underpinning Skills
• Interpersonal relation skills, in relation to:
  – giving feedback
  – coaching
  – performance analysis
  – questioning/listening/observation
  – group presentation
  – team motivation
  – negotiation
  – verbal and non-verbal communication
  – team leadership.
• Technical skills in the operation of office technology, including computer, printer,
software packages and installation of computer hardware and software packages.
• Literacy skills sufficient to process, record and document information.
• Planning, organising and problem solving skills.
• Numerical skills sufficient to process, record and document information.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a
period of time to cover the varying circumstances. Evidence of performance may be provided
by clients, team leaders/members or other appropriate persons subject to agreed authentication
arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The
knowledge components may be assessed off the job. The practical components should be
assessed on the job or in a realistically simulated work environment.
Evidence is best gathered using the products, processes and procedures of the individual
workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
• a workplace or simulated workplace
• relevant documentation, such as enterprise or sample policies and procedures manuals
related to administrative and clerical procedures, processing of information, format and
technical vocabulary
• relevant legislation such as occupational health and safety legislation/regulations and
industry codes of practice
• access to a range of relevant workplace office equipment, which may include
computers, printers and software packages
• access to a work team
• a qualified workplace assessor.
### Key Competencies & Application to Standards

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### WRRCS.4 Coordinate Interaction with Customers

#### Unit Descriptor
This unit covers the functions required to coordinate customer interaction, to ensure that staff meet the enterprise standards for service to customers.

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<th>Element</th>
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</table>
| 1. Implement customer service standards | 1.1 Service standards are monitored according to enterprise policy.  
1.2 Deficiencies in service are identified and action taken as required according to enterprise policy.  
1.3 Enterprise policies and procedures in relation to customer service provision are conveyed to team members.  
1.4 Feedback on quality of service provision is given to team members and management on a regular basis. |
| 2. Implement enterprise policy regarding customer complaints | 2.1 Service standards are monitored to ensure enterprise policy in regard to customer complaints is implemented by sales staff.  
2.2 Procedures to resolve customer complaints are authorised, actioned, or referred to a higher authority according to enterprise policy.  
2.3 Customers’ special needs are satisfied where appropriate according to enterprise policy. |
| 3. Communicate with management | 3.1 Management are referred to regarding current enterprise policies on customer service issues which may affect the operation of the department/section.  
3.2 Operational information is provided to management and other supervisors in order to facilitate customer service planning. |
| 4. Lead customer service team | 4.1 Store policies and procedures are interpreted and applied to enterprise operations.  
4.2 The team is motivated to achieve a high standard of service to customers.  
4.3 The team’s access to current information on staff issues and operations is ensured.  
4.4 Team tasks are clarified, planned and allocated in consultation with staff to ensure effective day-to-day enterprise operations and efficient use of human resources.  
4.5 The team is informed of changes in enterprise service policies and procedures which impact upon their roles/responsibilities. |
Element 4. Lead customer service team (continued)  

Performance Criteria  
4.6 The team is provided with feedback in regard to achievement/non achievement of agreed service standards and performance/targets.  
4.7 Team members are encouraged to contribute feedback in regard to achievement of performance targets.  
4.8 Routine problems are handled using appropriate problem solving techniques and referred to management if required.

Range of Variables  

Enterprise  
Enterprises may vary in size, type and location, in the range of merchandise and services provided.

Sources of Information  
These may include enterprise policies and procedures relating to customer service and staff supervision.

Customers  
Customers may be new or existing, may be internal or external to the enterprise and may have routine or special requests. They may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities. Regardless, all clients are to be made feel welcome, valued and, at the end of the process, satisfied.

Staff  
Staff may be full-time, part-time or casual and vary in terms of staff training, sales targets, responsibilities/duties and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions. They may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities. Teams may vary in size.

Evidence Guide  

Critical Aspects  
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- coordinating a team in the provision of quality customer service according to enterprise policy by:
  - consulting with staff
  - allocating tasks
  - conveying relevant information
  - applying policy
  - monitoring performance
  - identifying deficiencies
  - providing feedback
  - motivating staff
  - solving routine problems
• providing accurate feedback to management on operational and procedural matters related to provision of customer service
• supervising the resolution of customer complaints according to enterprise policy.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for inter-related units of competency. This unit should be assessed in conjunction with other units within the context of coordinating in a retail environment.

Underpinning Knowledge
• Operational knowledge of enterprise policies and procedures in regard to:
  – customer service
  – customer complaints about products or individual staff
  – staff supervision
  – monitoring team performance
  – discipline
  – grievance handling
  – allocating duties/responsibilities
  – meetings
  – store appraisal.
• Knowledge and understanding of the range of enterprise merchandise and services and lines of communication to staff and management.
• Basic operational knowledge of relevant legislation and statutory requirements, including consumer law, trade practices and fair trading legislation.
• Basic operational knowledge of industry codes of practice, including scanning code.

Underpinning Skills
• Interpersonal relation skills, in relation to:
  – giving feedback
  – coaching
  – performance analysis
  – questioning/listening/observation
  – group presentation
  – team motivation
  – negotiation
  – verbal and non-verbal communication
  – team leadership.
• Literacy skills in regard to completing proforma for feedback to management and reading and interpreting enterprise policies and procedures.
• Planning, organising and problem solving skills.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
**Context for Assessment**

The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

**Resource Implications**

The following are required:

- a workplace or simulated workplace
- relevant documentation, such as enterprise policy and procedure manuals, reporting proformas, legislative and statutory requirements, industry codes of practice
- a range of customers with different requirements (real or simulated)
- access to a customer service team
- a qualified workplace assessor.

**Key Competencies & Application to Standards**

<table>
<thead>
<tr>
<th>Key Competency</th>
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## WRRF.3 Produce Financial Reports

### Unit Descriptor
This unit covers the functions involved in the maintenance and implementation of enterprise financial systems. It is based on the National Clerical-Administrative Competency Standards (Private Sector) and is equivalent to unit FIN 301, FIN 302 and part of FIN 401.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Enter payment summaries into journals | 1.1 Payment documents are filled out identifying relevant details.  
1.2 Payment documents are checked for authenticity of claim.  
1.3 Payment documents are balanced on a routine basis. |
| 2. Reconcile accounts to balance | 2.1 Discrepancies between transaction documentation and account balances are identified.  
2.2 Errors in documentation are rectified.  
2.3 Data are recorded on nominated system within designated time limits. |
| 3. Prepare bank reconciliations | 3.1 Deposit entries and cash payment summaries are checked for accuracy against bank statements.  
3.2 Discrepancies are noted and resolved.  
3.3 Regular reconciliation reports are produced within designated time limits to provide data for preparation of trial balance.  
3.4 Pay-in documentation is completed accurately.  
3.5 All money (cash, cheques, credit cards) calculations are balanced accurately. |
| 4. Receive and document payments/takings | 4.1 Cash is correctly counted and, when applicable, correct change given.  
4.2 Cheque and credit card payments are verified with the nominated person/department prior to acceptance.  
4.4 Receipts are accurately completed and issued. |
| 5. Dispatch statements to debtors and follow up outstanding accounts | 5.1 Debito statements are checked for accuracy of contents.  
5.2 Any noted discrepancies are rectified accurately.  
5.3 Debito statements are dispatched within designated time limits.  
5.4 Outstanding accounts are collected within designated credit periods. |
<table>
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<tr>
<td>5.</td>
<td>5.6 Credit terms are reviewed and controlled to ensure payment within designated time limits.</td>
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<td>5.7 Debtors ledger is accurately maintained to reflect current situation.</td>
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<td>5.8 Customer credit terms are reviewed when indicated according to store policy.</td>
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<td>6.</td>
<td>6.1 Payment documentation is prepared by others, checked for accuracy of information and dispatched to creditors within designated time limits.</td>
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<td>6.2 Creditors’ statements are reconciled with accounting records.</td>
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<td></td>
<td>6.3 Relevant data are input into creditors ledger.</td>
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<tr>
<td></td>
<td>6.4 General ledger is reconciled against accounting records.</td>
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<tr>
<td>7.</td>
<td>7.1 Purpose of the report is clarified with nominated person.</td>
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<td>7.2 Relevant data are identified and obtained from nominated internal and/or external sources.</td>
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<td>7.3 Nominated internal records are updated to show current status of financial report.</td>
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<td>7.4 Data are transcribed onto nominated form and in the authorised manner.</td>
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</table>

**Range of Variables**

**Enterprise**

Enterprises may vary in size, type and location and in their recording, documenting and reporting systems.

**Sources of Information**

These may include enterprise policies and procedures in regard to financial systems, which will take into account government legislation when applicable.

**Responsibilities**

Levels of responsibility for performing financial duties and job descriptions may vary.

**Accounting Systems**

These may vary in terms of the systems used, the complexity of software packages and the resources and types of equipment used. Accounting systems may be manual or electronic.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• consistently applying enterprise policies and procedures, in regard to producing financial reports
• consistently applying enterprise policies and procedures in regard to handling cash
• consistently applying enterprise policies and procedures in regard to the accurate and effective recording of data for reporting and processing document discrepancies and the reconciliation of reports for preparation of trial balances
• consistently applying enterprise policies and procedures in regard to receiving, recording and dispatching statements/invoices to debtors and creditors
• applying the follow up procedures for outstanding accounts.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of supervising in an enterprise financial environment.

Underpinning Knowledge

• Operational knowledge of enterprise policies and procedures in regard to:
  – register/terminal balance
  – cash and non-cash transactions security
  – petty cash
  – cash balances
  – banking
  – purchase requisitions/orders
  – issuing of receipts
  – delivery dockets
  – credit notes
  – statements
  – remittance advices
  – cash register rolls
  – deposit books
  – change required and denomination of change
  – operation of equipment used at register/terminal
  – processing delivery and delivery document discrepancies
  – invoicing procedures for debtors and creditors
  – register/terminal balance.

• Knowledge of cash and non-cash handling procedures, including:
  – opening and closing point of sale terminal
  – clearance of terminal and transference of tender
  – maintenance of cash float
  – counting cash
  – calculating non-cash documents
  – balancing point of sale terminal
  – recording takings
– security of cash and non-cash transactions
– change required and denominations of change
– EFTPOS/credit cards
– gift vouchers/lay-by
– credits and returns.

Underpinning Skills
• Operational skills and techniques in completing tasks in a set time frame and planning and organising activities.
• Plain English literacy skills in relation to interpreting documentation and completing simple reports or documents.
• Computing skills related to inputting and retrieving financial information using relevant software.
• Numerical skills in regard to counting cash, calculating non-cash transactions and reporting on takings.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
• a workplace or simulated workplace
• relevant documentation, such as recording/tally sheets, financial transaction docketslips/invoices, enterprise policies and procedures manuals relating to financial duties
• EFTPOS facilities and equipment
• register/terminal and related equipment
• computer equipment
• a range of software applications
• recording, documenting and filing system
• a qualified workplace assessor.
### Key Competencies & Application to Standards

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</table>
### WRRF.4 Prepare Payroll

**Unit Descriptor**
This unit covers the functions involved in the preparation, processing, payment and recording of employee salaries. It is based on the National Clerical-Administrative Competency Standards (Private Sector) and is equivalent to unit FIN 501.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1. <strong>Prepare payroll data</strong></td>
<td>1.1 Gross pay and deductions are accurately calculated from information contained in relevant documents according to enterprise agreements and/or award specifications.</td>
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<td>1.2 Payments due to individual employees are calculated or data referred to payroll processor for calculation within designated time limits.</td>
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<td>1.3 Details of pay identifying gross and net amounts are correctly prepared for presentation to individual employees.</td>
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<td>1.4 Group tax amounts are calculated and transcribed and payments made in accordance with Australian Taxation Office (ATO) procedures.</td>
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<td>1.5 Periodic deductions are forwarded to nominated creditors within designated time limits.</td>
</tr>
<tr>
<td>2. <strong>Process payment of wages and salaries</strong></td>
<td>2.1 Wages are prepared and issued within designated time limits.</td>
</tr>
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<td>2.2 Records are kept and maintained for taxation and auditing purposes.</td>
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<td>2.3 Designated security procedures are followed at all times to ensure confidentiality and security of information.</td>
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<td>2.4 Wage enquiries are dealt with promptly and courteously.</td>
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<td>2.5 Records are kept for the period determined by government legislation.</td>
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<tr>
<td>3. <strong>Administer salary and wages records</strong></td>
<td>3.1 Employee group certificate amounts are accurately prepared and balanced from salary records.</td>
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<td></td>
<td>3.2 Declaration forms for new and existing employees are completed in accordance with Australian Taxation Office (ATO) requirements.</td>
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<tr>
<td></td>
<td>3.3 Payments to government authorities are identified and accurately calculated in accordance with relevant government legislation.</td>
</tr>
</tbody>
</table>
Element
3. Administer salary and wages records (continued)

Performance Criteria
3.4 Payments to government authorities are prepared and dispatched within the time limits designated by the authority.
3.5 Occupational superannuation payments are calculated and dispatched within the guidelines of the fund and government legislative requirements.
3.6 Information regarding salaries is provided to government and/or collection agencies and payments are dispatched to agencies as required, within the time limits designated by the agencies.
3.7 Information regarding workers compensation claims are accurately compiled, assessed and payments made as required.
3.8 All money (cash, cheques, credit cards) calculations are balanced accurately.

Range of Variables
Enterprise
Enterprises may vary in size, type and location, in their recording, documenting and reporting systems and in the number of staff.

Sources of Information
These may include enterprise policies and procedures in regard to payroll preparation and security, and relevant industrial awards or enterprise/workplace agreements. These may also include government legislation relating to taxation, confidentiality of information, deductions from salaries and wages and superannuation.

Payroll Systems
These may be manual or electronic. Payrolls may be prepared internally or dispatched to a central pay office/centre.

Payroll Data
These may include employee records, nominated industrial awards and agreements, individual agreements, company time sheets, garnishee orders from government or collection agencies and workers compensation claims.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- consistently applying enterprise policies and procedures, in regard to preparing the payroll
- consistently applying Australian Taxation Office (ATO) policies and procedures, including preparation and recording details for Group Certificates
- consistently applying enterprise policies and procedures, in regard to calculation of wages/salaries, including time sheets, taxation and periodic deductions
• consistently applying enterprise policies and procedures, in regard to processing and presentation of wage/salary documentation
• consistently applying enterprise policies and procedures, in regard to establishing and maintaining effective manual/electronic recording and filing systems detailing relevant employee information.

**Interdependent Assessment of Units**
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of supervising or managing in an enterprise financial environment.

**Underpinning Knowledge**
- Operational knowledge of enterprise policies and procedures in regard to:
  - register/terminal balance
  - cash and non-cash transactions security
  - cash float
  - banking
  - change required and denomination of change
  - operation of equipment used at register/terminal.
- Broad knowledge of cash and non-cash handling procedures, including:
  - opening and closing point of sale terminal
  - clearance of terminal and transference of tender
  - maintenance of cash float
  - counting cash
  - calculating non-cash documents
  - balancing point of sale terminal
  - recording takings
  - security of cash and non-cash transactions
  - change required and denominations of change
  - EFTPOS/credit cards
  - gift vouchers/lay-by
  - credits and returns.

**Underpinning Skills**
- Operational skills and techniques in completing tasks in a set time frame and planning and organising activities.
- Plain English literacy skills in relation to interpreting documentation and completing simple reports or documents.
- Computing skills related to inputting and retrieving financial information using relevant software.
- Numerical skills in regard to counting cash, calculating non-cash transactions and reporting on takings.

**Consistency in Performance**
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:

- a workplace or simulated workplace
- relevant documentation, such as payroll preparation and security policy, relevant government and taxation legislation superannuation, payroll tax, fringe benefits tax, workers compensation and garnishee orders, enterprise policies and procedures manuals relating to financial duties
- computer equipment
- appropriate software applications
- financial recording, documenting and filing system
- a qualified workplace assessor.

Key Competencies & Application to Standards

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WRRI.2 Maintain Stock Control

Unit Descriptor
This unit covers the functions required to ensure that staff receive and dispatch goods and count stock, and for monitoring and maintaining stock records.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
</table>
| 1. Monitor receipt and dispatch of goods | 1.1 Responsibility for receipt and dispatch of goods is delegated to appropriate staff.  
1.2 Enterprise procedures are implemented in regard to receipt, dispatch and secure storage of goods.  
1.3 Staff functions are observed to ensure enterprise procedures are followed and documentation is completed correctly.  
1.4 Enterprise procedures are implemented to ensure goods are inspected for quantity and quality on receipt.  
1.5 Variations to quantity and quality of delivered goods are acted upon according to enterprise policy.  
1.6 Safe handling and storage of goods is supervised in line with enterprise policy. |
| 2. Maintain stock records | 2.1 Stock levels are monitored and maintained at required levels.  
2.2 Stock reorder cycles are maintained, monitored and adjusted as required.  
2.3 Team members are informed of their individual responsibilities in regard to recording of stock.  
2.4 Stock storage and movement records are maintained in line with enterprise policy.  
2.5 Stock discrepancies are recorded and procedures are followed according to enterprise policy.  
2.6 Stock performance is monitored and fast/slow-selling items are identified and reported according to enterprise policy. |
| 3. Coordinate stocktake/cyclical count | 3.1 Policies and procedures in regard to stocktaking and cyclical counts are interpreted and explained to team members.  
3.2 Staff are rostered according to allocated budget and time constraints.  
3.3 Stocktaking tasks are allocated to individual team members.  
3.4 Team members are provided with clear directions for the performance of each task. |
Element

3. Coordinate stocktake/cyclical count (continued)

4. Identify stock losses

Performance Criteria

3.5 Team members are allocated to ensure effective use of staff resources to complete task.

3.6 Accurate reports on stocktake data, including discrepancies are produced for management.

4.1 Losses are accurately identified, recorded and assessed against potential loss forecast on a regular basis.

4.2 Avoidable losses are identified and reasons established, and possible solutions are recommended and implemented.

Range of Variables

Enterprise
Enterprises may vary in size, type and location, in the range of products or merchandise, in the equipment used, in the stock control system used and in budgets and time constraints.

Sources of Information
These may include enterprise policies and procedures with regard to stock control and discrepancy investigation, product manufacturer’s specifications and industry codes of practice.

Legislative Requirements
This includes state and territory legislation related to OH&S, particularly manual and mechanical handling and storage/dispatch of hazardous substances.

Stock Control and Recording
Stock control may be recorded manually or electronically. Stocktakes may be cyclical or compliance driven. Stock transfers may involve inter and intra store/location/department.

Merchandise
This may need to conform to established quality guidelines, and may vary according to seasonal and supplier availability.

Handling Techniques
Stock may be moved manually or mechanically. Handling techniques may vary according to stock characteristics and industry codes of practice.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training, responsibilities/job descriptions and staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- consistently implementing and monitoring enterprise policy/procedures regarding receipt, dispatch and secure storage of goods
- regular monitoring of staff implementation of enterprise procedures and documentation in regard to receipt, dispatch and secure storage of goods
- monitoring stock levels, storage, movement and reorder cycles on a regular basis
- organising and coordinating stocktaking, according to enterprise policy and procedures.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for inter-related units of competency. This unit should be assessed in conjunction with other units within the context of coordinating in a stock storage environment.

Underpinning Knowledge
- Operational knowledge of enterprise policies and procedures in regard to:
  - stock control
  - enterprise merchandising system, including bar codes, labels and/or price tags
  - stock recording system
  - stock replenishment/reorder procedures
  - inter and intra store/location/department transfers
  - reporting of stock discrepancies/damage
  - identifying and recording stock losses
  - identifying and recording discrepancies
  - receipt and dispatch of goods including inspection for quality and quantity.

- Knowledge and understanding of relevant legislation and statutory requirements including OH&S requirements and consumer law.
- Basic operational knowledge of industry codes of practice.

Underpinning Skills
- Interpersonal relation skills, in relation to:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - time management
  - verbal and non-verbal communication
  - team leadership.

- Technical skills in the application of enterprise stocktaking systems and the operation of electronic recording equipment (where used).
- Technical literacy and interpretative skills sufficient to read and interpret store policies and procedures and to complete stock control reports and documentation.
- Planning, organising and problem solving skills.
- Numerical skills in regard to completing stock control reports and documentation.
Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
• a workplace or simulated workplace
• relevant documentation, such as store policy and procedures manuals for receipt and dispatch of goods, store procedures for stocktaking, OH&S regulations, legislative and statutory requirements and industry codes of practice
• a qualified workplace assessor.

Key Competencies & Application to Standards

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WRRI.3 Order Stock

Unit Descriptor
This unit covers the functions required to order stock, which includes networking and administrative skills while working under the supervision of the enterprise buyer.

Element Performance Criteria

1. Process order
   1.1 Orders for stock are processed/raised as requested according to enterprise policies and procedures.
   1.2 Ordering and recording system is accurately maintained.
   1.3 Availability of sample range is ensured according to buying plan.
   1.4 Pricing materials are ordered as required.
   1.5 Negotiated purchase and supply agreements are recorded accurately and filed for retrieval.

2. Follow up order
   2.1 Delivery process is monitored to meet agreed deadlines.
   2.2 Routine supply problems are handled or referred to management as required by enterprise policy.
   2.3 Continuous liaison is maintained with buyers, store/departments, warehouse and suppliers to ensure continuity of supply.
   2.4 Stock is distributed according to store/department allocation.

Range of Variables

Enterprise
Enterprises may vary in size, type and location and in the range of products or merchandise.

Sources of Information
These may include enterprise policies and procedures with regard to merchandise and marketing, pricing, labelling and packaging requirements, staff training and quality control.

Product Range
This may be existing or new and may vary according to the market type and customer needs.

Suppliers
These may be existing or new contacts, vary in type and location and may be local or overseas.

Staff
Staff may have a range of responsibilities or job descriptions.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• consistently raising/processing stock orders and maintaining record system according to enterprise policies and procedures
• monitoring delivery processes and distributing stock to ensure continuity of supply.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of coordinating within the candidate’s job role or function.

Underpinning Knowledge

• Operational knowledge of enterprise policies and procedures in regard to:
  – enterprise merchandising and marketing
  – range of merchandise
  – current and future stock levels
  – inter and intra store/location/department transfer procedures
  – existing suppliers
  – enterprise quality control procedures and requirements.

Underpinning Skills

• Communication skills in relation to communicating ideas and information to staff and suppliers.
• English literacy skills sufficient to processing/raising stock orders, maintaining the stock ordering and recording system and maintaining delivery, supply and distribution records.
• Planning, organising, negotiation and problem solving skills.
• Numerical skills in regard to processing/raising stock orders, maintaining the stock ordering and recording system and maintaining delivery, supply and distribution records.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.
**Resource Implications**
The following are required:
- a workplace or simulated workplace
- relevant documentation, such as store policy and procedures manuals for merchandising and marketing, inter and intra store/location/department transfers and quality control
- a qualified workplace assessor.

**Key Competencies & Application to Standards**

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting, analysing &amp; organising information</td>
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WRRLP.4 Maintain Enterprise Security

Unit Descriptor
This unit covers the functions required to ensure that staff members maximise store security.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Monitor and maintain enterprise security</td>
<td>1.1 Enterprise policies and procedures are implemented to ensure security is maintained.</td>
</tr>
<tr>
<td></td>
<td>1.2 Security procedures are monitored and assessed according to enterprise policy.</td>
</tr>
<tr>
<td></td>
<td>1.3 Procedures are implemented to minimise theft of easily stolen merchandise.</td>
</tr>
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<td></td>
<td>1.4 Security of cash, cash register and keys is maintained according to enterprise policy.</td>
</tr>
<tr>
<td></td>
<td>1.5 Enterprise procedures in regard to credit cash/cheque and EFTPOS transactions are implemented.</td>
</tr>
<tr>
<td></td>
<td>1.6 Team members are informed of enterprise policies and procedures in regard to security.</td>
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<td>1.7 Team members are provided with feedback in regard to implementation/non implementation of enterprise security procedures.</td>
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<tr>
<td></td>
<td>1.8 Staff are provided with on-going supervision and training to facilitate awareness and detection of theft.</td>
</tr>
<tr>
<td></td>
<td>1.9 Matters likely to affect enterprise security are reported according to enterprise policy.</td>
</tr>
</tbody>
</table>

Range of Variables

Enterprise
Enterprises may vary in size, type and location and in the range of merchandise and services provided.

Legislative Requirements
This includes state and territory legislation related to security.

Sources of Information
These may include enterprise policies and procedures and industry codes of practice in regard to security.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training, in the range of responsibilities/job descriptions and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions.

Security Equipment
Types may vary, and may include alarm systems, video surveillance, mirrors and locked and secure areas.
Security Procedures
These may deal with customers, staff, keys, visitors, sales representatives, contractors, vendors, stock, records, cash and cash movement, equipment, premises, opening and closing of premises, theft, armed robbery and events likely to endanger customers or staff.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- applying enterprise policies and procedures, industry codes of practice, relevant legislation and statutory requirements in regard to security
- applying relevant legislation and statutory regulations particularly in regard to checking of customers’ bags and purchases
- interpreting, applying and monitoring security procedures in regard to cash handling, credit card and cheque transactions, internal or external theft or suspicious circumstances, armed robbery and opening and closing premises
- implementing store policies and procedures in regard to informing staff regarding store security, staff security supervision and training.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of coordinating in the candidate’s work environment or job role.

Underpinning Knowledge
- Operational knowledge and application of enterprise policies and procedures in regard to security, including:
  - cash handling, credit card and cheque transactions
  - external/internal theft
  - suspicious circumstances
  - armed robbery
  - staff security training
  - opening and closing premises.
- Knowledge, understanding and application of relevant legislation and statutory requirements, particularly in regard to checking customers’ bags and purchases.
- Knowledge of enterprise alarm and security procedures.

Underpinning Skills
- Interpersonal relation skills, in relation to:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non-verbal communication
  - team leadership.
• Literacy skills in regard to interpreting and applying OH&S documents and reporting procedures.
• Planning, organising and problem solving skills.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
• a workplace or simulated workplace
• relevant documentation, such as enterprise policy and procedure manuals in regard to security, legislation and statutory regulations and industry codes of practice
• access to relevant equipment, including alarm systems, point of sale equipment and communication equipment
• a qualified workplace assessor.

Key Competencies & Application to Standards

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<tr>
<th></th>
<th>Level 1</th>
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## WRRM.3 Coordinate Merchandise Presentation

### Unit Descriptor
This unit covers the functions required to coordinate merchandise presentation, ensuring that staff arrange, present and label or price merchandise according to enterprise requirements.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Coordinate merchandise presentation and display</td>
<td>1.1 Items to be advertised/promoted are identified according to enterprise merchandising policy.</td>
</tr>
<tr>
<td></td>
<td>1.2 Promotions or special events are planned, coordinated and evaluated as directed by management.</td>
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<tr>
<td></td>
<td>1.3 Construction and maintenance of displays are planned and supervised in order to achieve balance and visual impact.</td>
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<td></td>
<td>1.4 Staff are informed of store display standards/requirements.</td>
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<td></td>
<td>1.5 Staff are informed of occurrence and timing of promotions and special events, especially in regard to advertising, catalogues, special offers and in-store promotions.</td>
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<td>1.6 Product/service display information accurately depicts product/service being promoted.</td>
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<td>1.7 Displays are completed according to required time schedule, with minimum disruption to customer service and traffic flow.</td>
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<td></td>
<td>1.8 Displays are constructed and maintained in a safe, secure manner.</td>
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<td></td>
<td>1.9 Replenishment of merchandise and rotation of stock on enterprise displays are regularly monitored and action taken as required.</td>
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<td></td>
<td>1.10 Staff are informed of appropriate timing for dismantling and disposal of displays.</td>
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<tr>
<td></td>
<td>1.11 Merchandise presentation is evaluated against sales turnover and enterprise presentation standards.</td>
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<td></td>
<td>1.12 Management is provided with feedback in regard to improvement of enterprise marketing and promotional activities.</td>
</tr>
<tr>
<td>2. Implement merchandise pricing</td>
<td>2.1 Enterprise policies and procedures are implemented in regard to pricing/ticketing.</td>
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<tr>
<td></td>
<td>2.2 Current prices for products and services are identified and amended according to enterprise policy.</td>
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<td></td>
<td>2.3 Team members are informed of both price changes and current pricing policies.</td>
</tr>
</tbody>
</table>
Range of Variables

Enterprise
Enterprises may vary in size, type and location, in the range and type of merchandise and services and in the size, type and location of display areas and fittings.

Sources of Information
These may include enterprise policies and procedures in regard to merchandising stock and industry codes of practice.

Staff
Staff may be full-time, part-time or casual and vary in terms of levels of training and levels of staffing, eg. staff shortages. Staff may be operating in routine or busy trading conditions.

Handling Techniques
These may vary according to stock characteristics and industry codes of practice.

Merchandising
Merchandising stock may include setting up of new displays or maintaining existing displays, and may include seasonal and special promotions.

Displays may be located in a variety of areas including windows, shelves, walls and fixtures on floor.

Tickets or labels may be provided or produced electronically or manually.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- consistently and accurately implementing enterprise policies and procedures in regard to displaying, merchandising, ticketing, pricing and storage of stock
- coordinating and monitoring display, promotion and presentation of merchandise according to enterprise policies and procedures and legislative requirements
- identifying products to be advertised/promoted according to enterprise merchandising policies
- coordinating construction and maintenance of displays within time schedule set in regard to advertising, catalogues, special offers and in-store promotions in a safe and secure manner
- informing staff of pricing policies, promotions/special events, display standards/requirements and timing for dismantling/disposal of displays
- evaluating and reporting sales and presentation effectiveness of enterprise merchandising/promotional activities to management and staff as required by enterprise policies and procedures.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of coordinating in a retail environment.
Underpinning Knowledge

- Operational knowledge of enterprise policies and procedures in regard to:
  - merchandising, pricing and ticketing
  - merchandise range
  - storage of stock
  - stock rotation and replenishment
  - minimum stock levels required
  - procedure for accessing information and implementing price changes
  - principles of display
  - location of display areas
  - availability and use of materials
  - store promotional themes
  - occurrence and timing of store promotions including advertising, catalogues and special offers
  - load bearing capacity of fixtures and display areas
  - correct manual handling techniques for protection of self and merchandise
  - correct storage procedures for labelling/ticketing equipment and materials.

- Knowledge, understanding and application of relevant OH&S legislation/regulations/codes of practice.

- Knowledge, understanding and application of relevant legislation and statutory requirements, including consumer law and trade practices and fair trading legislation, particularly for pricing and ticketing.

- Basic operational knowledge of industry codes of practice, including scanning code.

Underpinning Skills

- Interpersonal relation skills, in relation to:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
  - team motivation
  - negotiation
  - verbal and non-verbal communication.

- Team leadership. Operational skills and techniques in use, maintenance and manufacturers’ specifications for the use of electronic labelling/ticketing equipment.

- Planning, organising and problem solving skills.

- Literacy skills in relation to reading and interpreting enterprise policies and procedures and machine and manual preparation of labels/tickets.

- Numeracy skills in relation to merchandise presentation and pricing.

Consistency in Performance

It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
- a workplace or simulated workplace
- relevant documentation, such as enterprise policy and procedures manuals on merchandising and OH&S, manufacturers’ instructions/operation manuals on electronic ticketing equipment and relevant legislation, statutory requirements and industry codes of practice (including consumer law, scanning code and trade practices and fair trading legislation, particularly for pricing and ticketing)
- pricing and ticketing equipment
- merchandise for display
- display materials and props
- access to a work team
- a qualified workplace assessor.

Key Competencies & Application to Standards

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</table>
WRRS.3 Coordinate Sales Performance

Unit Descriptor
This unit covers the functions required to ensure that the sales performance of the sales team meets the enterprise requirements.

Element | Performance Criteria
--- | ---
1. Implement sales policies and procedures | 1.1 Enterprise policies and procedures in regard to selling are implemented and monitored.
 | 1.2 Enterprise policies and procedures are implemented and monitored in regard to sales transactions, including non-cash sales, and variations to standard sales transactions.
 | 1.3 The sales team is monitored to ensure information is entered into point of sale equipment accurately.
 | 1.4 The sales team is monitored to ensure goods are moved through the point of sales area efficiently and safely.
 | 1.5 The sales team is monitored to ensure that products and services are matched to customer needs.

2. Monitor achievement of sales targets | 2.1 Individual and department sales targets are monitored and recorded according to enterprise policy.
 | 2.2 Enterprise sales results are monitored and recorded in line with sales targets.
 | 2.3 Feedback is provided to management and staff on sales performance in relation to sales targets and planning.

Range of Variables
Enterprise
Enterprises may vary in size, type and location and in the range of products and services provided.

Sources of Information
These may include enterprise policies and procedures regarding selling products and services and sales transactions.

Legislative Requirements
This includes state and territory legislation related to Occupational Health and Safety and consumer law.
This may also include industry codes of practice, including scanning code.

Sales Targets
These may be individual, department and enterprise targets, and may vary according to staff training and experience. Sales may include face to face and telephone sales techniques.
Customers
Customers may be regular or new and may have routine or special requests. They may include people from a range of social, cultural or ethnic backgrounds and physical and intellectual abilities and may have special needs.

Staff
Staff may be full-time, part-time or casual and vary in terms of staff training, staffing levels and in knowledge of products and services. Staff may be operating in routine or busy trading conditions.
Sales teams may represent departments or the enterprise.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- consistently applying enterprise policies and procedures and industry codes of practice in regard to customer service and selling products and services
- implementing and monitoring enterprise policies and procedures in relation to sales transactions, including non-cash sales, and variations to standard sales transactions
- monitoring and providing feedback to management and staff on sales performance in relation to sales targets and planning.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of coordinating in a retail environment.

Underpinning Knowledge
- Detailed knowledge of:
  - enterprise merchandise and service range
  - enterprise customer profile
  - location of enterprise departments
  - enterprise/department sales targets
  - factors that enhance sales performance
  - importance of sales to enterprise performance
  - enterprise stock control procedures.
- Detailed knowledge of enterprise policies and procedures in regard to:
  - external and internal customer contact
  - selling products and services
  - allocated duties and responsibilities.
- Broad operational knowledge of relevant legislation and statutory requirements including Occupational Health and Safety requirements and customer safety.
- Broad operational knowledge of industry codes of practice, including scanning code.

Underpinning Skills
- Interpersonal relation skills, in relation to:
  - giving feedback
  - coaching
  - performance analysis
  - questioning/listening/observation
  - group presentation
– team motivation
– negotiation
– verbal and non-verbal communication
– team leadership.

- Technical literacy and interpretative skills sufficient to read and interpret store policies and procedures, business documents and financial reports.
- Planning, organising and problem solving skills.
- Numerical skills in regard to functional retail calculations, including margins, mark downs/mark ups, gross profit and basic budgeting against sales and costs.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment which reflects a range of products and services and a range of customers with different requirements. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
- a workplace or simulated workplace
- a sales team
- relevant documentation, such as stock/inventory lists, price lists, enterprise policy and procedures manuals, individual/department sales targets and results, reporting proformas, legislation and statutory requirements and industry codes of practice
- point of sale equipment and materials
- a qualified workplace assessor.

Key Competencies & Application to Standards

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</table>
WRRI.4 Buy Merchandise

Unit Descriptor
This unit covers the functions required to buy merchandise, including market analysis, planning and introduction of product ranges, establishing contacts with suppliers and setting selling prices to maximise profits.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1. Analyse market</td>
<td>1.1 Store marketing policies are analysed and identified.</td>
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<tr>
<td></td>
<td>1.2 Customer requirements are monitored formally and informally in order to evaluate market trends and customer needs.</td>
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<td></td>
<td>1.3 New products and services are researched.</td>
</tr>
<tr>
<td></td>
<td>1.4 Opportunities to improve sales are identified and considered.</td>
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<tr>
<td></td>
<td>1.5 Merchandise range is monitored to identify the demand for individual items and seasonal variations.</td>
</tr>
<tr>
<td></td>
<td>1.6 Market competition is monitored.</td>
</tr>
<tr>
<td>2. Plan product range</td>
<td>2.1 Buying plan is developed and implemented in accordance with enterprise merchandise policies, market analysis, sales performance of line, stock availability and fashion trends.</td>
</tr>
<tr>
<td></td>
<td>2.2 Future directions for merchandise ranges are determined according to enterprise policies.</td>
</tr>
<tr>
<td></td>
<td>2.3 Relevant staff are liaised with to coordinate promotional and marketing activities.</td>
</tr>
<tr>
<td></td>
<td>2.4 Enterprise/department sales figures are analysed to determine contribution rates of product lines.</td>
</tr>
<tr>
<td></td>
<td>2.5 Investment levels are determined with reference to previous years’ sales figures, predicted demand and projected gross profit.</td>
</tr>
<tr>
<td></td>
<td>2.6 Contribution improvement opportunities are identified and acted upon.</td>
</tr>
<tr>
<td></td>
<td>2.7 Enterprise/department space requirements and brand product mix are determined according to enterprise policy.</td>
</tr>
<tr>
<td></td>
<td>2.8 Stock levels are determined according to peak seasons, special events and supplier’s lead time.</td>
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<tr>
<td></td>
<td>2.9 Stock range and sources of supply are analysed, evaluated and amended according to management, staff and customer feedback.</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
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<tr>
<td>3. Establish supplier relations</td>
<td>3.1 Cooperative relationships with supplier representatives are developed according to enterprise policy.</td>
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<td></td>
<td>3.2 Existing suppliers are continuously assessed in regard to quality, profitability, service and delivery status.</td>
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<td>3.3 New suppliers are identified and existing suppliers are deleted according to performance indicators of price, quality, performance, supply reliability and merchandise range.</td>
</tr>
<tr>
<td>4. Negotiate supply of goods</td>
<td>4.1 Arrangements with suppliers are negotiated and implemented according to enterprise policies and procedures and communicated to relevant personnel.</td>
</tr>
<tr>
<td></td>
<td>4.2 Special pricing arrangements and customer payment agreements are authorised and communicated to relevant staff and management personnel according to enterprise policy.</td>
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<tr>
<td></td>
<td>4.3 Records of suppliers and stock are monitored for accuracy and legibility and appropriate action is taken where necessary.</td>
</tr>
<tr>
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<td>4.4 Market factors affecting supply are identified and communicated to relevant personnel.</td>
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<td></td>
<td>4.5 Complete and accurate records of negotiations and agreements are conveyed to appropriate personnel within designated time lines.</td>
</tr>
<tr>
<td></td>
<td>4.6 Immediate corrective action is taken where potential or actual problems with supply are indicated.</td>
</tr>
<tr>
<td></td>
<td>4.7 New suppliers are identified and developed to maintain and improve sales and service delivery.</td>
</tr>
<tr>
<td></td>
<td>4.8 Stock range and source of supply are analysed, evaluated and amended according to management, staff and customer feedback.</td>
</tr>
<tr>
<td>5. Maintain quality of goods</td>
<td>5.1 Merchandise quality standards are established with suppliers according to legal requirements, customer requirements and enterprise policy.</td>
</tr>
<tr>
<td></td>
<td>5.2 Quality of merchandise is monitored and ensured during supply, manufacture and delivery processes.</td>
</tr>
<tr>
<td></td>
<td>5.3 Stock return figures are recorded and analysed against target figure.</td>
</tr>
<tr>
<td>Element</td>
<td>Element Performance Criteria</td>
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</tr>
<tr>
<td>6. Introduce product range</td>
<td>6.1 Enterprise/area managers/staff are informed of new product ranges and advised of preferred location of merchandise.</td>
</tr>
<tr>
<td></td>
<td>6.2 Staff training in product knowledge is implemented to introduce product range.</td>
</tr>
<tr>
<td></td>
<td>6.3 New ranges are demonstrated/displayed to staff according to enterprise merchandising plan.</td>
</tr>
<tr>
<td>7. Maximise profit</td>
<td>7.1 Individual product range contributions are calculated/estimated against budget/targets.</td>
</tr>
<tr>
<td></td>
<td>7.2 Product range assessment checks are developed and implemented against budget/targets.</td>
</tr>
<tr>
<td></td>
<td>7.3 Overall selling space contributions are calculated/estimated according to enterprise merchandising plan.</td>
</tr>
<tr>
<td></td>
<td>7.4 Profit margins are maximised in negotiations with suppliers.</td>
</tr>
<tr>
<td></td>
<td>7.5 Enterprise pricing policies are determined, according to stated net profit margin in enterprise merchandising plan and consumer law.</td>
</tr>
<tr>
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<td>7.6 Specifications for terms of trade are negotiated in regard to special buys, payment terms and promotional deals with suppliers.</td>
</tr>
<tr>
<td>8. Rationalise stock</td>
<td>8.1 Stock range is reviewed and updated at regular intervals.</td>
</tr>
<tr>
<td></td>
<td>8.2 Stock lines to be deleted are identified and action is taken to minimise adverse effect on profit.</td>
</tr>
<tr>
<td></td>
<td>8.3 Stock is consolidated as required to maximise sales potential.</td>
</tr>
</tbody>
</table>

**Range of Variables**

**Enterprise**

Enterprises may vary in size, type and location and in the range of products or merchandise.

**Sources of Information**

These may include enterprise policies and procedures with regard to merchandise and marketing, which may include enterprise culture, current market position and target markets. It may also include enterprise policies and procedures for pricing, labelling and packaging requirements, staff training and quality control.

**Product Range**

This may be existing or new and may vary according to the market type and customer needs.
Suppliers
These may be existing or new contacts, internal or external, local or overseas and vary in type and location.

Negotiation Processes
These may include face to face, correspondence, meetings, telephone and electronic media.

Deletion of Stock
Reasons may include changes in enterprise policy/culture, sales performance, customer requirements, fashion trends, product availability or problems with supply.

Stock Consolidation
This may include movement of stock between departments or locations/stores.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- consistently applying enterprise policies and procedures, industry codes of practice and statutory requirements/regulations in regard to buying, merchandising and marketing policies
- applying market analysis, planning, procurement and rationalisation of stock and merchandise and service ranges, maintaining of supplier relations and quality control
- accurately interpreting market trends and applying to the enterprise situation to create opportunities to improve sales and services, while maximising profits
- analysing market and planning the introduction of a product and service range
- identifying suppliers, negotiating supply of goods, rationalising stock and monitoring quality control
- training/communicating information to and from staff/team members, in regard to stock and merchandise and service range.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of managing within the candidate’s job role or function.

Underpinning Knowledge
- Broad knowledge of enterprise policies and procedures in regard to:
  - marketing
  - buying
  - profit margins
  - quality control
  - stock/inventory levels – current and future
  - stock location/allocated areas
  - staff product knowledge training.
• Broad knowledge of industry/enterprise, including:
  – market needs
  – range of merchandise available
  – market competition
  – existing and possible new suppliers
  – channels of distribution.

• Broad knowledge and understanding of relevant legislation and statutory requirements including OH&S requirements and consumer law.

• Broad knowledge and understanding of industry codes of practice.

**Underpinning Skills**

• Communication skills in relation to communicating ideas and information, including negotiation skills and group presentations.

• Technical evaluation and analysis skills in relation to collecting, analysing and organising information on market trends and projections, sales figures and investment levels and space requirements.

• Planning, organising and problem solving skills.

• Using and applying technology, including electronic data interchange.

• Numerical skills in regard to analysing market trends and projections, sales figures and investment levels and space requirements.

**Consistency in Performance**

It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

**Context for Assessment**

The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

**Resource Implications**

The following are required:

• a workplace or simulated workplace

• relevant documentation, such as store policy and procedures manuals for merchandising and marketing, legislation and statutory requirements, industry codes of practice and merchandise/supplier data

• a qualified workplace assessor.
### Key Competencies & Application to Standards

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
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<td>Collecting, analysing &amp; organising information</td>
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<tr>
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<td>Using technology</td>
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</tbody>
</table>
**WRRLP.5** Apply Security Systems and Procedures

**Unit Descriptor**
This unit covers the functions required to maintain and use enterprise security equipment, ensure the well being of staff and customers, detect and apprehend thieves and apply post apprehension procedures in line with state and territory laws.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. **Maintain enterprise security systems** | 1.1 Security equipment is operated according to manufacturers’ instructions and enterprise procedures.  
1.2 Security equipment is regularly checked to ensure operational effectiveness and faults/regular servicing is organised in line with enterprise procedures/manufacturers’ specifications.  
1.3 Surveillance of specific enterprise areas is applied in line with enterprise procedures.  
1.4 Security data is entered accurately and updated as required by enterprise policy and procedures. |
| 2. **Deal with potentially unsecured situations** | 2.1 Factors which increase security risk are identified, regularly monitored, recorded and reported according to assigned instructions. |
| 3. **Detect and apprehend thieves** | 3.1 Evidence associated with each theft offence is collected as required by the law of evidence under state or territory legal proceedings.  
3.2 Alternative actions to arrest are considered and facilitated for minor offences where permitted by enterprise procedures.  
3.3 Apprehension and/or arrest of thieves is facilitated in line with enterprise procedures and state or territory law.  
3.4 Enterprise detection and apprehension procedures are applied in a manner which ensures safety of self, colleagues, customers, the general public and the offender. |
| 4. **Apply post apprehension procedures** | 4.1 Reports are prepared for police/security personnel according to legal requirements and store procedures.  
4.2 Appropriate requirements/ processes are applied with regard to obtaining brief particulars, recovery of merchandise, searching offenders, rights of offenders and questioning offenders, according to state/territory law. |
Range of Variables

Enterprises may vary in size, type and location and in the range of merchandise and services provided.

Legislative Requirements

This includes state and territory legislation related to security.

Sources of Information

These may include enterprise policies and procedures and industry codes of practice in regard to security, operation of security equipment and apprehension of thieves.

Staff

Staff may be full-time, part-time or casual and vary in terms of staff training, in the range of responsibilities/job descriptions and in staffing levels, eg. staff shortages. Staff may be operating in routine or busy trading conditions.

Security Equipment

Types may vary, and may include alarm systems, surveillance equipment such as cameras and closed circuit television, dye tags and security barcodes.

Theft

Theft and other property offences may include customer and bag checking procedures, criminal deception (false pretences) and criminal (wilful) damage.

The elements of theft may vary, as defined by state or territory legislation, case law and/or common law.

Apprehension

Authority to apprehend thieves is as described in state or territory legislation, case law or common law and as applied or permitted by enterprise policies or procedures. Post apprehension or arrest procedures are as described by state or territory legislation.

Evidence Guide

Critical Aspects

It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• consistently and accurately operating enterprise security equipment
• consistently applying enterprise procedures and relevant state or territory legislation, case law or common law in relation to the detection and apprehension of offenders
• identifying and recording evidence in accordance with relevant state/territory legislation, case law or common law.

Interdependent Assessment of Units

An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of managing in the candidate’s work environment or job role.
Underpinning Knowledge

- Operational knowledge and application of enterprise policies and procedures in regard to:
  - dealing with theft and other property offences, including customer bag checking procedures
  - dealing with other property offences, including criminal deception (false pretences) and criminal (wilful) damage
  - apprehension of offenders
  - operation and maintenance of enterprise security equipment, taking into account manufacturers’ maintenance and operating procedures.

- Knowledge of principles and skills in surveillance techniques.

- Knowledge, understanding and application of:
  - relevant law and industry codes of practice and their application in relation to enterprise policies and procedures, in regard to the checking of customers’ bags and purchases
  - the elements of proof and defences to the offence as per the relevant state/territory legislation, case law and common law
  - relevant powers of arrest and post arrest procedures within the appropriate state or territory and their application in relation to enterprise policies and procedures
  - the applicable rules of evidence of the relevant state/territory, court procedures and the giving of evidence in court
  - occupational health and safety legislation/guidelines.

- Knowledge of theft statistics, annual cost of theft, thief profiles and categories and the definitions of theft and larceny.

Underpinning Skills

- Technical skills in the operation and maintenance of enterprise security equipment.

- Literacy skills in relation to interpreting legal documents and recording and reporting procedures.

- Numeracy skills in relation to interpreting legal documents and recording and reporting procedures.

Consistency in Performance

It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job.

Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.
### Resource Implications
The following are required:
- a workplace
- relevant documentation, such as enterprise policy and procedure manuals in regard to security, legislation and statutory regulations and industry codes of practice relating to theft and property offences, theft statistics and thief profiles
- access to relevant equipment such as security systems and communication equipment
- a qualified workplace assessor.

### Key Competencies & Application to Standards

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</table>
WRRO.1 Manage Merchandise and Enterprise Presentation

**Unit Descriptor**
This unit covers the functions required to manage, according to enterprise policies, the enterprise merchandising plan and enterprise presentation.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Manage enterprise merchandising</td>
<td>1.1 The layout and presentation support market position and promote customer flow according to enterprise policy.</td>
</tr>
<tr>
<td></td>
<td>1.2 Layout assessment checks are developed and implemented.</td>
</tr>
<tr>
<td></td>
<td>1.3 Standards for visual presentations and displays are defined and clearly communicated to all staff.</td>
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<tr>
<td></td>
<td>1.4 Staff are consulted to assess customer response to space allocations.</td>
</tr>
<tr>
<td>2. Plan and manage enterprise advertising and promotions</td>
<td>2.1 Enterprise policies and procedures are managed and implemented in regard to enterprise promotional activities.</td>
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<tr>
<td></td>
<td>2.2 Activities are organised in line with anticipated/researched customer requirements.</td>
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<tr>
<td></td>
<td>2.3 Promotions are managed in order to achieve maximum customer impact.</td>
</tr>
<tr>
<td></td>
<td>2.4 Arrangements with suppliers are negotiated in regard to special promotional activities.</td>
</tr>
<tr>
<td></td>
<td>2.5 Enterprise activities are coordinated to complement shopping centre/retail complex promotions.</td>
</tr>
<tr>
<td></td>
<td>2.6 Assessment checks are developed and implemented to measure effectiveness of promotions including layout, visual impact and customer response.</td>
</tr>
<tr>
<td></td>
<td>2.7 Promotional activities are accurately documented and reported on.</td>
</tr>
<tr>
<td>3. Manage enterprise pricing policies</td>
<td>3.1 Store policies and procedures are maintained in regard to pricing.</td>
</tr>
<tr>
<td></td>
<td>3.2 Accurate information on pricing trends and changes are maintained and communicated to relevant staff.</td>
</tr>
<tr>
<td></td>
<td>3.3 Procedures are developed and implemented for pricing/marking down of slow moving stock, soiled or damaged goods or goods close to use-by date according to enterprise policies and government requirements.</td>
</tr>
</tbody>
</table>
Element 4. Manage housekeeping

Performance Criteria
4.1 Store policies and procedures are developed and implemented in regard to enterprise housekeeping and maintenance.
4.2 Roster/schedules are developed and managed, ensuring enterprise housekeeping standards are monitored and maintained.
4.3 Contingency plans are initiated in the event of merchandise or enterprise presentation problems.

Range of Variables

Enterprise
Enterprises may vary in size, type and location.

Sources of Information
These may include enterprise policies and procedures regarding promotion of products and services and housekeeping.

Merchandising Plan
This may include target market/market research (formal or informal), enterprise image, enterprise layout and space availability, seasonal lines and pricing policy (long term and short term, internal and external considerations).

Promotions
These may include external and in-store activities and may be corporate or locally based. They may include, but are not limited to, advertising, catalogues, newspapers, posters, radio, television and suppliers, and may involve dealing with advertising agencies and consultants.

Customers
These may include people from a range of social, cultural and ethnic backgrounds and physical and mental abilities, and may include corporate or individual sources.

Housekeeping
This may include premises and fittings, fixtures or equipment.

Contingency Plans
These may include major spillages, flood or breakages.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- collaboratively planning layout and presentation of merchandise according to enterprise policies and procedures
- assessing effectiveness of layout and presentation according to sales targets and/or predetermined objectives
- collaboratively planning, coordinating and implementing advertising and promotions activities according to enterprise policies and procedures
• assessing and reporting on effectiveness of advertising and promotions to staff and management according to enterprise policies and procedures
• collaboratively planning, coordinating and implementing pricing activities according to enterprise policies and procedures
• collaboratively planning, coordinating and implementing housekeeping activities according to enterprise policies and procedures and occupational health and safety legislation/regulations/codes of practice.

**Interdependent Assessment of Units**
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of managing in a retail environment.

**Underpinning Knowledge**
• Broad knowledge of and compliance with:
  – layout and presentation
  – advertising and promotions
  – pricing/mark down of goods, including risk assessment
  – housekeeping for premises, fittings, fixtures and equipment
  – occupational health and safety.
• Broad knowledge of:
  – enterprise merchandise and service range
  – enterprise merchandising plan
  – range and availability of new products and services
  – customer demand and market trends
  – product quality standards.
• Broad knowledge and understanding of relevant legislation and statutory requirements including OH&S legislation/regulations, consumer law and trade practices.
• Broad knowledge of occupational health and safety legislation/ regulations/codes of practice.
• Broad operational knowledge of industry codes of practice.

**Underpinning Skills**
• Technical skills in the application of principles and techniques in:
  – visual marketing
  – project management
  – communicating ideas and information, including providing feedback on performance and communicating enterprise standards and expectations.
• Technical literacy and interpretative skills sufficient to research, analyse and interpret a broad range of written material, collect, analyse and organise information, prepare reports and document results.
• Planning, organising and problem solving skills.

**Consistency in Performance**
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
**Context for Assessment**
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

**Resource Implications**
The following are required:
- a workplace or simulated workplace
- access to a sales team
- relevant documentation, such as enterprise policies and procedures on layout and presentation, advertising and promotions, pricing and housekeeping, an enterprise marketing plan, relevant legislation and statutory requirements, OH&S legislation/regulations/codes of practice and industry codes of practice
- a qualified workplace assessor.

**Key Competencies & Application to Standards**

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</table>
WRRO.2 Manage Sales and Service Delivery

Unit Descriptor
This unit covers the functions required to monitor, maintain and in particular improve sales and service delivery. It involves market research, developing new markets and marketing products and services within the culture of the overall enterprise policy.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Maintain and improve operations</td>
<td>1.1 Policies and procedures for sales and service delivery are implemented, communicated and reviewed on a regular basis.</td>
</tr>
<tr>
<td></td>
<td>1.2 Resource allocation for customer service provision is adequate and maintained in line with enterprise policy.</td>
</tr>
<tr>
<td></td>
<td>1.3 Customer complaints which have been referred by staff are resolved according to enterprise policy.</td>
</tr>
<tr>
<td></td>
<td>1.4 Sales and service targets/plans are consistent with quality and functional specifications.</td>
</tr>
<tr>
<td></td>
<td>1.5 Sales and service targets/plans are monitored to ensure that customer requirements are met and appropriate remedial action is taken if required.</td>
</tr>
<tr>
<td></td>
<td>1.6 Sales and service targets/plans are communicated to relevant personnel according to implementation schedules.</td>
</tr>
<tr>
<td></td>
<td>1.7 Feedback is given to staff on operations and outcomes.</td>
</tr>
<tr>
<td></td>
<td>1.8 Staff are encouraged to take responsibility for meeting customer requirements.</td>
</tr>
<tr>
<td></td>
<td>1.9 Feedback from customers is sought and used to improve future operations.</td>
</tr>
<tr>
<td></td>
<td>1.10 Corrective measures are taken to minimise factors which may cause operations to be disrupted.</td>
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<tr>
<td></td>
<td>1.11 Corrective actions are monitored and evaluated for effectiveness and used for future operational planning.</td>
</tr>
<tr>
<td></td>
<td>1.12 Current and accurate records on sales are available to authorised personnel.</td>
</tr>
<tr>
<td></td>
<td>1.13 Relevant reports are interpreted and acted upon as required.</td>
</tr>
<tr>
<td>2. Negotiate supply of goods</td>
<td>2.1 Arrangements with suppliers are negotiated and implemented according to enterprise policies and procedures and communicated to relevant personnel.</td>
</tr>
</tbody>
</table>
### Element

2. **Negotiate supply of goods**  
   (continued)

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2 Special pricing arrangements and customer payment agreements are authorised and communicated to relevant staff and management personnel according to enterprise policy.</td>
</tr>
<tr>
<td>2.3 Records of suppliers and stock are monitored for accuracy and legibility and appropriate action taken where necessary.</td>
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<tr>
<td>2.4 Market factors affecting supply are identified and communicated to relevant personnel.</td>
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<tr>
<td>2.5 Complete and accurate records of negotiations and agreements are conveyed to appropriate personnel within designated time limits.</td>
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<td>2.6 Immediate corrective action is taken where potential or actual problems with supply are indicated.</td>
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<tr>
<td>2.7 New suppliers are identified and developed to maintain and improve sales and service delivery.</td>
</tr>
</tbody>
</table>

3. **Establish customer requirements**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>3.1 Strategies are planned and developed to enhance customer service provision according to enterprise policy.</td>
</tr>
<tr>
<td>3.2 Customer needs are researched and analysed accurately in regard to local geographic and cultural issues.</td>
</tr>
</tbody>
</table>

4. **Provide productive work environment**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Sufficient supply of resources of the necessary quantity and quality are established and maintained to meet customer requirements.</td>
</tr>
<tr>
<td>4.2 Access to, and use of, resources is regulated and monitored for maximum efficiency.</td>
</tr>
<tr>
<td>4.3 Staff working conditions meet current legislation and enterprise policy.</td>
</tr>
<tr>
<td>4.4 Maintenance frequency and use of equipment conform to recommended schedules and procedures.</td>
</tr>
<tr>
<td>4.5 Resources which do not meet requirements are replaced, repaired or adapted as soon as is practicable and with minimum disruption to work activity.</td>
</tr>
<tr>
<td>4.6 Recommendations for improving conditions are communicated to relevant personnel within designated time frame.</td>
</tr>
<tr>
<td>4.7 Complete and accurate records are maintained and made available to authorised personnel.</td>
</tr>
</tbody>
</table>
Range of Variables

Enterprise
Enterprises may vary in size, type and location and in the range of products and services provided.

Sources of Information
These may include enterprise policies and procedures regarding sales and service delivery, service standards, staff presentation, customer complaints, staff induction and customer service and sales training.

Legislative Requirements
This includes state and territory legislation related to OH&S and consumer law. This may also include industry codes of practice, including scanning code.

Sources of Supply
These may be people, external organisations or internal departments/teams. Negotiations may be conducted by face to face contact, correspondence, meetings or telephone.

Resources
These may include people, material, equipment, technology, financial or external consultants.

Customers
These may include external and internal (other departments or teams), and may include people from a range of social, cultural and ethnic backgrounds.

Products and Services
These may be current or potential. Specifications may involve quality, quantity, coverage, content, time schedules/scales or cost, and may include customer agreements, operational means for meeting arrangements or specific functional duties within the organisation.

Communications
Specifications, recommendations and information may be communicated to higher level managers, subordinates, colleagues, specialists, staff from other departments, external organisations which have a health, safety or environmental responsibility or government bodies.

Feedback may be sought and given verbally or in writing.

Analysis Methods
This may include quantitative and qualitative methods.

Factors Disrupting Operations
These may include those affecting supply, operational resources and quality of materials.

Corrective Actions
These include actions consistent with organisational policy and within budgetary constraints.
Staff
Staff may be full-time, part-time or casual and vary in terms of staff training, staffing levels and in knowledge of products and services. Staff may be operating in routine or busy trading conditions.

Sales teams may represent departments or the enterprise.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• maintaining, monitoring and evaluating sales and service delivery
• communicating sales and service targets/plans and feedback on operations and outcomes to relevant personnel
• proactively improving sales and service delivery operations
• interpreting and maintaining data on sales and services delivery
• negotiating and arranging supply of goods according to store policies and procedures
• authorising pricing and payment agreements according to store policies and procedures
• maintaining, monitoring and evaluating supply of stock.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of managing in a retail environment.

Underpinning Knowledge
• Broad knowledge of and compliance with:
  – sales and service delivery
  – supply specifications
  – quality assurance and control
  – stock maintenance and control
  – pricing.
• Broad knowledge of:
  – enterprise merchandise and service range
  – enterprise merchandising plan
  – range and availability of new products and services
  – customer demand and market trends
  – product quality standards.
• Broad knowledge and understanding of relevant legislation and statutory requirements including OH&S legislation/regulations, consumer law and trade practices.
• Broad operational knowledge of industry codes of practice.

Underpinning Skills
• Technical skills in the application of principles and techniques in:
  – purchasing and supply specifications
  – stock control
  – collecting, analysing and organising information, including record maintenance and performance measures
  – communicating ideas and information to suppliers, staff and management
  – negotiating with suppliers and customers.
• Technical literacy and interpretative skills sufficient to research, analyse and interpret a broad range of written material, prepare reports and document results.
• Planning, organising and problem solving skills.
• Numerical skills in regard to interpreting and maintaining data.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment which reflects a range of products and services, a range of staff, suppliers and customers with different needs and experiences and a range of enterprise policies, procedures and sales targets. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
• a workplace or simulated workplace
• access to a sales team
• relevant documentation, such as enterprise policies and procedures for sales delivery and pricing, sales and service delivery targets/plans, records of sales and service, legislation and statutory requirements, OH&S legislation/regulations/codes of practice and industry codes of practice
• access to suppliers
• a qualified workplace assessor.

Key Competencies & Application to Standards

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<thead>
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<th>Competency</th>
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## WRRO.5 Control Inventory

### Unit Descriptor
This unit covers the functions required to manage, according to enterprise policy, the enterprise inventory control.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Manage receipt, dispatch and storage of merchandise | 1.1 Store policies and procedures are implemented in regard to receipt of goods from suppliers, dispatch of goods, shrinkage prevention, waste controls, safety controls and secure storage.  
1.2 Cost effective and efficient methods for goods movement are determined according to enterprise policy.  
1.3 Maintenance procedures for storage areas and equipment are implemented according to enterprise policy. |
| 2. Manage stock control | 2.1 Enterprise policies and procedures are implemented in regard to stock control and inventories.  
2.2 Enterprise procedures are established and implemented to monitor and control stock levels.  
2.3 Budgeted stock levels are maintained.  
2.4 Stocktaking procedures are established and implemented.  
2.5 Contingency plans are established and implemented in regard to stock delivery times.  
2.6 Accurately document and prepare reports on stock inventories. |

### Range of Variables

**Enterprise**
Enterprises may vary in size, type and location and in the range of products or merchandise.

**Sources of Information**
These may include enterprise policies and procedures with regard to inventory control.

**Stock Control**
This may vary in terms of the range of responsibilities and job descriptions of staff and the types of equipment/stock control recording and control systems used. Stocktaking procedures may include stock control, stock levels, cyclical counts, minimisation of out of date stock and quality control.
Evidence Guide

Critical Aspects

It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- planning, coordinating and implementing activities associated with receipt, dispatch, storage and movement of merchandise according to enterprise policies and procedures, including occupational health and safety policies and guidelines
- implementing maintenance procedures for storage areas and equipment according to enterprise policy
- planning, coordinating and implementing activities associated with stock control, including monitoring and controlling stock levels, establishing and maintaining stocktaking procedures and documenting and reporting on inventories according to enterprise policies and procedures.

Interdependent Assessment of Units

An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of managing within the candidate’s job role or function.

Underpinning Knowledge

- Broad knowledge of and compliance with enterprise policies and procedures in regard to inventory control, including:
  - receipt of goods from suppliers
  - dispatch of goods
  - shrinkage prevention
  - waste controls
  - safety controls
  - secure storage in an appropriate environment
  - equipment used to move stock.
- Broad knowledge of:
  - enterprise systems and equipment for stock recording and control
  - inventory control
  - storage security.
- Broad knowledge and understanding of relevant legislation and statutory requirements including OH&S requirements, particularly manual handling, and consumer law.
- Broad knowledge and understanding of industry codes of practice.

Underpinning Skills

- Communication skills in relation to communicating ideas and information to others.
- Technical evaluation and analysis skills in relation to collecting, analysing and organising information, including records maintenance.
- Planning and organising skills for activities, including stocktaking.
- Using and applying technology, including electronic data interchange.
- Problem solving skills.
- Numerical skills in regard to interpreting data and calculating cost effectiveness/efficiency.
Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job, as the range of variables in the environment in undertaking the task would be difficult to simulate. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
- a workplace or simulated workplace
- relevant documentation, such as store policy and procedures manuals for inventory control, legislation and statutory requirements and industry codes of practice
- access to a stock control system, equipment and team
- a qualified workplace assessor.

Key Competencies & Application to Standards

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WRRPL.1 Manage Financial Resources

Unit Descriptor
This unit covers the functions involved in developing and implementing financial control systems, including the development and negotiation of budget allocations.

Element | Performance Criteria
--- | ---
1. Control cost | 1.1 Cost reduction measures are effectively implemented according to enterprise policies and procedures.
 | 1.2 Information on costs and resource allocation are accurately assessed and correctly interpreted.
 | 1.3 Team members are actively encouraged to control costs in their areas of responsibility.
 | 1.4 Recommendations for improving cost reduction are promptly implemented or communicated to appropriate personnel.
2. Control budget | 2.1 Expenditure is monitored and maintained within budget targets according to enterprise policy.
 | 2.2 Actual income and expenditure are compared to budget targets at regular intervals according to enterprise policy.
 | 2.3 Gross profit and loss figures by department/section and enterprise are monitored, analysed and compared with budget targets.
 | 2.4 Net profit figures, including floor space profitability are monitored and analysed according to budget targets.
 | 2.5 Stock turnover figures are monitored and analysed according to budget targets.
 | 2.6 Where potential occurs for budget under or overspend, relevant personnel are informed promptly.
 | 2.7 Prompt corrective action is taken where significant deviations from budget occur.
 | 2.8 Necessary changes or allocations to agreed budget are negotiated in advance of requirement.
 | 2.9 Modifications to existing budgets are correctly authorised according to enterprise policy.
3. Propose expenditure | 3.1 Estimates of costs and benefits are supported by valid, relevant information.
 | 3.2 Final recommendations are supported by realistic alternatives and contain accurate, clear proposals.
**Element** Propose expenditure  
(continued)  

**Performance Criteria**

3.3 Recommendations clearly indicate net benefits over designated time frame and related changes in operations.

3.4 Contentious issues are clarified by further explanation.

3.5 Estimates are compared to actual costs and benefits to improve future proposals.

4. Maintain enterprise accounting systems

4.1 Store policies and procedures in regard to record keeping systems are managed and maintained.

4.2 Store systems for recording sales figures, revenue and expenditure are monitored and maintained.

4.3 Systems for recording and retrieving financial, personnel and payroll information as required by enterprise policy are monitored and maintained.

5. Prepare enterprise sales budgets

5.1 Store policies and procedures in regard to preparation of budget/target figures are maintained.

5.2 Budget and actual sales revenue and expenditure figures are compared, analysed, documented and reported according to budget targets and enterprise policy.

5.3 Accurate records on past sales budgets/targets are maintained according to enterprise policy.

5.4 Proposed budgets/targets are presented accurately and concisely.

5.5 Variations to proposed targets are justified and reported according to enterprise policy.

6. Negotiate budgets

6.1 Budget negotiations are conducted within a designated time frame and in a manner likely to promote good relationships.

6.2 Budget negotiations reflect the overall enterprise policies and objectives relevant to the manager’s area of responsibility.

6.3 Clarification is promptly sought, where areas of uncertainty or disagreement occur.

6.4 All relevant personnel are promptly and accurately informed of budget decisions.

6.5 Presentation of proposals is clear, concise, in appropriate form and emphasises benefits to enterprise operation.
Range of Variables

Enterprise
Enterprises may vary in size, type and location, in the range of products, merchandise and services, the type of equipment/technology used and in the sales volumes and number of staff.

Sources of Information
These may include enterprise policies and procedures in regard to financial control. Information may include resource utilisation, capital/overhead costs, interest rates, stock materials and equipment, staffing levels and operational costs, and may be obtained by direct observation, written reports or numerical data.

Communication
This may be formal or informal, oral or written and with individual or groups.

Budget/Target Figures
These may encompass sales, cash flow, net profit, payroll, staff expenditure, capital, maintenance, advertising and promotion.

Proposals
These may be long or short-term and may include potential improvements in profitability, productivity, quality of service, environmental impact, working conditions, working relationships and team motivation.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• negotiating, developing and implementing store budgets according to enterprise policies and procedures
• monitoring, analysing and reporting on income and expenditure against budgets according to enterprise policies and procedures
• managing and maintaining accounting systems according to enterprise policies and procedures
• developing and maintaining enterprise policies and procedures in regard to enterprise sales budget/targets.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of managing in a retail environment.

Underpinning Knowledge

• Operational knowledge of enterprise policies and procedures in regard financial control.
• Broad knowledge of:
  – resource utilisation including capital, material and human
  – store revenue
  – capital/overhead costs
  – interest rates
  – cost of stock, materials and equipment
– staffing costs
– operational costs.

• Broad knowledge of principles and techniques in:
  – monitoring resource utilisation and costs
  – analysing efficiency and effectiveness
  – cost benefit analysis
  – differential analysis
  – risk analysis.

Underpinning Skills
• Technical skills in the application of principles and techniques in:
  – collecting, analysing and organising information
  – communicating ideas and information
  – negotiating.
• Literacy and interpretative skills sufficient to prepare reports and analyse budgetary reports.
• Planning, organising and problem solving skills.
• Technology skills including relevant keyboard and computer skills.
• Numerical skills in regard to analysing and maintaining financial data.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
• a workplace or simulated workplace
• relevant documentation, such as enterprise/sample policies and procedures in regard to financial control
• an accounting system
• budgetary information
• a team involved in budget control
• a qualified workplace assessor.
### Key Competencies & Application to Standards

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WRRO.4 Control Enterprise Security/Loss

Unit Descriptor
This unit covers the functions required to manage enterprise security in accordance with enterprise policy.

Element Performance Criteria

1. Control enterprise security

1.1 Security procedures to facilitate the detection and prevention of internal or external theft are developed and implemented according to enterprise policy.

1.2 Procedures to ensure maximum safety and security for all personnel in the event of robbery are developed and implemented.

1.3 Procedures for opening and closing premises and cash registers, cash security, credit card and cheque transactions are developed and implemented.

1.4 Security procedures are monitored, maintained and communicated to all staff.

1.5 Stocktaking procedures are established and implemented to monitor, control and minimise stock losses.

Range of Variables

Enterprise
Enterprises may vary in size, type and location, in the range of merchandise and services provided and in their risk factors relating to security.

Legislative Requirements
This includes state and territory legislation related to security.

Sources of Information
These may include enterprise policies and procedures and industry codes of practice in regard to security.

Security Equipment
Types of security equipment and the level of security required may vary.

Theft
Theft may involve internal and external personnel.

Staff
Staff may have a range of responsibilities and job descriptions.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- developing and implementing security procedures to facilitate the detection and prevention of theft
- developing and implementing procedures to ensure safety and security of internal and external clients in the event of robbery
- developing and implementing procedures for opening and closing premises, cash security, credit card transactions, EFTPOS, cheque transactions and stocktaking to control and minimise theft.

Interdependent Assessment of Units
An integrated competency assessment approach is required to ensure that appropriate holistic assessment occurs for interrelated units of competency. This unit should be assessed in conjunction with other units within the context of managing in the candidate’s work environment or job role.

Underpinning Knowledge

- Broad knowledge of and compliance with enterprise policies and procedures in regard to:
  - security
  - detection and apprehension of thieves.
- Broad knowledge, understanding and compliance with:
  - legislation and statutory requirements, including case law or common law and state laws relating to property offences
  - industry codes of practice
  - occupational health and safety legislation/regulations/codes of practice.
- Broad knowledge of procedures in credit card and cheque transactions and stocktaking.

Underpinning Skills

- Technical skills in the application of techniques in:
  - safety of personnel in the event of robbery
  - detection and prevention of theft
  - using relevant technology.
- Communication skills, in relation to communicating ideas and information, including development of procedures.
- Planning, organising, negotiating and problem solving skills.
- Literacy skills in relation to collecting, analysing and organising information and to developing, documenting and recording procedures.
- Numeracy skills in relation to interpreting data and financial transactions.

Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
**Context for Assessment**
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job.
Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

**Resource Implications**
The following are required:
- a workplace
- relevant documentation, such as enterprise policy and procedure manuals in regard to security, credit card and cheques transactions and stocktaking, legislation and statutory regulations and industry codes of practice
- access to relevant equipment such as security equipment and equipment for payments
- access to a team
- a qualified workplace assessor.

**Key Competencies & Application to Standards**

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AFTERMARKET IMPORTED TRANSPORT AND DISTRIBUTION
## TDT A9 97A  Complete Import/Export Documentation

### Unit Descriptor
This unit covers the functions required to check and evaluate records and documentation to ensure compliance with statutory and organisational requirements.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identify procedures required for documentation for import/export of goods</td>
</tr>
<tr>
<td>1.1</td>
<td>Documents required for goods are identified.</td>
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<tr>
<td>1.2</td>
<td>Content requirements for each section of the documentation are applied.</td>
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<td>1.3</td>
<td>Requirements for permits are identified and implications noted.</td>
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<td>1.4</td>
<td>Procedures for obtaining clearances including export clearance numbers (ECN) are identified and followed.</td>
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<tr>
<td>1.5</td>
<td>Letters of credit are identified and implications of each noted.</td>
</tr>
<tr>
<td>2.</td>
<td>Complete documentation to meet regulatory and enterprise requirements</td>
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<tr>
<td>2.1</td>
<td>Workplace procedures for authorisations are followed.</td>
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<tr>
<td>2.2</td>
<td>Data entry for documents completed.</td>
</tr>
<tr>
<td>2.3</td>
<td>Entries checked to ensure they meet customs and enterprise requirements.</td>
</tr>
<tr>
<td>2.4</td>
<td>Letters of credit are checked to ensure they meet commercial, transport and overseas requirements.</td>
</tr>
<tr>
<td>2.5</td>
<td>Workplace records are completed and filed to enterprise requirements.</td>
</tr>
</tbody>
</table>

### Range of Variables

#### Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Customer and supplier contact and coordination is a requirement of these operations.
- Work may involve 24 hour operation at single or multi site locations.
- May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Goods may vary in terms of storage requirements or identifying features.
- More than one inventory or goods records system may be involved.
- Specific procedures may exist for receiving, re-ordering, despatch and movement and these may vary from country to country.
- Involves all modes of transport, foreign exchange, financial regulations, customs and quarantine requirements.
• Requirements for work may include:
  • freight forwarding protocols and procedures
  • communications and computing equipment
  • enterprise operations
  • authorities and permits
  • emergency/incident procedures
  • hours of operation
  • relevant regulations.

Job Role Context
• The employee may work under some supervision, generally in a team environment.
• Requires judgement and discretion in the completion of documentation.
• Conditions of service, legislation and industrial agreements include:
  • workplace agreements and awards
  • OH&S
  • relevant commonwealth, state and/or territory legislation.
• Consultative processes may include:
  • other employees and supervisors
  • management
  • union representatives
  • customers/clients
  • Customs/quarantine personnel.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Legislative Requirements
This includes state and territory legislation related to freight forwarding, import and export, including customs and quarantine requirements, international financial, contractual and transport transactions, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customer/Client
Customers/clients may be internal or external.

Sources of Information
• Operations manuals, job specifications and procedures.
• Manifests, bar codes, goods and container identification.
• Quality or enterprise work specifications and procedures.
• Manufacturer/customer/client specifications or handling/storage advice.
• Workplace operating procedures and policies.
• Material safety data sheets.
• Personal and work area work procedures and practices.
• Applicable Commonwealth/State/Territory legislation and codes of practice relating to import/export of cargo, dangerous and hazardous goods, environmental protection and OH&S.
• International transport regulations, procedures and codes of practice including the National Standards for Manual Handling and the Industry Safety Code.
• Australian and international standards, criteria and certification.
• Enterprise communications, management and inventory systems.
• Conditions of service and workplace agreements.
• Enterprise quality assurance procedures.
• Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• locating, interpreting and applying relevant information for documentation of imports/exports
• identifying requirements for, and the obtaining of, clearances and permits
• preparing documentation for import/export of goods using letters of credit and to meet workplace and customers/transport organisation requirements.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of the documentation requirements for the import/export of goods.
• Detailed knowledge of any legislation/regulations pertaining to the importing/exporting of cargo and the documentation required by the associated financial, contractual and transport requirements, including bond/quarantine requirements.
• Detailed knowledge of customer/client requirements.

Underpinning Skills
• Questioning and active listening skills, for example when obtaining information on customer requirements.
• Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and other employees.
• Technical literacy and interpretative skills sufficient to access keywords and phrases relating to import/export requirements.
• Completion of documentation associated with the import/export of goods.
• Apply relevant agreements, codes of practice or other legislative requirements including local and international freight regulations.
Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.

Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Legislative provisions are met in any service provision.

Orders promptly identified, located, handled and moved, taking cognizance of procedures, hazards, regulations and documentation requirements and without causing damage to goods, equipment or personnel.

Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment.

Resource Implications
Access to government and enterprise requirements for export/import documentation, orders/shipments to be processed, freight documentation, communications including EDI screen technology and work procedures.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
<th>Competency</th>
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<th>Level 3</th>
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</table>
TDT A10 97A Co-ordinate Goods to Bond Premises

Unit Descriptor
This unit covers the functions required to process the documentation related to transfer of goods to bond premises.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Identify and list goods for bonding | 1.1 Goods are listed for bonding when not delivered or collected on completion of agreed storage period.  
1.2 Prior to listing for bonding, inspection is arranged with the Australian Customs Service for goods identified as surplus.  
1.3 Goods left after time advertised for collection are listed for bonding in accordance with enterprise policy and customs service requirements. |
| 2. Arrange transfer of goods to bond store | 2.1 Arrangements for the transfer of goods to bond store are made.  
2.2 Carrier is notified of storage or yard location, marks and quantity. |
| 3. Prepare and issue bond list | 3.1 Bond list is prepared in accordance with enterprise requirements and Australian Customs Service regulations.  
3.2 Bond list is issued to carrier endorsed with the relevant information. |

Range of Variables

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.  
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.  
- Customer and supplier contact and coordination is a requirement of these operations.  
- Work may involve 24 hour operation at single or multi site locations.  
- May be exposed to chemicals, other harmful substances, movements of goods, equipment and temperature controlled areas.  
- Goods may vary in terms of storage requirements or identifying features.  
- More than one inventory or goods records system may be involved.  
- Specific procedures may exist for receiving, re-ordering, despatch and movement.  
- Involves all modes of transport, customs and quarantine requirements.
• Requirements for work may include:
  • freight forwarding protocols and procedures
  • communications and computing equipment
  • enterprise operations
  • authorities and permits
  • emergency/incident procedures
  • hours of operation
  • relevant regulations.

Job Role Context
The employee may work under some supervision, generally in a team environment.
Requires judgement and discretion in the completion of documentation.
Conditions of service, legislation and industrial agreements include:
  • workplace agreements and awards
  • OH&S
  • relevant Commonwealth, State and/or Territory legislation.
Consultative processes may include:
  • other employees and supervisors
  • management
  • union representatives
  • customers/clients
  • Customs/quarantine personnel.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Legislative Requirements
This includes state and territory legislation related to freight forwarding, import and export, including customs and quarantine requirements, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customer/Client
Customers/clients may be internal or external.

Sources of Information
Goods identification numbers and codes.
Manifests, bar codes, goods and container identification.
Quality or enterprise work specifications and procedures.
Manufacturer/customer/client specifications or handling/storage advice.
Workplace operating procedures and policies.
Material safety data sheets.
Personal and work area work procedures and practices.
Applicable Commonwealth/State/Territory legislation and codes of practice relating to import/export of cargo, dangerous and hazardous goods, environmental protection and OH&S.
Agents delivery order and program.
Customer and Customs clearances.
Continuing/single transaction clearances.
Gate passes/clearance stamps.
Bulk run numbers.
Enterprise communications, management and inventory systems.
Conditions of service and workplace agreements.
Enterprise quality assurance procedures.
Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• identifying goods required to be located in bonded stores
• knowing the process involved in co-ordinating goods to bond store
• preparing and issuing bond list in accordance with enterprise and Customs requirements
• arranging transfer of goods to bond store.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge

• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of importing processes and requirements including associated documentation.
• Detailed knowledge of relevant bond, quarantine and other legislative requirements.
• Detailed knowledge of Customs operating procedures and requirements.

Underpinning Skills

• Questioning and active listening skills, for example when obtaining information on cargo shipments.
• Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and other employees.
• Technical literacy and interpretative skills sufficient to access keywords and phrases relating to import and bond store requirements.
• Completion of documentation associated with the transfer of goods to bond store.
• Apply relevant agreements, codes of practice or other legislative requirements including local and international freight regulations.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision. Orders promptly identified, located, handled and moved, taking cognizance of procedures, hazards, regulations and documentation requirements and without causing damage to goods, equipment or personnel. Performance may include:

- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment.

**Resource Implications**
Access to a range of bonded goods, storage programs, communications and work procedures.

**Key Competencies & Application to Standards**

<table>
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TDT A11 97A Package Goods

Unit Descriptor
This unit covers the functions required to pack, wrap and label goods for despatch or storage.

Element | Performance Criteria
---|---
1. Select materials and pack and unwrap products | 1.1 Packaging specifications and order packaging documentation are interpreted.
 | 1.2 Technology appropriate for the goods to be packed is selected.
 | 1.3 Packaging materials are identified and matched to specifications.
 | 1.4 Work is planned to meet:
 | • occupational health and safety requirements
 | • use materials economically
 | • loss minimisation and damage in transit or storage.
 | 1.5 Completed packed goods are stacked to minimise damage from within and outside.

2. Use labelling standards to label packaged products/loads | 2.1 Workplace labelling standards are identified.
 | 2.2 Appropriate goods handling, labelling and other identification symbols are utilised.
 | 2.3 Invoices and picking slips are attached (where required).
 | 2.4 Workplace documentation is completed.

Range of Variables

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may involve 24 hour operation at single or multi site locations.
- May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Goods may vary in terms of storage requirements or identifying features.
- Packing materials may include all those used within the industry which are appropriate to the packed item. It may include pallets, drums, cartons, boxes/crates, paper, sheet plastic (shrink-wrap or loose), polystyrene (beads or pressed shape/sheet), bubblewrap and banding.
- Requirements for work may include:
  - communications and computing equipment
  - emergency/incident procedures
  - hours of operation
  - relevant regulations.
Job Role Context
The employee may work under some supervision, generally within a team/group environment. Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients.

Legislative Requirements
This includes state and territory legislation related to warehousing activities, OH&S, Workplace Relations, Workers Compensation, Customs, Transport, Australia Post, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customer/Client
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Sources of Information
- Goods identification numbers and codes.
- Manifests.
- Picking slips, merchandise transfers, stock requisitions and bar codes.
- Quality or enterprise work specifications and procedures.
- Manufacturer/customer/client specifications or handling/storage advice.
- Workplace operating procedures and policies.
- Material safety data sheets.
- Personal and work area work procedures and practices.
- Applicable commonwealth/state/territory legislation and codes of practice relating to packaging and transporting goods, dangerous and hazardous goods, environmental protection and OH&S.
- Enterprise communications, management and inventory systems.
- Conditions of service and workplace agreements.
- Enterprise quality assurance procedures.
- Emergency procedures.
- Enterprise communications systems and equipment.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• identification, interpretation and selection of appropriate technology and packing materials
• planning, preparing and executing the packing and stacking of items with regard for safety, economy and content integrity
• identifying and applying appropriate labelling/identifying symbols to packed items
• documenting processes as required.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge

• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of warehouse operations, procedures and processes.
• Detailed knowledge of packaging and labelling technology and materials and their use.
• Detailed knowledge of any legislation/regulation pertaining to packaging of goods, including bond/quarantine requirements.
• Detailed knowledge of documentation requirements.

Underpinning Skills

• Questioning and active listening skills, for example when obtaining information on warehousing functions and products.
• Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and team members.
• Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the packing of goods.
• Select and use packaging material to minimise waste.
• Work efficiently and ensure packing results in undamaged goods.
• Identify special requirements of products and pack appropriately.
• Apply relevant agreements, codes of practice or other legislative requirements.

Consistency in Performance

• It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
• Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
• Legislative provisions are met in any service provision.
• Performance may include:
  • effective working relationships
  • modifies activities to cater for variations in workplace context and environment
  • effectively negotiates and resolves issues and problems
  • uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the warehouse requirement.

Resource Implications
Access to packing area and equipment, orders, materials and goods to be packed, handling equipment, documentation and work procedures.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
<th>Key Competency</th>
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<tr>
<td>Using technology</td>
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</tbody>
</table>
TDT A12 97A  Pick and Process Orders

Unit Descriptor
This unit covers the functions required to collect and assemble goods for despatch and/or storage.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.1 Company procedures for order picking and related workplace documentation are interpreted.</td>
</tr>
<tr>
<td></td>
<td>1.2 Stock allocation and location systems are identified and located.</td>
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<tr>
<td></td>
<td>1.3 Appropriate manual handling equipment is selected for the required occupational health and safety regulations.</td>
</tr>
<tr>
<td>2.</td>
<td>2.1 Work requirements are planned with appropriate equipment and documentation assembled.</td>
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<tr>
<td></td>
<td>2.2 Zones of the warehouse which store the required products are identified and located.</td>
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<td></td>
<td>2.3 Pick path is established.</td>
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<tr>
<td></td>
<td>2.4 Where required appropriate pallet(s) for orders are selected and stacked to minimise stock damage and maximise stability.</td>
</tr>
<tr>
<td></td>
<td>2.5 Products are selected and consolidated.</td>
</tr>
<tr>
<td></td>
<td>2.6 Products/pallets are located in despatch areas.</td>
</tr>
<tr>
<td></td>
<td>2.7 Products are assembled to meet workplace schedules.</td>
</tr>
<tr>
<td></td>
<td>2.8 Orders are consolidated, secured, arranged and placed in storage zones in accordance with the schedule.</td>
</tr>
<tr>
<td>3.</td>
<td>3.1 Storage areas are checked and stocks noted for replenishment in accordance with company procedures.</td>
</tr>
<tr>
<td></td>
<td>3.2 Workplace records are completed as required.</td>
</tr>
</tbody>
</table>

Range of Variables
Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may involve 24 hour operation at single or multi site locations.
- May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Goods may vary in terms of storage requirements or identifying features.
- Storage types may include:
  - bin/binning systems
  - rack refrigeration/freezers/cold room
  - marked floor space
  - containers
  - racks and racking systems
  - block/stacks
  - pallets.

- More than one inventory or goods records system may be involved.
- Requirements for work may include:
  - communications and computing equipment
  - emergency/incident procedures
  - hours of operation
  - relevant regulations.

**Job Role Context**
The employee may work under some supervision, generally within a team/group environment. Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients.

**Legislative Requirements**
This includes state and territory legislation related to warehousing activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

**Customer/Client**
Customers/clients may be internal or external.

**Communications**
Communications may be face to face, in written form, by telephone or by other electronic means.

**Sources of Information**
- Goods identification numbers and codes.
- Manifests.
- Picking slips, merchandise transfers, stock requisitions and bar codes.
- Quality or enterprise work specifications and procedures.
- Manufacturer/customer/client specifications or handling/storage advice.
- Workplace operating procedures and policies.
- Material safety data sheets.
• Personal and work area work procedures and practices.
• Applicable Commonwealth/State/Territory legislation and codes of practice relating to warehousing and storage, dangerous and hazardous goods, environmental protection and OH&S.
• Enterprise communications, management and inventory systems.
• Conditions of service and workplace agreements.
• Enterprise quality assurance procedures.
• Emergency procedures.
• Enterprise communications systems and equipment.

**Recording of Information**
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

**Evidence Guide**

**Critical Aspects**
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• identification of procedures, documentation, enterprise location systems and appropriate material handling equipment for picking an order
• planning, preparing and executing the process of selecting, locating, assembling, consolidating and securing an order according to the schedule
• checking storage areas for replenishment and completing documentation as required.

**Interdependent Assessment of Units**
This unit may be assessed in conjunction with other units that form part of a job role or function.

**Underpinning Knowledge**
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of warehouse operations, procedures and processes.
• Detailed knowledge of warehouse layout/organisation, storage locations, documentation and handling procedures.
• Detailed knowledge of any legislation/regulation pertaining to handling, storage and/or movement of goods, including bond/quarantine requirements.
• Detailed knowledge of equipment, processes and procedures involved in stock identification, handling and movement.

**Underpinning Skills**
• Questioning and active listening skills, for example when obtaining information on warehousing functions and products.
• Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and team members.
• Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the operation of the warehouse.
• Safely identify, locate, handle, consolidate and document an order.
• Apply relevant agreements, codes of practice or other legislative requirements.
Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.

Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Legislative provisions are met in any service provision.

Orders promptly identified, located, handled and moved, taking cognizance of procedures, hazards, regulations and documentation requirements and without causing damage to goods, equipment or personnel.

Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the warehouse requirement.

Resource Implications
Access to warehouse, orders, stock, stock records, handling equipment, documentation, work procedures and appropriate work areas.

Key Competencies & Application to Standards

<table>
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TDT A13 97A  Receive Goods

Unit Descriptor
This unit covers the functions required to receive, unpack and store goods in a warehouse.

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<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1. Identify workplace procedures and documentation requirements for the receipt of goods</td>
<td>1.1 Workplace procedures for receipt of goods are identified.</td>
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<tr>
<td></td>
<td>1.2 Purpose of documents associated with the receipt of goods is interpreted.</td>
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<td></td>
<td>1.3 Workplace documentation for the receipt of goods and reporting of damage is identified.</td>
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<tr>
<td>2. Check and inspect goods on arrival and complete workplace documentation</td>
<td>2.1 Procedures for checking of goods in comparison with orders or manifests are identified and followed.</td>
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<td>2.2 Discrepancies and/or damaged goods are reported.</td>
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<td>2.3 Non conforming goods are appropriately documented and despatched or stored in accordance with company procedures.</td>
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<tr>
<td>3. Unload, unpack and store stock</td>
<td>3.1 Appropriate manual handling techniques and equipment are identified.</td>
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<td>3.2 Safe work procedures are used when unloading, unpacking and storing stock.</td>
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<td>3.3 Advice on appropriate storage locations and requirements for particular products is sought.</td>
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<td>3.4 Goods are unloaded and unpacked.</td>
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<td>3.5 Assistance from others is sought when required to maintain safe and effective work.</td>
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<td>3.6 Directions are followed to store stock in appropriate areas.</td>
</tr>
</tbody>
</table>

Range of Variables

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Customer and supplier contact and coordination are a requirement of these operations.
- Work may involve 24 hour operation at single or multi-site locations.
- May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Hazards may include:
  - hazardous or dangerous materials
  - contamination of, or from, materials being handled
  - noise, light, energy sources
  - stationary and moving machinery, parts or components
• service lines
• spills, leakages, ruptures
• dust/vapours.
• More than one inventory or goods records system and types of storage may be involved.
• Environment may include movement of equipment, goods, materials and vehicular traffic.
• Requirements for work may include:
  • site restrictions and procedures
  • use of safety and personal protection equipment
  • specialised lifting/handling equipment
  • communications and computing equipment
  • emergency/incident procedures
  • hours of operation
  • relevant regulations.

Job Role Context
The employee may work under some supervision, generally within a team environment. Conditions of service, legislation and industrial agreements include:
• workplace agreements and awards
• OH&S
• relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
• other employees and supervisors
• management
• union representatives
• customers/clients.

Customers/Clients
Customers/clients may be internal or external.

Legislative Requirements
This includes state and territory legislation related to warehousing activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Sources of Information
• Goods identification numbers and codes.
• Manifests and/or orders.
• Transfer advice, requisitions and bar codes.
• Quality or enterprise work specifications and procedures.
• Manufacturer/customer/client specifications or handling/storage advice.
• Workplace operating procedures and policies.
• Material safety data sheets.
• Personal and work area work procedures and practices.
• Applicable commonwealth/state/territory legislation and codes of practice relating to warehousing and storage, dangerous and hazardous goods, environmental protection and OH&S.
• Enterprise communications, management and inventory systems.
• Conditions of service and workplace agreements.
• Enterprise quality assurance procedures.
• Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• analysing receipt documentation to determine work and reporting requirements
• checking and inspecting consignments and ascertaining and reporting discrepancies and non-conforming goods
• safely unloading, unpacking and storing received goods in their correct location, seeking assistance and complying with directions as appropriate
• completing and maintaining workplace records associated with the receipt of goods/orders.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of procedures to check and inspect receipt of goods and associated reporting requirements.
• Detailed knowledge of the safe unloading, unpacking and correct storing of goods received.
• Detailed knowledge of equipment applications, capacities, configurations, safety hazards and control mechanisms.
• Detailed knowledge and implications of any legislation/regulation pertaining to OH&S and handling, movement of goods, including bond/quarantine and hazardous/dangerous goods requirements.

Underpinning Skills
• Questioning and active listening skills, for example when obtaining information on warehousing functions and products.
• Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and team members.
• Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the receipt of orders and despatch operations.
- Accurately check and inspect goods received and report discrepancies and/or non-conformance.
- Safely unload, unpack and correctly store received goods.
- Identification and correct use of equipment, processes and procedures, particularly OH&S requirements.
- Apply relevant agreements, codes of practice or other legislative requirements.

**Consistency in Performance**
- It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
- Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
- Legislative provisions are met in any service provision.
- Performance may include:
  - effective working relationships
  - modifies activities to cater for variations in workplace context and environment
  - effectively negotiates and resolves issues and problems
  - uses organisational structures effectively to complete work operations
  - shows evidence of application of relevant workplace procedures including:
    - codes of practice, hazard policies and procedures
    - issue resolution procedures
    - job procedures and work instructions
    - safety guidelines
    - quality, security, environmental and housekeeping procedures.

**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the storage requirement.

**Resource Implications**
Access to storage facility, received goods, manifest/load list, handling equipment, documentation, work procedures and appropriate goods receipt area.

**Key Competencies & Application to Standards**

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<thead>
<tr>
<th>Competency</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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</thead>
<tbody>
<tr>
<td>Collecting, analysing &amp; organising information</td>
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<td>Working with others in teams</td>
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<td>Solving Problems</td>
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TDT A15 97A Complete Receipt/Despatch Documentation

Unit Descriptor
This unit covers the functions required to process and maintain stock records in a warehouse.

Element Performance Criteria

1. Analyse order to identify work requirements to fill order
   1.1 Order request documentation is interpreted.
   1.2 Product(s) in order noted and workplace location(s) are identified.
   1.3 Workplace and product knowledge is used to organise documentation.
   1.4 Required schedules for order movement are identified and noted where required.

2. Follow workplace order documentation processes
   2.1 Workplace procedures for documentation of an order are identified.
   2.2 Workplace documentation is completed.

3. Finalise documentation
   3.1 Order is checked against schedule and order form.
   3.2 Workplace records are completed, labels and appropriate documentation attached.
   3.3 Special transportation requirements are identified and conveyed to appropriate personnel.

Range of Variables

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Customer and supplier contact and co-ordination may be a requirement of these operations.
- Work may involve 24 hour operation at single or multi-site locations.
- Services, products, risks, work systems and requirements may vary within different sections of the enterprise.
- May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Hazards may include:
  - hazardous or dangerous materials
  - contamination of, or from, materials being handled
  - noise, light, energy sources
  - stationary and moving machinery, parts or components
  - service lines
  - spills, leakages, ruptures
  - dust/vapours.
- More than one inventory or goods records system and types of storage may be involved.
- Environment may include movement of equipment, goods, materials and vehicular traffic.
• Requirements for work may include:
  • site restrictions and procedures
  • use of safety and personal protection equipment
  • specialised lifting/handling equipment
  • communications and computing equipment
  • emergency/incident procedures
  • hours of operation
  • relevant regulations.

Job Role Context
The employee may work under some supervision, generally within a team environment.
Conditions of service, legislation and industrial agreements include:
• workplace agreements and awards
• OH&S
• relevant Commonwealth, State and/or Territory legislation.
Consultative processes may include:
• other employees and supervisors
• management
• union representatives
• customers/clients.

Legislative Requirements
This includes state and territory legislation related to warehousing activities, OH&S,
Workplace Relations, Workers Compensation, Environment Protection and
Hazardous/Dangerous Goods as appropriate.

Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic
means.

Sources of Information
• Goods identification numbers and codes.
• Manifests.
• Picking slips, merchandise transfers, stock requisitions and bar codes.
• Quality or enterprise work specifications and procedures.
• Manufacturer/customer/client specifications or handling/storage advice.
• Workplace operating procedures and policies.
• Material safety data sheets.
• Personal and work area work procedures and practices.
• Applicable commonwealth/state/territory legislation and codes of practice relating to
  warehousing and storage, dangerous and hazardous goods, environmental protection and
  OH&S.
• Enterprise communications, management and inventory systems.
• Conditions of service and workplace agreements.
• Enterprise quality assurance procedures.
• Emergency procedures.
Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- analysing work orders to determine and schedule work requirements
- apply enterprise procedures and policies and regulatory requirements in completing receipt/despatch documentation
- completing and maintaining workplace records associated with the receipt/despatch of goods/orders.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge

- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of warehouse layout/organisation, storage locations, documentation and handling procedures.
- Detailed knowledge of the organisation and work processes involved in picking, order consolidation and despatch within the warehouse.
- Detailed knowledge of the documentation required and its processing to effect receipt/despatch operations.
- Detailed knowledge and implications of any legislation/regulation pertaining to OH&S and handling, movement of goods, including bond/quarantine and hazardous/dangerous goods requirements.

Underpinning Skills

- Questioning and active listening skills, for example when obtaining information on warehousing workload and organisation.
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and team members.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the completion of receipt/despatch activities.
- Complete documentation associated with the receipt/despatch of orders.
- Determination of transport requirements for consignments.
- Apply relevant agreements, codes of practice or other legislative requirements.

Consistency in Performance

- It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
- Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
- Legislative provisions are met in any service provision.
• Orders promptly identified, located, handled and moved, taking cognizance of procedures, hazards, regulations and documentation requirements and without causing damage to goods, equipment or personnel.

• Performance may include:
  • effective working relationships
  • modifies activities to cater for variations in workplace context and environment
  • effectively negotiates and resolves issues and problems
  • uses organisational structures effectively to complete work operations
  • shows evidence of application of relevant workplace procedures including:
    - codes of practice, hazard policies and procedures
    - issue resolution procedures
    - job procedures and work instructions
    - safety guidelines
    - quality, security, environmental and housekeeping procedures.

**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the storage requirement.

**Resource Implications**
Access to stock record system, documentation, work procedures and appropriate work areas (receipt, movement and despatch).

**Key Competencies & Application to Standards**

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<tr>
<th>Competency</th>
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<td>Collecting, analysing &amp; organising information</td>
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<td>Communicating ideas &amp; information</td>
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TDT A20 97A  Replenish Stock

Unit Descriptor
This unit covers the functions required to replenish stock and maintain stock records in a warehouse.

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<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1.</td>
<td>Participate in stock rotation activities</td>
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<td>2.</td>
<td>Interpret and fill replenishment request</td>
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<td>3.</td>
<td>Complete stock replenishment</td>
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</table>

Range of Variables

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing function and may address all or part of the activity.
- Customer and supplier contact and co-ordination is a requirement of these operations.
- Work may involve 24 hour operation at single or multi site locations.
- Services, products, risks, work systems and requirements vary within different sections of the enterprise.
- May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
• Requirements for work may include:
  • communications and computing equipment
  • emergency/incident procedures
  • hours of operation
  • relevant regulations.

**Job Role Context**
The employee will operate under supervision, generally within a team/group environment.

Conditions of service, legislation and industrial agreements include:
• workplace agreements and awards
• OH&S
• relevant commonwealth, state and/or territory legislation.

Consultative processes may include:
• other employees and supervisors
• management
• union representatives
• customers/clients
• other financial/administrative staff.

**Legislative Requirements**
This includes state and territory legislation related to warehousing activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

**Customer/Client**
Customers/clients may be internal or external.

**Communications**
Communications may be face to face, in written form, by telephone or by other electronic means.

**Sources of Information**
• Goods identification numbers and codes.
• Manifests.
• Quality or enterprise work specifications and procedures.
• Manufacturer/customer/client specifications or handling/storage advice.
• Workplace operating procedures and policies.
• Material safety data sheets.
• Personal and work area work procedures and practices.
• Applicable commonwealth/state/territory legislation and codes of practice relating to warehousing and storage, dangerous and hazardous goods, environmental protection and OH&S.
• Enterprise communications, management and inventory systems.
• Conditions of service and workplace agreements.
• Enterprise quality assurance procedures.
• Emergency procedures.
• Enterprise communications systems and equipment.
**Recording of Information**  
Details of stock replenishment are to be captured, recorded and reported as required by enterprise procedures and policies.

**Evidence Guide**  
**Critical Aspects**  
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- counting, recording and reporting stock levels
- replenishing, adjusting, rotating and reordering stock
- interpreting and filling orders
- planning for all functions of the warehouse
- sorting, assembling and consolidating stock.

**Interdependent Assessment of Units**  
This unit may be assessed in conjunction with other units that form part of a job role or function.

**Underpinning Knowledge**  
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of enterprise operations, procedures and processes.
- Detailed knowledge of storage location, documentation and handling procedures.
- Detailed knowledge of any legislation/regulation pertaining to handling, storage and/or movement of goods, including bond/quarantine requirements.
- Detailed knowledge of recording/requirements.
- Detailed knowledge of equipment, processes and procedures involved in stock replenishment.

**Underpinning Skills**  
- Questioning and active listening skills, for example when obtaining information on warehousing functions.
- Plain English literacy and communication skills in relation to dealing with clients and provider/suppliers.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the performance of stock replenishment.
- Locate, handle, consolidate and document stock orders.
- Apply relevant agreements, codes of practice or other legislative requirements.

**Consistency in Performance**  
- It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
- Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
- Legislative provisions are met in any service provision.
- Orders promptly assembled and despatched taking cognizance of procedures, hazards, regulations and documentation requirements and without causing damage to goods, equipment or personnel.
• Performance may include:
  • effective working relationships
  • modifies activities to cater for variations in workplace context and environment
  • effectively negotiates and resolves issues and problems
  • uses organisational structures effectively to complete work operations
  • shows evidence of application of relevant workplace procedures including:
    - codes of practice, hazard policies and procedures
    - issue resolution procedures
    - job procedures and work instructions
    - safety guidelines
    - quality, security, environmental and housekeeping procedures.

**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the warehouse requirement.

**Resource Implications**
Access to warehouse, stock, stock records, handling equipment, documentation and appropriate work areas (receipt, despatch, movement).

**Key Competencies & Application to Standards**

<table>
<thead>
<tr>
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<td>Using technology</td>
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TDT A21 97A Despatch Stock

Unit Descriptor
This unit covers the functions required to process despatch orders, despatch stock and maintain records in a warehouse.

Element | Performance Criteria
--- | ---
1. Analyse order to identify work requirements | 1.1 Order request and consignment note documentation is interpreted.
 | 1.2 Required schedules for despatch are identified.
 | 1.3 Product(s) in order are identified.
 | 1.4 Workplace and product knowledge is used to plan sequence of work.
 | 1.5 Appropriate materials handling equipment selected within required occupational health and safety regulations and time frame for the despatch.
2. Follow workplace order picking processes to prepare goods for despatch | 2.1 Goods for despatch are selected checking against product knowledge, labels and other identification systems.
 | 2.2 Products are sorted, assembled and consolidated.
 | 2.3 Orders secured and placed in storage/despatch zones, in accordance with schedule.
 | 2.4 Order is checked against despatch schedule and order form.
3. Complete despatch following workplace procedures and schedules | 3.1 Workplace records are completed, labels and appropriate documentation attached.
 | 3.2 Load labels and documentation are finally checked and loading organised.
 | 3.3 Final check of load labels and documentation are undertaken.
 | 3.4 Transportation requirements are described to driver where appropriate.

Range of Variables

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Customer and supplier contact and co-ordination are a requirement of these operations.
- Work may involve 24 hour operation at single or multi-site locations.
- Services, products, risks, work systems and requirements may vary within different sections of the enterprise.
- May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Goods may vary in terms of storage requirements or identifying features.
• Hazards may include:
  • hazardous or dangerous materials
  • contamination of, or from, materials being handled
  • noise, light, energy sources
  • stationary and moving machinery, parts or components
  • service lines
  • spills, leakages, ruptures
  • dust/vapours.
• More than one inventory or goods records system and types of storage may be involved.
• Environment may include movement of equipment, goods, materials and vehicular traffic.
• Requirements for work may include:
  • site restrictions and procedures
  • use of safety and personal protection equipment
  • specialised lifting/handling equipment
  • communications and computing equipment
  • emergency/incident procedures
  • hours of operation
  • relevant regulations.

Job Role Context
The employee may work under some supervision, generally within a team environment.
Conditions of service, legislation and industrial agreements include:
• workplace agreements and awards
• OH&S
  • relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
• other employees and supervisors
• management
• union representatives
• customers/clients.

Legislative Requirements
This includes state and territory legislation related to warehousing activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Sources of Information
• Goods identification numbers and codes.
• Manifests.
• Picking slips, transfer advice, requisitions and bar codes.
• Quality or enterprise work specifications and procedures.
• Manufacturer/customer/client specifications or handling/storage advice.
• Workplace operating procedures and policies.
• Material safety data sheets.
• Personal and work area work procedures and practices.
• Applicable commonwealth/state/territory legislation and codes of practice relating to warehousing and storage, dangerous and hazardous goods, environmental protection and OH&S.
• Enterprise communications, management and inventory systems.
• Conditions of service and workplace agreements.
• Enterprise quality assurance procedures.
• Emergency procedures.

**Recording of Information**
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

**Evidence Guide**

**Critical Aspects**
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- analysing despatch documentation to determine work requirements
- locating, selecting, sorting, assembling and consolidating orders in preparation for despatch
- completing and maintaining workplace records associated with the despatch of goods/orders.

**Interdependent Assessment of Units**
This unit may be assessed in conjunction with other units that form part of a job role or function.

**Underpinning Knowledge**

- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of warehouse layout/organisation, storage locations, documentation and handling procedures.
- Detailed knowledge of the picking and order consolidation processes of the enterprise.
- Detailed knowledge of equipment applications, capacities, configurations, safety hazards and control mechanisms.
- Detailed knowledge and implications of any legislation/regulation pertaining to OH&S and handling, movement of goods, including bond/quarantine and hazardous/dangerous goods requirements.

**Underpinning Skills**

- Questioning and active listening skills, for example when obtaining information on warehousing functions and products.
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and team members.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the satisfaction of orders and despatch operations.
- Locate, select, sort, assemble and consolidate orders in preparation for despatch.
- Identification and correct use of equipment, processes and procedures.
- Apply relevant agreements, codes of practice or other legislative requirements.
Consistency in Performance

- It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
- Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
- Legislative provisions are met in any service provision.
- Orders promptly identified, located, handled and moved, taking cognizance of procedures, hazards, regulations and documentation requirements and without causing damage to goods, equipment or personnel.
- Performance may include:
  - effective working relationships
  - modifies activities to cater for variations in workplace context and environment
  - effectively negotiates and resolves issues and problems
  - uses organisational structures effectively to complete work operations
  - shows evidence of application of relevant workplace procedures including:
    - codes of practice, hazard policies and procedures
    - issue resolution procedures
    - job procedures and work instructions
    - safety guidelines
    - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the storage requirement.

Resource Implications
Access to storage facility, stock, despatch orders, handling equipment, documentation, work procedures and appropriate despatch area.

Key Competencies & Application to Standards

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TDT A31 98A  Consolidate Freight

Unit Descriptor
This unit covers the functions required to combine or consolidate multiple shipments of products into higher volume shipments.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>1.</td>
<td>Assess scope to consolidate freight</td>
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<td>2.</td>
<td>Prepare consignment documentation</td>
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Range of Variables
Unit Context
Consolidation of freight may include:
- mixed products from multiple areas for shipment to a single customer
- consolidation of smaller shipments.
Workplace Context

- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may involve 24 hour operation at single or multi-site locations.
- Environment may include movement of equipment, materials and vehicular traffic.
- Customer and supplier contact is a requirement of these operations.
- Hazards may include:
  - hazardous or dangerous materials
  - contamination of or from materials being handled
  - noise, light, energy sources
  - stationary and moving machinery, parts or components
  - dust/vapours
  - spills, leakages, ruptures
  - service lines.
- Requirements for work may include:
  - freight forwarding protocols and procedures
  - communications equipment
  - enterprise operations
  - authorities and permits
  - hours of operation
  - relevant regulations.

Job Role Context

The employee may work under general supervision. Exercises discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures.

A range of opportunities may be used to:

- develop the work area
- support the development of work systems
- implement innovative strategies to deal with contingencies
- encourage the achievement of the organisation’s goals and key performance objectives by teams/groups and/or individuals.

Conditions of service, legislation and industrial agreements include:

- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.

Consultative processes may include:

- other employees and supervisors
- international and domestic agents, suppliers, customers/clients
- relevant authorities and institutions
- management
- union representatives
- OH&S and other professional/technical staff.

This unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others, individually or in teams.
Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or mobile phone, by radio, computer or by other electronic means.

Legislative Requirements
This includes commonwealth, state and territory legislation related to freight forwarding operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Sources of Information
- Operations manuals, job specifications and procedures.
- Applicable commonwealth/state/territory legislation and codes of practice relating to:
  - freight forwarding laws and regulations
  - OH&S and Environmental Protection legislation
  - licence requirements
  - import and export requirements.
- Quality or enterprise work specifications and procedures.
- Australian and International standards, criteria and certification requirements.
- Manufacturer/customer/client specifications or handling/storage advice.
- Workplace operating procedures and policies.
- Material safety data sheets.
- Personal and work area work procedures and practices.
- Applicable commonwealth/state/territory legislation and codes of practice relating to freight forwarding operations, Customs and quarantine, dangerous and hazardous goods, environmental protection and OH&S.
- Enterprise communications, management and inventory systems.
- Conditions of service and workplace agreements.
- Enterprise quality assurance procedures.
- Emergency requirements.
- Transport routes, timetables.

Recording of Information
Fleet management documentation is to be completed and retained in conformance with enterprise procedures.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- assessing the potential for consolidating individual freight shipments
- documenting, packaging, labelling and marking of consolidated consignments to meet domestic and international regulatory and enterprise requirements
- planning for the consolidation and loading of cargo including procedures and protocols for forwarding cargo to differing destinations.
Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- Detailed knowledge of the business policies and plans for the enterprise and the processes and procedures in place and under development.
- Detailed knowledge of the freight distribution requirements within the enterprise, the goals, key performance objectives and the resources available for their achievement.
- Detailed knowledge of the documentation, labelling and loading requirements for consolidating freight consignments to meet domestic and international regulatory and enterprise requirements.

Underpinning Skills
- Questioning and active listening skills, for example when obtaining information on freight consignment details.
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and employees.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the freight distribution.
- The ability to identify when freight consolidation opportunities exist and their effective and efficient achievement.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the freight forwarding environment.
Resource Implications
Access to:
- freight consolidation opportunities
- information system(s)
- access to transport modes (as required)
- enterprise documentation, procedures and policies.

Key Competencies & Application to Standards

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# TDT A32 98A Organise Transport of Freight or Goods

**Unit Descriptor**

This unit covers the functions required to organise the transport of freight.

## Performance Criteria

### 1. Plan transport operations

1.1 Knowledge of product to be freighted and workplace procedures are applied to the analysis of the transportation process.

1.2 Domestic and international regulations, codes and procedures for the transport of freight are identified.

1.3 Resources including manual handling equipment, employee’s competencies, storage areas, goods management equipment and transportation equipment are identified to match the task.

1.4 Work processes are planned to meet the proposed timelines.

1.5 Types of transportation required for the freight of goods are identified to match customer requirements, freight type and delivery time.

1.6 Multiple transport modes are identified where applicable.

1.7 Goods transfer methods between modes of transport are selected where appropriate.

### 2. Organise the transport of freight

2.1 Employees, equipment and temporary storage areas (if required) are allocated and supervised.

2.2 Freight is secured, ensuring no damage to contents.

2.3 Handling methods suitable to the goods and transport method are selected.

2.4 Individuals are informed of work requirements and timelines.

2.5 Work processes are monitored to ensure that resources, both human and equipment, are maintained at productive levels and within OH&S requirements.

2.6 Discrepancies in freight are noted and action undertaken in accordance with enterprise procedures.

### 3. Complete organisational process

3.1 Monitoring processes to track the movement of freight are implemented.

3.2 Reporting requirements are communicated to appropriate personnel.

3.3 Workplace documents and records are checked for completion and filed/stored in accordance with enterprise procedures.
Range of Variables

Unit Context
Goods to be transported include materials in bulk, dangerous goods and packaged goods. Storage areas may be existing, temporary or permanent. Transport modes include air, rail, road and sea or combinations.

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may involve 24 hour operation at single or multi-site locations.
- Environment may include movement of equipment, materials and vehicular traffic.
- Customer and supplier contact is a requirement of these operations.
- Hazards may include:
  - hazardous or dangerous materials
  - contamination of or from materials being handled
  - noise, light, energy sources
  - stationary and moving machinery, parts or components
  - dust/vapours
  - spills, leakages, ruptures
  - service lines.
- Requirements for work may include:
  - freight forwarding protocols and procedures
  - site restrictions and procedures
  - use of safety and personal protection equipment
  - specialised lifting and/or handling equipment
  - incident/accident breakdown procedures
  - communications equipment
  - enterprise operations
  - authorities and permits
  - hours of operation
  - relevant regulations.

Job Role Context
- Work normally performed under general supervision.
- Exercises discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures.
- A range of opportunities may be used to:
  - develop the work area
  - support the development of work systems
  - implement innovative strategies to deal with contingencies
  - encourage the achievement of the organisation’s goals and key performance objectives by teams/groups and/or individuals.
- Conditions of service, legislation and industrial agreements include:
  - workplace agreements and awards
  - OH&S
  - relevant commonwealth, state and/or territory legislation.
• Consultative processes may include:
  • other employees and supervisors
  • suppliers, customers/clients
  • relevant authorities and institutions
  • management
  • union representatives
  • OH&S and other professional/technical staff.
• The unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others, individually or in teams.

Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or mobile phone, by radio, computer or by other electronic means.

Legislative Requirements
This includes commonwealth, state and territory legislation related to transport and freight forwarding operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Sources of Information
• Safe working load/working load limit.
• Operations manuals, job specifications and procedures.
• Applicable Commonwealth/State/Territory legislation and codes of practice relating to:
  • freight forwarding laws and regulations
  • OH&S and Environmental Protection legislation
  • licence requirements
  • import and export requirements.
• Quality or enterprise work specifications and procedures.
• Australian and International standards, criteria and certification requirements.
• Manufacturer/customer/client specifications or handling/storage advice.
• Workplace operating procedures and policies.
• Material safety data sheets.
• Personal and work area work procedures and practices.
• Applicable commonwealth/state/territory legislation and codes of practice relating to freight forwarding operations, Customs and quarantine, dangerous and hazardous goods, environmental protection and OH&S.
• Enterprise communications, management and inventory systems.
• Conditions of service and workplace agreements.
• Enterprise quality assurance procedures.
• Emergency requirements.
• International transport regulations, codes and procedures.

Recording of Information
Documentation associated with the transport of freight is to be completed and retained in conformance with enterprise procedures.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- assessing the transport, storage and handling requirements and availability for the transportation of goods/freight
- identifying work processes and human and material resources required for the transportation of goods/freight
- organising the transport of goods/freight taking cognisance of domestic and international regulatory requirements
- monitoring, reporting and documenting the organisational process of the operation in accordance with enterprise procedures.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the enterprise processes and procedures.
- Detailed knowledge of the transport and freight distribution requirements within the enterprise.
- Detailed knowledge of the requirements of the goods/freight to be moved and the resources and work processes required to effect it.
- Detailed knowledge of OH&S and regulatory requirements associated with the transport of goods/freight.
- Detailed knowledge of the monitoring, reporting and documentation required by the enterprise to support the transport operation.

Underpinning Skills
- Questioning and active listening skills, for example when obtaining information on transport requirements.
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and employees.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the transportation process.
- The planning and organisational skills associated with the transport of goods/freight.

Consistency in Performance
- It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
- Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
- Legislative provisions are met in any service provision.
• Performance may include:
  • effective working relationships
  • modifies activities to cater for variations in workplace context and environment
  • effectively negotiates and resolves issues and problems
  • uses organisational structures effectively to complete work operations
  • shows evidence of application of relevant workplace procedures including:
    - codes of practice, hazard policies and procedures
    - issue resolution procedures
    - job procedures and work instructions
    - safety guidelines
    - quality, security, environmental and housekeeping procedures.

**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the transport and freight handling activity.

**Resource Implications**
Access to:
• goods for transport
• personnel and handling equipment
• access to transport modes (as required)
• destination
• enterprise documentation, procedures and policies.

**Key Competencies & Application to Standards**

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TDT B1 97A Check and Assess Operational Capability of Equipment

Unit Descriptor
This unit covers the functions required to ensure the safe and effective operation of equipment. The unit will be endorsed for the type of operated equipment.

Element | Performance Criteria
--- | ---
1. Inspect equipment and work area | 1.1 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 | 2.1 Equipment and components are tested after start-up in accordance with manufacturer's specifications and enterprise procedures.
 | 2.2 Warning systems are all checked for operational effectiveness.
3. Identify and assess impact faults on work requirements | 3.1 Faults are identified and assessment made of the potential effect on the operation of the equipment for the required work.
 | 3.2 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 | 4.1 Accurate reporting of the results of the inspection and testing is kept in accordance with statutory requirements, enterprise policy and industry guidelines.
 | 4.2 Records are clear, unambiguous and concisely kept in accordance with enterprise policy.
 | 4.3 Clear reference is made to any items which may affect the future safety of the equipment.

Range of Variables
Equipment
Includes light and heavy forklifts, front end loaders, rear skid loaders (bobcat), internal transfer vehicles and bridge and gantry cranes.

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Work may involve 24 hour operation at single or multi-site locations.
• Hazards may include:
  • hazardous or dangerous materials
  • contamination of, or from, materials being handled
  • noise, light, energy sources
  • stationary and moving machinery, parts or components
  • service lines
  • spills, leakages, ruptures
  • dust/vapours.
• Requirements for work may include:
  • site restrictions and procedures
  • use of safety and personal protection equipment
  • specialised lifting/handling equipment
  • communications and computing equipment
  • emergency/incident procedures
  • hours of operation
  • relevant regulations.

Job Role Context
• The employee may work under some supervision, generally within a team environment.
• Safety checks and equipment tests may be performed under limited supervision at work location.
• This unit will be endorsed for the particular equipment.
• Conditions of service, legislation and industrial agreements include:
  • workplace agreements and awards
  • OH&S
  • relevant commonwealth, state and/or territory legislation.
• Consultative processes may include:
  • other employees and supervisors
  • management
  • union representatives
  • customers/clients.

Communications
Communications may be face to face, by telephone or by other electronic means.

Customers/Clients
Customers/clients may be internal or external.

Legislative Requirements
This includes state and territory legislation related to warehousing and distribution activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Sources of Information
• Manufacturers instructions.
• Quality or enterprise work specifications and procedures.
• Workplace operating procedures and policies.
• Material safety data sheets.
• Personal and work area work procedures and practices.
• Applicable commonwealth/state/territory legislation and codes of practice relating to warehousing and distribution, dangerous and hazardous goods, environmental protection and OH&S.
• Australian Standards such as 2359 – Industrial Truck Code.
• Enterprise communications, management and inventory systems.
• Conditions of service and workplace agreements.
• Enterprise quality assurance procedures.
• Emergency procedures.

**Recording of Information**
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

**Evidence Guide**
**Critical Aspects**
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• inspecting equipment prior to commencing operation following enterprise procedures and/or manufacturer’s instructions
• conducting checks of instruments and controls, including warning systems, after start-up
• identify, rectify and/or report faults which affect the safe operation of the equipment
• record and report results of the inspection as required by enterprise procedures.

**Interdependent Assessment of Units**
This unit may be assessed in conjunction with other units that form part of a job role or function, particularly the operation of equipment.

**Underpinning Knowledge**
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of equipment applications, capacities, configurations, safety hazards/requirements and control mechanisms.
• Detailed knowledge of inspection and checking requirements.
• Detailed knowledge of enterprise reporting and recording requirements.

**Underpinning Skills**
• Questioning and active listening skills, for example when obtaining information on equipment.
• Plain English literacy and communication skills in relation to dealing with team members and supervisors.
• Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the operation of the equipment.
• Safely and efficiently use appropriate tools and support equipment.
**Consistency in Performance**

- It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
- Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
- Performance may include:
  - effective working relationships
  - modifies activities to cater for variations in workplace context and environment
  - effectively negotiates and resolves issues and problems
  - uses organisational structures effectively to complete work operations
  - shows evidence of application of relevant workplace procedures including:
    - codes of practice, hazard policies and procedures
    - job procedures and work instructions
    - safety, quality, security, environmental and housekeeping procedures.

**Context for Assessment**

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the operating requirement.

**Resource Implications**

Access to appropriate equipment, manufacturer’s specifications and information on safe use, workplace procedures and requirements and appropriate tools and equipment.

**Key Competencies & Application to Standards**

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## TDT B3 97A  Maintain Vehicles

### Unit Descriptor
This unit covers the functions required to undertake routine maintenance and minor repairs on vehicles which result from routine inspections.

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<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Diagnose vehicle faults and undertake repairs for the safe operation of a vehicle | 1.1 Faults in the vehicle electrical system are identified, diagnosed and repaired following manufacturer’s specifications and company procedures.  
1.2 Faults in the fuel system are identified, diagnosed and repaired following manufacturer’s specifications and company procedures. |
| 2. Maintain the vehicle systems | 2.1 Fluid levels are checked and adjusted following manufacturer’s specifications and company procedures.  
2.2 Air levels are checked and adjusted following manufacturer’s specifications and company procedures. |
| 3. Carry out minor repairs to a vehicle | 3.1 Vehicle components are removed, repaired or replaced and refitted to the vehicle using the correct tools and following manufacturer’s instructions and company procedures.  
3.2 Tyres are repaired or replaced as on vehicle following company procedures and manufacturer’s instructions.  
3.3 The need for more complex maintenance procedures is identified and the problem correctly referred following company procedures. |
| 4. Complete documentation | 4.1 Records of routine maintenance and repairs are kept in accordance with company procedures. |

### Range of Variables

**Unit Context**
Includes all commercial road transport vehicles such as light vehicles, heavy vehicles and combination vehicles.  
Includes all minor repairs such as the replacement of headlights, door mirrors, coolant hoses, fuses, fan belts, tail light lens and globes and repair of tyre punctures.  
Includes all minor services such as replacement of oils and inflating tyres.
Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large. Work may involve 24 hour operation at single or multi-site locations. Work may be performed in all road transport situations, for example:
- work conducted in confined spaces, exposed conditions and controlled or open environment
- in the warehouse and at the depot
- in the vehicle on the road
- at the customer/client’s workplace
- by day or night
- in all weather conditions.

Job Role Context
The employee will operate under minimal or limited supervision. Requires judgement and discretion in performing minor repairs and maintaining vehicle in conformance to enterprise requirements. Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients
- industrial relations, OH&S staff/specialists
- other professional/technical staff.

Legislative Requirements
This includes commonwealth, state and territory legislation related to road transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, telephone or by other electronic means.

Sources of Information
Operations manuals and manufacturer’s instructions/specifications. Applicable commonwealth/state/territory legislation and codes of practice relating to:
- road traffic laws and regulations
- OH&S and Environmental Protection legislation
- licence and registration requirements.
Workplace processes and procedures.
Emergency requirements.

Recording of Information
Documentation maintained in conformance with enterprise procedures.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- identifying, diagnosing and repairing electrical and fuel system faults in conformance with manufacturer’s instructions and enterprise requirements
- checking and adjusting fluid and air levels in conformance with manufacturer’s instructions and enterprise requirements
- conducting minor repairs to vehicle in conformance with manufacturer’s instructions and enterprise requirements and identifying and reporting more complex repairs as required by enterprise procedures.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function. It should be assessed with the appropriate Drive Vehicle competency.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of the vehicle maintenance process, including fault identification, diagnosis and minor repairs.
- Detailed knowledge of the regulatory and enterprise safety and condition requirements.
- Detailed knowledge of the enterprise maintenance recording and reporting requirements, including complex maintenance requirements.

Underpinning Skills
- Questioning and active listening skills, for example when eliciting information on vehicle maintenance requirements.
- Plain English literacy and communication skills in relation to communication with other employees and customers/clients.
- Identify, diagnose and repair minor electrical and fuel faults.
- Identify and report complex maintenance requirements.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures
- work completed systematically without injury to self or others or damage to goods, vehicle or property.
Evidence of performance may be provided by supervisors, other employees or other appropriate persons subject to agreed authentication arrangements.

**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment.

**Resource Implications**
Access to vehicle, maintenance equipment and facilities and enterprise documentation and procedures.

**Key Competencies & Application to Standards**

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TDT B4 97A Inspect Vehicles

Unit Descriptor
This unit covers the functions required to undertake vehicle inspections, including basic fault identification and reporting.

Element | Performance Criteria
--- | ---
1. Check the vehicle | 1.1 A visual check of the internal and external condition of the vehicle is carried out following company procedures.
| | 1.2 Pre-operational inspections and checks of the vehicle’s tyres, suspension, fluid levels and other critical features are carried out to ensure conformance with road safety standards.
| | 1.3 Associated equipment is tested to ensure it functions correctly to manufacturer’s specifications.
| | 1.4 Post start-up and shut down checks are carried out after engine is started to identify possible engine or electrical problems.
| | 1.5 Warning systems (instruments and gauges) are checked to ensure they are operational.
| | 1.6 Where relevant, vehicle monitoring device is logged on/off in accordance with manufacturer’s instructions and company policy.

2. Clean vehicle | 2.1 Vehicle and associated equipment is cleaned in accordance with company procedures and legislation.

3. Complete documentation | 3.1 Basic faults are identified and/or diagnosed and appropriate action taken to report or remedy them as required by company procedures and legislation.
| | 3.2 Records of inspection are updated and recommended repairs are documented in accordance with company policies.

Range of Variables
Type of Equipment
Includes all commercial road transport vehicles such as light vehicles, heavy vehicles and combination vehicles.

Workplace Context
• Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
• Work may involve 24 hour operation at single or multi-site locations.
• Work may be performed in all road transport situations, for example:
  • work conducted in confined spaces, exposed conditions and controlled or open environment
  • in the warehouse and at the depot
  • in the vehicle on the road
  • at the customer/client’s workplace
  • by day or night
  • in all weather conditions.

Job Role Context
• The employee will operate under minimal or limited supervision.
• Requires judgement and discretion in inspecting vehicle and reporting faults in conformance to enterprise requirements.
• Consultative processes may include:
  • other employees and supervisors
  • management
  • union representatives
  • customers/clients
  • industrial relations, OH&S staff/specialists
  • other professional/technical staff.

Legislative Requirements
This includes commonwealth, state and territory legislation related to road transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, telephone or by other electronic means.

Sources of Information
• Operations manuals and manufacturer’s instructions/specifications.
• Applicable commonwealth/state/territory legislation and codes of practice relating to:
  • road traffic laws and regulations
  • OH&S and Environmental Protection legislation
  • licence and registration requirements.
• Workplace processes and procedures.
• Emergency requirements.

Recording of Information
Documentation maintained in conformance with enterprise procedures.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- conducting visual inspections of vehicle, pre-operational safety checks, testing equipment functions and post start-up and shut down checks in conformance with enterprise requirements
- cleaning of vehicle
- identifying, reporting and recording faults as required by enterprise policies and procedures.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function. It should be assessed with the appropriate Drive Vehicle competency.

Underpinning Knowledge

- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of the vehicle inspection process, including visual inspection and operational and warning system checking procedures.
- Detailed knowledge of the regulatory and enterprise safety and condition requirements.
- Detailed knowledge of the regulatory and enterprise fault identification recording and reporting requirements.

Underpinning Skills

- Questioning and active listening skills, for example when eliciting information on vehicle condition requirements.
- Plain English literacy and communication skills in relation to communication with other employees and customers/clients.
- Conduct vehicle inspection and checks and clean vehicle.
- Identify and report vehicle faults.

Consistency in Performance

- It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
- Performance may include:
  - effective working relationships
  - modifies activities to cater for variations in workplace context and environment
  - effectively negotiates and resolves issues and problems
  - uses organisational structures effectively to complete work operations
  - shows evidence of application of relevant workplace procedures including:
    - codes of practice, hazard policies and procedures
    - issue resolution procedures
    - job procedures and work instructions
    - safety guidelines
    - quality, security, environmental and housekeeping procedures.
  - work completed systematically without injury to self or others or damage to goods, vehicle or property.
- Evidence of performance may be provided by supervisors, other employees or other appropriate persons subject to agreed authentication arrangements.
**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment.

**Resource Implications**
Access to vehicle and enterprise documentation and procedures.

**Key Competencies & Application to Standards**

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<thead>
<tr>
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TDT B7 97A  Maintain Trailers

Unit Descriptor
This unit covers the functions required to perform routine servicing on a commercial vehicle trailer, including basic fault diagnosis and repair.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1. Identify faults and perform routine maintenance</td>
<td>1.1 Trailer faults are identified and diagnosed in accordance with company procedures.</td>
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<tr>
<td>1.2 Trailer components are lubricated in accordance with manufacturer’s instructions and company procedures.</td>
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<tr>
<td>2. Carry out repairs on trailers</td>
<td>2.1 Trailer’s air brake system is inspected and adjusted, and any required minor maintenance or repairs carried out.</td>
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<td>2.2 Trailer’s electrical system is checked for correct operation and any required minor maintenance or repairs carried out.</td>
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<tr>
<td>2.3 Trailer’s suspension and axles are inspected and identified faults repaired and/or reported in accordance with company procedures.</td>
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<td>2.4 Trailer’s wheels and tyres are inspected, removed, repaired and refitted, as required, in accordance with company policy.</td>
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<tr>
<td>3. Complete documentation</td>
<td>3.1 Records of routine maintenance and repairs are kept in accordance with company procedures.</td>
</tr>
</tbody>
</table>

Range of Variables
Type of Equipment
Includes all trailers attached to commercial road transport vehicles.

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may involve 24 hour operation at single or multi-site locations.
- Work may be performed in all road transport situations, for example:
  - work conducted in confined spaces, exposed conditions and controlled or open environment
  - in the warehouse and at the depot
  - in the vehicle on the road
  - at the customer/client’s workplace
  - by day or night
  - in all weather conditions.
Job Role Context

- The employee will operate under minimal or limited supervision.
- Requires judgement and discretion in maintaining trailer and reporting faults in conformance to enterprise requirements.
- Consultative processes may include:
  - other employees and supervisors
  - management
  - union representatives
  - customers/clients
  - industrial relations, OH&S staff/specialists
  - other professional/technical staff.

Legislative Requirements
This includes commonwealth, state and territory legislation related to road transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, telephone or by other electronic means.

Sources of Information
- Operations manuals and manufacturer’s instructions/specifications.
- Applicable commonwealth/state/territory legislation and codes of practice relating to:
  - road traffic laws and regulations
  - OH&S and Environmental Protection legislation
  - licence and registration requirements.
- Workplace processes and procedures.
- Emergency requirements.

Recording of Information
Documentation maintained in conformance with enterprise procedures.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- identifying and diagnosing trailer faults and lubricating components in accordance with manufacturer’s instructions and enterprise requirements
- inspecting, adjusting and reporting as required the air brake, electrical and suspension systems of the trailer in accordance with manufacturer’s instructions and enterprise requirements
- recording of routine maintenance and repairs as required by enterprise policies and procedures.
Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function. It could be assessed with the appropriate Drive Vehicle competency.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of the trailer maintenance requirements, including inspection, adjustments and minor repairs to trailer systems.
- Detailed knowledge of the regulatory and enterprise safety and condition requirements.
- Detailed knowledge of the enterprise recording and reporting requirements.

Underpinning Skills
- Questioning and active listening skills, for example when eliciting information on trailer maintenance.
- Plain English literacy and communication skills in relation to communication with other employees and customers/clients.
- Conduct trailer maintenance and effect minor repairs.
- Identify and report complex trailer repairs.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures
- work completed systematically without injury to self or others or damage to goods, vehicle or property.

Evidence of performance may be provided by supervisors, other employees or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment.

Resource Implications
Access to trailer, maintenance equipment, servicing facilities and enterprise documentation and procedures.
### Key Competencies & Application to Standards

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## TDT B8 97A Inspect Trailers

### Unit Descriptor
This unit covers the functions required to undertake inspections of commercial vehicle trailers, including basic fault diagnosis and repair.

### Element | Performance Criteria
--- | ---
1. Check the trailer | 1.1 A visual check of the internal and external condition of the trailer is carried out following company procedures.  
1.2 Pre-operational inspections and checks of the trailer’s brake systems, suspension and axles, electrical systems and wheels and tyres are carried out to ensure conformance with road safety standards.  
1.3 Associated equipment is tested to ensure it functions correctly to manufacturer’s specification.

2. Clean trailer | 2.1 Trailer and associated equipment is cleaned in accordance with company procedures and legislation.

3. Complete documentation | 3.1 Basic faults are identified and/or diagnosed and appropriate action taken to report or remedy them as required by company procedures and legislation.  
3.2 Records of inspection are updated and recommended repairs documented in accordance with company polices.

### Range of Variables

#### Type of Equipment
Includes all trailers attached to commercial road transport vehicles.

#### Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may involve 24 hour operation at single or multi-site locations.
- Work may be performed in all road transport situations, for example:  
  - work conducted in confined spaces, exposed conditions and controlled or open environment  
  - in the warehouse and at the depot  
  - in the vehicle on the road  
  - at the customer/client’s workplace  
  - by day or night  
  - in all weather conditions.
Job Role Context
- The employee will operate under minimal or limited supervision.
- Requires judgement and discretion in inspecting trailer and reporting faults in conformance to enterprise requirements.
- Consultative processes may include:
  - other employees and supervisors
  - management
  - union representatives
  - customers/clients
  - industrial relations, OH&S staff/specialists
  - other professional/technical staff.

Legislative Requirements
This includes commonwealth, state and territory legislation related to road transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, telephone or by other electronic means.

Sources of Information
Operations manuals and manufacturer’s instructions/specifications.
Applicable commonwealth/state/territory legislation and codes of practice relating to:
- road traffic laws and regulations
- OH&S and Environmental Protection legislation
- licence and registration requirements.
Workplace processes and procedures.
Emergency requirements.

Recording of Information
Documentation maintained in conformance with enterprise procedures.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- conducting visual inspections of trailer, pre-operational safety checks and testing of associated equipment in conformance with enterprise requirements
- cleaning the trailer
- identifying, reporting and recording faults as required by enterprise policies and procedures.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function. It should be assessed with the appropriate Drive Vehicle competency.
Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of the trailer inspection process, including visual inspection and operational checking procedures.
- Detailed knowledge of the regulatory and enterprise safety and condition requirements.
- Detailed knowledge of the regulatory and enterprise fault identification recording and reporting requirements.

Underpinning Skills
- Questioning and active listening skills, for example when eliciting information on vehicle condition requirements.
- Plain English literacy and communication skills in relation to communication with other employees and customers/clients.
- Conduct trailer inspection and checks and clean trailer.
- Identify and report trailer faults.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures
- work completed systematically without injury to self or others or damage to goods, vehicle or property.
Evidence of performance may be provided by supervisors, other employees or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment.

Resource Implications
Access to trailer and enterprise documentation and procedures.
### Key Competencies & Application to Standards

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## TDT B9 98A Check Conveyor Belt/Roller Belt Operational Status

### Unit Descriptor
This unit covers the functions required to assess the operational status of conveyor systems.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1. Inspect conveyor system and work area</td>
<td>1.1 The conveyor system is checked, prior to start-up, in accordance with enterprise procedures, manufacturer’s safety checks and specifications to ensure it is free from damage and obstructions that may limit operational capability.</td>
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<tr>
<td></td>
<td>1.2 Work area is checked to ensure it is safe and appropriate for the required task.</td>
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</tbody>
</table>
| 2. Check equipment operational capability | 2.1 Conveyors are inspected after start-up in accordance with manufacturer’s specifications and enterprise procedures to check:  
  - belt surface and edges  
  - frame  
  - idlers  
  - motive power source  
  - tensions  
  - tracking  
  - speed  
  - guides. |
| | 2.2 Warning systems are checked for operational effectiveness. |
| | 2.3 Records are checked to determine maintenance history and requirements and goods carried. |
| 3. Identify, assess faults and report results of inspection and testing | 3.1 Faults are identified and assessments made of the potential effect on the operation of the equipment for the required work and forwarded to relevant personnel. |
| | 3.2 Accurate reporting of the results of the inspection and testing is kept in accordance with statutory requirements, enterprise policy and industry guidelines. |
| | 3.3 Clear reference is made to any items which may which may effect the future safety and/or operation of the equipment. |
| | 3.4 Conveyor system is continually monitored for safe and efficient operation. |
Range of Variables

Conveyor
- Conveyor may be enclosed or exposed, above or underground.
- Conveyor belt construction and materials may vary.
- Work is governed by manufacturer’s instructions and enterprise procedures.
- Power source may be electric, hydraulic or internal combustion.
- Types of conveyors may include buckets, rollers, air slides and gravity systems.

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Work may involve 24 hour operation at single or multi-site locations.
- Goods/cargo to be loaded/unloaded/relocated may require special precautions such as safety and/or security measures.
- May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Hazards may include:
  - hazardous or dangerous materials
  - contamination of, or from, materials being handled
  - noise, light, energy sources
  - stationary and moving machinery, parts or components
  - service lines
  - spills, leakages, ruptures
  - dust/vapours.
- Requirements for work may include:
  - site restrictions and procedures
  - use of safety and personal protection equipment
  - specialised lifting/handling equipment
  - communications and computing equipment
  - emergency/incident procedures
  - hours of operation
  - relevant regulations.

Job Role Context
- The employee may work under general supervision.
- Safety checks and tests may be performed under limited supervision at work location.
- Conditions of service, legislation and industrial agreements include:
  - workplace agreements and awards
  - OH&S
  - relevant commonwealth, state and/or territory legislation.
- Consultative processes may include:
  - other employees and supervisors
  - management
  - union representatives
  - customers/clients.
Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Legislative Requirements
This includes state and territory legislation related to warehousing and distribution activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Sources of Information
- Safe working load/safe load limit.
- Operations manuals, job specifications and procedures.
- Manufacturer’s specifications, instructions, labelling advice including materials safety data sheets.
- Quality or enterprise work specifications and procedures.
- Workplace operating procedures and policies.
- Personal and work area work procedures and practices.
- Applicable commonwealth/state/territory legislation and codes of practice relating to warehousing and distribution, dangerous and hazardous goods, environmental protection and OH&S.
- Australian and International standards.
- Enterprise communications, management and inventory systems.
- Conditions of service and workplace agreements.
- Enterprise quality assurance procedures.
- Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- inspecting equipment prior to commencing operation following enterprise procedures and/or manufacturers instructions
- conducting checks of components and operation, including warning systems, after start-up
- identify, assess, rectify and/or report faults which affect the safe operation of the equipment
- record and report results of the inspection as required by enterprise procedures.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function, particularly the operation of an equipment.
Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of conveyor applications, capacities, safety hazards/requirements and control mechanisms.
- Detailed knowledge of inspection and checking requirements.
- Detailed knowledge of enterprise reporting and recording requirements.

Underpinning Skills
- Questioning and active listening skills, for example when obtaining information on equipment.
- Plain English literacy and communication skills in relation to dealing with team members and supervisors.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the operation of the conveyor.
- Safely and efficiently use appropriate tools and support equipment.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - job procedures and work instructions
  - safety, quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the operating requirement.

Resource Implications
Access to appropriate conveyor, goods to be transferred, manufacturer’s specifications and information on safe use, workplace procedures and requirements and appropriate tools and equipment.
### Key Competencies & Application to Standards

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TDT C1 97A  Drive Light Vehicle

Unit Descriptor
This unit covers the functions required to drive cars and light vehicles safely, including the systematic, safe and efficient control of all vehicle functions and effective management of hazardous situations.

Element  Performance Criteria
1. Drive the vehicle  1.1 Vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer’s instructions.
  1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage.
  1.3 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving.
  1.4 The vehicle is driven in reverse, maintaining visibility and achieving accurate positioning.
  1.5 The vehicle is parked, shut down and secured in accordance with manufacturer’s specifications, traffic regulations and company procedures.

2. Monitor traffic and road conditions  2.1 The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations.
  2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities.

3. Monitor and maintain vehicle performance  3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle.
  3.2 Performance and efficiency of vehicle operation is monitored during use.
  3.3 Defective or irregular performance or malfunctions are reported to the appropriate authority.
  3.4 Vehicle records are maintained/updated and information is processed in accordance with company procedures.
Range of Variables

Type of Vehicle
Includes all cars and vehicles equal to or less than 4.5 tonnes GVM and seating up to 12 adults including the driver and all types of transmission.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may be performed in all road transport situations, for example:
- work conducted in confined spaces, exposed conditions and controlled or open environment
- in the warehouse and at the depot
- in the vehicle on the road
- at the customer/client’s workplace
- by day or night
- in all weather conditions.

Job Role Context
The employee will operate under general supervision.
Requires judgement and appropriate road sense.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients
- industrial relations, OH&S staff/specialists
- other professional/technical staff.

Legislative Requirements
This includes commonwealth, state and territory legislation related to road transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by radio, telephone or by other electronic means.

Sources of Information
Operations manuals and manufacturer’s specifications.
Applicable commonwealth/state/territory legislation and codes of practice relating to:
- road traffic laws and regulations
- OH&S and Environmental Protection legislation
- Licence requirements.
Emergency requirements.
Information concerning tasks may be gained from job specifications and procedures, previous tasks, supervisor’s instructions, enterprise procedures and documentation, industry comparative standards, maps, sketches and verbal directions (either face-to-face or by remote means such as radio/telephone).

**Recording of Information**
Vehicle documentation to be completed and retained in conformance with enterprise procedures.

**Evidence Guide**

**Critical Aspects**
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- start, steer, manoeuvre, reverse, position, and stop vehicle
- apply road rules
- operate vehicle controls, instruments and indicators
- apply defensive driving techniques, engine power management and safe driving strategies
- identify road and traffic hazards
- locate, interpret and apply relevant information
- maintain enterprise records and documentation
- the safe and efficient operation of the vehicle.

**Interdependent Assessment of Units**
This unit may be assessed in conjunction with other units that form part of a job role or function.

**Underpinning Knowledge**
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Implications of OH&S legislation and codes of practice.
- Road laws.
- Vehicle controls and indicators (including differing transmission types).
- Map reading.
- Permit and licence requirements.
- Enterprise work procedures.
- Prioritising and multi–tasking work.
- Focus of operation of work systems and equipment.
- Application of relevant agreements, codes of practice or other legislative requirements.

**Underpinning Skills**
- Vehicle handling procedures.
- Efficient driving techniques including defensive driving.
- Map reading/navigation.
- Monitoring and anticipating traffic hazards.
- Identification and correct use of vehicle, processes and procedures planning own work including predicting consequences and identifying improvements.
- Plain English literacy and communication skills in relation to dealing with customer/clients and other employees/supervisors.
- Literacy and interpretative skills sufficient to access keywords and phrases and to interpret road traffic signs and signals.
- Problem solving and analytical skills for a range of unpredictable work place circumstances.

**Consistency in Performance**

It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures
- efficient accident and incident reporting following regulatory and workplace requirements
- work completed systematically without injury to self or others or damage to goods, vehicle or property.

Evidence of performance may be provided by supervisors, other employees or other appropriate persons subject to agreed authentication arrangements.

**Context for Assessment**

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the operation of the vehicle in undertaking enterprise tasks.

**Resource Implications**

The following are required:
- a workplace or simulated workplace
- access to appropriate vehicle to enterprise requirements

**Key Competencies & Application to Standards**

<table>
<thead>
<tr>
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<th>Level 3</th>
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</table>
# TDT C2 97A  Drive Light Rigid Vehicle

## Unit Descriptor
This unit covers the functions required to drive light rigid vehicles safely, including the systematic, safe and efficient control of all vehicle functions and effective management of hazardous situations.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Drive the vehicle</td>
<td>1.1 The light rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer’s instructions.</td>
</tr>
<tr>
<td></td>
<td>1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage.</td>
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<td></td>
<td>1.3 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving.</td>
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<td>1.4 The vehicle is driven in reverse, maintaining visibility and achieving accurate positioning.</td>
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<td></td>
<td>1.5 The vehicle is parked, shut down and secured in accordance with manufacturer’s specifications, traffic regulations and company procedures.</td>
</tr>
<tr>
<td>2. Monitor traffic and road conditions</td>
<td>2.1 The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations.</td>
</tr>
<tr>
<td></td>
<td>2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities.</td>
</tr>
<tr>
<td>3. Monitor and maintain vehicle performance</td>
<td>3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle.</td>
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<tr>
<td></td>
<td>3.2 Performance and efficiency of vehicle operation is monitored during use.</td>
</tr>
<tr>
<td></td>
<td>3.3 Defective or irregular performance or malfunctions are reported to the appropriate authority.</td>
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<tr>
<td></td>
<td>3.4 Vehicle records are maintained/updated and information is processed in accordance with company procedures.</td>
</tr>
</tbody>
</table>
Range of Variables
Type of Vehicle
Includes all light rigid vehicles such as trucks and buses greater than 4.5 tonnes GVM or seating more than 12 adults including the driver and all types of transmission.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may be performed in all road transport situations, for example:
- work conducted in confined spaces, exposed conditions and controlled or open environment
- in the warehouse and at the depot
- in the vehicle on the road
- at the customer/client’s workplace
- by day or night
- in all weather conditions.

Job Role Context
The employee will operate under minimal or limited supervision.
Requires judgement and appropriate road sense.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients
- industrial relations, OH&S staff/specialists
- other professional/technical staff.

Legislative Requirements
This includes commonwealth, state and territory legislation related to road transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by radio, telephone or by other electronic means.

Sources of Information
Operations manuals and manufacturer’s specifications.
Applicable commonwealth/state/territory legislation and codes of practice relating to:
- road traffic laws and regulations
- OH&S and Environmental Protection legislation
- licence requirements.
Emergency requirements.
Information concerning tasks may be gained from job specifications and procedures, previous tasks, supervisor’s instructions, enterprise procedures and documentation, industry comparative standards, maps, sketches and verbal directions (either face-to-face or by remote means such as radio/telephone).

Recording of Information
Vehicle documentation to be completed and retained in conformance with enterprise procedures.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- start, steer, manoeuvre, reverse, position, and stop light rigid vehicle
- apply road rules
- operate light rigid vehicle controls, instruments and indicators
- apply defensive driving techniques, engine power management and safe driving strategies
- identify road and traffic hazards
- locate, interpret and apply relevant information
- maintain enterprise records and documentation
- the safe and efficient operation of the light rigid vehicle including the conduct pre- and post-operational checks.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function. It should be assessed with Drive Light Vehicle.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Implications of OH&S legislation and codes of practice.
- Road laws.
- Light rigid vehicle controls and indicators (including differing transmission types).
- Map reading.
- Permit and licence requirements.
- Enterprise work procedures.
- Prioritising and multi-tasking work.
- Focus of operation of work systems and equipment.
- Application of relevant agreements, codes of practice or other legislative requirements.

Underpinning Skills
- Light rigid vehicle handling procedures.
- Efficient driving techniques including defensive driving.
- Map reading/navigation.
- Monitoring and anticipating traffic hazards.
- Identification and correct use of vehicle, processes and procedures planning own work including predicting consequences and identifying improvements.
• Plain English literacy and communication skills in relation to dealing with customer/clients and other employees/supervisors.
• Literacy and interpretative skills sufficient to access keywords and phrases and to interpret road traffic signs and signals.
• Problem solving and analytical skills for a range of unpredictable workplace circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures
• efficient accident and incident reporting following regulatory and workplace requirements
• work completed systematically without injury to self or others or damage to goods, vehicle or property.

Evidence of performance may be provided by supervisors, other employees or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the operation of the light rigid vehicle in undertaking enterprise tasks.

Resource Implications
The following are required:
• a workplace or simulated workplace
• access to appropriate light rigid vehicle.

Key Competencies & Application to Standards

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TDT C3 97A  Drive Medium Rigid Vehicle

Unit Descriptor
This unit covers the functions required to drive medium rigid vehicles safely, including the systematic, safe and efficient control of all vehicle functions and effective management of hazardous situations.

Element  Performance Criteria
1. Drive the medium rigid vehicle
   1.1 The medium rigid vehicle is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer’s instructions.
   1.2 Engine power is managed to ensure efficiency and performance and to minimise engine and transmission damage.
   1.3 Engine operation is maintained within manufacturer’s specified torque range and temperature through effective transmission use.
   1.4 Braking system of medium rigid vehicle is managed and operated to ensure effective control of the vehicle under all conditions.
   1.5 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving.
   1.6 The medium rigid vehicle is driven in reverse, maintaining visibility and achieving accurate positioning.
   1.7 The medium rigid vehicle is parked, shut down and secured in accordance with manufacturer’s specifications, traffic regulations and company procedures.

2. Monitor traffic and road conditions
   2.1 The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations.
   2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities.

3. Monitor and maintain vehicle performance
   3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle.
   3.2 Performance and efficiency of vehicle operation is monitored during use.
Element | Performance Criteria
---|---
3. Monitor and maintain vehicle performance (continued) | 3.3 Defective or irregular performance or malfunctions are reported to the appropriate authority.
 | 3.4 Vehicle records are maintained/updated and information is processed in accordance with company procedures.

Range of Variables

Type of Vehicle
Includes all medium rigid vehicles such as any 2-axle rigid vehicle, including trucks and buses greater than 8 tonnes GVM and all types of transmission.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may be performed in all road transport situations, for example:
- work conducted in confined spaces, exposed conditions and controlled or open environment
- in the warehouse and at the depot
- in the vehicle on the road
- at the customer/client’s workplace
- by day or night
- in all weather conditions.

Job Role Context
The employee will operate under minimal or limited supervision. Requires judgement and appropriate road sense. Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients
- industrial relations, OH&S staff/specialists
- other professional/technical staff.

Legislative Requirements
This includes commonwealth, state and territory legislation related to road transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by radio, telephone or by other electronic means.
Sources of Information
Operations manuals and manufacturer’s specifications.
Applicable commonwealth/state/territory legislation and codes of practice relating to:
- road traffic laws and regulations
- OH&S and Environmental Protection legislation
- licence requirements.
Emergency requirements.
Information concerning tasks may be gained from job specifications and procedures, previous tasks, supervisor’s instructions, enterprise procedures and documentation, industry comparative standards, maps, sketches and verbal directions (either face-to-face or by remote means such as radio/telephone).

Recording of Information
Vehicle documentation to be completed and retained in conformance with enterprise procedures.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- start, steer, manoeuvre, reverse, position, and stop medium rigid vehicle
- apply road rules
- operate medium rigid vehicle controls, instruments and indicators
- apply defensive driving techniques, engine power management and safe driving strategies
- identify road and traffic hazards
- locate, interpret and apply relevant information
- maintain enterprise records and documentation
- the safe and efficient operation of the medium rigid vehicle including the conduct pre- and post-operational checks.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function. It should be assessed with Drive Light Vehicle.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Implications of OH&S legislation and codes of practice.
- Road laws.
- Medium rigid vehicle controls and indicators (including differing transmission types).
- Map reading.
- Permit and licence requirements.
- Enterprise work procedures.
- Prioritising and multi–tasking work.
- Focus of operation of work systems and equipment.
- Application of relevant agreements, codes of practice or other legislative requirements.
Underpinning Skills
- Medium rigid vehicle handling procedures.
- Efficient driving techniques including defensive driving.
- Map reading/navigation.
- Monitoring and anticipating traffic hazards.
- Identification and correct use of medium rigid vehicle, processes and procedures planning own work including predicting consequences and identifying improvements.
- Plain English literacy and communication skills in relation to dealing with customer/clients and other employees/supervisors.
- Literacy and interpretative skills sufficient to access keywords and phrases and to interpret road traffic signs and signals.
- Problem solving and analytical skills for a range of unpredictable work place circumstances.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures
- efficient accident and incident reporting following regulatory and workplace requirements
- work completed systematically without injury to self or others or damage to goods, vehicle or property.

Evidence of performance may be provided by supervisors, other employees or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the operation of the medium rigid vehicle in undertaking enterprise tasks.

Resource Implications
- A workplace or simulated workplace.
- Access to appropriate medium rigid vehicle.
### Key Competencies & Application to Standards

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## TDT D2 97A Use Manual Handling Equipment

### Unit Descriptor

This unit covers the functions required to use mechanical aids in the shifting of loads.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1. Assess risks arising from the relocation of the load</td>
<td>1.1 Products, goods or materials to be relocated are identified.</td>
</tr>
<tr>
<td>1.2 Location for storage is determined.</td>
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<tr>
<td>1.3 Routes to be followed are identified.</td>
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<tr>
<td>1.4 Points of balance estimated.</td>
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<tr>
<td>1.5 Effect of moving contents which may be loose, liquid, dangerous or hazardous are considered.</td>
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<tr>
<td>1.6 Potential risks in route(s) which may be followed are considered.</td>
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<tr>
<td>1.7 Lifting equipment to minimise potential risks is identified.</td>
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<tr>
<td>1.8 Appropriate personal protective equipment is worn.</td>
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<tr>
<td>2. Plan load relocation</td>
<td>2.1 Load shifting equipment selected.</td>
</tr>
<tr>
<td>2.2 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.</td>
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</tr>
<tr>
<td>2.3 Process for relocating load proposed predicting and planning for potential difficulties.</td>
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<tr>
<td>2.4 Proposed process checked against relevant Code of Practice and workplace procedures for compliance.</td>
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<tr>
<td>2.5 Lifting equipment and accessories are checked for safe operation in accordance with manufacturer’s instructions and enterprise procedures.</td>
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</tr>
<tr>
<td>3. Relocate Load</td>
<td>3.1 Any unsafe equipment is reported to appropriate personnel.</td>
</tr>
<tr>
<td>3.2 Planned process and route are followed using equipment within necessary range of limitations.</td>
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<tr>
<td>3.3 Relocated materials are set down without damage to goods, personnel or equipment and checked for stability.</td>
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<tr>
<td>3.4 Relocation is checked to see that it meets work requirements and any variances are reported.</td>
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<tr>
<td>3.5 Equipment is returned to storage area.</td>
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</tbody>
</table>
Range of Variables

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Work may involve 24 hour operation at single or multi-site locations.
- Goods/cargo to be handled may require special precautions such as safety and/or security measures.
- May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Hazards may include:
  - hazardous or dangerous materials
  - contamination of, or from, materials being handled
  - noise, light, energy sources
  - stationary and moving machinery, parts or components
  - service lines
  - spills, leakages, ruptures
  - dust/vapours.
- Environment may include movement of equipment, goods, materials and vehicular traffic.
- Requirements for work may include:
  - site restrictions and procedures
  - use of safety and personal protection equipment
  - specialised lifting/handling equipment
  - communications and computing equipment
  - emergency/incident procedures
  - hours of operation
  - relevant regulations.

Job Role Context
The employee may work under some supervision, generally within a team environment.
Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients.

Customers/ Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.
Legislative Requirements
This includes state and territory legislation related to warehousing and distribution activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Sources of Information
- Goods identification numbers and codes.
- Manifests, bar codes, goods and container identification.
- Quality or enterprise work specifications and procedures.
- Manufacturer/customer/client specifications or handling/storage advice.
- Workplace operating procedures and policies.
- Material safety data sheets.
- Personal and work area work procedures and practices.
- Applicable commonwealth/state/territory legislation and codes of practice relating to warehousing and distribution, dangerous and hazardous goods, environmental protection and OH&S.
- Enterprise communications, management and inventory systems.
- Conditions of service and workplace agreements.
- Enterprise quality assurance procedures.
- Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- identifying load characteristics and requirements to determine risks and precautions required
- identifying equipment requirements, planning and preparing for relocating the load
- relocating the load, observing all safety and other requirements to prevent damage to goods, personnel or equipment.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of loading and unloading procedures and requirements.
- Detailed knowledge of the use and capabilities of manual handling equipment and its safe operation.
- Detailed knowledge of safe handling procedures for goods, including hazardous and dangerous items.
Underpinning Skills
- Questioning and active listening skills, for example when obtaining information on goods relocation requirements.
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and team members.
- Literacy and interpretative skills sufficient to access keywords and phrases relating to the relocating of goods.
- Safely and efficiently identify and operate manual handling equipment, including the calculation of safe working load limits.
- Relocate loads, observing all safety and other requirements to prevent damage to goods, personnel or equipment.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the operating requirement.

Resource Implications
Access to goods to be relocated, appropriate manual handling equipment, work procedures and appropriate work area(s).

Key Competencies & Application to Standards

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</table>
TDT D3 97B Handle Dangerous and Hazardous Goods

Unit Descriptor
This unit covers the functions required to relocate hazardous or dangerous goods.

Element                      Performance Criteria
1. Identify and classify dangerous and hazardous goods
   1.1 Goods described as “dangerous” are identified and classified from labels and other identifications.
   1.2 Classification of hazardous goods are identified and applied to storage regulation requirements.
   1.3 Handling procedures for different classes and characteristics of goods are followed.

2. Select handling and storage techniques
   2.1 Accident reporting processes are identified.
   2.2 Emergency equipment is checked for compliance with regulations.
   2.3 Storage areas checked for conformity to regulations in accordance with workplace documentation.
   2.4 Load handling and shifting procedures are selected in accordance with requirements for particular goods.
   2.5 Handling equipment is checked for conformity with regulations.
   2.6 Suitable signage is checked for compliance with regulations.
   2.7 Personal Protection Equipment is worn.

3. Relocate dangerous goods
   3.1 Relevant regulations and workplace procedures regarding handling and storage of dangerous goods are followed.
   3.2 Co-storing precautions are implemented to accord with the regulations.

Range of Variables
Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
Dangerous goods to be handled/relocated may require special safety and/or security measures.
May be exposed to corrosive chemicals, solvents and adhesives, explosives, carcinogenic and other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
Hazards may include:
- hazardous or dangerous materials
- contamination of, or from, materials being handled
- noise, light, energy sources
- stationary and moving machinery, parts or components
- spills, leakages, ruptures
- dust/vapours.

Requirements for work may include:
- site restrictions and procedures
- use of safety and personal protection equipment
- specialised lifting/handling equipment
- communications and computing equipment
- emergency/incident procedures
- hours of operation
- relevant regulations.

**Job Role Context**
The employee may work under some supervision, generally within a team environment.

Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.

Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients.

**Communications**
Communications may be face to face, in written form, by telephone or by other electronic means.

**Customers/Clients**
Customers/clients may be internal or external.

**Legislative Requirements**
This includes state and territory legislation related to warehouse operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

**Sources of Information**
- Goods identification numbers and codes.
- Manifests, bar codes, goods and container identification.
- Quality or enterprise work specifications and procedures.
- Manufacturer/customer/client specifications or handling/storage advice.
- Workplace operating procedures and policies.
- Material safety data sheets.
• Personal and work area work procedures and practices.
• Applicable commonwealth/state/territory legislation and codes of practice relating to storage operations, dangerous and hazardous goods, environmental protection and OH&S.
• Enterprise communications, management and inventory systems.
• Conditions of service and workplace agreements.
• Enterprise quality assurance procedures.
• Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• identifying dangerous goods and their compatibility, handling and storage requirements, including emergency procedures
• selecting appropriate handling, emergency and safety techniques which conform with legal and enterprise requirements
• relocating dangerous and hazardous goods in compliance with regulatory, safety and workplace requirements
• being aware of the legislation and regulations covering the handling and relocation of dangerous goods.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of the characteristics, compatibility and handling requirements of dangerous goods.
• Detailed knowledge of the requirements and processes relocating dangerous goods.
• Detailed knowledge and implications of any legislation/regulation pertaining to OH&S and handling and relocating of hazardous/dangerous goods.

Underpinning Skills
• Questioning and active listening skills, for example when eliciting information on hazardous and dangerous goods.
• Plain English literacy and communication skills in relation to dealing with clients and provider/suppliers.
• Technical literacy and interpretative skills sufficient to access keywords and phrases relating to hazardous and dangerous goods.
• Safely and efficiently handle and relocate hazardous and dangerous goods.
• Apply relevant agreements, codes of practice or other legislative requirements.
Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negociates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the storage requirement.

Resource Implications
Access to dangerous goods to be handled/relocated, handling equipment, work procedures and appropriate work area.

Key Competencies & Application to Standards

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# TDT D4 97A Load and Unload Goods/Cargo

## Unit Descriptor
This unit covers the functions required to identify critical characteristics of loads and safely load and unload a vehicle in accordance with enterprise requirements and relevant government regulations.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Load and unload vehicle | 1.1 Load characteristics are identified and taken into account when determining appropriate loading and unloading procedures.  
1.2 Dangerous or hazardous goods are identified and handled in accordance with required procedures for dangerous or hazardous goods.  
1.3 Load demonstrating compliance with (any) loading regulations and workplace safety requirements.  
1.4 Lifting aids and appliances are selected and used to aid loading procedures in compliance with workplace procedures and safety legislation.  
1.5 Unloading activities are conducted in a safe and efficient manner taking into account suitable locations, stowage, safe use of equipment and the balance of the remaining load. |
| 2. Secure and protect load | 2.1 The distribution of the load is checked to ensure that it is even, legal and within safe working capacity.  
2.2 Load is secured using the correct load restraint and protection equipment for different loads, carrying and storage conditions.  
2.3 The load is protected in accordance with legal and workplace safety requirements. |
| 3. Complete documentation | 3.1 The load is inspected and checked for security to travel.  
3.2 All required documentation for the goods is completed in accordance with enterprise requirements. |

## Range of Variables

### Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large. Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity. Customer and supplier contact and co-ordination are a requirement of these operations. Work may involve 24 hour operation at single or multi-site locations.
Goods/cargo to be loaded/unloaded may require special precautions such as safety and/or security measures. May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.

Hazards may include:
- hazardous or dangerous materials
- contamination of, or from, materials being handled
- noise, light, energy sources
- stationary and moving machinery, parts or components
- service lines
- spills, leakages, ruptures
- dust/vapours.

Environment may include movement of equipment, goods, materials and vehicular traffic.

Requirements for work may include:
- site restrictions and procedures
- use of safety and personal protection equipment
- specialised lifting/handling equipment
- communications and computing equipment
- emergency/incident procedures
- hours of operation
- relevant regulations.

Job Role Context
The employee may work under some supervision, generally within a team environment.

Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.

Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients.

Customers/ Clients
Customers/clients may be internal or external.

Legislative Requirements
This includes state and territory legislation related to warehousing and distribution activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.
Sources of Information

- Goods identification numbers and codes.
- Manifests, bar codes, goods and container identification.
- Quality or enterprise work specifications and procedures.
- Manufacturer/customer/client specifications or handling/storage advice.
- Workplace operating procedures and policies.
- Material safety data sheets.
- Personal and work area work procedures and practices.
- Applicable commonwealth/state/territory legislation and codes of practice relating to warehousing and distribution, dangerous and hazardous goods, environmental protection and OH&S.
- Enterprise communications, management and inventory systems.
- Conditions of service and workplace agreements.
- Enterprise quality assurance procedures.
- Emergency procedures.

Recording of Information

Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide

Critical Aspects

It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- identifying load characteristics to determine loading/unloading procedures
- identifying dangerous/hazardous or goods requiring special handling, safety and/or security requirements and implementing those measures
- identifying and safely using lifting aids and equipment for loading/unloading goods
- loading and unloading vehicles in accordance with legal and safety requirements
- completing enterprise documentation.

Interdependent Assessment of Units

This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge

- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of loading and unloading procedures and requirements.
- Detailed knowledge of safe handling procedures for goods, including hazardous and dangerous items.
- Detailed knowledge of equipment applications, capacities, configurations, safety hazards and control mechanisms.
- Detailed knowledge and implications of any legislation/regulation pertaining to OH&S and handling, the transport of goods, including bond/quarantine and hazardous/dangerous goods requirements.
Underpinning Skills

- Questioning and active listening skills, for example when obtaining information on loading/unloading requirements.
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and team members.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the loading and unloading of goods.
- Safely and efficiently load and unload vehicles.
- Identification and correct use of equipment, processes and procedures.
- Apply relevant agreements, codes of practice or other legislative requirements.

Consistency in Performance

It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements. Legislative provisions are met in any service provision. Performance may include:

- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the storage requirement.

Resource Implications

Access to loads to be loaded and unloaded, goods, handling equipment, documentation, work procedures and appropriate loading/unloading area.

Key Competencies & Application to Standards

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Level 2

- Codes of practice, hazard policies and procedures
- Issue resolution procedures
- Job procedures and work instructions
- Safety guidelines
- Quality, security, environmental and housekeeping procedures.
TDT D10 97A Operate a Forklift

Unit Descriptor
This unit covers the functions required to operate a forklift safely, including systematic and efficient control of all vehicle functions and effective management of hazardous situations.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Check forklift condition | 1.1 Condition of forklift is checked for compliance with enterprise requirements for warning devices, operation to specifications and the nature of the load shifting exercise.  
1.2 Attachments are checked to ensure appropriate adjustment and operation.  
1.3 Mirrors and seats are adjusted for safe operation by the driver.  
1.4 Logs are checked and appropriate workplace documentation completed. |
| 2. Drive the forklift | 2.1 Forklift is started, steered, manoeuvred, positioned and stopped in accordance with traffic regulations and manufacturer’s instructions.  
2.2 Engine power is managed to ensure efficiency and performance and to minimise engine and gear damage.  
2.3 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving.  
2.4 The forklift is driven in reverse, maintaining visibility and achieving accurate positioning.  
2.5 The forklift is parked, shut down and secured in accordance with manufacturer's specifications, traffic regulations and company procedures. |
| 3. Operate a forklift to handle loads | 3.1 The lifting task to be undertaken is appropriately planned and the correct lifting truck and attachments are selected.  
3.2 The load is lifted, carried, lowered and set down in accordance with occupational health and safety legislation, manufacturer's specifications and company procedures. |
| 4. Monitor site conditions | 4.1 When selecting the most efficient route, hazards and traffic flow are identified and appropriate adjustments are made.  
4.2 Site conditions are assessed to enable safe operations and to ensure no injury to people or damage to property, equipment, loads or facilities occurs. |
Element
5. Monitor and maintain forklift performance

Performance Criteria
5.1 Performance and efficiency of vehicle operation is monitored during use.
5.2 Defective or irregular performance and malfunctions are reported to company.
5.3 Forklift records are maintained/updated in accordance with company procedures and legislative requirements.

Range of Variables

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Customer and supplier contact and co-ordination are a requirement of these operations.
- Work may involve 24 hour operation at single or multi-site locations.
- Goods/cargo to be loaded/unloaded/relocated may require special precautions such as safety and/or security measures.
- May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Hazards may include:
  - hazardous or dangerous materials
  - contamination of, or from, materials being handled
  - noise, light, energy sources
  - stationary and moving machinery, parts or components
  - service lines
  - spills, leakages, ruptures
  - dust/vapours.
- Requirements for work may include:
  - site restrictions and procedures
  - use of safety and personal protection equipment
  - specialised lifting/handling equipment
  - communications and computing equipment
  - emergency/incident procedures
  - hours of operation
  - relevant regulations.

Job Role Context
The employee may work under some supervision, generally within a team environment. Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.
Consultative processes may include:

- other employees and supervisors
- management
- union representatives
- customers/clients.

**Customers/ Clients**

Customers/clients may be internal or external.

**Communications**

Communications may be face to face, in written form, by telephone or by other electronic means.

**Legislative Requirements**

This includes state and territory legislation related to warehousing and distribution activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

**Sources of Information**

- Goods identification numbers and codes.
- Manifests, bar codes, goods and container identification.
- Picking slips, merchandise transfers, stock requisitions and bar codes.
- Quality or enterprise work specifications and procedures.
- Manufacturer/customer/client specifications or handling/storage advice.
- Workplace operating procedures and policies.
- Material safety data sheets.
- Personal and work area work procedures and practices.
- Applicable commonwealth/state/territory legislation and codes of practice relating to warehousing and distribution, dangerous and hazardous goods, environmental protection and OH&S.
- Enterprise communications, management and inventory systems.
- Conditions of service and workplace agreements.
- Enterprise quality assurance procedures.
- Emergency procedures.

**Recording of Information**

Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

**Evidence Guide**

**Critical Aspects**

It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- identifying condition and suitability of forklift and attachments for the task
- driving the forklift safely and efficiently, identifying and negotiating driving hazards through defensive driving techniques
• planning load lifting tasks and safely operating the forklift to ensure no damage to personnel, the vehicle or the load
• monitoring the work area and the forklift performance to ensure safe and efficient operations.

**Interdependent Assessment of Units**
This unit may be assessed in conjunction with other units that form part of a job role or function.

**Underpinning Knowledge**
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of forklift applications, capacities, configurations, safety hazards and control mechanisms.
• Detailed knowledge of forklift driving and operation.
• Detailed knowledge and implications of any legislation/regulation pertaining to OH&S and forklift operations including hazardous/dangerous goods requirements.

**Underpinning Skills**
• Questioning and active listening skills, for example when obtaining information on forklift tasking/operation.
• Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and team members.
• Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the operation of the forklift.
• Safely and efficiently drive and operate the forklift.
• Apply relevant agreements, codes of practice or other legislative requirements.

**Consistency in Performance**
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the operating requirement.
Resource Implications
Access to loads to be moved, forklift and attachments, work procedures and appropriate working area.

Key Competencies & Application to Standards

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TDT D11 97A  Conduct Advanced Forklift Operations

Unit Descriptor
This unit covers the functions required to operate forklifts with specialised lifting attachments or all terrain equipment.

Pre-requisites/Co-requisites
TDT D10 97A  Operate a Forklift

Element Performance Criteria

1. Check attachments and work site for suitability
   1.1 Suitable work site is selected for operations.
   1.2 Work area is checked for overhead obstructions and proximity to service delivery lines.
   1.3 Barriers or warning signs are erected in areas subject to passing traffic.
   1.4 Attachments and platforms are securely fixed to carriage or tines.
   1.5 Personnel support platforms are inspected to ensure compliance with the relevant Australian standard.

2. Select type of forklift and accessories for required load shifting task
   2.1 Situations requiring special equipment or attachments identified to match load and work characteristics.
   2.2 Appropriate specialised equipment selected.
   2.3 Existing attachments removed and stored according to workplace procedures.
   2.4 Specialised equipment fitted according to manufacturer's instructions and workplace procedures.
   2.5 Designated staff notified regarding specialist operations.

3. Shift load and complete work
   3.1 Equipment is operated within safe working limits and to maximise efficiency of operations.
   3.2 Load is lifted, carried and set down in accordance with workplace and manufacturer's procedures and legislative requirements.
   3.3 Documentation is completed reporting any damage or faults to goods or equipment.
   3.4 Specialist equipment and forklift returned to appropriate storage/parking area.

Range of Variables

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Customer and supplier contact and co-ordination are a requirement of these operations.
- Work may involve 24 hour operation at single or multi-site locations.
• Work may be conducted in restricted spaces or exposed conditions or controlled or open environments or even or uneven, wet or dry surfaces.
• Equipment may be used for stock or container handling, information storage and gathering computerised warehouse equipment.
• Goods/cargo to be loaded/unloaded/relocated may require special precautions such as safety and/or security measures.
• May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
• Hazards may include:
  • hazardous or dangerous materials
  • contamination of, or from, materials being handled
  • noise, light, energy sources
  • stationary and moving machinery, parts or components
  • service lines
  • spills, leakages, ruptures
  • dust/vapours.
• Requirements for work may include:
  • site restrictions and procedures
  • use of safety and personal protection equipment
  • specialised lifting/handling equipment
  • communications and computing equipment
  • emergency/incident procedures
  • hours of operation
  • relevant regulations.

Job Role Context
The employee may work under some supervision, generally within a team environment.
Conditions of service, legislation and industrial agreements include:
• workplace agreements and awards
• OH&S
• relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
• other employees and supervisors
• management
• union representatives
• customers/clients.
Forklift attachments may include:
• spikes
• drum carriers
• bale carriers
• tines
• personnel carriers
• height reaching
• paperclamps
• side lifters
• hooks.
Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Legislative Requirements
This includes state and territory legislation related to warehousing and distribution activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Sources of Information
- Goods identification numbers and codes.
- Manifests, bar codes, goods and container identification.
- Picking slips, merchandise transfers, stock requisitions and bar codes.
- Quality or enterprise work specifications and procedures.
- Manufacturer/customer/client specifications or handling/storage advice.
- Workplace operating procedures and policies.
- Material safety data sheets.
- Personal and work area work procedures and practices.
- Applicable commonwealth/state/territory legislation and codes of practice relating to warehousing and distribution, dangerous and hazardous goods, environmental protection and OH&S.
- Enterprise communications, management and inventory systems.
- Conditions of service and workplace agreements.
- Enterprise quality assurance procedures.
- Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- identifying condition and suitability of forklift, attachments and work site for the task
- select and fit appropriate forklift and attachments for the required task
- planning load lifting tasks and safely and efficiently operating the forklift to ensure no damage to personnel, the vehicle or the load
- complete documentation and reporting requirements as required.

Interdependent Assessment of Units
Pre requisite for this unit is Operate a Forklift.
Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of forklift and attachment applications, capacities, configurations, safety hazards and control mechanisms.
- Detailed knowledge of advanced forklift driving and operation.
- Detailed knowledge and implications of any legislation/regulation pertaining to OH&S and forklift operations including hazardous/dangerous goods requirements.

Underpinning Skills
- Questioning and active listening skills, for example when obtaining information on forklift tasking/operation.
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and team members.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the operation of the forklift.
- Identify work site, forklift and attachment requirements.
- Safely and efficiently select, fit specialised attachments, drive and operate the forklift.
- Apply relevant agreements, codes of practice or other legislative requirements.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the operating requirement.

Resource Implications
Access to loads to be moved/tasks to be completed, forklift and specialised attachments, work procedures and appropriate working area.
## Key Competencies & Application to Standards

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TDT D13 97A Move Materials Mechanically

Unit Descriptor
This unit covers the functions required to safely and correctly operate typical mechanised materials handling equipment used in the automotive aftermarket industry.

Element | Performance Criteria
--- | ---
1. Select mechanical moving equipment | 1.1 The mechanised handling equipment, the route to be taken and procedures to be used are selected appropriate to the characteristics of the goods.
 | 1.2 Hazardous goods are identified and handled in accordance with procedures for hazardous and dangerous goods.
2. Move goods | 2.1 Goods are moved using the selected materials handling equipment in accordance with occupational health and safety regulations, manufacturer’s instructions and company procedures.
3. Check goods and complete documentation | 3.1 Moved goods are inspected for possible damage during transit.
 | 3.2 All required documentation is completed for the tracking of the moved goods in accordance with company requirements.

Range of Variables

Mechanised Material Handling Equipment
Includes all mechanised materials handling equipment, for example, automatic guided vehicle, tow motors, high level order picker, conveyor systems, mechanised pallet movers, cranes and hoists and tailgates.

- **Workplace Context**
  - Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
  - Work may be performed in any area of the warehousing and distribution functions in a warehouse, depot, on the road, at a client’s workplace in a range of weather conditions.
  - Customer and supplier contact and co-ordination are a requirement of these operations.
  - Work may involve 24 hour operation at single or multi-site locations.
  - Goods/cargo to be loaded/unloaded/relocated may require special precautions such as safety and/or security measures.
  - May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Hazards may include:
  - hazardous or dangerous materials
  - contamination of, or from, materials being handled
  - noise, light, energy sources
• stationary and moving machinery, parts or components
• service lines
• spills, leakages, ruptures
• dust/vapours.

• Requirements for work may include:
  • site restrictions and procedures
  • use of safety and personal protection equipment
  • specialised lifting/handling equipment
  • communications and computing equipment
  • emergency/incident procedures
  • hours of operation
  • relevant regulations.

**Job Role Context**
The employee may work under limited minimum supervision, generally within a team environment.

Conditions of service, legislation and industrial agreements include:
• workplace agreements and awards
• OH&S
• relevant commonwealth, state and/or territory legislation.

Consultative processes may include:
• other employees and supervisors
• management
• union representatives
• customers/clients.

**Customers/Clients**
Customers/clients may be internal or external.

**Communications**
Communications may be face to face, in written form, by telephone or by other electronic means.

**Legislative Requirements**
This includes state and territory legislation related to warehousing and distribution activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

**Sources of Information**

• Goods identification numbers and codes.
• Manifests, bar codes, goods and container identification.
• Picking slips, merchandise transfers, stock requisitions and bar codes.
• Quality or enterprise work specifications and procedures.
• Manufacturer/customer/client specifications or handling/storage advice.
• Workplace operating procedures and policies.
• Material safety data sheets.
• Personal and work area work procedures and practices.
• Applicable commonwealth/state/territory legislation and codes of practice relating to warehousing and distribution, dangerous and hazardous goods, environmental protection and OH&S.
• Enterprise communications, management and inventory systems.
• Conditions of service and workplace agreements.
• Enterprise quality assurance procedures.
• Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• identifying mechanised material handling equipment and procedures to be used appropriate to the characteristics of the goods to be moved
• identifying hazardous and other goods requiring specialised handling requirements and taking appropriate safety/security/other precautions as necessary
• safely and efficiently moving goods to ensure no damage to personnel, equipment or the load
• performing inspection of moved goods and completing necessary documentation.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of mechanised material handling equipment applications, capacities, configurations, safety hazards and control mechanisms.
• Detailed knowledge of mechanised material handling equipment operations and procedures.
• Detailed knowledge and implications of any legislation/regulation pertaining to OH&S and mechanised material handling equipment operations including hazardous/dangerous goods requirements.

Underpinning Skills
• Questioning and active listening skills, for example when obtaining information on mechanised material handling equipment tasking/operation.
• Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and team members.
• Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the operation of mechanised material handling equipment.
• Safely and efficiently operate mechanised material handling equipment.
• Apply relevant agreements, codes of practice or other legislative requirements.
Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the operating requirement.

Resource Implications
Access to loads to be moved, appropriate mechanised material handling equipment, work procedures and appropriate working area.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
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</thead>
<tbody>
<tr>
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<tr>
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<td>Using technology</td>
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</table>
## TDT D16 97A Load and Unload Dangerous Goods

### Unit Descriptor
This unit covers the functions required to identify critical characteristics of dangerous goods and to safely load and unload a vehicle in accordance with enterprise requirements and relevant government regulations.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Load and unload vehicle   | 1.1 Dangerous goods are identified and their characteristics taken into account when determining appropriate handling, loading and storage procedures including confirmation that the relevant emergency procedures are being carried out.  
1.2 Compatibility of dangerous goods is taken into account when assembling cargo for loading.  
1.3 Vehicle is loaded demonstrating compliance with vehicle loading regulations and workplace safety requirements.  
1.4 Vehicle is clearly marked to indicate the carriage of dangerous goods, in accordance with government regulations and company procedures.  
1.5 Preventative equipment is used and emergency procedures are followed in the event of an incident or accident when loading or unloading dangerous goods. |
| 2. Secure and protect vehicle load | 2.1 The vehicle load is secured using the correct load restraint and protection equipment for different loads, vehicles and carriage conditions.  
2.2 The load is protected in accordance with legal and workplace safety requirements.  
2.3 The distribution of the load is checked to ensure that it is even, legal and within the safe working capacity of the vehicle. |
| 3. Check the vehicle         | 3.1 The loaded vehicle is inspected and checked to ensure that it is suitable to carry dangerous goods and the load weight and dimensions are within the vehicle’s safe carrying capacity and equipment capability.  
3.2 The loaded vehicle is checked to ensure that it can be safely parked and secured.  
3.3 All required transportation documentation for the cargo is completed in accordance with company requirements. |
Range of Variables

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large. Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity. Includes all road transport situations, such as:
- day or night operations
- confined spaces, exposed conditions and controlled or open environment
- in the warehouse and at the depot
- in the vehicle, on the road
- at the client’s workplace
- in a range of typical weather conditions.

Dangerous goods to be loaded/unloaded may require special safety and/or security measures. May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.

Hazards may include:
- hazardous or dangerous materials
- contamination of, or from, materials being handled
- noise, light, energy sources
- stationary and moving machinery, parts or components
- spills, leakages, ruptures
- dust/vapours.

Environment may include movement of equipment, goods, materials and vehicular traffic.

Requirements for work may include:
- site restrictions and procedures
- use of safety and personal protection equipment
- specialised lifting/handling equipment
- communications and computing equipment
- emergency/incident procedures
- hours of operation
- relevant regulations.

Job Role Context
The employee may work under limited or minimum supervision.

Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.

Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.
Customers/Clients
Customers/clients may be internal or external.

Legislative Requirements
This includes state and territory legislation related to transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Sources of Information
- Goods identification numbers and codes.
- Manifests, bar codes, goods and container identification.
- Quality or enterprise work specifications and procedures.
- Manufacturer/customer/client specifications or handling/storage advice.
- Workplace operating procedures and policies.
- Material safety data sheets.
- Personal and work area work procedures and practices.
- Applicable commonwealth/state/territory legislation and codes of practice relating to transport operations, dangerous and hazardous goods, environmental protection and OH&S.
- Enterprise communications, management and inventory systems.
- Conditions of service and workplace agreements.
- Enterprise quality assurance procedures.
- Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- identifying dangerous goods and their compatibility, handling, loading and storage requirements, including emergency procedures
- loading and marking and the unloading of vehicles in compliance with loading regulations and workplace requirements
- securing and protecting the load in accordance with legal and workplace requirements
- inspecting and checking of vehicle and load to ensure safe and secure operation
- completing legal and enterprise documentation associated with the transporting and storage of dangerous goods
- being aware of the legislation and regulations covering the loading, transporting and unloading of dangerous goods.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.
Underpinning Knowledge

- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of the characteristics, compatibility and handling requirements of dangerous goods.
- Detailed knowledge of the requirements and processes of loading and unloading dangerous goods.
- Detailed knowledge of the documentation, security and protection requirements for the loading, transporting and unloading of dangerous goods.
- Detailed knowledge and implications of any legislation/regulation pertaining to OH&S and handling, the loading, transporting and unloading of hazardous/dangerous goods.

Underpinning Skills

- Questioning and active listening skills, for example when obtaining information on loading/unloading requirements.
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and team members.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the loading and unloading of dangerous goods.
- Safely and efficiently load and unload dangerous goods from vehicles.
- Accurately document loading/transporting/unloading of dangerous goods in accordance with enterprise and legal requirements.
- Apply relevant agreements, codes of practice or other legislative requirements.

Consistency in Performance

It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.

Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Legislative provisions are met in any service provision.

Performance may include:

- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the storage requirement.

Resource Implications

Access to dangerous goods to be loaded and unloaded, handling equipment, vehicle(s), documentation, work procedures and appropriate loading/unloading area.
## Key Competencies & Application to Standards

<table>
<thead>
<tr>
<th>Competency</th>
<th>Level 1</th>
<th>Level 2</th>
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<tr>
<td>Using technology</td>
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</tbody>
</table>
TDT D27 98A Prepare for Transport of Packaged Dangerous Goods

Unit Descriptor
This unit covers the functions required to assess the proposed transportation of packaged dangerous goods.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check packaged dangerous goods load</td>
<td>1.1 Load is compared against shipping documentation and discrepancies noted.</td>
</tr>
<tr>
<td></td>
<td>1.2 Load is checked to ensure that dangerous goods labels are clearly visible (where required).</td>
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<tr>
<td></td>
<td>1.3 Vehicle load is checked for compatibility or, where not compatible, is checked for appropriate segregation in accordance with regulatory requirements.</td>
</tr>
<tr>
<td></td>
<td>1.4 Load is assessed to ensure that packages are stowed and secured in or on vehicles in accordance with National Load Restraint Guide.</td>
</tr>
<tr>
<td></td>
<td>1.5 Shipping documentation is located in cabin in accordance with regulatory requirements.</td>
</tr>
<tr>
<td>2. Assess vehicle suitability to transport intended load</td>
<td>2.1 Vehicle is assessed for suitability and appropriateness to carry designated dangerous goods, including classification, mass and configuration.</td>
</tr>
<tr>
<td></td>
<td>2.2 Licence and insurance requirements (where relevant) are checked for conformity with the Australian Code for the Transport of Dangerous Goods by Road and Rail and/or other applicable regulatory requirements.</td>
</tr>
<tr>
<td></td>
<td>2.3 Load restraint system(s) is/are checked for serviceability and appropriateness to secure intended load.</td>
</tr>
<tr>
<td></td>
<td>2.4 Vehicle is checked to ensure that it is correctly and securely marked/placarded for the load being carried.</td>
</tr>
<tr>
<td>3. Check emergency procedures and equipment</td>
<td>3.1 Emergency information for each type of transported dangerous good is noted.</td>
</tr>
<tr>
<td></td>
<td>3.2 Regulatory and enterprise procedures for an incident are noted including notification of relevant personnel and authorities and, where appropriate, use of equipment for containment, cleanup or recovery.</td>
</tr>
<tr>
<td></td>
<td>3.3 Personal protective equipment and safety equipment are checked for operational capability and appropriateness for the proposed load.</td>
</tr>
<tr>
<td>Element</td>
<td>Performance Criteria</td>
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<td>---------</td>
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</tr>
<tr>
<td>3. Check emergency procedures and equipment (continued)</td>
<td>3.4 Emergency information is located in cabin in accordance with ADG Code requirements.</td>
</tr>
</tbody>
</table>
| 4. Evaluate documented route plan | 4.1 Selected route plan and potential difficulties including traffic flow and conditions, obstacles, road standards and construction activities are assessed.  
4.2 Regulatory and enterprise procedures for driving, parking, loading and unloading are identified including actions for disengaging and/or securing the vehicle. |
| 5. Complete assessment process | 5.1 Discrepancies in assessment process are noted and reported in accordance with enterprise procedures for consideration and/or rectification. |

**Range of Variables**

**Unit Context**
- Includes all substances identified as dangerous as specified in the Australian Code for the Transport of Dangerous Goods by Road and Rail (current edition) and applies to the packaging of dangerous goods that are not in bulk, exempting those goods identified as consumer commodity loads.
- Load restraint systems are in accordance with the National Load Restraint Guide.
- Vehicle includes all applicable transport modes/means of transport.
- Safety equipment on vehicles includes fire extinguishers, portable warning devices and eye wash kit.
- Shipping documentation includes Initial Early Response Guide, Emergency Procedure Guide and descriptions for dangerous goods (ie Class, Shipping Name, UN Number etc).

**Workplace Context**
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Dangerous goods to be handled/relocated may require special safety and/or security measures.
- May be exposed to corrosive chemicals, solvents and adhesives, explosives, carcinogenic and other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Includes all road transport situations, such as:  
  - operations conducted day or night  
  - confined spaces, exposed conditions and controlled or open environment  
  - in the warehouse and at the depot  
  - in the vehicle on the road  
  - at the client’s workplace  
  - in all weather conditions, day or night.
• Hazards may include:
  • hazardous or dangerous materials
  • contamination of, or from, materials being handled
  • noise, light, energy sources
  • stationary and moving machinery, parts or components
  • spills, leakages, ruptures
  • dust/vapours.
• Requirements for work may include:
  • site restrictions and procedures
  • use of safety and personal protection equipment
  • specialised lifting/handling equipment
  • communications and computing equipment
  • emergency/incident procedures
  • additional gear and equipment
  • authorities, licences and permits
  • hours of operation
  • relevant regulations.

Job Role Context
The employee normally works under general supervision. Requires judgement and discretion.
Conditions of service, legislation and industrial agreements include:
  • workplace agreements and awards
  • OH&S
  • relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
  • other employees and supervisors
  • management
  • union representatives
  • IR and OH&S specialists
  • other maintenance, professional and technical staff
  • suppliers and customers/clients.

Communications
Communications may be face to face, in written form, by telephone, radio or by other electronic means.

Customers/ Clients
Customers/clients may be internal or external.

Legislative Requirements
This includes state and territory legislation related to transport and storage operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate. Australian Dangerous Goods Code also applies.

Sources of Information
  • Goods identification numbers and codes.
  • Manifests, bar codes, goods and container identification.
  • Safe working load/working load limit and lashing capacity.
  • Operations manuals, job specifications and procedures.
• Quality or enterprise work specifications and procedures.
• Manufacturer/customer/client specifications or handling/storage advice.
• Workplace operating procedures and policies.
• Material safety data sheets.
• Personal and work area work procedures and practices.
• Applicable commonwealth/state/territory legislation and codes of practice relating to storage and transport operations, dangerous and hazardous goods, environmental protection and OH&S.
• Australian and International Standards, in particular AS 1216, AS 1678.X1.X2, AS 2400.21, AS 2931.
• Enterprise communications, management and inventory systems.
• Conditions of service and workplace agreements.
• Enterprise quality assurance procedures.
• Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• checking packaged dangerous goods load for discrepancies, compatibility/segregation, correct stowing and securing, visibility of labels and applicable documentation is carried
• assessing suitability of vehicle, licence and insurance requirements, correct restraints and vehicle markings/signs
• checking for presence and serviceability of appropriate emergency and safety information and equipment
• selecting appropriate route and identifying regulatory and enterprise requirements for driving the vehicle
• being aware of the legislation and regulations covering the loading and transport of packaged dangerous goods.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of the characteristics, compatibility and handling requirements of packaged dangerous goods.
• Detailed knowledge of the requirements for the vehicle, safety and emergency equipment, loading, marking/signage and documentation for loading and transporting packaged dangerous goods.
• Detailed knowledge of route planning and regulatory and enterprise driving requirements for the transporting of packaged dangerous goods.
Underpinning Skills
- Questioning and active listening skills, for example when eliciting information on packaged dangerous goods.
- Plain English literacy and communication skills in relation to dealing with clients, other employees and provider/suppliers.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the loading and the preparation for transporting of packaged dangerous goods.
- Safely and efficiently handle, load, restrain, document and assess and check vehicle for the transport of packaged dangerous goods.
- Apply relevant agreements, codes of practice or other legislative requirements.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the storage requirement.

Resource Implications
Access to packaged dangerous goods to be prepared for transport, documentation, handling and appropriate safety and emergency equipment, work procedures and appropriate work area.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
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</table>
## TDT D29 98A Prepare Articles for Delivery

### Unit Descriptor

This unit covers the functions required to organise articles for delivery.

### Performance Criteria

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>Check and organise articles for delivery</strong></td>
</tr>
</tbody>
</table>
| 1.1     | Articles are inspected to ensure that:  
  - address details are complete and documentation, such as invoices, is enclosed/attached  
  - if required, correct postage is paid for the size, weight and type of article  
  - the packaging of articles is secure to prevent loss or damage of contents during delivery.  
  1.2 | Articles for delivery are sorted into groups according to:  
  - address and delivery run  
  - the type of article or type of postage delivery paid  
  - the priority of delivery  
  - workplace procedures/practices.  
  1.3 | Articles, which cannot be delivered due to defects or other mitigating factors, are sorted and dealt with in accordance with workplace procedures.  
  1.4 | Processing of articles is monitored to ensure a secure and effective work flow. |
| 2.      | **Store articles for delivery** |
| 2.1     | Appropriate manual handling practices are used to shift and sort articles.  
  2.2 | Groups of articles for delivery are stored in appropriate areas and clearly identified for delivery type and run.  
  2.3 | Security requirements and activities to ensure appropriate access to stored articles are followed in accordance with workplace procedures.  
  2.4 | Details of the identity of the part/product are recorded and processed. |
| 3.      | **Maintain records** |
| 3.1     | Required records and/or notices for registered and classified items, parcels/items and defective articles are completed in accordance with workplace procedures.  
  3.2 | Records are stored in accordance with workplace procedures. |
Range of Variables

Unit Context
This unit covers the work of couriers for the delivery of products, documents, materials and articles. Articles for delivery may include any item, package, carton, crate, parcel or item of mail which is to be despatched from an enterprise to a client/customer or section/group of the enterprise.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large. Customer and supplier contact and co-ordination are a requirement of these operations. Work may involve 24 hour operation at single or multi-site locations. Goods may vary in terms of storage requirements or identifying features. Hazards may include:
- hazardous or dangerous materials
- noise, light, energy sources
- stationary and moving machinery, parts or components
- spills, leakages, ruptures
- dust/vapours.
Environment may include movement of equipment, goods, materials and vehicular traffic. Requirements for work may include:
- site restrictions and procedures
- use of safety and personal protection equipment
- specialised lifting/handling equipment
- communications and computing equipment
- emergency/incident procedures
- hours of operation
- relevant regulations.

Job Role Context
The employee may work under indirect supervision, generally within a team environment. Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients.

Communications
Communications with the client/user may be face to face, by telephone or by other electronic means.

Customers/Clients
Customers/clients may be internal or external.
Sources of Information
- Goods identification numbers and codes.
- Manifests and/or invoices.
- Picking slips, transfer advice, requisitions and bar codes.
- Operations manuals.
- Quality or enterprise work specifications and procedures.
- Manufacturer/customer/client specifications or handling/storage advice.
- Workplace operating procedures and policies.
- Material safety data sheets.
- Personal and work area work procedures and practices.
- Applicable commonwealth/state/territory legislation and codes of practice relating to transport and distribution, dangerous and hazardous goods, environmental protection and OH&S.
- Enterprise communications, management and inventory systems.
- Conditions of service and workplace agreements.
- Enterprise quality assurance procedures.
- Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- inspecting articles to ensure correct address, postage/documentation and adequacy of packaging, sorting into groups and dealing with problem/defective items
- storing articles for delivery in identifiable groups, providing appropriate security and access as required by the enterprise
- maintaining records as required by the enterprise.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of the enterprise distribution process and associated packaging, addressing, documenting, inspecting and sorting activities.
- Detailed knowledge of the packaging, addressing and documentation of items to be delivered.
- Detailed knowledge of the storage requirements including handling, grouping and security requirements of the enterprise.
- Detailed knowledge of the records keeping requirement of the enterprise.
Underpinning Skills
- Questioning and active listening skills, for example when obtaining information on packaging and delivery requirements.
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and other employees.
- Inspection skills to assess accuracy of addresses, documentation and packaging of items.
- Handling and sorting skills to shift and sort articles into identifiable groups.
- Maintain appropriate documentation and records of article preparation.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Orders promptly identified, located, handled and moved, taking cognizance of procedures, hazards, regulations and documentation requirements and without causing damage to goods, equipment or personnel.
Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the storage requirement.

Resource Implications
Articles for delivery, delivery details, work areas, handling equipment and work procedures.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
<th>Key Competencies</th>
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</table>
## TDT D33 98A Operate Vehicle Mounted Crane

### Unit Descriptor
This unit covers the functions required to operate a vehicle self loading crane.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Position and stabilise crane | 1.1 Crane is driven to position as per job plan to ensure safe operation in accordance with applicable Australian Standards, codes of practice, manufacturer’s specifications and, where applicable, regulatory and local government requirements.  
1.2 Where appropriate, barriers, fencing, temporary boundaries, signage and the like are used to isolate working area in accordance with safe working practice and lift requirements.  
1.3 Ground is checked to ensure it is firm enough to bear the load.  
1.4 Appropriate plates or packing are correctly used to adequately distribute the load.  
1.5 Any outriggers and stabilisers are correctly deployed and positioned in accordance with manufacturer’s instructions and the appropriate Australian Standard and other relevant statutory regulations and local authority requirements.  
1.6 Outrigger packing is checked for adequacy prior to and after load is taken. |
| 2. Operate vehicle mounted crane | 2.1 Planned hazard control strategies are implemented.  
2.2 Required signals are correctly given, interpreted and followed in accordance with appropriate Australian Standards.  
2.3 Load mass is assessed and correlated with listing capacity of crane throughout proposed radii of operation.  
2.4 Appropriate lifting gear is selected and load secured.  
2.5 Load is hoisted and lowered into position using crane movements in accordance with the appropriate Australian Standard.  
2.6 Crane controls are operated smoothly.  
2.7 Crane is shut down and secured during periods of non-operation according to manufacturer’s specifications and company procedures. |
<table>
<thead>
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</table>
| 3. Monitor lift conditions   | 3.1 Load is constantly monitored to ensure load and structural stability.  
3.2 Conditions, which may affect the continuing stability of the crane, are identified and monitored.  
3.3 Unplanned situations are responded to in line with company procedures in a manner that minimises risk to personnel and equipment.  
3.4 Advice is sought from supervisor where there is doubt about correct response to unanticipated conditions, or conflict with customer’s request.  
3.5 Supervisor/allocator is advised of any concern about completing the job within timeframe.                                                                 |
| 4. Implement shut down       | 4.1 The relevant motion locks and brakes are applied.  
4.2 Crane is shut down using the correct sequence of procedures in accordance with manufacturer’s specifications and company procedures.  
4.3 Routine post operational equipment checks are carried out in accordance with manufacturer’s specifications.                                                                                       |
| procedures                  |                                                                                                                                                                                                                       |
| 5. Pack up crane             | 5.1 All lifting equipment and crane components are checked for any signs of deterioration or damage in accordance with the appropriate Australian Standard.  
5.2 Damaged or worn equipment is segregated and reported to an authorised person for testing/repair/destruction.  
5.3 Crane equipment is correctly stowed and secured in accordance with manufacturer’s instructions and the appropriate Australian Standard.  
5.4 Crane is immobilised and secured for travel in accordance with manufacturer’s instructions, company guidelines and regulatory requirements. |
| 6. Complete job records      | 6.1 Customer feedback is sought regarding satisfaction with the completed job and any areas of concern reported to company procedures.  
6.2 Customer’s signature on job completion documentation is obtained.                                                                                     |
Element 6. Complete job records (continued)  Performance Criteria 6.3 Required company records are updated accurately and promptly and processed according to company procedures.

Range of Variables

Unit Context
This unit addresses the operation of the vehicle self loading crane in its various configurations and attachments.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may involve 24 hour operations at single or multi-site locations.
Work may involve exposure to chemicals, dangerous or hazardous substances.
Goods to be shifted/moved may require special precautions.
Work may be performed in all road transport situations, for example:
• work conducted in confined spaces, exposed conditions and controlled or open environment
• in the warehouse and at the depot
• in the vehicle on the road
• at the customer/client’s workplace
• by day or night
• in all weather conditions.
Requirements for operation may include:
• work area restrictions and procedures
• personal protection equipment
• authorities and permits
• support equipment and tools
• specialised lifting equipment and attachments
• communications equipment
• hours of operation
• relevant regulations.
Hazards may include:
• power and overhead service lines
• surrounding buildings, structures, facilities
• uneven or unstable ground
• hazardous or dangerous materials
• traffic hazards and congestion.

Job Role Context
The employee may work under general supervision.
Exercises discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures.
Conditions of service, legislation and industrial agreements include:
• workplace agreements and awards
• OH&S
• relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
- other employees and supervisors
- suppliers, customers/clients
- relevant authorities and institutions
- management
- union representatives
OH&S and other professional/technical staff.

Communications
Communications may be face to face, in written form, by telephone or mobile phone, by radio, computer or by other electronic means.

Customers/Clients
Customers/clients may be internal or external.

Sources of Information
- Operations manuals, job specifications and procedures.
- Safe working load/working load limit of vehicle.
- Job specifications and procedures.
- Applicable commonwealth/state/territory legislation and codes of practice relating to:
  - storage and distribution laws and regulations
  - OH&S and Environmental Protection legislation
  - licence requirements.
- Quality or enterprise work specifications and procedures.
- Australian Standards, criteria and certification requirements.
- Manufacturer/customer/client specifications or handling/storage advice.
- Workplace operating procedures and policies.
- Material safety data sheets.
- Personal and work area work procedures and practices.
- Applicable commonwealth/state/territory legislation and codes of practice relating to vehicle and crane operations, dangerous and hazardous goods, environmental protection and OH&S.
- Enterprise communications and management systems.
- Conditions of service and workplace agreements.
- Enterprise quality assurance procedures.
- Emergency requirements.

Recording of Information
Documentation is to be completed and retained in conformance with enterprise procedures.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- implementing barrier requirements to isolate the work area, inspecting ground conditions and placing and checking plates, packing, outriggers and/or stabilisers prior to operation
• operating the crane, effecting required hazard reduction/safety precautions, assessing load and crane capacity and operating the crane smoothly, safely and effectively, including the monitoring of load stability
• shutting down, packing up and recording/reporting activities as required by enterprise procedures.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the enterprise activities, processes and procedures.
• Detailed knowledge of the capabilities and operation of the self loading crane.
• Detailed knowledge of the safety, hazard reduction, regulatory and enterprise requirements for operating the vehicle mounted self loading crane.

Underpinning Skills
• Questioning and active listening skills, for example when eliciting information on self loading crane operations.
• Plain English literacy and communication skills in relation to dealing with clients and provider/suppliers.
• The skill to plan, position, operate and shut down the vehicle mounted self loading crane.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment.

Resource Implications
Access to vehicle mounted self loading crane, work site, items to be loaded/unloaded enterprise documentation and workplace procedures.
### Key Competencies & Application to Standards

<table>
<thead>
<tr>
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TDT E2 97A Estimate/Calculate Mass, Area and Quantity Dimensions

Unit Descriptor
This unit covers the functions required to plan and execute loading, unloading and stock rotation activities.

Elements

1. Estimate loads to be placed on storage and transport
   1.1 Order forms/work orders are read and requirements noted.
   1.2 Weight of individual items is totalled to estimate load.
   1.3 Appropriate workplace documentation is completed.
   1.4 Allowable load limits for storage and/or transport systems are identified.

2. Estimate loads for transport or storage
   2.1 Shapes, load, balance characteristics, dimensions and mass are identified.
   2.2 Area required for storage is estimated.
   2.3 Weights are totalled to calculate loads for transport or storage system.
   2.4 Loads are restricted to allowable range(s).
   2.5 Load is spread to ensure safe weighting on pallets, trucks, platforms or other storage or transport systems.
   2.6 Loads are restricted to allowable range.

Range of Variables

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
Work may involve 24 hour operation at single or multi-site locations.
Services, products, risks, work systems and requirements may vary within different sections of the enterprise.
Goods may vary in terms of storage requirements or identifying features.
More than one inventory or goods records system and types of storage may be involved.
Environment may include movement of equipment, goods, materials and vehicular traffic.
Requirements for work may include:
• site restrictions and procedures
• use of safety and personal protection equipment
• specialised lifting/handling equipment
• communications and computing equipment
• emergency/incident procedures
• hours of operation
• relevant regulations.
Job Role Context
The employee may work under some supervision, generally in a team environment. Calculations and estimations may relate to weights and dimensions of cargo, containers to be shifted, stored or lifted or to other warehouse activities. Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients.

Legislative Requirements
This includes state and territory legislation related to warehousing activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Sources of Information
Goods identification numbers and codes.
Manifests, bar codes, goods and container identification.
Quality or enterprise work specifications and procedures.
Manufacturer/customer/client specifications or handling/storage advice.
Workplace operating procedures and policies.
Material safety data sheets.
Australian and International Standards, criteria and certification requirements.
Personal and work area work procedures and practices.
Applicable commonwealth/state/territory legislation and codes of practice relating to warehousing and storage, including National Standards for Manual Handling and the Industry Safety Code, dangerous and hazardous goods, environmental protection and OH&S.
Enterprise communications, management and inventory systems.
Conditions of service and workplace agreements.
Enterprise quality assurance procedures.
Emergency procedures.
Enterprise communications systems and equipment.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- estimating load limits, weights and dimensions
- measuring and weighing goods
- accurately calculating weight, dimensions, area and volume
- knowing lifting and handling equipment capacities
- maintaining workplace records and documentation.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge

- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of the storage and handling capability of the enterprise.
- Detailed knowledge of lifting and handling equipment capacities.
- Detailed knowledge of interpreting workplace records and work orders.
- Detailed knowledge and implications of any legislation/regulation pertaining to OH&S and handling, storage and/or movement of goods, including hazardous/dangerous goods requirements.

Underpinning Skills

- Questioning and active listening skills, for example when obtaining information on storage movements and requirements.
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and team members.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the monitoring of warehouse operations and activities.
- Numeracy skills to add, subtract, multiply and divide to perform the calculations associated with storage and movement of goods.
- Identification and correct use of equipment, processes and procedures.
- Apply relevant agreements, codes of practice or other legislative requirements.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Performance may include:

- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the storage requirement.

**Resource Implications**
Access to storage facility, stock in pallets, containers and bulk, stock records, handling equipment, documentation, work procedures and appropriate work areas.

**Key Competencies & Application to Standards**

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TDT E7 97A Use Vehicle Communication Systems

Unit Descriptor
This unit covers the functions required to effectively operate a communications system installed in a vehicle for communication with other users and the company base.

Unit Descriptor
This unit covers the functions required to collate, check and process manifest documentation.

Elements Performance Criteria

1. Operate a radio communication system installed in a vehicle
   1.1 System checks are carried out to confirm the radio communication system is operational in accordance with manufacturer’s instructions and company procedures.
   1.2 Communication system is used safely in accordance with company procedures and relevant safety legislation.
   1.3 Messages are transmitted clearly and precisely with due observation of ethics and protocols required of users.
   1.4 Received messages are interpreted and recorded in accordance with company procedures.

2. Communicate with the company base
   2.1 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
   3.1 System checks are carried out to confirm an on-board computer system is operational in accordance with manufacturer’s instructions and company procedures.
   3.2 On-board computer system is operated in accordance with manufacturer’s instructions and company procedures.
   3.3 Information/messages are received from, and entered into the on-board computer system in accordance with company procedures.
   3.4 Minor faults in the vehicle communications systems are identified, diagnosed, and repaired or reported in accordance with company procedures.

Range of Variables
Type of Equipment
Includes all communications which may be used in a vehicle, such as CB radio, 2-way radio, on-board computer, global positioning system.
Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large. Work may involve 24 hour operation at single or multi-site locations. Work may be performed in all road transport situations, for example:
- work conducted in confined spaces, exposed conditions and controlled or open environment
- in the warehouse and at the depot
- in the vehicle on the road
- at the customer/client’s workplace
- by day or night
- in all weather conditions.

Job Role Context
The employee will operate under minimal or limited supervision. Requires judgement and discretion in using acceptable communications protocols and procedures and conformance to enterprise requirements. Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients
- industrial relations, OH&S staff/specialists
- other professional/technical staff.

Legislative Requirements
This includes commonwealth, state and territory legislation related to road transport operations and radio spectrum use, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/Clients
Customers/clients may be internal or external.

Communications
Other communications may be face to face, in written form, telephone or by other electronic means.

Sources of Information
Operations manuals and manufacturer’s instructions/specifications. Applicable commonwealth/state/territory legislation and codes of practice relating to:
- road traffic laws and regulations
- OH&S and Environmental Protection legislation
- licence requirements.
Workplace processes and procedures. Emergency requirements.

Recording of Information
Documentation maintained in conformance with enterprise procedures.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- operating a radio system fitted in a vehicle in conformance with regulatory and enterprise requirements
- using an on-board computer system in accordance with manufacturer’s instructions and enterprise requirements.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function. It should be assessed with the appropriate Drive Vehicle competency.

Underpinning Knowledge

- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of operating a vehicle installed radio system.
- Detailed knowledge of using an on-board computer.

Underpinning Skills

- Questioning and active listening skills, for example when eliciting information on radio communications issues.
- Plain English literacy and communication skills in relation to radio communications to other drivers, enterprise base and customers/clients.
- Appropriate radio usage skills and techniques.
- Computing skills in relation to the accessing, interpretation and entering information to an on-board computer system.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Performance may include:

- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures
- work completed systematically without injury to self or others or damage to goods, vehicle or property.

Evidence of performance may be provided by supervisors, other employees or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the enterprise communications system(s).
**Resource Implications**
Access to vehicle with enterprise communications system(s) installed.

**Key Competencies & Application to Standards**

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### TDT E11 98A  Use Electronic Communication Equipment

**Unit Descriptor**
This unit covers the functions required to communicate by radio and mobile telephone.

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<th>Element</th>
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<tbody>
<tr>
<td>1. Identify equipment features</td>
<td>1.1 Telephone keypad and radio control functions are identified.</td>
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<td>1.2 Battery and signal levels are monitored.</td>
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<td>1.3 Mobile equipment is set up to optimise communication.</td>
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<td>1.4 Channels are selected appropriate to the communication.</td>
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<tr>
<td>2. Place and receive communications</td>
<td>2.1 Time and place of outgoing message is selected with regard to security, legislative and convention requirements.</td>
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<td>2.2 Incoming messages are received and answered promptly and courteously within operating procedures and (any) legislative requirements.</td>
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<td>2.3 Vocal communication is clear, unambiguous and using appropriate procedures, language and codes.</td>
</tr>
<tr>
<td>3. Maintain communication equipment operational status</td>
<td>3.1 Telephone and radio security is maintained. Channel selection is appropriate for the location and type of communication. Equipment is checked and maintained in working order within enterprise procedures.</td>
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<td>3.2 Faults are notified for rectification promptly.</td>
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</tbody>
</table>

**Range of Variables**

**Enterprise**
Enterprises may vary in size, type and location.

**Sources of Information**
These may include but are not limited to operations manuals, induction documentation, competency standards and training materials, job specifications and procedures, manufacturer’s specifications, enterprise policies and procedures, supplier and/or client instructions, communications technology equipment, oral, aural or signed communications, work procedures and practices, standards and certification requirements, quality assurance procedures, emergency procedures.

**Legislative Requirements**
This may include state, territory or commonwealth legislation or regulations in relation to privacy and traffic.

**Customers**
These may be internal or external.
Conditions
Work may be conducted by day or night, on or off base site and normally under general supervision.

Hazards
Hazards may include vehicular traffic and pedestrians, uneven ground, steps, road surfaces, dust, vapours, hazardous or dangerous materials, humidity, air temperature, radiant heat, light including UV, noise.

Consultative Processes
These may involve customers, other employees and supervisors, management, union representatives, industrial relations specialists, OH&S specialists, other professional or technical staff, local government authorities, police.

Mobile Phones
These may include digital, CDMS, in vehicle, on person, hands free.

Radios
These may be personal, hand held, vehicle mounted, UHF, VHF, SSB, Marine.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- communicating effectively in verbal modes
- responding appropriately to radio, telephone and verbal inquiries
- following procedures for use of electronic communications equipment
- locating, interpreting and applying relevant information
- maintaining enterprise records and documentation
- identifying and safely handling equipment and goods.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of the job role or function.

Underpinning Knowledge
- General knowledge of industry/enterprise codes of practice.
- Operational knowledge of enterprise procedures in regard to contact by mobile phones.
- Operation knowledge of approved enterprise work procedures and relevant equipment.

Underpinning Skills
- Plain English literacy skills in relation to reading and understanding basic workplace documents.
- Basic oral communication skills in relation to communicating by radio and mobile telephone.
- Planning and organising skills in relation to organising own work, including predicting consequences and identifying improvements.
- Basic technical skills in the identification and operation of radio and mobile telephone equipment and relevant processes and procedures.
Consistency in Performance
It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
The elements of competency contain both knowledge and practical components. The knowledge components may be assessed off the job. The practical components should be assessed on the job or in a realistically simulated work environment. Evidence is best gathered using the products, processes and procedures of the individual workplace context as the means by which the candidate achieves industry competencies.

Resource Implications
The following are required:
- a workplace or simulated workplace
- relevant documentation, such as enterprise or sample polices and procedures manuals related to radio and mobile telephone communications and relevant legislation
- mobile telephone and radio
- a qualified workplace assessor.

Key Competencies & Application to Standards

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<thead>
<tr>
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TDT E12 98A Consolidate Manifest Documentation

Unit Descriptor
This unit covers the functions required to collate, check and process manifest documentation.

Element | Performance Criteria
--- | ---
1. Identify required documentation | 1.1 Relevant documentation is collated and checked to ensure all appropriate information has been entered.
 | 1.2 Omissions/discrepancies are noted and reported in accordance with enterprise procedures.
 | 1.3 Identification codes, manifest codes and pertinent data are entered into record system in accordance with enterprise procedures and, where required, statutory requirements.
 | 1.4 Relevant clearances for the movement of goods/freight are checked out and, where appropriate, actions to rectify deficiencies are followed in accordance with enterprise procedures.
2. Process documentation | 2.1 Files/systems are amended including the appending of all relevant data/information.
 | 2.2 Tracking/monitoring processes completed and documentation forwarded in accordance with enterprise procedures and, where required, statutory requirements.

Range of Variables
Documentation may include weighbridge tickets, loading dockets, load manifests, orders and invoices.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may involve 24 hour operation at single or multi-site locations.
Environment may include movement of equipment, materials and vehicular traffic.
Customer and supplier contact is a requirement of these operations.
Requirements for work may include:
- freight forwarding protocols and procedures
- communications equipment
- enterprise operations
- authorities and permits
- hours of operation
- relevant regulations.
Job Role Context
The employee may work under general supervision. Exercises discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures.
A range of opportunities may be used to:
- develop the work area
- support the development of work systems
- implement innovative strategies to deal with contingencies
- encourage the achievement of the organisation’s goals and key performance objectives by teams/groups and/or individuals.
Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
- other employees and supervisors
- international and domestic agents, suppliers, customers/clients
- relevant authorities and institutions
- management
- union representatives
- OH&S and other professional/technical staff.
The unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others, individually or in teams.

Communications
Communications may be face to face, in written form, by telephone or mobile phone, by radio, computer or by other electronic means.

Customers/ Clients
Customers/clients may be internal or external.

Sources of Information
Operations manuals, job specifications and procedures.
Safe working load/working load limit of vehicle.
Applicable commonwealth/state/territory legislation and codes of practice relating to:
- freight forwarding laws and regulations
- OH&S and Environmental Protection legislation
- licence requirements
- import and export requirements.
Quality or enterprise work specifications and procedures.
Australian and International standards, criteria and certification requirements.
Manufacturer/customer/client specifications or handling/storage advice.
Workplace operating procedures and policies.
Material safety data sheets.
Personal and work area work procedures and practices.
Applicable commonwealth/state/territory legislation and codes of practice relating to freight forwarding operations, Customs and quarantine, dangerous and hazardous goods, environmental protection and OH&S.
Enterprise communications, management and inventory systems.
Conditions of service and workplace agreements.
Enterprise quality assurance procedures.
Emergency requirements.
Transport routes, timetables.

**Recording of Information**
Fleet management documentation is to be completed and retained in conformance with enterprise procedures.

**Evidence Guide**

**Critical Aspects**
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- identifying, collating and checking relevant documentation, including relevant clearances, for accuracy and completion as required by domestic and international regulatory and enterprise requirements
- taking appropriate rectifying and/or reporting action on omissions/discrepancies
- entering data into record system(s)
- maintaining enterprise records and documentation.

**Interdependent Assessment of Units**
This unit may be assessed in conjunction with other units that form part of a job role or function.

**Underpinning Knowledge**
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the business policies and plans for the enterprise and the processes and procedures in place and under development.
- Detailed knowledge of the freight distribution operation within the enterprise including OH&S legislation, codes of practice, permit and licence requirements and operational procedures for documenting, recording and reporting transactions.

**Underpinning Skills**
- Questioning and active listening skills, for example when eliciting information on consolidating documents.
- Plain English literacy and communication skills in relation to dealing with clients and other employees.
- Technical literacy and interpretative skills sufficient to access keywords and phrases and to interpret freight documentation.
- Identify and effect the consolidation of freight documentation where practicable, identifying and remedying/reporting discrepancies.
- Computing skills in relation to the consolidation of freight documents and associated data entry.
Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the freight forwarding environment.

Resource Implications
Access to freight forwarding documentation, information system(s) and workplace procedures.

Key Competencies & Application to Standards

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TDT E16 98A Estimate/Calculate Load Shifting Requirements

Unit Descriptor
This unit covers the functions required to plan and execute calculations for load shifting activities.

Elements | Performance Criteria
--- | ---
1. Identify mathematical information and tools used in the workplace | 1.1 Units of measurement for weight, linear measurement, number, mass, pressure, speed, volume and time are identified.
2. Estimate and calculate requirements for load shifting | 1.2 Dimensions and/or weights to be measured are identified from work procedures and where applicable, work order forms.
3. Complete documentation using mathematical information | 1.3 Units of measurement for allowable load limits (SWL & WLL) for load shifting are identified from crane load chart.
 | 1.4 Information presented in mathematical symbols, diagrams and pictorial representations are recognised, interpreted and used to complete work tasks.
 | 1.5 Measuring equipment, features and/or scales and units of measurement are selected as appropriate for the task and process.
 | 2.1 Appropriate methods to perform calculations to complete workplace tasks including addition, subtraction, multiplication and division, fractions, decimals, percentages and mixed numbers are selected.
 | 2.2 Quantities of materials and resources required to complete a work task are calculated.
 | 2.3 Load balance characteristics are identified.
 | 2.4 The time needed to complete a work activity is estimated.
 | 2.5 Calculations for required weight, reach, radii, boom and jib configurations are undertaken and checked for conformity with crane load chart information.
 | 2.6 Load spread is estimated/calculated to ensure safe weighting on pallets, trucks, platforms or other storage or transport systems.
 | 2.7 Measuring instruments are read to the limit of accuracy of the tool.
 | 3.1 Appropriate workplace documentation is completed using recognised symbols and mathematical terms for the work tasks.
 | 3.2 Numerical information is self-checked and corrected for accuracy.
Range of Variables

Unit Context
Calculations and estimations may relate to weights and dimensions of specific loads, cargo, containers to be shifted, stored or lifted or other work area activities. Has application to all lifting/shifting equipment/vehicles, both manual and mechanical requiring calculation/estimation of a dimension such as weight, dimension and volume. Calculations may be undertaken with the use of calculators, computers or other mathematical aids.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large. Work may involve 24 hour operation at single or multi-site locations. Environment may include movement of equipment, materials and vehicular traffic. Work may involve exposure to chemicals, dangerous or hazardous substances. Goods to be shifted/moved may require special precautions.

Requirements for lift/shift may require special precautions.

Requirements for lift/shift may include:
- work area restrictions and procedures
- personal protection equipment
- authorities and permits
- support equipment and tools
- specialised lifting equipment and attachments
- communications equipment
- hours of operation
- relevant regulations.

Job Role Context
The employee may work under general supervision. Exercises discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures.

Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.

Consultative processes may include:
- other employees and supervisors
- suppliers, customers/clients
- relevant authorities and institutions
- management
- union representatives
- OH&S and other professional/technical staff.

Communications
Communications may be face to face, in written form, by telephone or mobile phone, by radio, computer or by other electronic means.

Customers/ Clients
Customers/clients may be internal or external.
Sources of Information
Operations manuals, job specifications and procedures.
Safe working load/working load limit of vehicle.
Job specifications and procedures.
Applicable commonwealth/state/territory legislation and codes of practice relating to:
- storage and distribution laws and regulations
- OH&S and Environmental Protection legislation
- licence requirements.
Quality or enterprise work specifications and procedures.
Australian and International standards, criteria and certification requirements.
Manufacturer/customer/client specifications or handling/storage advice.
Workplace operating procedures and policies.
Material safety data sheets.
Personal and work area work procedures and practices.
Applicable commonwealth/state/territory legislation and codes of practice relating to storage
and distribution operations, dangerous and hazardous goods, environmental protection and
OH&S.
Enterprise communications and management systems.
Conditions of service and workplace agreements.
Enterprise quality assurance procedures.
Emergency requirements.

Recording of Information
Documentation is to be completed and retained in conformance with enterprise procedures.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to
changing circumstances and to respond to unusual circumstances in the critical aspects of:
- identifying units of measurement and dimensions and/or weights and the measuring
  equipment required in the estimation/calculation of loads to be shifted
- interpreting allowable load limits for equipment to be employed in shifting the load and
  other information presented in mathematical symbols, diagrams and pictorial
  representations
- estimating/calculating load and conditions through measurement, weighing and the
  application of mathematical processes
- checking the accuracy and completing workplace documentation.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or
function.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the enterprise activities, processes and procedures.
- Detailed knowledge of the capabilities of load lifting equipment and the nature and
  handling and other requirements of loads.
- Detailed knowledge of the aids/tools and the methodology for estimating/calculating,
  recording and using load dimensions.
• Detailed knowledge of load limited permits/licence requirements and enterprise recording and reporting procedures.

Underpinning Skills
• Questioning and active listening skills, for example when eliciting information on load and equipment requirements.
• Plain English literacy and communication skills in relation to dealing with clients and provider/suppliers.
• Technical literacy and interpretative skills sufficient to access keywords and phrases and to interpret mathematical symbols, schematics and technical drawings.
• The application of mathematical procedures to estimate/calculate load dimensions and/or weight.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment.

Resource Implications
Access to goods/loads to be shifted, appropriate lifting/carrying equipment, information sources, calculators/charts and other appropriate aids and tools, documentation and workplace procedures.

Key Competencies & Application to Standards

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TDT F10 97A  Apply Fatigue Management Strategies

Unit Descriptor
This unit covers the functions required to recognise the causes and effects of fatigue for drivers and to manage fatigue in the driving environment in accordance with the requirements of the National Fatigue Management Regime.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1. Identify and act upon signs of fatigue</td>
<td>1.1 Potential causes of fatigue are monitored and action taken to minimise their effects in accordance with company procedures.</td>
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<td>1.2 Personal warning signs of fatigue are recognised and necessary steps are taken in accordance with company procedures to ensure that effective driving capability is maintained.</td>
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<td>2. Implement strategies to minimise fatigue</td>
<td>2.1 Routes and schedules are assessed and planned to minimise fatigue.</td>
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<td>2.2 Factors which increase the risk of fatigue-related crashes are understood and minimised.</td>
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<td>2.3 Strategies to manage on-road fatigue are implemented in accordance with company policy.</td>
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<td>2.4 Lifestyle choices are made which promote the effective long-term management of fatigue.</td>
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<td>2.5 Effective practices in combating driver fatigue are adopted and applied.</td>
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<td>2.6 Personal fatigue management strategies are communicated to other relevant people.</td>
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<td>2.7 Appropriate counter measures are planned to combat fatigue.</td>
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</tbody>
</table>

Range of Variables

Type of Operations
Includes the driving and associated tasks of all types of vehicles which may involve long distances, long hours and/or repetitive tasks.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may be performed in all road transport situations, for example:
- in the vehicle on the road
- by day or night
- in all weather conditions
- in the warehouse and at the depot
- at the customer/client’s workplace.
Job Role Context
The employee will operate under minimal supervision and may have some leadership responsibility in allocating duties and monitoring performance. Requires judgement and discretion in determining fatigue symptoms and taking preventative/remedial action.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients
- industrial relations, OH&S staff/specialists
- other professional/technical staff.

Legislative Requirements
This includes commonwealth, state and territory legislation related to road transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by radio, telephone or by other electronic means.

Sources of Information
OH&S and/or medical staff and OH&S and transport industry publications.
Applicable commonwealth/state/territory legislation and codes of practice relating to:
- road traffic laws and regulations
- OH&S and Environmental Protection legislation
- licence requirements.
Emergency requirements.
Information concerning the fatigue of a driver may be gained from log books, job specifications and procedures, supervisors, enterprise procedures and documentation, industry comparative standards and OH&S staff and medical reports.

Recording of Information
Documentation to be completed and retained in conformance with enterprise procedures.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- possessing sufficient knowledge of the causes and effects of fatigue and the strategies to prevent and overcome them
- recognising the signs and symptoms of fatigue and taking appropriate action.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.
Underpinning Knowledge

- General knowledge of the activities, procedures and policies of the enterprise relating to driving and distribution of products.
- Causes and effect of fatigue on drivers.
- Strategies to manage on-road fatigue.
- Factors which increase fatigue related accidents.
- Lifestyles which promote the effective long term management of fatigue.
- Implications of OH&S legislation and codes of practice.
- Road laws.
- Enterprise work procedures.
- Prioritising and multi–tasking work.
- Focus of operation of work systems and equipment.
- Application of relevant agreements, codes of practice or other legislative requirements.

Underpinning Skills

- Observation and people management skills.
- Manage fatigue.
- Recognition of signs and symptoms of fatigue.
- Monitoring and anticipating problem periods and taking precautionary actions.
- Negotiating skills and, when necessary, assertiveness.
- Judgement and discretion.

Consistency in Performance

It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by supervisors, other employees or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the operation of the enterprise’s transport organisation. It will usually include observation of work processes and procedures; oral and/or written questioning on underpinning knowledge and skills and consideration of evidence of required attitudes and attributes.

Resource Implications

The following are required:
- a workplace or simulated workplace
- enterprise transport schedules/programs for the duration of the assessment period.

Key Competencies & Application to Standards

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TDT F11 97A  Care for the Environment

Unit Descriptor
This unit covers the functions required to ensure that all required precautions are taken by drivers to protect the environment when driving a vehicle.

Elements  

Performance Criteria
1. Minimise the effects of pollution while driving  
   1.1 Precautions are taken to ensure spilt fuel, lubricants and chemicals do not pollute the environment.
   1.2 Vehicles are driven efficiently to minimise pollution of the air environment through excessive exhaust emissions.
   1.3 Unnecessary running of the engine is avoided to minimise pollution of the air environment.

2. Minimise the effects of pollution while maintaining the vehicle  
   2.1 Routine checks are conducted or organised to ensure emission control equipment on vehicle is operating correctly.
   2.2 Suitable precautions are taken during the cleaning of vehicles not to pollute the environment.
   2.3 Rubbish is deposited in designated rubbish disposal bins.

3. Transport environmentally hazardous materials safely  
   3.1 Materials safety data sheets are completed in accordance with government regulations and company requirements.
   3.2 Waste and effluent is disposed of in accordance with government regulations and government policy.
   3.3 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

Environment
Includes all environments, such as atmospheric, marine, indoor and outdoor.

Pollutants
Includes all pollutants, such as fumes, oil, gas, noise, rubbish and waste.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may be performed in all road transport situations, for example:
   • in the vehicle on the road
   • by day or night
   • in all weather conditions
• work conducted in confined spaces, exposed conditions and controlled or open environment
• in the warehouse and at the depot
• at the customer/client’s workplace.

Job Role Context
The employee will operate under limited or minimal supervision. Requires judgement and discretion in determining conditions and taking remedial action. Consultative processes may include:
• other employees and supervisors
• management
• union representatives
• customers/clients
• industrial relations, OH&S staff/specialists
• other professional/technical staff.

Legislative Requirements
This includes commonwealth, state and territory legislation related to road transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate. Includes applicable waste and effluent disposal regulations.

Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by radio, telephone or by other electronic means.

Sources of Information
Applicable commonwealth/state/territory legislation and codes of practice relating to:
• road traffic laws and regulations
• environmental protection legislation
• OH&S
• licence requirements.
Emergency requirements.
Enterprise and industry operating policies, procedures and codes of practice.

Recording of Information
Documentation to be completed and retained in conformance with enterprise procedures and environmental protection requirements.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• possessing sufficient knowledge of environmental protection requirements and ways in which drivers and other personnel can identify pollution and its causes and avoid or minimise its effect on the environment
• minimise pollution when driving and maintaining a vehicle
• transporting environmentally hazardous goods.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
• General knowledge of the activities, procedures and policies of the enterprise relating to driving and distribution of products.
• Environmental protection regulations.
• Enterprise work policies and procedures relating to environmental protection.
• Waste and effluent disposal regulations/requirements.
• Waste and rubbish disposal areas.
• Toxicity and other characteristics of typical vehicle loads.
• Emission control equipment and checking requirements.
• Implications of OH&S legislation and codes of practice.
• Road laws.

Underpinning Skills
• Recognition of pollutants, their risk and measures to minimise them.
• Drive and maintain a vehicle to minimise/eradicate pollution.
• Transport hazardous materials safely.
• Monitoring and anticipating problem periods and taking precautionary actions.
• Route planning.
• Appropriate disposal of waste and rubbish.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by supervisors, other employees or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the operation of the enterprise’s transport organisation. It will usually include observation of work processes and procedures; oral and/or written questioning on underpinning knowledge and skills and consideration of evidence of required attitudes and attributes.

Resource Implications
The following are required:
• a workplace or simulated workplace
• access to pollutants/hazardous materials handled/transported by the enterprise.
### Key Competencies & Application to Standards

<table>
<thead>
<tr>
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</table>
TDT F12 97A  Apply Safe Handling Strategies when Handling Dangerous Goods

Unit Descriptor
This unit covers the functions required to safely and responsibly transport explosive or dangerous goods to ensure no injury to personnel or damage to environment, equipment or facilities.

Elements | Performance Criteria
---|---
1. Drive vehicle in a safe manner | 1.1 Safety equipment on vehicle is checked for serviceability and required quantities and types.
 | 1.2 Vehicle is driven safely in accordance with the relevant industry driving standards.
2. Apply safety guidelines and codes | 2.1 Explosives and dangerous goods are conveyed in accordance with the relevant government regulations and codes.
 | 2.2 Relevant emergency procedures are assessed relative to each load.
 | 2.3 When in convoys or under escort, vehicle is driven in accordance with the relevant codes and as directed by police and/or competent authority.
 | 2.4 Emergency procedures are instigated in accordance with the relevant codes and government regulations to ensure precautions are taken consistent with directions set out in the emergency procedures.
 | 2.5 Procedures are implemented to minimise damage to equipment, facilities and the environment and minimise injury to personnel.
3. Consult with relevant authorities/persons | 3.1 Vehicle and/or load incidents are reported to the competent authority, fire brigade and/or police in specified timeframes in accordance with relevant codes and government regulations and assistance is provided to those bodies as requested.
 | 3.2 Other persons within affected emergency area are warned about the hazard, and reflector signs are displayed.

Range of Variables
Types of Loads
Includes all explosives and dangerous loads, such as explosives, chemicals, radio-active, flammable, poisonous, infectious, corrosive and combustible loads.
Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
Dangerous goods to be handled/relocated may require special safety and/or security measures.
May be exposed to corrosive chemicals, solvents and adhesives, explosives, carcinogenic and other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
Includes all road transport situations, such as:
- operations conducted day or night
- confined spaces, exposed conditions and controlled or open environment
- in the warehouse and at the depot
- in the vehicle on the road
- at the client’s workplace
- in all weather conditions, day or night.
Hazards may include:
- hazardous or dangerous materials
- contamination of, or from, materials being handled
- noise, light, energy sources
- stationary and moving machinery, parts or components
- spills, leakages, ruptures
- dust/vapours.
Requirements for work may include:
- site restrictions and procedures
- use of safety and personal protection equipment
- specialised lifting/handling equipment
- communications and computing equipment
- emergency/incident procedures
- additional gear and equipment
- authorities, licences and permits
- hours of operation
- relevant regulations.

Job Role Context
The employee may work under limited or minimal supervision. Requires judgement and discretion.
Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- IR and OH&S specialists
- other maintenance, professional and technical staff
- suppliers and customers/clients.
Communications
Communications may be face to face, in written form, by telephone, radio or by other electronic means.

Customers/Clients
Customers/clients may be internal or external.

Legislative Requirements
This includes state and territory legislation related to transport and operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate. Australian Dangerous Goods Code also applies.

Sources of Information
Goods identification numbers and codes.
Manifests, bar codes, goods and container identification.
Safe working load/working load limit and lashing capacity.
Operations manuals, job specifications and procedures.
Quality or enterprise work specifications and procedures.
Manufacturer/customer/client specifications or handling/storage advice.
Workplace operating procedures and policies.
Material safety data sheets.
Personal and work area work procedures and practices.
Applicable commonwealth/state/territory legislation and codes of practice relating to transport operations, dangerous and hazardous goods, environmental protection and OH&S.
Australian and International Standards, criteria and certification requirements.
Enterprise communications, management and inventory systems.
Conditions of service and workplace agreements.
Enterprise quality assurance procedures.
Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- driving the vehicle in a safe manner
- applying relevant safety precautions, while conforming to government regulations and codes of practice and instigating emergency procedures as required
- reporting incidents as required by regulatory and enterprise procedures.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.
Underpinning Knowledge

- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of the characteristics, hazards and risks associated with handling and transporting dangerous goods.
- Detailed knowledge of regulatory and enterprise requirements relating to the transporting of dangerous goods.
- Detailed knowledge of the requirements for the vehicle, safety and emergency equipment, emergency procedures and reporting requirements when transporting dangerous goods.

Underpinning Skills

- Questioning and active listening skills, for example when eliciting information on dangerous goods.
- Plain English literacy and communication skills in relation to dealing with clients, other employees and provider/suppliers.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the handling and transporting of dangerous goods.
- Safely and efficiently transport dangerous goods.
- Apply relevant agreements, codes of practice or other legislative requirements.

Consistency in Performance

It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.

Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Legislative provisions are met in any service provision.

Performance may include:

- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the dangerous goods transport requirement.

Resource Implications

Access to dangerous goods for transport, vehicle, documentation including material safety data sheets, handling and appropriate safety and emergency equipment and work procedures.
### Key Competencies & Application to Standards

<table>
<thead>
<tr>
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</table>
TDT F13 97A Manage Breakdowns and Emergencies

Unit Descriptor
This unit covers the functions required to manage breakdowns, accidents and emergencies.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Evaluate accident or breakdown situation</td>
<td>1.1 Causes and effects of an accident or breakdown situation are identified and clarified.</td>
</tr>
<tr>
<td></td>
<td>1.2 Accident or breakdown co-ordination procedures are applied in accordance with company policies.</td>
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<tr>
<td></td>
<td>1.3 Assistance is rendered to injured persons within the limitations of duty of care and company requirements.</td>
</tr>
<tr>
<td>2. Consult with relevant persons/authorities</td>
<td>2.1 Details of causes and effects of an accident or breakdown are reported in accordance with company procedures.</td>
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<td></td>
<td>2.2 Assistance and co-operation is provided to relevant authorities within legal and company limitations.</td>
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<td></td>
<td>2.3 Information about an accident is obtained/and/or exchanged in accordance with legal and company requirements.</td>
</tr>
<tr>
<td>3. Manage accident/breakdown site</td>
<td>3.1 Suitable measures are taken to control, warn, stop or divert traffic at an accident or breakdown site.</td>
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<tr>
<td></td>
<td>3.2 Personal security precautions are taken in accordance with company procedures.</td>
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<tr>
<td></td>
<td>3.3 Assistance is requested to minimise the possibility of further damage to persons or property, in accordance with company policy and relevant rules and regulations.</td>
</tr>
<tr>
<td></td>
<td>3.4 Appropriate measures are taken to control and protect an accident site.</td>
</tr>
<tr>
<td>4. Complete documentation</td>
<td>4.1 All required documentation and reports on an accident or breakdown are completed in accordance with company requirements.</td>
</tr>
</tbody>
</table>

Range of Variables
Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may involve 24 hour operation at single or multi-site locations.
Work may involve exposure to chemicals, dangerous or hazardous substances.
Work may be performed in all road transport situations, for example:

- work conducted in confined spaces, exposed conditions and controlled or open environment
- in the warehouse and at the depot
- in the vehicle on the road
- at the customer/client’s workplace
- by day or night
- in all weather conditions.

**Job Role Context**
The employee will operate under minimal or limited supervision. Requires judgement and appropriate road sense.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients
- industrial relations, OH&S staff/specialists
- other professional/technical staff.

**Legislative Requirements**
This includes commonwealth, state and territory legislation related to road transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

**Customers/ Clients**
Customers/clients may be internal or external.

**Communications**
Communications may be face to face, in written form, by radio, telephone or by other electronic means.

**Sources of Information**
Operations manuals and manufacturer’s specifications.
Applicable commonwealth/state/territory legislation and codes of practice relating to:
- road traffic laws and regulations
- OH&S and Environmental Protection legislation
- licence requirements.
Emergency requirements.

**Recording of Information**
Documentation maintained in conformance with enterprise procedures.

**Evidence Guide**

**Critical Aspects**
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- evaluating accident/breakdown situation and responding as required by enterprise procedures including provision of assistance as practicable
• reporting, assisting and coordinating as required by legal and enterprise requirements
• invoking control/warning procedures as required, ensuring personal safety and security
• completing documentation as required by legal and enterprise requirements.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function. It should be assessed with Drive Light Vehicle.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of procedures to be followed in the event of an accident or breakdown.
• Detailed knowledge of duty of care requirements in an accident or breakdown situation.

Underpinning Skills
• Questioning and active listening skills, for example when eliciting information at an accident or breakdown.
• The provision of assistance, traffic control and co-ordinating with others at the scene of an accident or breakdown.
• Reporting skills in the provision of the initial incident report and in providing follow-up reports in conformance with legal and enterprise requirements.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.

Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures
• work completed systematically without injury to self or others or damage to goods, vehicle or property.

Evidence of performance may be provided by supervisors, other employees or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the accident or breakdown scene.

Resource Implications
• Accident or breakdown scene.
• Regulatory and/or enterprise documentation, procedures and policies.
### Key Competencies & Application to Standards

<table>
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# TDT H2 97B Plan and Navigate Routes

## Unit Descriptor
This unit covers the functions required to interpret information from a road map or street directory, plan the most appropriate route and complete the required route map and documentation.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interpret street maps</td>
<td>1.1 Symbols in a street directory and road map are recognised and interpreted.</td>
</tr>
<tr>
<td></td>
<td>1.2 Places are identified in a directory index and the information used to locate the places on the appropriate map.</td>
</tr>
<tr>
<td>2. Plan routes</td>
<td>2.1 Given a location and a destination, the most direct and alternative routes between two points are identified using a map.</td>
</tr>
<tr>
<td></td>
<td>2.2 A suitable route is selected to ensure most efficient, legal operation taking into account potential road conditions and traffic flow, the class of vehicle involved, loading and unloading points, the load being carried and the availability of rest stops along the way.</td>
</tr>
<tr>
<td>3. Follow planned route</td>
<td>3.1 Planned route is correctly followed with the aid of the street directory and road map.</td>
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<tr>
<td></td>
<td>3.2 Where relevant, geographic regions, tourism features and other places of interest are identified and shown to passengers.</td>
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<tr>
<td></td>
<td>3.3 Required route documentation is completed in accordance with purpose of transportation and company requirements.</td>
</tr>
</tbody>
</table>

## Range of Variables

### Unit Context
Maps and street directories include all commercially available street directories and maps using international symbols.

Route plans include long and short distance routes on city and country roads.

### Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.

Work may involve 24 hour operation at single or multi-site locations.

Work may be performed in all road transport situations, for example:
- in the warehouse and at the depot
- in the vehicle on the road
- at the customer/client’s workplace
- by day or night
- in all weather conditions.
Job Role Context
The employee will operate under minimal or limited supervision. Requires judgement and discretion in correct route selection and navigation. Consultative processes may include:
• other employees and supervisors
• management
• union representatives
• customers/clients
• industrial relations, OH&S staff/specialists
• other professional/technical staff.

Legislative Requirements
This includes commonwealth, state and territory legislation related to road transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/ Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, telephone, radio, on-board computer or by other electronic means.

Sources of Information
Workplace processes and procedures. Vehicle communications systems. Applicable commonwealth/state/territory legislation and codes of practice relating to:
• road traffic laws and regulations
• OH&S and Environmental Protection legislation
• licence requirements.
Emergency requirements.

Recording of Information
Documentation maintained in conformance with enterprise procedures.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• recognising conventional street directory and road map symbols and identify start and finish points of a trip
• interpreting directions and tracing a route to a destination
• following the route, identifying landmarks/key features en route
• completing enterprise required documentation.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function. It should be assessed with TDT C1 97A, Drive Light Vehicle.
Underpinning Knowledge

- General knowledge of common automotive terminology.
- General knowledge of the main automotive systems and assemblies and their functions.
- General knowledge of automotive refinishing and treatment systems, terminology and product types.
- General knowledge of the range of manual and computerised Parts/Product Catalogue systems in common usage throughout the industry.
- Detailed knowledge of the Parts/Product Catalogue systems, both brand specific and general options, used by the enterprise.
- General knowledge of the legal issues associated with the supply and use of non-conforming parts/components/accessories.
- Broad knowledge of OH&S requirements in relation to client safety and ergonomics of computer work stations.

Underpinning Skills

- Questioning and active listening skills, for example when eliciting information on product and end use issues.
- Plain English literacy and communication skills in relation to dealing with clients and provider/suppliers.
- Technical literacy and interpretative skills sufficient to access keywords and phrases and to interpret schematics and technical drawings.
- Problem solving and analytical skills for a range of unpredictable circumstances, for example, clarifying a general need and researching through Parts Catalogue systems to correctly identify the part/product or technically acceptable options.
- Computing skills in relation to the accessing and interpretation of computer based Parts Catalogue systems.

Consistency in Performance

It is preferable that assessment reflect a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment

Assessment is to cover both manual and computer aided/based Parts Catalogue Systems. Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects a range of parts/product identification requirements in terms of available information, client types and complexity of parts tracking. Assessment must cover both specified brand and general parts/products and is to occur in an environment where the competing demands of a number of clients are evident.

Resource Implications

The following are required:

- a workplace or simulated workplace
- street directories and/or maps
- realistic destinations.
### Key Competencies & Application to Standards

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</table>
TDT J5 98A  Sample, Inspect and Test Products to Specifications

Unit Descriptor
This unit covers the functions required to undertake product samples, identify and apply testing procedures, interpret results and report findings.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Establish specifications and test procedures</td>
<td>1.1 Product quality specifications and required outcomes are read, drawings interpreted and test parameters are identified.</td>
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<td>1.2 Test methods for each required test parameter are identified and the most efficient test method is noted.</td>
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<td>1.3 Requirements for testing by personnel external to the work area are identified and appropriate permission is obtained.</td>
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<td>1.4 Sampling, inspection and testing are conducted in accordance with hazardous substance regulations.</td>
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<tr>
<td>2. Select evidence</td>
<td>2.1 Appropriate conforming and non-conforming products, materials and/or waste are selected for testing.</td>
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<tr>
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<td>2.2 Observations of operators and copies of procedures are collected.</td>
</tr>
<tr>
<td>3. Conduct and interpret tests</td>
<td>3.1 Tests are conducted using workplace procedures (including quality procedures) and results are documented.</td>
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<tr>
<td></td>
<td>3.2 Emergency procedures are identified and engaged in the event of an incident.</td>
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<tr>
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<td>3.3 Comparisons of all data collected are made.</td>
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<tr>
<td></td>
<td>3.4 Any recommendations are noted and considered for feasibility.</td>
</tr>
<tr>
<td></td>
<td>3.5 Equipment is maintained in accordance with workplace and manufacturer’s requirements.</td>
</tr>
<tr>
<td>4. Report findings</td>
<td>4.1 Findings of tests are documented.</td>
</tr>
<tr>
<td></td>
<td>4.2 (Any) potential or existing problems and appropriate recommendations are reported.</td>
</tr>
</tbody>
</table>

Range of Variables
Application
Sampling and testing processes may be conducted as part of enterprise, site or licence requirements.
Sampling and testing processes may be conducted alone or in conjunction with other staff from the enterprise or external personnel.
Procedures relate to quality control including moisture content, goods identification, mass, condition, grade composition and/or contamination.
Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
May involve 24 hour operation at single or multi site locations.
Work may be performed in any area of the warehousing and distribution function and conform to relevant workplace procedures which include:
- enterprise policies and procedures
- guidelines relating to minimising risks to the environment and OH&S requirements
- quality assurance procedures (where existing)
- responding to and reporting of accidents and incidents within regulatory requirements and enterprise procedures
- testing procedures.
Will involve application of appropriate workplace language and communication strategies and interpretation of relevant information.
Customer and supplier contact and co-ordination is a requirement of these operations.

Job Role Context
The employee will operate under general guidance and will have some autonomy in making proposals for sample collection and testing.
Requires judgement and discretion for self and others in planning and using resources, services and processes to achieve required outcome within enterprise policy and procedures.
Consultative processes (for determination of sampling, testing and reporting) may include:
- other employees and supervisors
- management
- union representatives
- customers/clients
- industrial relations, OH&S staff/specialists
- other professional/technical staff.

Legislative Requirements
This includes commonwealth, state and territory legislation related to storage and distribution activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/ Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Sources of Information
Quality or enterprise work specifications and procedures.
Manufacturer’s specifications and/or supplier’s/client handling and storage advice/instructions.
Workplace operating procedures and policies.
Supplier and/or customer/client instructions.
Applicable commonwealth/state/territory legislation and codes of practice.
Material safety data sheets.
Technical specifications and/or drawings for materials, equipment and testing procedures.
Standards and certification requirements.
Licence, patent or copyright arrangements.
Quality assurance procedures.
Emergency procedures.

**Recording and Reporting of Information**
Results of sampling, inspection and testing of products are to be recorded and reported as required by enterprise procedures and policies.

**Evidence Guide**

**Critical Aspects**
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- locate, interpret and apply information relevant to the testing and sampling process
- apply sampling and testing techniques to a range of products
- conduct and complete sampling and testing procedures in accordance with standard operating practice
- accurately interpret, record and report results
- apply appropriate OH&S measures including appropriate handling measures
- provide customer/client service and work effectively with others
- manage own work to achieve required results.

**Interdependent Assessment of Units**
This unit may be assessed in conjunction with other units that form part of a job role or function.

**Underpinning Knowledge**
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of enterprise operations and reporting requirements.
- Detailed knowledge of sampling, inspection and testing techniques and procedures.
- Detailed knowledge of quality procedures and implementation strategies.
- Detailed knowledge of industry benchmarks and standards for materials and/or products.

**Underpinning Skills**
- Questioning and active listening skills, for example when obtaining information on sampling and testing requirements.
- Plain English literacy and communication skills in relation to dealing with clients and provider/suppliers.
- Technical literacy and interpretative skills sufficient to access keywords and phrases, to perform sampling, inspection and testing and to report findings.
- Identify requirement, select samples and apply appropriate technology, information systems and procedures to test and assess to specification and report findings.
- Problem solving and analytical skills for a range of unpredictable circumstances.
- Computing skills in relation to the sampling, inspection and testing of product/material.
Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Arranges testing and sampling processes and timelines to achieve goals, with recommendations being made to modify processes when non-compliance is identified.
Decisions improve organisational performance and minimise risk to the enterprise in terms of environmental, health and safety considerations.
Uses consultative approaches to implement and evaluate compliance with quality systems.
Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• consistency in observing:
  - organisational policy and operating procedures and making appropriately authorised adjustments
  - cultural differences in the workplace, including mode of behaviour and interactions with others
  - incident reporting processes
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the identification and conduct of the sampling, inspection and testing requirement for products/materials.

Resource Implications
Requires appropriate sampling and testing equipment, testing facilities, product/material for sampling and testing and appropriate enterprise documentation.

Key Competencies & Application to Standards

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<thead>
<tr>
<th>Competency</th>
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TDT K7 98A Perform Electronic Data Interchange (EDI) to Transmit Shipping Documentation

Unit Descriptor
This unit covers the functions required to produce, receive and transmit shipping documentation.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1. Identify and establish document purpose and information sources</td>
<td>1.1 Purpose of task is identified and appropriate document template(s) accessed.</td>
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<tr>
<td></td>
<td>1.2 Manual and computerised sources of data are accessed in accordance with the requirements of the task.</td>
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<tr>
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<td>1.3 Existing files and data to be updated are identified.</td>
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<td>1.4 Stored data regarding applicable regulations, client instructions, protocols and procedures is selected and combined correctly for the task.</td>
</tr>
<tr>
<td>2. Compile data files</td>
<td>2.1 Files are created/updated according to required format and layout.</td>
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<tr>
<td></td>
<td>2.2 Data is accurately entered following regulatory and enterprise requirements and is consistent with required purpose.</td>
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<td>2.3 All relevant sections of the documentation are checked for accuracy and completeness.</td>
</tr>
<tr>
<td></td>
<td>2.4 Discrepancies in documentation are identified and action undertaken in accordance with enterprise procedures.</td>
</tr>
<tr>
<td></td>
<td>2.5 Files created or updated are saved and stored in accordance with enterprise and regulatory requirements.</td>
</tr>
<tr>
<td>3. Transmit documentation</td>
<td>3.1 Document destination(s) are correctly identified and selected.</td>
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<tr>
<td></td>
<td>3.2 Destinations are checked for readiness to receive transmission.</td>
</tr>
<tr>
<td></td>
<td>3.3 Security arrangements for data exchange are undertaken in accordance with enterprise procedures.</td>
</tr>
<tr>
<td></td>
<td>3.4 Documents are transmitted ensuring componentary is used according to enterprise procedures and that all information is correctly downloaded.</td>
</tr>
<tr>
<td></td>
<td>3.5 Action is undertaken within scope of authority to rectify transmission faults.</td>
</tr>
<tr>
<td></td>
<td>3.6 Printout of documents are made and filed/stored/forwarded in accordance with enterprise procedures.</td>
</tr>
</tbody>
</table>
4. Receive documentation
   4.1 Infotechnology devices are checked for readiness to receive downloaded documentation.
   4.2 Received documentation is printed and/or checked for accuracy and legibility.
   4.3 Action is undertaken within scope of authority to rectify transmission faults.
   4.4 Printout of documents are made and filed/stored/forwarded in accordance with enterprise procedures.

Range of Variables
Unit context
The electronic transfer medium may include e-mail, bulletin boards and computer faxes. Security procedures may include encryption of data, controlled access and regulated transmission times. Transfer of data may include interfaces between agents, authorities, brokers, clients and outposts.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large. Work may be performed in any area of the warehousing and distribution function involved in freight forwarding and may address all or part of the activity. Customer and supplier contact and co-ordination is a requirement of these operations. Requirements for work may include:
- data protocols and procedure
- communications and computing equipment
- security clearances
- emergency/incident procedures
- authorities and permits
- hours of operation
- relevant regulations.

Job Role Context
The employee will operate under general supervision. Requires judgement and discretion for self and others in planning and using resources, services and processes to achieve required outcome within enterprise policy and procedures. Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients
- other financial/administrative staff.

Legislative Requirements
This includes commonwealth, state and territory legislation related to electronic communications, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.
Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Sources of Information
Operations manuals, job specifications and procedures.
Manufacturer/customer/client specifications or instructions.
Workplace operating procedures and policies.
Australian and/or international standards, criteria and certification requirements.
Applicable commonwealth/state/territory legislation and codes of practice relating to financial transactions, import and export of goods and OH&S.
International transport regulations, codes and procedures.
Enterprise communications, management and accounting systems.
Conditions of service and workplace agreements.
Enterprise quality assurance procedures.
Emergency procedures.

Recording and Reporting of Information
Details of the transmission and/or receipt of shipping documentation are to be captured, recorded and reported as required by regulatory requirements and enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- identifying task and selection of data source(s) and transmission medium for executing the task
- the creation/updating/compiling of data files
- the transmission and receipt of documents
- the implementation of appropriate security measures/procedures
- maintaining enterprise records and documentation
- manage own work to achieve organisational goals and required results
- provide customer/client service and work effectively with others.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of enterprise operations, procedures and processes, including communication/data transfer requirements.
- Knowledge of equipment applications, capacities, configurations, safety hazards and control mechanisms.
- Knowledge and application of computer software.
Underpinning Skills
• Questioning and active listening skills, for example when obtaining information shipping.
• Plain English literacy and communication skills in relation to dealing with clients and provider/suppliers.
• Technical literacy and interpretative skills sufficient to access keywords and phrases, to communicate/transfer data electronically.
• Computing skills to transfer and store electronic data.
• Apply relevant agreements, codes of practice or other legislative requirements, including local and international freight regulations.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the communication systems of the enterprise.

Resource Implications
Requires access to computer system, shipping documentation, enterprise procedures and policies.

Key Competencies & Application to Standards

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TDT O3 98A Undertake Loading and Unloading in a Designated/Secure Area

Unit Descriptor
This unit covers the functions required to undertake the loading and unloading of goods within a designated/secure environment.

Element Performance Criteria

1. Select loading site
   1.1 Plans of site access, exit points and key physical features are identified.
   1.2 Site for goods transfer is selected in accordance with security plan and with due regards for own safety, safety of security team, members of the public and consignment.
   1.3 Loading site(s) mandated by customer and/or specific loading/unloading requirements are identified and assessed for accessibility and security.
   1.4 Alternative sites are identified where predetermined site is assessed as inappropriate.
   1.5 Proposed changes to loading site(s) are referred to management personnel and authorisation sought where appropriate.

2. Undertake load transfer
   2.1 Permission to enter and exit loading areas (where required) is obtained in accordance with enterprise procedures.
   2.2 Security procedures, including positioning of personnel, travelling across public areas, carrying/loading techniques are undertaken in accordance with operational plan and regulatory requirements.
   2.3 Contingency plans are identified and confirmed with other team members.
   2.4 The environment is constantly monitored to maintain a safe working environment.
   2.5 Goods are identified and details are verified and checked for conformity with manifest.
   2.6 Non-conforming consignments are documented and reported in accordance with enterprise procedures.
   2.7 Load characteristics are identified and considered when determining appropriate loading and unloading procedures.
   2.8 Load handling demonstrates compliance with (any) loading regulations and workplace safety requirements.
Element 2. Undertake load transfer (continued)

Performance Criteria
2.9 Consignment is delivered/stored and secured in accordance with the operational plan, enterprise procedures and regulatory requirements.
3.1 Details of consignment delivery are verified by client or client representative.
3.2 Transfer documentation is completed in accordance with enterprise procedures.

Range of Variables
Unit Factors
A secured environment is one where security measures are. It may be on or off the site of normal operations.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large. Work is normally performed as part of the distribution function and may address all or part of the activity. Dangerous goods to be handled/relocated may require special safety and/or security measures. May be exposed to corrosive chemicals, solvents and adhesives, explosives, carcinogenic and other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas. Hazards may include:
- hazardous or dangerous materials
- contamination of, or from, materials being handled
- noise, light, energy sources
- stationary and moving machinery, parts or components
- spills, leakages, ruptures
- dust/vapours.
Requirements for work may include:
- site restrictions and procedures
- use of safety and personal protection equipment
- specialised lifting/handling equipment
- communications and computing equipment
- emergency/incident procedures
- additional gear and equipment
- authorities, licences and permits
- hours of operation
- relevant regulations.

Job Role Context
The employee normally works under general supervision. Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- IR and OH&S specialists
- other maintenance, professional and technical staff
- suppliers and customers/clients.

**Customers/Clients**
Customers/clients may be internal or external.

**Communications**
Communications may be face to face, in written form, by telephone, radio or by other electronic means.

**Legislative Requirements**
This includes state and territory legislation related to transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

**Sources of Information**
Safe working load/working load limit.
Operations manuals, job specifications and procedures.
Quality or enterprise work specifications and procedures.
Manufacturer/customer/client specifications or handling/storage advice.
Workplace operating procedures and policies.
Material safety data sheets.
Personal and work area work procedures and practices.
Applicable commonwealth/state/territory legislation and codes of practice relating to storage and transport operations, Traffic Acts, dangerous and hazardous goods, environmental protection and OH&S.
Australian and International Standards criteria and certification requirements.
Enterprise communications, management and inventory systems.
Conditions of service and workplace agreements.
Enterprise quality assurance procedures.
Emergency procedures.

**Recording of Information**
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

**Evidence Guide**

**Critical Aspects**
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- planning, locating and assessing the suitability of loading site(s) in relation to security requirements and type of load(s)
- implementing security procedures, travelling in public area and loading and unloading in accordance with operational plan and regulatory requirements
- developing plans for contingencies
identifying handling characteristics and requirements for loading, unloading and handling loads
safely and effectively delivering/storing consignments in conformance with the operational plan, enterprise procedures and regulatory requirements, including appropriate transfer documentation.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of the procedures required for working in secure areas.
- Detailed knowledge of the requirements for handling, loading and unloading consignments in a secure area.
- Detailed knowledge of enterprise procedures, regulatory requirements and the documentation associated with the loading and unloading of goods in a secure area.

Underpinning Skills
- Questioning and active listening skills, for example when eliciting information on security requirements.
- Plain English literacy and communication skills in relation to dealing with clients, other employees and security services.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the security requirements for loading and unloading goods in a secure area.
- Safely and efficiently handle, load/unload, document and store goods in a secure area.
- The ability to develop security contingency plans and conduct risk assessment.
- Apply relevant agreements, codes of practice or other legislative requirements to loading/unloading in a secure area.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.

Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.
**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the security requirement.

**Resource Implications**
Access to a secure area, security personnel, goods for loading and/or unloading, documentation, handling and appropriate safety and emergency equipment, work procedures and appropriate work area.

**Key Competencies & Application to Standards**

<table>
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## TDT O4 98A

**Conduct Safety and Hazard Control Procedures for Transferring Dangerous/ Specialised Goods**

### Unit Descriptor

This unit covers the functions required to conduct and co-ordinate safety and hazard control procedures during high risk loading, unloading or goods movement activities.

### Element Performance Criteria

#### Element 1. Clarify movement of hazardous or high risk goods

<table>
<thead>
<tr>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1.1 Schedule details, nature of risks, special precautions and procedures clarified with line managers or supervisory staff.</td>
</tr>
<tr>
<td>1.2 Information is collected/checked against workplace procedures and relevant regulatory framework.</td>
</tr>
<tr>
<td>1.3 Activities requiring special approvals or workplace procedure changes are identified and approvals obtained.</td>
</tr>
<tr>
<td>1.4 Safety and hazard control procedures are communicated to relevant parties.</td>
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</tbody>
</table>

#### Element 2. Implement safety and hazard control procedures for loading, unloading or goods movement activities

<table>
<thead>
<tr>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>2.1 Transfer operations are conducted in accordance with workplace procedures and relevant legislation.</td>
</tr>
<tr>
<td>2.2 Advice is provided to relevant emergency response groups (internal or external) or other attached personnel or contractors.</td>
</tr>
<tr>
<td>2.3 Procedures to control movement of equipment and personnel within the goods movement area effected by the risks are implemented.</td>
</tr>
<tr>
<td>2.4 Safety and hazard control procedures are monitored and maintained with action taken to modify procedures where necessary (in accordance with scope of authority).</td>
</tr>
<tr>
<td>2.5 Goods are moved within relevant enterprise procedures and statutory regulations.</td>
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</table>

#### Element 3. Review and complete goods transfer operation

<table>
<thead>
<tr>
<th>Performance Criteria</th>
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<tbody>
<tr>
<td>3.1 Completed activities are completed against operational plan.</td>
</tr>
<tr>
<td>3.2 Relevant documentation is completed.</td>
</tr>
<tr>
<td>3.3 Specialised equipment used for the process is maintained and stored.</td>
</tr>
<tr>
<td>3.4 Worksite is checked and returned to operational status.</td>
</tr>
</tbody>
</table>

### Range of Variables

**Unit Factors**

Emergency response groups may include fire services, police, EPA or other regulatory bodies. Risks include fire, explosion and spills.
Workplace Context

Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.

Work is normally performed as part of the distribution function and may address all or part of the activity.

Dangerous goods to be handled/relocated may require special safety and/or security measures.

May be exposed to corrosive chemicals, solvents and adhesives, explosives, carcinogenic and other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.

Hazards may include:

- hazardous or dangerous materials
- contamination of, or from, materials being handled
- noise, light, energy sources
- stationary and moving machinery, parts or components
- spills, leakages, ruptures
- dust/vapours.

Requirements for work may include:

- site restrictions and procedures
- use of safety and personal protection equipment
- specialised lifting/handling equipment
- communications and computing equipment
- emergency/incident procedures
- additional gear and equipment
- authorities, licences and permits
- hours of operation
- relevant regulations.

Job Role Context

The employee normally works under general supervision.

Conditions of service, legislation and industrial agreements include:

- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.

Consultative processes may include:

- other employees and supervisors
- management
- union representatives
- IR and OH&S specialists
- other maintenance, professional and technical staff
- suppliers and customers/clients.

Customers/Clients

Customers/clients may be internal or external.

Communications

Communications may be face to face, in written form, by telephone, radio or by other electronic means.
Legalise Requirements
This includes state and territory legislation related to transport operations involving
dangerous/specialised goods, OH&S, Workplace Relations, Workers Compensation,
Environment Protection and Hazardous/Dangerous Goods as appropriate.

Sources of Information
Safe working load/working load limit.
Operations manuals, job specifications and procedures.
Quality or enterprise work specifications and procedures.
Manufacturer/customer/client specifications or handling/storage advice.
Workplace operating procedures and policies.
Material safety data sheets.
Personal and work area work procedures and practices.
Applicable commonwealth/state/territory legislation and codes of practice relating to storage
and transport operations, Traffic Acts, dangerous and hazardous goods, environmental
protection and OH&S.
Australian Dangerous Goods Code.
Australian and International Standards criteria and certification requirements.
Enterprise communications, management and inventory systems.
Conditions of service and workplace agreements.
Enterprise quality assurance procedures.
Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and
policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to
changing circumstances and to respond to unusual circumstances in the critical aspects of:
• identifying activities and obtaining necessary special approvals/procedure changes
• conducting transfer operations of dangerous/specialised goods safely and effectively in
  accordance with enterprise procedures and regulatory requirements, including the
  checking, documenting and completion activities.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or
function.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of the procedures required for loading/unloading/moving goods.
• Detailed knowledge of special requirements, enterprise procedures, regulatory
  requirements and the documentation associated with the loading, unloading and
  transferring of dangerous/specialised goods.
Underpinning Skills

- Questioning and active listening skills, for example when eliciting information on goods to be transferred.
- Plain English literacy and communication skills in relation to dealing with clients and other employees.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the transfer of dangerous/specialised goods.
- Apply relevant agreements, codes of practice or other legislative requirements to safely and efficiently transfer dangerous/specialised goods.

Consistency in Performance

It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.

Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Legislative provisions are met in any service provision.

Performance may include:

- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the transfer requirement.

Resource Implications

Access to a dangerous/specialised goods for loading, unloading and transfer, vehicle(s), documentation, handling and safety/emergency equipment, work procedures and appropriate work area.

Key Competencies & Application to Standards

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TDT O7 98A  Undertake Emergency Response Action

Unit Descriptor
This unit covers the functions required to undertake emergency action in the event of a potential threat.

Element | Performance Criteria
--- | ---
1. Select emergency action to be applied  | 1.1 Threats or potential threats are recognised.  
 | 1.2 Where able, agency/branch/base and/or police are alerted to potential security threat with all relevant details and request for supportive action being detailed.  
 | 1.3 Range of emergency actions are identified and analysed.  
 | 1.4 Security threat and appropriate emergency plans are matched.  
 | 1.5 Emergency actions are invoked in accordance with emergency procedures and in consideration of own safety, members of the public and the consignment.  
 | 1.6 Emergency actions are modified consistent with changes within the emergency environment.  

2. Maintain communications  | 2.1 Communication is maintained with agency/branch/base and relevant agencies/personnel in accordance with enterprise and emergency procedures.  
 | 2.2 Information is conveyed in a clear, concise and accurate manner.  

3. Report incident  | 3.1 Reporting arrangements are completed according to enterprise procedures.  
 | 3.2 Police or other emergency services are provided with reports as required.  

Range of Variables
Unit Factors
Incidents may include actual or potential breaches of security arrangements. Emergency actions are undertaken within enterprise policy and procedures.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large. Work is normally performed as part of the distribution function and may address all or part of the activity. Dangerous goods to be handled/relocated may require special safety and/or security measures.
May be exposed to corrosive chemicals, solvents and adhesives, explosives, carcinogenic and other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.

Hazards may include:
- hazardous or dangerous materials
- contamination of, or from, materials being handled
- noise, light, energy sources
- stationary and moving machinery, parts or components
- spills, leakages, ruptures
- dust/vapours.

Requirements for work may include:
- site restrictions and procedures
- use of safety and personal protection equipment
- specialised lifting/handling equipment
- communications and computing equipment
- additional gear and equipment
- authorities, licences and permits
- hours of operation
- relevant regulations.

**Job Role Context**
The employee generally works under minimal supervision.

Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.

Consultative processes may include:
- other employees and supervisors
- police/emergency services
- management
- union representatives
- IR and OH&S specialists
- other maintenance, professional and technical staff
- suppliers and customers/clients.

**Customers/ Clients**
Customers/clients may be internal or external.

**Communications**
Communications may be face to face, in written form, by telephone, radio or by other electronic means.

**Legislative Requirements**
This includes state and territory legislation related to transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.
Sources of Information
Operations manuals, job specifications and procedures.
Quality or enterprise work specifications and procedures.
Manufacturer/customer/client specifications or handling/storage advice.
Workplace operating procedures and policies.
Personal and work area work procedures and practices.
Applicable commonwealth/state/territory legislation and codes of practice relating to security
and storage and transport operations, Traffic Acts, dangerous and hazardous goods,
environmental protection and OH&S.
Standards and certification requirements.
Enterprise communications, management and inventory systems.
Conditions of service and workplace agreements.
Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and
policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to
changing circumstances and to respond to unusual circumstances in the critical aspects of:
• identifying threats or potential threats and linking with appropriate emergency plan(s),
  modified if necessary
• selecting appropriate means/plan to maintain security of consignment within
  requirements for safe handling and protection of goods, vehicle, personnel and the
  public
• maintaining communications with agency/branch/base and/or police and appropriate
  emergency services in accordance with regulatory requirements and enterprise
  procedures
• reporting incident to agency/branch/base and/or police and appropriate emergency
  services in accordance with regulatory requirements and enterprise procedures.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or
function.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of the likely threats to the goods being transported.
• Detailed knowledge of the emergency actions and plans for dealing with the likely
  threats.
• Detailed knowledge of the means of communicating and the information to be conveyed
  in the event of an emergency.
• Detailed knowledge of the reporting requirement(s) following an emergency incident.
Underpinning Skills

- Questioning and active listening skills, for example when eliciting information on potential emergencies.
- Plain English literacy and communication skills in relation to dealing with clients, other employees and police/emergency services.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the responding to emergency situations/incidents.
- Safely and efficiently respond to an emergency situation, with consideration to the safety of self, consignment, vehicle and the public, maintaining communications and reporting as required by enterprise and emergency procedures.

Consistency in Performance

It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.

Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Legislative provisions are met in any service provision.

Performance may include:

- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects an emergency situation.

Resource Implications

Access to an emergency/threat scenario, police/emergency personnel, documentation, work procedures and appropriate area.

Key Competencies & Application to Standards

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# Organise Freight Invoicing and Payment

## Unit Descriptor
This unit covers the functions required for the preparing, forwarding, receipt and payment of invoices.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Prepare invoices</td>
<td>1.1 Purchase order or documentation regarding request for invoice is registered, validated and filed appropriately.</td>
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<td>1.2 Payment method, timing and, where required, currency and exchange rates are noted on the documentation.</td>
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<td>1.3 Invoice documents, which commit the business to providing goods and services, are registered and sourced.</td>
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<td>1.4 An invoice is raised listing items in a full, clear, legible and unambiguous description.</td>
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<td>1.5 Invoice original is checked and authorised by a signatory at an appropriate level.</td>
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<td>1.6 Required documentation is forwarded to business or organisation requesting invoice.</td>
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<td>1.7 Invoice details are recorded and filed in accordance with enterprise policy.</td>
</tr>
<tr>
<td>2. Co-ordinate documentation</td>
<td>2.1 Chart of accounts is checked at the end of the agreed period to verify payment or outstanding debt(s) against invoice(s) raised.</td>
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<tr>
<td></td>
<td>2.2 Debtors ledger is produced from balance sheet.</td>
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<td>2.3 Follow up contacts of any outstanding accounts are made according to enterprise policy.</td>
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<td>2.4 Monthly statements are cross checked at required intervals.</td>
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<td></td>
<td>2.5 Reminder notices are forwarded to customers in accordance with enterprise policy.</td>
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<tr>
<td>3. Process payments</td>
<td>3.1 Enterprise policy and any particular contractual requirements are followed when making payments.</td>
</tr>
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<td>3.2 Records of payments and any required government returns are completed and filed.</td>
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<td>3.3 Payments received are registered.</td>
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<td></td>
<td>3.4 Receipts are attached to payment to any corresponding documents and filed appropriately.</td>
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<td></td>
<td>3.5 Receipts are forwarded to customers.</td>
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<tr>
<td></td>
<td>3.6 Files are retained according to archival regulations for audit purposes.</td>
</tr>
</tbody>
</table>
Range of Variables

Invoices
Invoices may be raised manually (typed/written) or computer generated by authorised personnel.
Transactions may be in Australian or foreign currency.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may be performed in any area of the warehousing and distribution function and may address all or part of the activity.
Customer and supplier contact and co-ordination is a requirement of these operations.

Job Role Context
The employee will operate under general guidance on progress and outcomes of work.
Requires judgement and discretion for self and others in planning and using resources, services and processes to achieve required outcome within enterprise policy and procedures.
Consultative processes may include:
• other employees and supervisors
• management
• union representatives
• customers/clients
• other financial/administrative staff.
Generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others, individually or in teams.

Legislative Requirements
This includes commonwealth, state and territory legislation related to financial administration, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Sources of Information
Workplace operating procedures and policies.
Customer/client requirements and accounts.
Applicable commonwealth/state/territory legislation and codes of practice relating to financial administration.
Enterprise financial procedures and processes.
Enterprise communications, management and accounting systems.
Conditions of service and workplace agreements.
Enterprise quality assurance procedures.
Emergency procedures.
Recording and Reporting of Information
Details of invoicing and payment of accounts are to be captured, recorded and reported as required by regulatory requirements and enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- the preparation of invoices, receipts and bills of sale
- the periodic co-ordination and consolidation of documentation including follow up of outstanding accounts
- analysis of contract requirements, identifying requirements of enterprise, suppliers and customers
- processing and recording payments
- identifying issues relating to foreign currency, exchange rates, enterprise and government requirements (if appropriate)
- manage own work to achieve organisational goals and required results
- provide customer/client service and work effectively with others.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of enterprise operations and financial procedures and processes, including accounts, payments and record keeping.
- Detailed knowledge of legal and commercial requirements, including foreign transactions (if appropriate).
- Knowledge of appropriate technology, information systems and procedures and their development.

Underpinning Skills
- Questioning and active listening skills, for example when obtaining information on accounts.
- Plain English literacy and communication skills in relation to dealing with clients and provider/suppliers.
- Technical literacy and interpretative skills sufficient to access keywords and phrases, to perform the invoicing function of the business.
- Prepare, co-ordinate and consolidate invoices and process payments.
- Selection and appropriate application of technology, information systems and procedures to support financial administration.
- Computing skills in relation to the accessing and interpretation of contracts, accounts, overseas transactions (if appropriate) and reports and the raising and processing of invoices.
Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the financial processes and systems of the enterprise.

Resource Implications
Requires access to relevant financial system, freight invoicing operation, enterprise procedures and policies.

Key Competencies & Application to Standards

<table>
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<tr>
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TDT Q6 98A  Administer International Trading Accounts

Unit Descriptor
This unit covers the functions required to perform the financial administration of international trading accounts.

Element and Performance Criteria

1. Calculate ratings on international movement of goods
   - 1.1 Ratings are calculated on the international movement of goods based on:
      • type of transport mode(s) including single or multi-modal
      • type and shipping requirements for goods.
   - 1.2 Over ride discounts and rebates for shipments are identified.
   - 1.3 International exchange regulations and currency rates are confirmed.
   - 1.4 Consolidated rate schedule is established.
   - 1.5 Costs of routing schedule are established using consolidated rate schedule.

2. Negotiate and confirm financial terms of trade with customer
   - 2.1 Credit rating for customer is established in accordance with enterprise procedures.
   - 2.2 Terms of trade, methods of payment and currency arrangements are negotiated and confirmed with customer in accordance with enterprise procedures and code of practice requirements.
   - 2.3 Payment terms with banks and suppliers are negotiated and confirmed in accordance with enterprise procedures.
   - 2.4 Insurance requirements for security of goods in transit are assessed and confirmed with customer and agents.

3. Monitor and address market changes in international freight forwarding
   - 3.1 Changes in international markets including fluctuations in exchange rates, changes to government regulations, pricing variations by customers and shipping lines, transit delays and strikes and the like are constantly monitored.
   - 3.2 Alternative strategies and processes for forwarding goods are generated and confirmed with customers and agents where required.
   - 3.3 Analysis of future freight forwarding projections and market trends are undertaken for customers as requested.
### Performance Criteria

<table>
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<tr>
<td>4.1 Accounts with banks, customers, suppliers, agents and the like are maintained in accordance with enterprise procedures and current legislation.</td>
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<tr>
<td>4.2 Trading accounts in relation to the identified performance measures are regularly monitored and reviewed.</td>
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<tr>
<td>4.3 Documentation is completed and secured in accordance with enterprise requirements.</td>
</tr>
</tbody>
</table>

### Range of Variables

#### Unit context
This unit has application to all enterprises of the Automotive Aftermarket Industry involved in buying and selling overseas.
Methods of payment include: open accounts, cash against documents, factoring, consignments, bills of exchange and letters of credit.
Currency arrangements include: foreign bank accounts, forward rates, spot rates and dollar rates.

#### Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may be performed in any area of the warehousing and distribution function and may address all or part of the activity.
Customer and supplier contact and co-ordination is a requirement of these operations.
Work may include:
- international markets and banks
- authorities and permits
- international codes of practice
- international financial control and exchange regulations.

#### Job Role Context
The employee will operate under general supervision.
Requires judgement and discretion for self and others in planning and using resources, services and processes to achieve required outcome within enterprise policy and procedures.
Consultative processes may include:
- other employees and supervisors
- financial and government institutions
- suppliers, potential customers and existing clients
- management and union representatives
- freight forwarding agencies and specialists
- custom brokers
- other financial/administrative staff.
Generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others, individually or in teams.
Legislative Requirements
This includes commonwealth, state and territory legislation related to international finance, customs, quarantine and trade, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Sources of Information
Operations manuals, job specifications and procedures.
Workplace operating procedures and policies.
Australian and International standards, criteria and certification requirements.
Customer/client and supplier requirements and accounts.
Applicable commonwealth/state/territory and international legislation and codes of practice relating to:
• finance, insurance and trade administration
• licence, patent and copyright arrangements
• dangerous goods and hazardous substances
• contracts
• transport of goods and cargo.
Enterprise financial procedures and processes.
Enterprise communications, management and accounting systems.
Statistical data.
Conditions of service and workplace agreements.
Enterprise quality assurance procedures.
Emergency procedures.

Recording and Reporting of Information
The details of international transactions are to be captured, recorded and reported as required by regulatory requirements and enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• the determination of ratings for international transactions
• negotiate and arrange international trade addressing credit rating, currency, payment, permits, licence and insurance arrangements,
• the monitoring of markets and the development of freight forwarding strategies
• the maintenance and completion of enterprise accounts, records and other documentation
• communicate effectively with international and domestic banks, governments, clients, suppliers and agents
• manage own work to achieve organisational goals and required results
• provide customer/client service and work effectively with others.
Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of enterprise operations and financial procedures and processes, including accounts, payments and record keeping.
- Detailed knowledge of legal and commercial requirements, particularly contract law.
- Detailed knowledge of international payment procedures and requirements.
- Detailed knowledge of international legislation and requirements for carriage/transport of goods.
- Detailed knowledge of banking procedures, exchange rates and regulations.
- Knowledge of appropriate technology, information systems and procedures and their development.

Underpinning Skills
- Questioning and active listening skills, for example when obtaining information on accounts.
- Plain English literacy and communication skills in relation to dealing with clients and provider/suppliers.
- Technical literacy and interpretative skills sufficient to access keywords and phrases, to perform the international trading transactions of the business.
- Negotiating skills to arrange contracts and terms for international sales.
- Selection and appropriate application of technology, information systems and procedures to support international transactions.
- Computing skills in relation to the accessing and interpretation of contracts, accounts, overseas transactions and reports associated with international transactions.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements. Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.
Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the processes and systems of the enterprise as they relate to international transactions.

Resource Implications
Requires access to relevant international trading documentation, methods of payment, exchange rates, enterprise procedures and policies.

Key Competencies & Application to Standards

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TDT R1 98A

Monitor Supplier Performance

Unit Descriptor
This unit covers the functions required to monitor supplier performance with contracted agreements.

Element

1. Administer supplier contract

Performance Criteria

1.1 Procedures for the receipt of supplied goods/materials are documented and implemented within the workplace.

1.2 Supplied goods/materials/services are assessed for conformity to contracted requirements including price, quantity, quality and delivery schedules.

1.3 Non-conformance of supplier with contracted requirements is accurately detailed.

1.4 Actions to rectify non-conformance are undertaken in accordance with enterprise procedures and within scope of authority.

1.5 Issues of non-conformance beyond scope of authority are referred to designated personnel in accordance with enterprise operating procedures.

2. Complete documentation

Performance Criteria

2.1 Annotations and performance assessment/evaluations are completed and appended to supplier file.

2.2 Action taken in regards to non-conformance of contracted requirements is documented and appended to supplier file.

2.3 System records are maintained and updated in accordance with enterprise information management system and, where practicable, regulatory requirements.

Range of Variables

Unit Context
Contracts may be for singular or continuous supply.
Document/data interchange may be electronic or paper based.
Suppliers may include domestic or international contractors, corporations and government agencies.
Contract non-conformance must be demonstrable.
Relevant legislation may concern contract dispute, confidentiality, goods regulatory requirements and/or probity.

Goods/ Materials/Services
Goods/materials/services may include all requirements of the enterprise that are subject to contract arrangements.
Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may be performed in any area of the warehousing function and may address all or part of the activity.
Customer and supplier contact and co-ordination is a requirement of these operations.
Work may involve 24 hour operation at single or multi site locations.
Services, products, risks, work systems and requirements vary within different sections of the enterprise.
Requirements for work may include:
- communications and computing equipment
- security and confidentiality
- emergency/incident procedures
- authorities and permits
- hours of operation
- relevant regulations.

Job Role Context
The employee will operate under general guidance on progress and outcomes of work.
Requires judgement and discretion for self and others in planning and using resources, services and processes to achieve required outcome within enterprise policy and procedures.
A range of opportunities may be used to develop the work area and to support the development of work systems and innovative strategies to deal with contingencies and to encourage the achievement of the organisation’s goals and key performance objectives by the work area and the individuals and the teams within it.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients
- other contract/procurement staff.
This unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others, individually and in teams.

Legislative Requirements
This includes state and territory legislation related to contracting, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customer/Client
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.
Sources of Information
Quality or enterprise work specifications and procedures.
Manufacturer/customer/client specifications or handling/storage advice.
Workplace operating procedures and policies.
Material safety data sheets.
Personal and work area work procedures and practices.
Applicable commonwealth/state/territory legislation and codes of practice relating to contracting, environmental protection and OH&S.
Enterprise communications, management and inventory systems.
Conditions of service and workplace agreements.
Enterprise quality assurance procedures.
Emergency procedures.

Recording of Information
Documentation and reporting associated with supplier performance of contracted agreements is to be as required by enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- documenting receipt and assessing conformance with contracted requirements
- detailing and taking appropriate action for non-conforming goods/materials/services
- completing and maintaining required documentation and records.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of contract law and regulatory requirements.
- General knowledge of enterprise business policies and plans.
- General knowledge of commercially acceptable tender/contract procedures.
- Detailed knowledge of contract performance and disputation procedures.
- Detailed knowledge of actions and documentation required for non-conforming provision of goods/materials/services.
- Selection and appropriate application of technology, information systems and procedures to the contracting function.

Underpinning Skills
- Questioning and active listening skills, for example when obtaining information on contract provisions.
- Plain English literacy and communication skills in relation to dealing with clients and contractors in both oral and formal/written methods.
- Technical literacy and interpretative skills sufficient to access keywords and phrases and to interpret contract provisions and requirements.
• Problem solving and analytical skills for a range of unpredictable circumstances, for example, determining non-conformance and suggesting improvements to contractor operations and requirement specification.

• Negotiation skills commensurate with responsibility and autonomy in addressing non-conformance of supply of goods and/or services with supplier.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements. Legislative provisions are met in any service provision or design. Organisational performance is improved through improved contract administration. Impact of decisions minimise risk to the enterprise in terms of commercial, environmental, health and safety considerations. Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the enterprise contracting requirement.

Resource Implications
Enterprise contract procedures, supply requirements, contracts, supplier information and provision of goods/materials/services in satisfaction of contract(s).

Key Competencies & Application to Standards

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TDT R2 98A  Source Goods/Services and Evaluate Contractors

Unit Descriptor
This unit covers the functions required to identify goods and/or services required of contractors and to evaluate their proposals.

Element | Performance Criteria
--- | ---
1. Analyse supply requirements | 1.1 Purpose and specifications of required goods/services are identified.
 | 1.2 Criteria to evaluate potential or existing contractor performance is established.
 | 1.3 Quantities of required goods/services are determined.
 | 1.4 Frequency of ordering/requesting of goods/services is identified.
2. Evaluate contractors | 2.1 Contractors of requested goods/services are identified.
 | 2.2 Comparative costings for goods/services are obtained.
 | 2.3 Contractors’ ability to provide a consistent level of performance on repeat jobs is assessed.
 | 2.4 Contractors are evaluated in relation to established criteria and in accordance with enterprise and regulatory procedures.
 | 2.5 A prioritised contractor short list is established based on the capacity of contractors to provide a cost competitive quality service.
 | 2.6 The outcomes of the contractor selection process are documented including recommendations for actioning agreements/contracts with selected contractors.
 | 2.7 Information and data generated during the selection process is filed and maintained in accordance with enterprise procedures.

Range of Variables
Goods and/or Services
Goods and/or services may include all requirements of the enterprise that requires the comparison of costs and/or performance.

Legislative Requirements
This includes state and territory legislation related to contracting and financial management, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.
Client
This includes both external and internal clients who specify a requirement in terms of goods and/or services to be provided. This may include specifications and specific criteria or reference to standard enterprise procedures.

Contractor
A contractor is the successful bidder for the provision of the required goods and/or services of an enterprise requirement. Contractors may be for one-off or repeat supplies/contract services.

Communications
Communications with the client/potential supplier may be face to face, in written form, by telephone or by other electronic means.

Information Gathering Techniques
The client may require active assistance and questioning to fully specify the goods and/or services required, including any selection criteria, technical specifications, costings and timeframes.

Source of Information
Information in clarification of the requirement may be gained from previous performance history, quality or manufacturer’s specifications and technical documentation, material safety data system, enterprise procedures and documentation, enterprise or industry comparative specifications, diagrams, sketches, verbal requests and physical and visual evidence. A supervisor/senior employee may also be consulted.

Selection Procedures
Selection procedures will normally conform with enterprise and good business procedures and be known to potential suppliers. Selection processes should include procedures for maintenance of confidentiality and integrity.

Recording of Information
Information needs to be completed and retained in conformance with enterprise procedures.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.

Job Role Context
The employee will operate under general guidance on progress and outcomes of work, with some discretion and judgement for self and others in planning and using resources, services and processes within enterprise policies and procedures. May need to be innovative and have some leadership role in the organisation.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- obtaining sufficient information to determine the goods and/or services required and the regulating criteria and conditions
- analyse, develop and promulgate contract requirements
- assess and evaluate proposals to provide required goods and/or services
• document evaluation including recommendations for actioning agreements with selected contractors
• maintain contractor system records.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of contract law.
• General knowledge of commercially acceptable tender/contract procedures.
• Detailed knowledge of enterprise tender/contract procedures.
• Detailed knowledge of supplier/service directories or equivalent related to the range of required goods/services.
• Selection and appropriate application of technology, information systems and procedures to the supply task.

Underpinning Skills
• Questioning and active listening skills, for example when obtaining information on requirements and potential suppliers.
• Plain English literacy and communication skills in relation to dealing with clients and contractors in both oral and formal/written methods.
• Technical literacy and interpretative skills sufficient to access keywords and phrases and to interpret schematics and technical drawings relevant to required goods and/or services.
• Problem solving and analytical skills for a range of unpredictable circumstances, for example, sourcing suppliers and suggesting improvements to contractor operations and requirement specification.
• Negotiation skills commensurate with responsibility and autonomy in arranging for supply of goods and/or services and gaining necessary resources to satisfy requirements.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the contracting for a range of goods and/or services the enterprise requires.
Assessment must occur in an environment where the competing demands of a number of requirements, proposals and realistic timeframes and resources are evident.
Resource Implications
The following are required:
- A workplace or simulated workplace
- Requirements and criteria for supply of goods and/or services
- An authorised tendering/contracting procedure
- Supplier directories, listings and/or catalogues
- Tenders from potential contractors
- Enterprise record systems.

Key Competencies & Application to Standards

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TDT A17 97A  
Product Knowledge Applied to Organise Work Operations  

Unit Descriptor  
This unit covers the functions required to organise the work of others in relation to product identification for (re) ordering, receiving, storage, despatch and transport schedules.

Element  
1. Categorise products in terms of frequency of use and special storage and handling requirements  
   Performance Criteria  
   1.1 Products are identified and categorised in terms of:  
      • frequency of use (pick)  
      • handling requirements  
      • sources and destination points (internal & external)  
      • security requirements  
      • product life  
      • location in the storage area.

2. Products are matched to locations based on special requirements or category of stock  
   Performance Criteria  
   2.1 Locations for products are determined based on:  
      • hazardous or dangerous goods  
      • composition and/or state of products  
      • temperature or light control  
      • fragility  
      • quantity  
      • size or shape.  
   2.2 Labels, inventory systems and other information sources are used to assist in the identification of products, handling and storage requirements.

3. Assist individuals to solve stock identification and location problems  
   Performance Criteria  
   3.1 New stock items are identified and particular product information is brought to the attention of relevant personnel.  
   3.2 Stock queries are predicted and team members assisted to locate and assimilate information relevant to these products.  
   3.3 Personnel are assisted with routine and non-routine stock enquiries with actions taken to update information of products for relevant personnel.  
   3.4 Personnel are encouraged to maintain and build product knowledge through accessing product information and the application of problem solving and information analysis skills.
Element
4. Identify appropriate transport and handling requirements to facilitate stock receipt, movement and despatch

Performance Criteria
4.1 Resources used to transfer different products through the storage zones are identified and evaluated.
4.2 Work in receipt and despatch areas is supported by identification and reporting of variances.
4.3 Stock re-ordering is informed by knowledge of product source, frequency of pick destination (or seasonality) of products and potential for supply problems.
4.4 Relevant documentation is completed in accordance with company procedures.

5. Contribute to continuous improvement

Performance Criteria
5.1 Knowledge of customer requirements is used to determine work design.
5.2 Potential problems are predicted and notified to appropriate personnel.
5.3 Opportunities for improvements to own work organisation are identified.

Range of Variables
Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Customer and supplier contact and co-ordination is a requirement of these operations.
- Work may involve 24 hour operation at single or multi site locations.
- Services, products, risks, work systems and requirements may vary within different sections of the enterprise.
- May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Goods may vary in terms of storage requirements or identifying features.
- Storage types may include:
  - bin/binning systems
  - rack refrigeration/freezers/cold room
  - marked floor space
  - containers
  - racks and racking systems
  - block/stacks
  - pallets.
- More than one inventory or goods records system may be involved.
- Specific procedures may exist for receiving, re-ordering, despatch and movement.
- Modes of transport may be manual or motorised.
• Requirements for work may include:
  • communications and computing equipment
  • emergency/incident procedures
  • hours of operation
  • relevant regulations.

Job Role Context
The employee may work under some supervision, generally within a team/group environment. Conditions of service, legislation and industrial agreements include:
• workplace agreements and awards
• OH&S
• relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
• other employees and supervisors
• management
• union representatives
• customers/clients.

Legislative Requirements
This includes state and territory legislation related to warehousing activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customer/Client
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Sources of Information
• Goods identification numbers and codes.
• Manifests.
• Picking slips, merchandise transfers, stock requisitions and bar codes.
• Quality or enterprise work specifications and procedures.
• Manufacturer/customer/client specifications or handling/storage advice.
• Workplace operating procedures and policies.
• Material safety data sheets.
• Personal and work area work procedures and practices.
• Applicable commonwealth/state/territory legislation and codes of practice relating to warehousing and storage, dangerous and hazardous goods, environmental protection and OH&S.
• Enterprise communications, management and inventory systems.
• Conditions of service and workplace agreements.
• Enterprise quality assurance procedures.
• Emergency procedures.
• Enterprise communications systems and equipment.
Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• identification and categorisation of products, location and storage and transport and handling requirements
• assisting and encouraging others in solving stock identification and location problems
• improving workplace effectiveness through customer knowledge, anticipating problems and improving own work organisation.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of enterprise operations, procedures and processes.
• Detailed knowledge of warehouse layout/organisation, storage locations, documentation and handling procedures.
• Detailed knowledge of any legislation/regulation pertaining to handling, storage and/or movement of goods, including bond/quarantine requirements.
• Detailed knowledge of customer/client requirements.
• Detailed knowledge of equipment, processes and procedures involved in stock identification, handling and movement.
• Detailed knowledge of the knowledge and ability of other team members/staff and how this may be improved.

Underpinning Skills
• Questioning and active listening skills, for example when obtaining information on warehousing functions and products.
• Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and team members.
• Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the operation of the warehouse.
• Identify, locate, handle, consolidate, document and arrange appropriate transport for products.
• Apply relevant agreements, codes of practice or other legislative requirements.

Consistency in Performance
• It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
• Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
• Legislative provisions are met in any service provision.
• Orders promptly identified, located, handled and moved, taking cognizance of procedures, hazards, regulations and documentation requirements and without causing damage to goods, equipment or personnel.
• Performance may include:
  • effective working relationships
  • modifies activities to cater for variations in workplace context and environment
  • effectively negotiates and resolves issues and problems
  • uses organisational structures effectively to complete work operations
  • shows evidence of application of relevant workplace procedures including:
    - codes of practice, hazard policies and procedures
    - issue resolution procedures
    - job procedures and work instructions
    - safety guidelines
    - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the warehouse requirement.

Resource Implications
Access to warehouse, stock, stock records, handling equipment, documentation, work procedures and appropriate work areas (receipt, despatch, movement etc).

Key Competencies & Application to Standards

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TDT A26 98A  Monitor Storage Facilities

Unit Descriptor
This unit covers the functions required to monitor storage facilities and the goods held.

Element Performance Criteria

1. Determine site functions and operations

   1.1 Layout of storage facilities, work flow and activities undertaken in each zone are identified.
   1.2 Type of storage facilities, their purpose and (any) associated risk factors are identified.
   1.3 Inventory lists are accessed through record management system.
   1.4 Storage separations and co-storage applications are identified.

2. Monitor storage operations

   2.1 Inventory data is confirmed to match goods/freight and applicable storage requirements.
   2.2 Storage areas are supervised to ensure movement of personnel and goods/freight are in accordance with enterprise procedures.
   2.3 Storage facilities are checked to ensure appropriate operational capacity.
   2.4 Integrity of goods/materials are monitored to ensure appropriate quality is maintained.
   2.5 Discrepancies/changes to storage requirements and/or inventory lists are noted and action undertaken in accordance with enterprise procedures.

Range of Variables
Storage Facilities
May be:
- permanent or temporary
- temperature, pressure, humidity controlled and/or monitored
- for packaged or bulk goods.

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Customer and supplier contact and co-ordination are a requirement of these operations.
- Work may involve 24 hour operation at single or multi-site locations.
- Services, products, risks, work systems and requirements may vary within different sections of the enterprise.
- May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Goods may vary in terms of storage requirements or identifying features.
• Hazards may include:
  • hazardous or dangerous materials
  • contamination of, or from, materials being handled
  • noise, light, energy sources
  • stationary and moving machinery, parts or components
  • service lines
  • spills, leakages, ruptures
  • dust/vapours.
• More than one inventory or goods records system and types of storage may be involved.
• Environment may include movement of equipment, goods, materials and vehicular traffic.
• Requirements for work may include:
  • site restrictions and procedures
  • use of safety and personal protection equipment
  • specialised lifting/handling equipment
  • communications and computing equipment
  • emergency/incident procedures
  • hours of operation
  • relevant regulations.

**Job Role Context**
The employee may work under general supervision, but may have some leadership responsibilities.
Conditions of service, legislation and industrial agreements include:
• workplace agreements and awards
• OH&S
• relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
• other employees and supervisors
• management
• union representatives
• customers/clients.

**Legislative Requirements**
This includes state and territory legislation related to warehousing activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

**Customers/ Clients**
Customers/clients may be internal or external.

**Communications**
Communications may be face to face, in written form, by telephone or by other electronic means.

**Sources of Information**
• Safe working load/safe load limit indicators.
• Quality or enterprise work specifications and procedures.
• Manufacturer/customer/client specifications or handling/storage advice.
• Workplace operating procedures and policies.
• Material safety data sheets.
• Australian and International Standards, criteria and certification requirements.
• Personal and work area work procedures and practices.
• Applicable commonwealth/state/territory legislation and codes of practice relating to warehousing and storage, dangerous and hazardous goods, environmental protection and OH&S.
• Enterprise communications, management and inventory systems.
• Conditions of service and workplace agreements.
• Enterprise quality assurance procedures.
• Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
 Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• assessing the capabilities of storage facility and requirements for goods to be stored
• monitoring activities to ensure warehouse operations are performed effectively to ensure quality and integrity of goods, addressing breaches promptly and appropriately
• documenting actions and investigative outcomes as appropriate
• providing supervision and direction to others to enhance the efficiency and effectiveness of the storage area.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of warehouse layout/organisation, storage locations, documentation and handling procedures.
• Detailed knowledge of the requirements for the storage and handling requirements for the goods stored to maintain their integrity and quality.
• Detailed knowledge of equipment applications, capacities, configurations, safety hazards and control mechanisms.
• Detailed knowledge and implications of any legislation/ regulation pertaining to OH&S and handling, storage and/or movement of goods, including bond/quarantine and hazardous/dangerous goods requirements.
• Detailed knowledge of permit and licence requirements.
• Detailed knowledge of the knowledge and ability of other team members/staff and how this may be improved.
Underpinning Skills
- Questioning and active listening skills, for example when obtaining information on warehousing functions and products.
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and team members.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the monitoring of warehouse operations and activities.
- Determine the capabilities of storage facilities and the requirements for storing the goods held.
- Identification and correct use of equipment, processes and procedures.
- Apply relevant agreements, codes of practice or other legislative requirements.

Consistency in Performance
- It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
- Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
- Legislative provisions are met in any service provision.
- Orders promptly identified, located, handled and moved, taking cognizance of procedures, hazards, regulations and documentation requirements and without causing damage to goods, equipment or personnel.
- Performance may include:
  - effective working relationships
  - modifies activities to cater for variations in workplace context and environment
  - effectively negotiates and resolves issues and problems
  - uses organisational structures effectively to complete work operations
  - shows evidence of application of relevant workplace procedures including:
    - codes of practice, hazard policies and procedures
    - issue resolution procedures
    - job procedures and work instructions
    - safety guidelines
    - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the storage requirement.

Resource Implications
Access to storage facility, stock, stock records, handling equipment, documentation, work procedures and appropriate work areas.
## Key Competencies & Application to Standards

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# TDT A29 98A Plan and Manage Storage of Dangerous Goods and Hazardous Substances

## Unit Descriptor
This unit covers the functions required to locate, store and monitor dangerous goods and hazardous substances.

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<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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<tr>
<td>1. Analyse storage requirements</td>
<td>1.1 Legislative and enterprise requirements for the storage of hazardous substances and dangerous goods are identified.</td>
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<td>1.2 Hazard analysis for the types of goods are considered including:</td>
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<td>• co-storage/segregation requirements</td>
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<td>• incident procedures</td>
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<td>• provision of emergency equipment, facilities and procedures</td>
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<td>• temperature/humidity control</td>
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<td>• community consultation.</td>
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<td>1.3 Options for the type and location of storage facilities are evaluated.</td>
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<td>1.4 Selected site, content and storage facilities are documented in accordance with enterprise policy and related regulations.</td>
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<td>1.5 Signage/placarding are established/positioned in accordance with relevant legislation.</td>
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<td>2. Schedule work</td>
<td>2.1 Relocation/location schedule is compiled based on operational constraints and requirements and materials to be handled.</td>
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<td>2.2 Schedule is documented in accordance with enterprise procedures.</td>
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<td>2.3 Inspection and monitoring timetable is established.</td>
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<td>2.4 Risk management strategy including development of contingency plans is documented.</td>
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<td>2.5 Relevant documentation concerning the storage of dangerous goods and hazardous substances is circulated to appropriate personnel.</td>
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</table>
Element 3. Organise activities

**Performance Criteria**

3.1 Personnel possessing the required competencies for handling and storing the goods are identified.

3.2 (Any) required transportation, storage or monitoring equipment is arranged for site.

3.3 Planned activities are advised to appropriate personnel.

3.4 Relevant permits and licences are obtained or checked for currency.

3.5 Schedule of observations and tests for the goods are determined and communicated to relevant personnel.

3.6 Emergency management/incident training is arranged for affected employees.

Element 4. Evaluate and monitor dangerous goods and hazardous substances storage compliance

**Performance Criteria**

4.1 Reporting methods for monitoring goods are identified, selected and implemented.

4.2 Reporting relationships and channels of communication for forwarding monitoring outcomes are identified.

4.3 Reviews of storage procedures and requirements are undertaken to comply with workplace procedures and regulatory requirements.

**Range of Variables**

**Unit Factors**

Dangerous goods and hazardous substances include explosives, toxic materials, fuels and gases, corrosive chemicals, solvents and adhesives, carcinogenic materials and other harmful substances.

Regulatory controls and workplace procedures govern requirements for co-storage, volume, mass and required controls.

**Workplace Context**

- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Dangerous goods to be handled/relocated may require special safety and/or security measures.
- Environment may include movements of goods, equipment and vehicles and temperature controlled areas.
• Hazards may include:
  • hazardous or dangerous materials
  • contamination of, or from, materials being handled
  • fire and explosions
  • radio-active materials
  • noise, light, energy sources
  • stationary and moving machinery, parts or components
  • spills, leakages, ruptures
  • dust/vapours.
• Requirements for work may include:
  • site restrictions and procedures
  • use of safety and personal protection equipment
  • specialised lifting/handling equipment
  • communications and computing equipment
  • emergency/incident procedures
  • hours of operation
  • relevant regulations, authorities and permits.

**Job Role Context**
Work is normally performed under general supervision.
Conditions of service, legislation and industrial agreements include:
• workplace agreements and awards
• OH&S
• relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
• other employees and supervisors
• management
• union representatives
• OH&S specialists, other maintenance, professional or technical staff
• customers/clients.

**Communications**
Communications may be face to face, in written form, by telephone, radio or by other electronic means.

**Customers/Clients**
Customers/clients may be internal or external.

**Legislative Requirements**
This includes state and territory legislation related to warehouse operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate. The ADG Code may also apply.

**Sources of Information**
• Safe working load/working load limit.
• Operations manuals, job specifications and procedures.
• Goods identification numbers and codes.
• Manifests, bar codes, goods and container identification.
• Quality or enterprise work specifications and procedures.
• Manufacturer/customer/client specifications or handling/storage advice.
• Workplace operating procedures and policies.
• Material safety data sheets.
• Personal and work area work procedures and practices.
• Applicable commonwealth/state/territory legislation and codes of practice relating to storage operations, dangerous and hazardous goods, environmental protection and OH&S.
• The Australian Dangerous Goods Code.
• Australian and International Standards, criteria and certification requirements, but in particular AS 1216, AS 1596, AS 1894, AS 1940, AS 2030.1-4, AS 2508.2.001-013, AS 2508.3.001-014.
• Enterprise communications, management and inventory systems.
• Conditions of service and workplace agreements.
• Enterprise quality assurance procedures.
• Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• conducting a hazard analysis and evaluating storage options to ascertain the appropriate storage requirement for hazardous substances and/or dangerous goods
• schedule the work required including inspection and monitoring timetable(s), risk management and contingency planning and the raising and distribution of the appropriate documentation
• the scheduled work is implemented including the obtaining of necessary licences and permits, advising appropriate personnel and arranging emergency management training
• reporting and reviewing storage arrangement and requirements for hazardous substances and/or dangerous goods as required.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of the legislative and enterprise requirements for the storage of dangerous goods and hazardous substances.
• Detailed knowledge of the conduct of hazards analysis, risk management and contingency planning associated with the storage of dangerous goods and hazardous substances.
• Detailed knowledge of the work schedule, inspection and monitoring timetable and documentation involved in the storage of dangerous goods and hazardous substances.
• Detailed knowledge and implications of the legislation/regulation pertaining to OH&S and storage of dangerous goods and hazardous substances.
Underpinning Skills
- Questioning and active listening skills, for example when eliciting information on hazardous substances and dangerous goods.
- Plain English literacy and communication skills in relation to dealing with clients, other employees and provider/suppliers.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the storage of hazardous substances and dangerous goods.
- Safely and efficiently analyse the requirement, schedule and organise the work involved and evaluate and monitor the storage of hazardous substances and dangerous goods for compliance.
- Conduct risk management assessments and develop contingency plans.

Consistency in Performance
- It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
- Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
- Legislative provisions are met in any service provision.
- Performance may include:
  - effective working relationships
  - modifies activities to cater for variations in workplace context and environment
  - effectively negotiates and resolves issues and problems
  - uses organisational structures effectively to complete work operations
  - shows evidence of application of relevant workplace procedures including:
    - codes of practice, hazard policies and procedures
    - issue resolution procedures
    - job procedures and work instructions
    - safety guidelines
    - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the dangerous goods and hazardous substances storage requirement.

Resource Implications
Advice of dangerous goods and hazardous substances to be stored, storage facilities, work procedures and appropriate work area.

Key Competencies & Application to Standards

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TDT A33 98A Organise International Transport of Freight

Unit Descriptor
This unit covers the functions required to organise the international transport of freight.

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<th>Element</th>
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| 1. Confirm customer requirements | 1.1 Customer requirements for the movement of cargo in terms of the nature of the goods, the countries of origin and destination, the timescales for collection and delivery and the estimated budget for the transaction are confirmed.  
1.2 Customer priorities for the shipment are confirmed.  
1.3 Decisions on possible routes are undertaken, taking known variables into account. |
| 2. Organise freight arrangements | 2.1 International regulations and codes of practice for the transport of freight are confirmed.  
2.2 Work processes are planned to meet agreed timelines.  
2.3 Transport modes (including multi-modal options) are matched to customer requirements, freight type and delivery times.  
2.4 Availability of selected carrier(s) is checked including modes of transport, scheduled departure dates and times and costs for each stage of shipment.  
2.5 Arrangements are made to consolidate freight, where appropriate.  
2.6 Freight carrier(s) bookings are confirmed.  
2.7 Transport of freight to selected international carrier is organised. |
| 3. Communicate with shipping agents and authorities | 3.1 The parts/product cataloguing system most relevant to the host vehicle/unit or product is identified and accessed.  
3.2 Confirmation of despatch of freight from international carrier is obtained.  
3.3 Arrival of cargo at port of entry is confirmed.  
3.4 Acceptance of freight documentation is confirmed.  
3.5 Payments are authorised.  
3.6 Cargo is on-forwarded from point of entry where required.  
3.7 Customer is advised that freight has been forwarded to point of destination. |
Range of Variables

Workplace Context
- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Customer and supplier contact and co-ordination is a requirement of these operations.
- Work may involve 24 hour operation at single or multi site locations.
- Services, products, risks, work systems and requirements may vary within different sections of the enterprise.
- May be exposed to chemicals, other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Goods may vary in terms of storage requirements or identifying features.
- More than one inventory or goods records system may be involved.
- Specific procedures may exist for receiving, re-ordering, despatch and movement.
- Involves all modes of transport, foreign exchange, financial regulations, customs and quarantine requirements.
- Requirements for work may include:
  - freight forwarding protocols and procedures
  - communications and computing equipment
  - enterprise operations
  - authorities and permits
  - emergency/incident procedures
  - hours of operation
  - relevant regulations.

Job Role Context
- The employee may work under general supervision.
- Requires judgement and discretion in the initiating and confirming of arrangements.
- Conditions of service, legislation and industrial agreements include:
  - workplace agreements and awards
  - OH&S
  - relevant commonwealth, state and/or territory legislation.
- Consultative processes may include:
  - other employees and supervisors
  - management
  - union representatives
  - customers/clients.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Legislative Requirements
This includes state and territory legislation related to freight forwarding, import and export, including customs and quarantine requirements, international financial, contractual and transport transactions, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.
Customer/Client
Customers/clients may be internal or external.

Sources of Information
- Operations manuals, job specifications and procedures.
- Manifests, invoices, bar codes, goods and container identification.
- Quality or enterprise work specifications and procedures.
- Manufacturer/customer/client specifications or handling/storage advice.
- Workplace operating procedures and policies.
- Material safety data sheets.
- Personal and work area work procedures and practices.
- Applicable commonwealth/state/territory legislation and codes of practice relating to import/export of cargo, dangerous and hazardous goods, environmental protection and OH&S.
- International transport regulations, codes and procedures.
- Australian and International standards, criteria and certification.
- Enterprise communications, management and inventory systems.
- Conditions of service and workplace agreements.
- Enterprise quality assurance procedures.
- Emergency procedures.
- Enterprise communications systems and equipment.

Recording of Information
Recording and reporting requirements are to be in accordance with enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- ascertaining customers requirements relating to nature, source, destination, timeframe, budget and priorities
- assess transport requirements, options and availability of carriers
- confirmation of bookings with carrier(s) and making the necessary arrangements with authorities and agents
- completing necessary documentation for transport and reception of cargo and facilitate finalisation of arrangements.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of freight forwarding provisions and requirements.
- Detailed knowledge of any legislation/regulations pertaining to the importing/exporting of cargo and the associated financial, contractual and transport requirements, including bond/quarantine requirements.
- Detailed knowledge of customer/client requirements.
**Underpinning Skills**

- Questioning and active listening skills, for example when obtaining information on customer requirements.
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and other employees.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to international trade.
- Co-ordinate customer requirements and international transport operations to import/export cargo.
- Apply relevant agreements, codes of practice or other legislative requirements including local and international freight regulations.

**Consistency in Performance**

- It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
- Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
- Legislative provisions are met in any service provision.
- Orders promptly identified, located, handled and moved, taking cognizance of procedures, hazards, regulations and documentation requirements and without causing damage to goods, equipment or personnel.
- Performance may include:
  - effective working relationships
  - modifies activities to cater for variations in workplace context and environment
  - effectively negotiates and resolves issues and problems
  - uses organisational structures effectively to complete work operations
  - shows evidence of application of relevant workplace procedures including:
    - codes of practice, hazard policies and procedures
    - issue resolution procedures
    - job procedures and work instructions
    - safety guidelines
    - quality, security, environmental and housekeeping procedures.

**Context for Assessment**

Assessment of this unit must be completed on-the-job or in a realistically simulated work environment.

**Resource Implications**

Access to goods for transport, freight documentation, communications, access to carrier(s), international transport schedules, route plans and work procedures.
### Key Competencies & Application to Standards

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TDT C5 97B  Drive Heavy Combination Vehicle

Unit Descriptor
This unit covers the functions required to drive a heavy combination vehicle safely including systematic and efficient control of all vehicle functions, coupling and uncoupling of trailer and effective management of hazardous situations. Assessment of this unit will usually be undertaken within a licensing examination conducted by or under the authority of, the relevant state/territory Road Traffic Authority.

Element Performance Criteria

1. Drive the heavy combination vehicle
   1.1 The heavy combination vehicle is started, steered, manoeuvred, positioned, stopped in accordance with traffic regulations and manufacturer’s instructions.
   1.2 Engine power is managed to ensure efficiency and performance and to minimize engine and gear damage.
   1.3 Engine operation is maintained within manufacturer’s specified torque range and temperature through effective gear selection and smooth transition in gear changes.
   1.4 Braking system of heavy combination vehicle is managed and operated to ensure effective control of the vehicle under all conditions.
   1.5 Driving hazards are identified and/or anticipated and avoided or controlled through defensive driving.
   1.6 The heavy combination vehicle is driven in reverse, maintaining visibility and achieving accurate positioning.
   1.7 The heavy combination vehicle is parked uncoupled, shutdown and secured in accordance with manufacturer’s specifications, traffic regulations and company procedures.
   1.8 Where required, overwidth and overweight permit applications are undertaken in accordance the relevant regulatory requirements.
   1.9 Appropriate signage, lights and the like are checked for operational effectiveness and for conformity to prescribed traffic regulations.

2. Monitor traffic and road conditions
   2.1 The most efficient route of travel is taken through monitoring and anticipation of traffic flows and conditions, road standards and other factors likely to cause delays or route deviations.
2. Monitor traffic and road conditions (continued)  

2.2 Traffic and road conditions are constantly monitored and acted upon to enable safe operation and ensure no injury to people or damage to property, equipment, loads and facilities.

3. Monitor and maintain vehicle performance  

3.1 Vehicle performance is maintained through pre-operational inspections and checks of the vehicle.

3.2 Prime mover and trailer are aligned and coupled in accordance with manufacturer’s instructions and company procedures.

3.3 Coupled vehicle is checked and tested to ensure it is correctly secured and to confirm that it is fully operational.

3.4 Performance and efficiency of vehicle operation is monitored during use.

3.5 Defective or irregular performance or malfunctions are reported to the appropriate authority.

3.6 Vehicle records are maintained/updated and information is processed in accordance with company procedures.

Range of Variables

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Hazards may include:
- power/overhead service lines
- underground services
- noise, light energy sources
- surrounding buildings, structures, facilities, obstructions
- stationary/moving machinery and equipment
- uneven or unstable ground
- other traffic, traffic hazards and congestion
- hazardous or dangerous materials.

Job Role Context
The employee will operate under general supervision.
Operations may be performed by day or night in a variety of weather and road conditions. Requires judgement and appropriate road sense.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients
- industrial relations, OH&S staff/specialists
- other professional/technical staff.
Legislative Requirements
This includes commonwealth, state and territory legislation related to road transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate. Heavy combination vehicles are described in the relevant transport regulations.

Customers/clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by radio, telephone or by other electronic means.

Sources of Information
Operations manuals including load charts and crane and rigging manuals.
Manufacturers specifications.
Applicable commonwealth/state/territory legislation and codes of practice relating to:
• road traffic laws and regulations
• OH&S and Environmental Protection legislation
• licence and permit requirements.
Emergency requirements.
Information concerning tasks may be gained from job specifications and procedures, previous tasks, supervisor’s instructions, enterprise procedures and documentation, industry comparative standards, maps, sketches and verbal directions.

Recording of Information
Vehicle documentation to be completed and retained in conformance with enterprise procedures.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• start, steer, manoeuvre, reverse, position, and stop heavy combination vehicle
• apply road rules
• operate heavy combination vehicle controls, instruments and indicators
• apply defensive driving techniques, engine power management and safe driving strategies
• identify job and site hazards
• determine required permits
• locate, interpret and apply relevant information
• maintain enterprise records and documentation
• the safe and efficient operation of the heavy combination vehicle.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.
Underpinning Knowledge

- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Implications of OH&S legislation and codes of practice.
- Road laws.
- Heavy combination vehicle controls and indicators.
- Map reading.
- Permit and licence requirements.
- Enterprise work procedures.
- Prioritising and multi–tasking work.
- Focus of operation of work systems and equipment.
- Application of relevant agreements, codes of practice or other legislative requirements.

Underpinning Skills

- Heavy combination vehicle handling procedures.
- Efficient driving techniques including defensive driving.
- Map reading/navigation.
- Monitoring and anticipating traffic hazards.
- Identification and correct use of equipment, processes and procedures planning own work including predicting consequences and identifying improvements.
- Plain English literacy and communication skills in relation to dealing with customer/clients and other employees and supervisors.
- Literacy and interpretative skills sufficient to access keywords and phrases and to interpret road traffic signs and signals.
- Problem solving and analytical skills for a range of unpredictable work place circumstances.

Consistency in Performance

It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Performance may include:

- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures
- efficient accident and incident reporting following regulatory and workplace requirements
- work completed systematically without injury to self or others or damage to goods, equipment or property.

Evidence of performance may be provided by supervisors, other employees or other appropriate persons subject to agreed authentication arrangements.
Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the operation of the heavy combination vehicle in undertaking enterprise tasks.

Resource Implications
- A workplace or simulated workplace.
- Access to heavy combination vehicle.

Key Competencies & Application to Standards

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# TDT D25 98A Plan Loading of Dangerous Goods

## Unit Descriptor
This unit covers the functions required to assess dangerous goods to be handled and to plan and document loading operations.

### Element

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<th>Performance Criteria</th>
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| 1. **Assess goods/freight to be loaded** | 1.1 Classification of goods/freight shipping documentation is assessed for the classification of the goods being loaded and for compliance with the Australian Dangerous Goods (ADG) Code.  
1.2 The degree of risk for transported dangerous goods is determined in accordance with the ADG Code.  
1.3 Where applicable, compatibility of dangerous goods is assessed and segregation and storage requirements are planned in accordance with legislative and enterprise requirements.  
1.4 Dangerous goods are assessed for compatibility and safe transport with intended packaging configuration/container.  
1.5 Marking and placarding of loads is determined in accordance with legislative requirements. |
| 2. **Plan transfer/loading operations** | 2.1 Dangerous goods transfer/loading operations are determined encompassing:  
- approved transfer site  
- positioning of vehicle  
- safe operating procedures  
- specification of required personal protection and emergency equipment  
- specification of required transfer equipment/assemblies  
- permitted ullage and filling ratios and/or carrying capacities  
- segregation and/or storage requirements  
- emergency/incident procedures  
- customer requirements. |
| 3. **Document procedure** | 3.1 Dangerous goods loading procedures are documented in a form and manner appropriate for those employees undertaking the task and to meet regulatory requirements.  
3.2 Shipping documentation/markings/placarding is planned and co-ordinated to ensure that appropriate documentation variations in load deliveries and pick-ups. |
### Element

3. Document procedure

(continued)

### Performance Criteria

3.3 Drivers/operators and dangerous goods licence and insurance requirements are checked in relation to load.

3.4 Procedures are filed and/or located in accordance with enterprise policy and regulatory requirements.

4. Review planning process

4.1 Planning processes are reviewed/refined in accordance with operational feedback.

4.2 Annotations/changes to procedures are undertaken in accordance with legislative and enterprise requirements.

---

## Range of Variables

### Unit Factors

Dangerous goods may be in packaged or bulk form.

Transportation may be by road, rail, air and sea.

### Workplace Context

- Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
- Work may be performed in any area of the warehousing and distribution functions and may address all or part of the activity.
- Dangerous goods to be handled/relocated may require special safety and/or security measures.
- May be exposed to corrosive chemicals, solvents and adhesives, explosives, carcinogenic and other harmful substances, movements of goods, equipment and vehicles and temperature controlled areas.
- Hazards may include:
  - hazardous or dangerous materials
  - contamination of, or from, materials being handled
  - noise, light, energy sources
  - stationary and moving machinery, parts or components
  - spills, leakages, ruptures
  - dust/vapours.
- Requirements for work may include:
  - site restrictions and procedures
  - use of safety and personal protection equipment
  - specialised lifting/handling equipment
  - communications and computing equipment
  - emergency/incident procedures
  - hours of operation
  - relevant regulations, authorities and permits.
Job Role Context
Work is normally performed under general supervision.
Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients.

Communications
Communications may be face to face, in written form, by telephone, radio or by other
electronic means.

Customers/Clients
Customers/clients may be internal or external.

Legislative Requirements
This includes state and territory legislation related to warehouse operations, OH&S,
Workplace Relations, Workers Compensation, Environment Protection and
Hazardous/Dangerous Goods as appropriate. The ADG Code also applies.

Sources of Information
- Safe working load/working load limit.
- Operations manuals, job specifications and procedures.
- Goods identification numbers and codes.
- Manifests, bar codes, goods and container identification.
- Quality or enterprise work specifications and procedures.
- Manufacturer/customer/client specifications or handling/storage advice.
- Workplace operating procedures and policies.
- Material safety data sheets.
- Personal and work area work procedures and practices.
- Applicable commonwealth/state/territory legislation and codes of practice relating to
  transport operations, dangerous and hazardous goods, environmental protection and
  OH&S.
- Australian and International Standards, criteria and certification requirements.
- Enterprise communications, management and inventory systems.
- Conditions of service and workplace agreements.
- Enterprise quality assurance procedures.
- Emergency procedures.

Recording of Information
Recording and reporting requirements are to be in accordance with  enterprise procedures and
policies.
Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
- checking the accuracy of the documentation of dangerous goods and assessing the characteristics and the required segregation and storage and packaging configuration
- planning the safe and effective transfer/loading of dangerous goods
- completing the documentation required by regulatory and enterprise procedures
- reviewing and refining as necessary the planning process for the loading/transfer of dangerous goods.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of the characteristics, compatibility and loading/transfer requirements of dangerous goods.
- Detailed knowledge of the planning considerations and requirements for the transfer/loading of dangerous goods.
- Detailed knowledge and implications of any legislation/regulation pertaining to OH&S and handling, loading and transfer of dangerous goods.

Underpinning Skills
- Questioning and active listening skills, for example when eliciting information on dangerous goods.
- Plain English literacy and communication skills in relation to dealing with clients, other employees and provider/suppliers.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to dangerous goods.
- Safely and efficiently assess and plan the loading/transfer of dangerous goods.
- Apply relevant agreements, codes of practice or other legislative requirements for the loading/transfer of dangerous goods.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the dangerous goods handling requirement.

**Resource Implications**
Access to dangerous goods to be loaded/transfered, loading and handling equipment, vehicle(s), personnel, work procedures and appropriate work area.

**Key Competencies & Application to Standards**

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</table>
# TDT E13 98A Apply Workplace Statistics

## Unit Descriptor
This unit covers the functions required to identify, use and manipulate statistical information.

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance Criteria</th>
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</thead>
<tbody>
<tr>
<td>1. Identify situations where statistics are used in the workplace</td>
<td>1.1 Types of statistical representation data are identified.</td>
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<td>1.2 Users of statistical data in the workplace are identified.</td>
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<td>1.3 Statistical data representations are matched for application to:</td>
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<td></td>
<td>● monitoring workflow</td>
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<td>● inventory and stock levels</td>
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<td>● customer surveys</td>
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<td>● supplier and market analysis</td>
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<td>● fleet control.</td>
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<tr>
<td>2. Collect numerical data</td>
<td>2.1 Purpose of data collection is identified.</td>
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<td>2.2 Sources of information are established.</td>
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<td>2.3 Data collection methods are used.</td>
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<td>2.4 Mathematical processes are used to arrange data.</td>
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<td>2.5 Collected data is checked for accuracy.</td>
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<td>2.6 Potential for inaccurate results arising from variables is estimated and described.</td>
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<tr>
<td>3. Use calculations to present data for analysis</td>
<td>3.1 Data collected is represented on graphs, tables and/or charts as totals, averages and/or percentages as required.</td>
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<td></td>
<td>3.2 Spreadsheets and flow charts are used to present data.</td>
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<tr>
<td>4. Interpret trends and patterns from numerical data</td>
<td>4.1 Non conforming results outside the predicted outcome are noted and reasons identified.</td>
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<td>4.2 Trends or patterns in data are noted.</td>
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<td>4.3 Possible reasons for trends or patterns are generated.</td>
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<tr>
<td></td>
<td>4.4 Potential solutions are identified.</td>
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</tbody>
</table>

## Range of Variables

### Application
Statistics are generated from raw data, machine generated information or complex, dedicated computerised facilities.

The key requirement of this unit is to interpret the data and provide appropriate, timely information on this analysis to appropriate personnel.

It may be gained from any work area/function/activity of an enterprise and used for such purposes as performance monitoring/measuring and benchmarking.
Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
May involve 24 hour operation at single or multi site locations.
Work may be performed in any area of the warehousing and distribution function and identify data from any section or activity. Applications and responses may vary between sections/activities.
Customer and supplier contact and co-ordination is a requirement of these operations.

Job Role Context
The employee will operate under general guidance and will have some autonomy in making proposals for data collection and utilisation.
Requires judgement and discretion for self and others in planning and using resources, services and processes to achieve required outcome within enterprise policy and procedures.
A range of opportunities may be used to develop the work area, to support the development of work systems and innovative strategies to deal with contingencies and to encourage the achievement of organisational goals and key performance objectives for the enterprise, teams or individuals.
Consultative processes (for collection of data and dissemination of findings) may include:
- other employees and supervisors
- management
- union representatives
- customers/clients
- industrial relations, OH&S staff/specialists
- other professional/technical staff.
Generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others, individually or in teams.

Legislative Requirements
This includes commonwealth, state and territory legislation related to storage and distribution activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Sources of Information
Quality or enterprise work specifications and procedures.
Manufacturer’s specifications and/or supplier’s/client handling and storage advice/instructions.
Workplace operating procedures and policies.
Applicable commonwealth/state/territory legislation and codes of practice.
Material safety data sheets.
Enterprise, industry and professional education/assistance organisations.
Enterprise/industry benchmarks and performance/achievement reports.
Quality assurance procedures.
Recording and Reporting of Information
Data and data analysis is to be captured, recorded and reported as required by enterprise procedures and policies.

Evidence Guide

Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• identify areas/functions/activities within the enterprise where statistics may be used and for what purpose
• identifying the information represented in statistical data in relation to the operational effectiveness of the section or organisation
• suggest improvements to statistical reporting methods and approaches
• apply techniques to encourage appropriate participation of team/group members to interpret and use statistical data
• identify requirements of tasks and organise planning, job completion and evaluation stages
• locate, interpret and apply relevant statistical information and relate it to other quantitative and qualitative data
• manage own work to achieve organisational goals and required results
• provide customer/client service and work effectively with others
• using parts/products catalogues and equivalent documentation, both hard-copy and electronic medium, to trace and identify specific brand parts/products.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of enterprise operations and reporting requirements.
• Detailed knowledge of resource availability including the processing capacity of equipment and software systems.
• Detailed knowledge of the applications of statistics, statistical analysis and reporting/promulgating of results.
• Detailed knowledge of industry benchmarks and standards.

Underpinning Skills
• Questioning and active listening skills, for example when eliciting information on processes and data.
• Plain English literacy and communication skills in relation to dealing with clients and provider/suppliers.
• Technical literacy and interpretative skills sufficient to access keywords and phrases, to perform statistical analysis and to report findings.
• Identify requirement, record data, analyse statistics and report on systems and resources.
• Problem solving and analytical skills for a range of unpredictable circumstances.
• Selection and appropriate application of technology, information systems and procedures.
• Computing skills in relation to the accessing and interpretation of statistics.
Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances. Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements. Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the identification of application, the gaining of data, its analysis and reporting within the enterprise.

Resource Implications
- A workplace or simulated workplace.
- Appropriate data and reporting requirements.

Key Competencies & Application to Standards

<table>
<thead>
<tr>
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### TDT L7 97B  Co-ordinate Fleet Control and Logistics

**Unit Description**
This unit covers the functions required to undertake the co-ordination of fleet control and scheduling function in a goods distribution enterprise.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| 1. Carry out fleet control functions | 1.1 Equipment and drivers are allocated following company procedures and considering pick-up and delivery requirements.  
1.2 The movement of documentation is tracked following company procedures. |
| 2. Plan for contingencies | 2.1 Contingency plans are developed in accordance with company procedures and scope of authority.  
2.2 Routine problems are identified, clarified and appropriately resolved following company procedures. |
| 3. Communicate with customers and drivers | 3.1 Customer and driver enquiries are answered appropriately and following company procedures.  
3.2 Communication systems are accessed and used to communicate with drivers and customers in the completion of fleet management tasks. |
| 4. Co-ordinate scheduling of operational tasks | 4.1 Computerised scheduling system is accessed and used for processing the delivery of freight in accordance with company procedures.  
4.2 Factors such as driver fatigue, customer requirement, road and weather conditions, OHS requirements, industrial award conditions and government regulations are taken into account in implementing delivery schedules in accordance with company policy and operational plan. |
| 5. Complete documentation | 5.1 Fleet management documentation is completed in accordance with company requirements. |

**Range of Variables**

**Unit Context**
Consignments may be palletised, containerised, packaged or loose and in gas, liquid or solid form.
Transport may be single or multi-modal.
Modes of domestic transport may include road, rail, air and sea.
Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may involve 24 hour operation at single or multi-site locations.
Work may be performed in all road transport situations, for example:
- work conducted in confined spaces, exposed conditions and controlled or open environment
- in the warehouse and at the depot
- in the vehicle on the road
- at the customer/client’s workplace
- by day or night
- in all weather conditions.

Job Role Context
The employee may work under general guidance on progress and outcomes of work.
The unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others, individually or in teams. Requires discretion and judgement.
Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.
Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients.

Legislative Requirements
This includes commonwealth, state and territory legislation related to road transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or mobile phone, by radio, paging device, satellite tracking, on-board computer or by other electronic means.

Sources of Information
Operations manuals and manufacturer’s specifications.
Applicable commonwealth/state/territory legislation and codes of practice relating to:
- road traffic/aviation/rail/shipping laws and regulations
- OH&S and Environmental Protection legislation
- licence requirements.
Quality or enterprise work specifications and procedures.
Manufacturer/customer/client specifications or handling/storage advice.
Workplace operating procedures and policies.
Material safety data sheets.
Personal and work area work procedures and practices.
Applicable commonwealth/state/territory legislation and codes of practice relating to transport operations, Customs and quarantine, dangerous and hazardous goods, environmental protection and OH&S.
Enterprise communications, management and inventory systems.
Conditions of service and workplace agreements.
Enterprise quality assurance procedures.
Emergency requirements.
Transport routes, timetables.

**Recording of Information**
Fleet management documentation is to be completed and retained in conformance with enterprise procedures.

**Evidence Guide**

**Critical Aspects**
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- conducting efficient fleet control and scheduling functions through the allocation of drivers and equipment to pick-up/delivery requirements and monitoring of documentation
- preparing contingency plans and implementing them when required, taking corrective or remedial action to improve future operations
- maintaining communications with customers and drivers
- co-ordinating schedules to address all legislative and OH&S requirements for transport operations and carriage of goods, including hazardous goods
- completing and maintaining fleet management records and documentation in accordance with enterprise requirements.

**Interdependent Assessment of Units**
This unit may be assessed in conjunction with other units that form part of a job role or function.

**Underpinning Knowledge**
- General knowledge of common automotive and enterprise terminology.
- General knowledge of the activities, procedures and policies of the enterprise.
- Detailed knowledge of transport operations, structure, capabilities, influences and legislative requirements.
- Detailed knowledge of scheduling and monitoring transport operations, including computerised management systems.
- Detailed knowledge of fleet communications systems.

**Underpinning Skills**
- Questioning and active listening skills, for example when obtaining information on transport requirements.
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and drivers.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the transport schedules and tasks.
• Safely and efficiently schedule and monitor transport operations, applying relevant transport codes of practice or other legislative requirements as required.

**Consistency in Performance**
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the fleet operating conditions.

**Resource Implications**
Access to:
• scheduling system, hardware, communications system
• transport resources (mode specific and operators/drivers)
• timetables, route plans
• transport logistic projects requiring execution
• regulations, procedures and policies.

**Key Competencies & Application to Standards**

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## TDT Q3 98A Maintain Financial Records in a Small Business

### Unit Descriptor
This unit covers the functions required to keep relevant financial information in an appropriate format for small business.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Establish system requirements | 1.1 The output requirements of the financial system are established in accordance with business plans and statutory and regulatory obligations.  
1.2 The system needs and the statutory reporting requirements are identified. |
| 2. Establish financial management system | 2.1 The financial administrative systems established match the identified requirements of the business.  
2.2 Mechanisms for the review of terms of trade and fee structures are suited to the business needs and meet industry standards.  
2.3 Equipment and software needed for the operation of the financial administrative system is identified, acquired and installed in association with relevant accounting and technical staff.  
2.4 Financial administration, reporting and the performance indicators to be provided by the system are in accordance with business statutory obligations.  
2.5 Financial administrative systems are implemented in accordance with planned processes and policies. |
| 3. Maintain financial reporting systems | 3.1 Financial reports required to monitor business performance, to ensure accurate and timely information on working capital and cash flow, and to meet statutory obligations are accurately prepared to the prescribed format and at the required times.  
3.2 Financial reports are distributed to the relevant personnel and organisations by the due dates.  
3.3 Financial administration and reporting systems are evaluated against established performance indicators. |

### Range of Variables

**Financial Records**
Financial records include, but are not limited to invoices, spreadsheets, ledgers, wage sheets and tax information.
Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
May be a small business or a cost centre in a large business.
Work may be performed in any area of the warehousing and distribution function and may address all or part of the activity.
Customer and supplier contact and co-ordination is a requirement of these operations.

Job Role Context
The employee will operate under limited or minimal supervision and will have some discretion in making proposals for financial administration and reporting.
Requires judgement and discretion for self and others in planning and using resources, services and processes to achieve required outcome within enterprise policy and procedures.
Consultative processes (for financial administration and reporting) may include:
- other employees and supervisors
- management
- union representatives
- customers/clients
- other financial/administrative staff.
Generally applies to those with responsibility for resource allocation, accounting and reporting and provides leadership of others, individually or in teams.

Legislative Requirements
This includes commonwealth, state and territory legislation related to financial administration and reporting, including taxation requirements, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

Customers/Clients
Customers/clients may be internal or external.

Communications
Communications may be face to face, in written form, by telephone or by other electronic means.

Sources of Information
Workplace operating procedures and policies.
Applicable commonwealth/state/territory legislation and codes of practice relating to financial administration.
Enterprise financial records.
Enterprise quality assurance procedures.

Recording and Reporting of Information
Financial details are to be captured, recorded and reported as required by regulatory requirements and enterprise procedures and policies.
Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:
• identify areas/functions/activities within the enterprise where financial information is required
• identify the statutory and enterprise reports required
• establishing and operating the financial administrative system to meet the requirements of the business
• preparing and distributing the financial reports required to meet statutory and business requirements
• evaluating financial performance against established performance indicators or other parameters
• manage own work to achieve organisational goals and required results
• provide customer/client service and work effectively with others.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of enterprise operations and financial reporting requirements.
• Detailed knowledge of legislative and statutory reporting requirements.
• Detailed knowledge of accounting and auditing processes.
• Detailed knowledge of financial and debt control processes.
• Detailed knowledge of industry financial benchmarks and standards.

Underpinning Skills
• Questioning and active listening skills, for example when obtaining information on financial administration.
• Plain English literacy and communication skills in relation to dealing with clients and provider/suppliers.
• Technical literacy and interpretative skills sufficient to access keywords and phrases, to perform the financial administration of the business.
• Identify requirement, compile/prepare and use appropriate financial documents for the operation of the business.
• Identify the requirement, prepare and analyse reports on financial performance.
• Administration associated with:
  - recording and balancing petty cash transactions for financial records
  - development and use of debtors and creditors records systems
  - reconciliation of bank statements with cash records.
• Selection and appropriate application of technology, information systems and procedures to support financial administration.
• Computing skills in relation to the accessing and interpretation of financial records and reports.
Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the financial administration of the enterprise.

Resource Implications
Requires access to relevant financial system and information.

Key Competencies & Application to Standards

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<thead>
<tr>
<th>Competency</th>
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<th>Level 3</th>
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## TDT L19 98A Implement and Monitor Transport Logistics

### Unit Descriptor

This unit covers the functions required to implement, monitor and maintain effective and efficient transport logistics systems.

<table>
<thead>
<tr>
<th>Element</th>
<th>Performance Criteria</th>
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</table>
| 1. Mobilise resources | 1.1 Optimal resource level is acquired to meet the requirements of the operational schedule.  
1.2 Relevant regulatory and insurance requirements are determined and implemented.  
1.3 Allocated resources are assessed and monitored to ensure operational effectiveness and efficiency.  
1.4 Changes to resource allocation are undertaken, in accordance with enterprise procedures, where efficiencies or over supply are apparent. |
| 2. Co-ordinate multi-modal transport activities | 2.1 Facilities, personnel and equipment are made ready to accommodate interchange functions.  
2.2 Security arrangements are invoked as required.  
2.3 Loading and unloading operations are conducted in accordance with operation schedule and applicable statutory requirements, codes of practice and enterprise procedures.  
2.4 Relevant documentation is completed/updated to accord with operational schedule and reporting requirements. |
| 3. Monitor consignment(s) tracking | 3.1 Consignment tracking systems are monitored ensuring:  
- recording and reporting systems are established and maintained  
- flow of information is clear, accurate, timely and follows agreed reporting mechanisms  
- schedules are maintained  
- appropriate supervision of vehicle, load and driver is undertaken according to enterprise procedures. |
| 4. Implement contingency management strategy | 4.1 Operational schedule is continually reviewed in light of information updates, reports and feedback.  
4.2 The nature, extent and impact of any issues or incidents are identified and assessed against contingency management strategy. |
Element
4. Implement contingency management strategy (continued)

Performance Criteria
4.3 Relevant information is processed to establish priorities and responses for dealing with issues or incidents.
4.4 Operations are redirected and controlled to meet changes in transport environment and tasks in accordance with enterprise procedures.
4.5 Liaison is initiated with organisation/individuals affected by changed operational schedules.
4.6 Actions undertaken are clearly documented and filed.

Range of Variables

Unit Context
Consignments may be palletised, containerised, packaged or loose and in gas, liquid or solid form.
Transport may be single or multi-modal.
Calculation of transport duration times includes loading, unloading, change over and standing time, with due regard for varying transit conditions and environments (eg road conditions, traffic flow, weather).
Use of designated routes may be required.
Modes of domestic transport may include road, rail, air and sea.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large.
Work may involve 24 hour operation at single or multi-site locations.
Services, products, risks, work systems and requirements may vary in each section of the industry.
Customer and supplier contact is a requirement of these operations.
Work may be performed in all road transport situations, for example:
- work conducted in confined spaces, exposed conditions and controlled or open environment
- in the warehouse and at the depot
- in the vehicle on the road
- at the customer/client’s workplace
- by day or night
- in all weather conditions.

Job Role Context
The employee may work under general guidance on progress and outcomes of work.
Exercises discretion and judgement for self and others in planning and using resources, services and processes to achieve required outcomes within organisational policy and procedures.
A range of opportunities may be used to:
- develop the work area
- support the development of work systems
- implement innovative strategies to deal with contingencies
- encourage the achievement of the organisation’s goals and key performance objectives by teams/groups and/or individuals.

Conditions of service, legislation and industrial agreements include:
- workplace agreements and awards
- OH&S
- relevant commonwealth, state and/or territory legislation.

Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients.

The unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others, individually or in teams.

**Legislative Requirements**
This includes commonwealth, state and territory legislation related to road transport operations, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

**Customers/Clients**
Customers/clients may be internal or external.

**Communications**
Communications may be face to face, in written form, by telephone or mobile phone, by radio, paging device, satellite tracking, on-board computer or by other electronic means.

**Sources of Information**
Operations manuals and manufacturer’s specifications.
Applicable commonwealth/state/territory legislation and codes of practice relating to:
- road traffic/aviation/rail/shipping laws and regulations
- OH&S and Environmental Protection legislation
- licence requirements.

Quality or enterprise work specifications and procedures.
Manufacturer/customer/client specifications or handling/storage advice.
Workplace operating procedures and policies.
Material safety data sheets.
Personal and work area work procedures and practices.
Applicable commonwealth/state/territory legislation and codes of practice relating to transport operations, Customs and quarantine, dangerous and hazardous goods, environmental protection and OH&S.
Enterprise communications, management and inventory systems.
Conditions of service and workplace agreements.
Enterprise quality assurance procedures.
Emergency requirements.
Transport routes, timetables.
Recording of Information
Fleet management documentation is to be completed and retained in conformance with enterprise procedures.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- accessing, allocating, assessing, monitoring and revising the resources necessary to meet the initial and changing requirements of the organisation
- providing facilities, personnel, equipment and the necessary security arrangements to conduct multi-modal transport operations
- conducting multi-modal loading and unloading operations to conform with established schedules, statutory requirements, codes of practice and enterprise procedures
- establishing, monitoring and maintaining a consignment tracking system to provide information flow, schedules and appropriate supervision of drivers, loads and carriers and control of activities and operations
- reviewing operations in light of performance and incidents, ensuring contingency requirements are addressed and changing circumstances are accommodated
- maintaining documentation of all actions and operations.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
- General knowledge of common automotive and enterprise terminology.
- Detailed knowledge of the business policies and plans for the enterprise and the processes and procedures in place and under development.
- Detailed knowledge of transport requirements within the enterprise, the goals, key performance objectives and the resources available for their achievement.
- Detailed knowledge of management theory, including personnel, financial and other resource management and planning.
- Detailed knowledge of scheduling and monitoring transport operations, including computerised management systems and communications.
- Detailed knowledge of regulatory and legislative requirements, codes of practice and industry standards and requirements for implementing and monitoring a multi-modal transport operation.

Underpinning Skills
- Questioning and active listening skills, for example when obtaining information on transport requirements.
- Plain English literacy and communication skills in relation to dealing with clients, provider/suppliers and employees.
- Technical literacy and interpretative skills sufficient to access keywords and phrases relating to the transport logistics and operations.
• Developed management skills in the areas of personnel, finance and other resource management and planning for operations and contingencies.
• Safely and efficiently implement and monitor multi-modal transport operations, applying relevant transport codes of practice or other legislative requirements as required.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision.
Performance may include:
• effective working relationships
• modifies activities to cater for variations in workplace context and environment
• effectively negotiates and resolves issues and problems
• uses organisational structures effectively to complete work operations
• shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

Context for Assessment
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the fleet operating conditions.

Resource Implications
Access to:
• relevant computing and communications system
• transport logistics project(s) requiring implementation
• timetables, route plans
• regulations, procedures and policies.

Key Competencies & Application to Standards

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TDT P9 98A Plan and Maintain Warehouse Layouts and Inventory Systems

Unit Descriptor
This unit covers the functions required to plan and maintain a warehouse layout and the warehousing of goods.

Element | Performance Criteria
---|---
1. Identify space requirements | 1.1 The medium and long term needs of the organisation are assessed to facilitate planning in accordance with the business plan of the enterprise and legislative requirements.

| | 1.2 Product type, picking frequencies, value, fragility, weight, handling characteristics, quantity and holding periods are assessed to consider type and amount of storage.
| | 1.3 Warehouse throughput is assessed to determine the stock holding and handling requirements for each inventory item.
| | 1.4 Volume requirements are calculated to ensure the ongoing stock holding needs are met.
| | 1.5 The total space is calculated and used to formulate plan for space utilisation.

2. Identify safety and security requirements | 2.1 An assessment is made of risks to ensure maximum safety and security for personnel, stock and facilities.

| | 2.2 Storage handling security and incident/emergency procedures for each class or type of product are identified and documented.
| | 2.3 Procedures to safely use equipment and substances in the workplace are identified and documented.
| | 2.4 Fire prevention and fire fighting systems are identified in accordance with building code regulations and storage material requirements.
| | 2.5 An evacuation plan is developed in accordance with the safety program of the enterprise.

3. Develop documentation system | 3.1 A system of recording and tracing stock location, receipt, throughput and despatch is developed and implemented to enable reporting, quality assurance and financial requirements to be met.

| | 3.2 A system of recording communication with carriers, customers and employees is developed and implemented to assess operational effectiveness and to provide data for system improvement.
Element | Performance Criteria
--- | ---
4. Design storage zones | 4.1 Space requirements and equipment operation are accurately assessed to facilitate the planning of warehouse zones.
 | 4.2 An assessment is made of the warehouse environment to enable the most effective use of the available space.
 | 4.3 Positioning of storage areas, bays, work stations and the like is undertaken in accordance with data obtained from the planning process.
5. Evaluate warehouse utilisation | 5.1 A continual system of review involving regular checks to ensure storage areas and systems are functioning at optimum levels including:
 | • receival and despatch systems provide for efficient operations
 | • storage and handling systems provide ease of access and ergonomic principles
 | • product handling and storage minimises product damage, contamination and losses
 | • warehouse layout remains sufficiently flexible to meet changing storage and handling requirements
 | • provision for maintenance and cleaning.
 | 5.2 Appropriate reporting systems are established and used to maintain data for the design of improved facilities and systems.

Range of Variables

Unit context
Warehouse or storage facility may be purpose designed or adapted for a particular purpose. Layout and inventory locations may be planned for short or long terms. Planning for refurbishing of existing warehouse or storage facilities may be constrained by structural, regulatory or safety issues.

Workplace Context
Work may be undertaken at any enterprise involved in the Automotive Aftermarket Industry, be they small, medium or large. Work may be performed in any area of the warehousing function and may address all or part of the activity. Customer and supplier contact and co-ordination is a requirement of these operations. Work may involve 24 hour operation at single or multi site locations. Services, products, risks, work systems and requirements vary within different sections of the enterprise.
Requirements for work may include:
- communications and computing equipment
- security clearances
- emergency/incident procedures
- authorities and permits
- hours of operation
- relevant regulations.

**Job Role Context**
The employee will operate under general guidance on progress and outcomes of work. Requires judgement and discretion for self and others in planning and using resources, services and processes to achieve required outcome within enterprise policy and procedures. A range of opportunities may be used to develop the work area and to support the development of work systems and innovative strategies to deal with contingencies and to encourage the achievement of the organisation’s goals and key performance objectives by the work area and the individuals and the teams within it. Consultative processes may include:
- other employees and supervisors
- management
- union representatives
- customers/clients
- other financial/administrative staff.
The unit generally applies to those with responsibility for resource co-ordination and allocation and provides leadership of others, individually and in teams.

**Legislative Requirements**
This includes state and territory legislation related to warehousing design and storage activities, OH&S, Workplace Relations, Workers Compensation, Environment Protection and Hazardous/Dangerous Goods as appropriate.

**Customer/Client**
Customers/clients may be internal or external.

**Communications**
Communications may be face to face, in written form, by telephone or by other electronic means.

**Sources of Information**
Quality or enterprise work specifications and procedures.
Manufacturer/customer/client specifications or handling/storage advice.
Workplace operating procedures and policies.
Material safety data sheets.
Personal and work area work procedures and practices.
Applicable commonwealth/state/territory legislation and codes of practice relating to warehousing and storage, dangerous and hazardous goods, environmental protection and OH&S.
Enterprise communications, management and inventory systems.
Conditions of service and workplace agreements.
Enterprise quality assurance procedures.
Emergency procedures.
Recording of Information
Details of the planning warehouse layouts and recording work areas and stock location are to be captured, recorded and reported as required by enterprise procedures and policies.

Evidence Guide
Critical Aspects
It is essential that competence in this unit signifies the ability to transfer the competency to changing circumstances and to respond to unusual circumstances in the critical aspects of:

• identifying influences and requirements to determine storage space required
• identifying and documenting safety and security requirements and procedures for stored products
• identifying and developing documentation for tracing and locating stock, stock handling processes and communications with carriers, customers and employees
• planning for all functions of the warehouse
• the evaluation and review, and associated reporting, of the efficacy of the warehouse.

Interdependent Assessment of Units
This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning Knowledge
• General knowledge of common automotive and enterprise terminology.
• General knowledge of the activities, procedures and policies of the enterprise.
• Detailed knowledge of enterprise operations, procedures and processes.
• Detailed knowledge of warehouse purpose, functions, activities, storage requirements and planning specifications/parameters.
• Detailed knowledge of any legislation/regulation pertaining to warehouse design, function or activity.
• Detailed knowledge of recording/reporting and safety and/or security requirements.
• Knowledge and application of computer software for both design and warehouse operation purposes.

Underpinning Skills
• Questioning and active listening skills, for example when obtaining information on warehousing functions.
• Plain English literacy and communication skills in relation to dealing with clients and provider/suppliers.
• Technical literacy and interpretative skills sufficient to access keywords and phrases, to plan and maintain warehouse layout and inventory systems.
• Warehouse planning skills including computer aided drawing ability.
• Apply relevant agreements, codes of practice or other legislative requirements.

Consistency in Performance
It is preferable that assessment reflects a process rather than an event and that it occurs over a period of time to cover the varying circumstances.
Evidence of performance may be provided by clients, team leaders/members or other appropriate persons subject to agreed authentication arrangements.
Legislative provisions are met in any service provision or design. Organisational performance is improved through improved access to and utilisation of warehouse resources.

Performance may include:
- effective working relationships
- modifies activities to cater for variations in workplace context and environment
- effectively negotiates and resolves issues and problems
- uses organisational structures effectively to complete work operations
- shows evidence of application of relevant workplace procedures including:
  - codes of practice, hazard policies and procedures
  - issue resolution procedures
  - job procedures and work instructions
  - safety guidelines
  - quality, security, environmental and housekeeping procedures.

**Context for Assessment**
Assessment of this unit must be completed on-the-job or in a realistically simulated work environment which reflects the warehouse requirement.

**Resource Implications**
Warehouse inventory planning projects requiring execution.

**Key Competencies & Application to Standards**

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AFTERMARKET

IMPORTED
BUSINESS
Unit BSXFMI301A Manage personal work priorities and professional development

Unit Descriptor
Frontline management is responsible for managing their own performance and taking responsibility for their professional development within the context of the organisation.

Elements of Competency and Performance Criteria

BSXFMI301A/01 Manage self
- Personal qualities and performance serve as a role model in the workplace.
- Personal goals and plans reflect the organisation's plans, personal roles, responsibilities, and accountabilities.
- Action is taken to achieve and extend personal goals beyond those planned.
- Consistent personal performance is maintained in varying work conditions and contexts.

BSXFMI301A/02 Set and meet own work priorities
- Competing demands are prioritised to achieve personal, team, and the organisation's goals and objectives.
- Technology is used efficiently and effectively to manage work priorities and commitments.

BSXFMI301A/03 Develop and maintain professional competence
- Personal knowledge and skills are assessed against competency standards to determine development needs and priorities.
- Feedback from clients and colleagues is used to identify and develop ways to improve competence.
- Management development opportunities suitable to personal learning style(s) are selected and used to develop competence.
- Participation in professional networks and associations enhances personal knowledge, skills, and relationships.
- New skills are identified and developed to achieve and maintain a competitive edge.

Range of Variables
At ASF level 3 frontline management will normally be engaged in a workplace context in which they:
- have some autonomy for operation
- work under limited guidance
- may have broad guidance and autonomy if working in teams
- have responsibility for others
- may have team co-ordination responsibilities
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods, and procedures
- use some discretion and judgement in using resources, services, and processes to achieve outcomes within time constraints.
Frontline management will normally operate in a relatively simple workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- business and performance plans
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

**Evidence Guide**

This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 3, frontline management:

- uses available routine information appropriate to work responsibility
- manages work to achieve goals and results
- monitors/introduces ways to improve own performance
- assesses own performance
- seeks feedback and acts on constructive advice
- selects and uses available learning methods to maintain current competence
- uses simple information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.
Unit BSXFMI302A Provide leadership in the workplace

Unit Descriptor
Frontline management has an important leadership role in the development of the organisation. This will be most evident in the manner in which they conduct themselves, the initiative which they take in influencing others, and the way they manage their responsibilities.

Elements of Competency and Performance Criteria

BSXFMI302A/01 Model high standards of management performance
- Performance serves as positive role model for others.
- Performance plans are developed and implemented in accordance with the organisation's goals and objectives.
- Key performance indicators are developed within the teams/organisations business plans.
- Performance meets the organisation's requirements.

BSXFMI302A/02 Enhance the organisation's image
- The organisations standards and values are used in conducting business.
- Standards and values considered to be damaging to organisation are questioned through established communication channels.
- Personal performance contributes to developing an organisation which has integrity and credibility.

BSXFMI302A/03 Influence individuals and teams positively
- Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work.
- Individuals/teams efforts and contributions are encouraged, valued and rewarded.
- Ideas and information receive the acceptance and support of colleagues.

BSXFMI302A/04 Make informed decisions
- Information relevant to the issue(s) under consideration is gathered and organised.
- Individuals/teams participate actively in the decision making processes.
- Options are examined and their associated risks assessed to determine preferred course(s) of action.
- Decisions are timely and communicated clearly to individuals/teams.
- Plans to implement decisions are prepared and agreed by relevant individuals/teams.
- Feedback processes are used effectively to monitor the implementation and impact of decisions.
Range of Variables

At ASF level 3 frontline management will normally be engaged in a workplace context in which they:

- have some autonomy for operation
- work under limited guidance
- may have broad guidance and autonomy if working in teams
- have responsibility for others
- may have team co-ordination responsibilities
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods and procedures
- use some discretion and judgement in using resources, services and processes to achieve outcomes within time constraints.

Frontline management will normally operate in a relatively simple workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- business and performance plans
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters.

They use legislation, codes and national standards relevant to the workplace. A range of learning methods may be used, for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

Evidence Guide

This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 3, frontline management:

- manages work to achieve goals and results
- uses available routine information appropriate to work responsibility
- makes decisions within responsibility and authority
- explains the organisations goals, values and objectives
- monitors/introduces ways to improve performance
- uses effective consultative processes
- communicates routine and non-routine information clearly to senior managers, peers and subordinates
- promotes available learning methods to assist colleagues
- uses simple information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.
Unit BSXFMI303A  Establish and manage effective workplace relationships

Unit Descriptor  Frontline management plays an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs/outcomes.

Elements of Competency and Performance Criteria

BSXFMI303A/01  Gather, convey and receive information and ideas
   · Information to achieve work responsibilities is collected from appropriate sources.
   · The method(s) used to communicate ideas and information is appropriate to the audience.
   · Communication takes into account social and cultural diversity.
   · Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches.

BSXFMI303A/02  Develop trust and confidence
   · People are treated with integrity, respect and empathy.
   · The organisations social, ethical and business standards are used to develop and maintain positive relationships.
   · Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance.
   · Interpersonal styles and methods are adjusted to the social and cultural environment.

BSXFMI303A/03  Build and maintain networks and relationships
   · Networking is used to identify and build relationships.
   · Networks and other work relationships provide identifiable benefits for the team and organisation.
   · Cross-cultural cooperation results in positive outcomes for individuals, teams and the organisation.
   · Coaching and mentoring is used to assist colleagues develop effective relationships in a diverse workplace.

BSXFMI303A/04  Manage difficulties to achieve positive outcomes
   · Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance.
   · Colleagues receive guidance and support to resolve their work difficulties.
   · Continued poor performance is managed within the organisations processes.
   · Conflict is managed constructively within the organisations processes.
   · Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation and legislative requirements.

Range of Variables
At ASF level 3 frontline management will normally be engaged in a workplace context in which they:
   · have some autonomy for operation
   · work under limited guidance
may have broad guidance and autonomy if working in teams
· have responsibility for others
· may have team co-ordination responsibilities
· apply a broad range of skills to a range of tasks/roles
· operate in a variety of workplace contexts
· are involved in some complexity in the choice of actions
· use competencies within routines, methods and procedures
· use some discretion and judgement in using resources, services and processes to achieve outcomes within time constraints.

Frontline management will normally operate in a relatively simple workplace environment in which they use the organisations:
· goals, objectives, plans, systems and processes
· ethical standards
· access and equity principles and practices
· customer and supplier policies and practices
· quality and continuous improvement processes and standards.

They use legislation, codes and national standards relevant to their workplace. A range of learning methods may be used, for example:
· mentoring
· exchange/rotation
· shadowing
· coaching
· action learning
· structured training programs

Customers and suppliers would typically be from internal sources, although there may be some limited external contact.

Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 3, frontline management:
· uses routine information appropriate to work responsibility
· manages relationships to achieve goals and results
· monitors and introduces ways to improve work relationships
· performs in a way which strengthens and reinforces relationships
· communicates clearly and concisely
· uses effective consultative processes
· encourages alternative views to be submitted and discussed
· treats people openly and fairly
· develops constructive responses when confronted with problems and difficulties
· uses simple information management systems
· selects and uses available technology appropriate to the task
· uses the key competencies to achieve results.
Unit BSXFMI304A  Participate in, lead and facilitate work teams

Unit Descriptor

Frontline management has a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team members, and in achieving team cohesion.

Elements of Competency and Performance Criteria

BSXFMI304A/01  Participate in team planning.

- The team establishes clearly defined purpose, roles, responsibilities and accountabilities within the organisation's goals and objectives.
- The team performance plan contributes to the organisation's business plan, policies and practices.
- The team agrees to processes to monitor and adjust its performance within the organisation's continuous improvement policies.
- The team includes in its plans ways in which it can benefit from the diversity of its membership.

BSXFMI304A/02  Develop team commitment and co-operation.

- The team uses open communication processes to obtain and share information.
- The team encourages and exploits innovation and initiative.
- Support is provided to the team to develop mutual concern and camaraderie.

BSXFMI304A/03  Manage and develop team performance.

- The team is supported in making decisions within its agreed roles and responsibilities.
- The results achieved by the team contribute positively to the organisation's business plans.
- Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals.
- Mentoring and coaching support team members to enhance their knowledge and skills.
- Delegates' performance is monitored to confirm that they have completed their delegation/assignment.

BSXFMI304A/04  Participate in, and facilitate the work team

- Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes.
- Individuals and teams are actively encouraged to take individual and joint responsibility for their actions.
- The diversity of individuals' knowledge and skills is used to enhance team performance.
- The team receives support to identify and resolve problems which impede its performance.
Range of Variables
At ASF level 3 frontline management will normally be engaged in a workplace context in which they:
· have some autonomy for operation
· work under limited guidance
· may have broad guidance and autonomy if working in teams
· have responsibility for others
· may have team co-ordination responsibilities
· apply a broad range of skills to a range of tasks/roles
· operate in a variety of workplace contexts
· are involved in some complexity in the choice of actions
· use competencies within routines, methods and procedures
· use some discretion and judgement in using resources, services and processes to achieve outcomes within time constraints

Frontline management will normally operate in a relatively simple workplace environment in which they use the organisations:
· goals, objectives, plans, systems and processes
· access and equity principles and practices
· quality and continuous improvement
· performance/business plans
· processes and standards
· ethical standards
· defined resource parameters

They use legislation, codes and national standards relevant to the workplace. A range of learning methods may be used, for example:
· mentoring
· exchange/rotation
· shadowing
· coaching
· action learning
· structured training programs

Teams maybe one or a mixture of:
· on-going
· work-based
· project-based
· cross-functional.

Teams may include:
· full time employees
· contractors
· part time employees.

Frontline management roles in teams may include:
· leader
· facilitator
· participant
· coach
· mentor
Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 3, frontline management:

- manages work to achieve goals and results
- uses routine information appropriate to work responsibility
- establishes among teams a commitment to the organisations goals, values and plans
- monitors/proposes ways to improve team performance
- makes decisions within responsibility and authority
- uses effective consultative processes
- encourages team members to openly propose, discuss and resolve issues
- deals with conflict before it adversely affects team performance
- treats people openly and fairly
- supports team to share knowledge and skills
- promotes available learning methods to support team
- uses simple information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.
Unit BSXFMI305A  Manage operations to achieve planned outcomes

Unit Descriptor
Frontline management is actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation. This pivotal role is carried out to create safe, efficient and effective products and services to customer satisfaction within the organisations productivity and profitability plans.

Elements of Competency and Performance Criteria

BSXFMI305A/01  Plan resource use to achieve profit/productivity targets.
- Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers.
- Operational plans contribute to the achievement of the organisations performance/business plan.
- Operational plans identify available resources, taking into account customer needs and the organisations plans.
- Plans to maximise value gained from the diversity of the organisations resources.
- Contingency plans are prepared in the event that initial plans need to be varied.

BSXFMI305A/02  Acquire resources to achieve operational plan.
- Employees are recruited and inducted within the organisations human resource management policies and practices.
- Physical resources and services are acquired in accord with the organisations practices and procedures.

BSXFMI305A/03  Monitor operational performance.
- Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets.
- Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance.
- Unsatisfactory performance is identified and prompt action is taken to rectify the situation.
- Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups.

BSXFMI305A/04  Monitor resource usage.
- Systems and processes are monitored to establish whether resources are being used as planned.
- Problems with resource usage are investigated and rectified and/or reported to designated persons/groups.
- Mentoring and coaching is provided to support individuals/teams who have difficulties in using resources to the required standard.
- Systems, procedures and records associated with documenting resource acquisition and usage are managed in accordance with the organisations requirements.
Range of Variables
At ASF level 3 frontline management will normally be engaged in a workplace context in which they:

· have some autonomy for operation  
· work under limited guidance  
· may have broad guidance and autonomy if working in teams  
· have responsibility for others  
· may have team co-ordination responsibilities  
· apply a broad range of skills to a range of tasks/roles  
· operate in a variety of workplace contexts  
· are involved in some complexity in the choice of actions  
· use competencies within routines, methods and procedures  
· use some discretion and judgement in using resources, services and processes to achieve outcomes within time constraints.

Frontline management will normally operate in a relatively simple workplace environment in which they use the organisations:

· goals, objectives, plans, systems and processes  
· access and equity principles and practices  
· quality and continuous improvement  
· business performance plans  
· processes and standards  
· ethical standards  
· defined resource limits

Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 3, frontline management:

· manages work to achieve goals and results  
· uses routine information appropriate to work responsibility  
· makes decisions within responsibility and authority  
· organises and uses resources to achieve business plans  
· manages resources within the accountability requirements  
· eliminates/minimises resource inefficiencies and waste  
· ensures that legislative requirements are met in work operations  
· monitors/introduces ways to improve operations  
· uses effective consultative processes  
· seeks feedback and acts on constructive advice  
· promotes available learning methods to assist colleagues  
· uses simple information management systems  
· selects and uses available technology appropriate to the task  
· records/reports information within established systems  
· uses the key competencies to achieve results.
Unit BSXFMI306A  Manage workplace information

Unit Descriptor
Frontline management is an important creator and manager of information. Their competency in identifying, acquiring, analysing and using appropriate information plays a significant part in the efficiency and effectiveness of the individuals/teams/organisations performance.

Elements of Competency and Performance Criteria

BSXFMI306A/01 Identify and source information needs
· The information needs of individuals/teams is determined and the sources are identified.
· Information held by the organisation is reviewed to determine suitability and accessibility.
· Plans are prepared to obtain information which is not available/accessible within the organisation.

BSXFMI306A/02 Collect, analyse and report information.
· Collection of information is timely and relevant to the needs of individuals/teams.
· Information is in a format suitable for analysis, interpretation and dissemination.
· Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was acquired.

BSXFMI306A/03 Use management information systems.
· Management information systems are used effectively to store and retrieve data for decision making.
· Technology available in the work area/organisation is used to manage information efficiently and effectively.
· Recommendations for improving the information system are submitted to designated persons/groups.

BSXFMI306A/04 Prepare business plans/budgets.
· Individuals/teams are involved in business plan/budget preparation in a way which uses their contribution effectively and gains their support for the outcomes.
· Business plans/budgets are prepared and presented in accordance with the organisations guidelines and requirements.
· Contingency plans are prepared in the event that alternative action is required.

BSXFMI306A/05 Prepare resource proposals.
· Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management.
· Estimates of resource needs and utilisation reflects the organisations business plans, and customer and supplier requirements.
· Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes.
Range of Variables
At ASF level 3 frontline management will normally be engaged in a workplace context in which they:

- have some autonomy for operation
- work under limited guidance
- may have broad guidance and autonomy if working in teams
- have responsibility for others
- may have team co-ordination responsibilities
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods and procedures
- use some discretion and judgement in using resources, services and processes to achieve outcomes within time constraints

Frontline management will normally operate in a relatively simple workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- quality and continuous improvement
- processes and standards
- business performance plans
- defined resource limits
- ethical standards

They use legislation, codes and national standards relevant to the workplace. A range of learning methods may be used, for example:

- mentoring
- exchange/rotation
- shadowing
- action learning
- structured training programs

Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 3, frontline management:

- manages work to achieve goals and results
- manages operations within budget constraints
- makes decisions within responsibility and authority
- uses routine information appropriate to work responsibility
- monitors/improves ways to manage routine information
- explains basic financial concepts in business plans/budgets
- prepares simple financial information within standard format
- ensures that legislative requirements are included in plans
- promotes available learning methods to assist colleagues
- uses effective consultative processes
- communicates with colleagues who have specialist resource responsibilities in resource and financial management
- uses simple information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.
Unit BSXFMI307A Manage quality customer service

Unit Descriptor
Frontline management is involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation and the customer. This will be carried out in the context of the organisation's policies and practices as well as legislation, conventions, and codes of practice.

Elements of Competency and Performance Criteria

BSXFMI307A/01 Plan to meet internal and external customer requirements.
- The needs of customers are researched, understood, and assessed, and included in the planning process.
- Provision is made in plans to achieve the quality, time, and cost specifications agreed with customers.

BSXFMI307A/02 Ensure delivery of quality products/services.
- Products/services are delivered to customer specifications within the teams/organisation's business plan.
- Individual/team performance consistently meets quality, safety, resource, and delivery standards.
- Coaching and mentoring assist colleagues overcome difficulty in meeting customer service standards.

BSXFMI307A/03 Monitor, adjust and report customer service.
- The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards.
- Customer feedback is sought and used to improve the provision of products/services.
- Resources are used effectively and efficiently to provide quality products/services to customers.
- Decisions to overcome problems with products/services are taken in consultation with designated individuals/groups.
- Adjustments are made to products/services, and those who have a role in their planning and delivery are informed of changes.
- Records, reports, and recommendations are managed within the organisation's systems and processes.

Range of Variables
At ASF level 3 frontline management will normally be engaged in a workplace context in which they:
- have some autonomy for operation
- work under limited guidance
- may have broad guidance and autonomy if working in teams
- have responsibility for others
- may have team co-ordination responsibilities
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
· use competencies within routines, methods and procedures
· use some discretion and judgement in using resources, services and processes to achieve outcomes within time constraints

Frontline management will normally operate in a relatively simple workplace environment in which they use the organisations:
· goals, objectives, plans, systems and processes
· quality and continuous improvement
· processes and standards
· business performance plans
· defined resource limits
· ethical standards
· products/services standards

They use legislation, codes and national standards relevant to the workplace. A range of learning methods may be used, for example:
· mentoring
· exchange/rotation
· shadowing
· coaching
· action learning
· structured training programs

Resources may include:
· people
· equipment
· buildings/facilities
· finance
· power/energy
· technology
· information
· time

Customers may be:
· internal or external
· drawn from existing or new sources

**Evidence Guide**
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 3, frontline management:
· manages work to achieve goals and results
· manages products/services within budget constraints
· makes decisions within responsibility and authority
· uses routine information appropriate to work responsibility
· monitors/introduces ways to improve products/services
· uses effective consultative processes
· ensures that legislation and standards are met
· develops and maintains effective communication with customers
· seeks customer feedback and acts on constructive advice
· treats people openly and fairly
· promotes available learning methods to assist colleagues
· uses simple information management systems
· selects and uses available technology appropriate to the task
· uses the key competencies to achieve results.
Unit BSXFMI308A  Develop and maintain a safe workplace and environment

Unit Descriptor  Frontline management has a key role in ensuring that the workplace meets safety requirements set down in legislation, standards and the organisations policies and practices. While it is recognised that safety is everyone’s responsibility, frontline management has an important leadership role in promoting and monitoring a safe workplace and environment.

Elements of Competency and Performance Criteria

BSXFMI308A/01  Access and share legislation, codes and standards.
   · Legislation, standards and the organisations policies and practices relevant to the creation and maintenance of a safe workplace and environment are made available to individuals/teams.
   · Arrangements are made to provide information in a language, style and format which is understood by colleagues.
   · Individuals/teams know their legal responsibility for maintaining a safe workplace and environment.
   · The implications of an unsafe workplace and environment is clear to all within the workplace.

BSXFMI308A/02  Plan and implement safety requirements.
   · Work practices are planned with colleagues to ensure compliance with workplace and environmental legislation and standards.
   · Work practices are implemented in accordance with requirements specified in legislation and standards for safe workplaces and environments.
   · Coaching and mentoring supports colleagues in managing their rights and responsibilities.

BSXFMI308A/03  Monitor, adjust and report safety performance.
   · Actual and potential problems are identified, rectified and reported promptly and decisively to ensure workplace and environmental safety.
   · Hazards are managed so that risks are minimised.
   · Waste recycling, reduction and disposal is carried out within legislative and organisational requirements.
   · Recommendations to make improvements to comply with legislation and associated standards are submitted to designated persons/groups.
   · Individuals/teams are informed of the results of improvements in the workplace.
   · Systems, records and reporting procedures are maintained according to legislative requirements.

BSXFMI308A/04  Investigate and report non-conformance.
   · Non-conformance is investigated and dealt with according to legislative requirements.
   · Coaching and mentoring supports colleagues to acquire and apply competencies to meet legislative requirements and the associated standards.
   · Workplace practices are implemented to ensure that non-conformance is not repeated.
Range of Variables
At ASF level 3 frontline management will normally be engaged in a workplace context in which they:
- have some autonomy for operation
- work under limited guidance
- may have broad guidance and autonomy if working in teams
- have responsibility for others
- may have team co-ordination responsibilities
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods and procedures
- use some discretion and judgement in using resources, services and processes to achieve outcomes within time constraints

Frontline management will normally operate in a relatively simple workplace environment in which they use the organisations:
- goals, objectives, plans, systems and processes
- quality and continuous improvement
- processes and standards
- business performance plans
- defined resource limits
- ethical standards

They use legislation, codes and national standards relevant to the workplace, particularly those involved with:
- workplace safety
- environmental safety

Arrange of learning methods may be used, for example:
- mentoring
- exchange/rotation
- shadowing
- coaching
- action learning
- structured training programs

Resources may include:
- people
- equipment
- buildings/facilities
- finance
- power/energy
- technology
- information
- time
Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 3, frontline management:

- develops a safety conscious culture in work area
- uses routine information appropriate to work responsibility
- explains safety legislation, standards and procedures to individuals/teams
- maintains a safe workplace
- takes prompt action to rectify/report non-compliance
- monitors/introduces ways to ensure safety compliance
- promotes available learning methods to support colleagues
- uses simple information management systems
- selects and uses available technology appropriate to the task
- records/reports information within legislative requirements
- uses the key competencies to achieve results.
Unit BSXFMI309A  Implement and monitor continuous improvements to systems and processes

Unit Descriptor
Frontline management has an active role in managing the continuous improvement process in achieving the organisations quality objectives. Their position, closely associated with the creation and delivery of products and services, means that they play an important part in influencing the on-going development of the organisation.

Elements of Competency and Performance Criteria

BSXFMI309A/01  Implement continuous improvement systems and processes.
  · Team members are actively encouraged and supported to participate in decision making processes and to assume responsibility and authority.
  · The organisations continuous improvement processes are communicated to individuals/teams.
  · Mentoring and coaching support ensures that individuals/teams are able to implement the organisations continuous improvement processes.

BSXFMI309A/02  Monitor, adjust and report performance.
  · The organisations systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved.
  · Customer service is strengthened through the use of continuous improvement techniques and processes.
  · Plans are adjusted and communicated to those who have a role in their development and implementation.

BSXFMI309A/03  Consolidate opportunities for further improvement.
  · Individuals/teams are informed of savings and productivity improvements in achieving the business plan.
  · Work performance is documented and the information is used to identify opportunities for further improvement.
  · Records, reports and recommendations for improvement are managed within the organisations systems and processes.

Range of Variables
At ASF level 3 frontline management will normally be engaged in a workplace context in which they:
  · have some autonomy for operation
  · work under limited guidance
  · may have broad guidance and autonomy if working in teams
  · have responsibility for others
  · may have team co-ordination responsibilities
  · apply a broad range of skills to a range of tasks/roles
  · operate in a variety of workplace contexts
  · are involved in some complexity in the choice of actions
  · use competencies within routines, methods and procedures
  · use some discretion and judgement in using resources, services and processes to achieve outcomes within time constraints
Frontline management will normally operate in a relatively simple workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- access & equity principles & practices
- quality and continuous improvement
- business performance plans
- processes and standards
- ethical standards
- defined resource limits

They use legislation, codes and national standards relevant to the workplace. A range of learning methods may be used, for example:

- mentoring
- exchange/rotation
- shadowing
- coaching
- action learning
- structured training programs

**Evidence Guide**

This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 3, frontline management:

- explains the organisations continuous improvement methods
- uses routine information appropriate to work responsibility
- manages work effectively to achieve goals and results
- monitors/introduces ways to improve performance
- encourages ideas and feedback to improve processes
- uses effective consultative processes
- promotes available learning methods to assist colleagues
- uses simple information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies.
Unit BSXFMI310A Facilitate and capitalise on change and innovation

Unit Descriptor
Frontline management has an active role in fostering change and acting as a catalyst in the implementation of change and innovation. They have a creative role in ensuring that individuals, the team and the organisation gain from change; and that the customer benefits through improved products and services.

Elements of Competency and Performance Criteria

BSXFMI310A/01 Participate in planning the introduction of change.
- The manager contributes effectively in the organisations planning processes to introduce change.
- Plans to introduce change are made in consultation with designated individuals/groups.
- The organisations objectives and plans to introduce change are explained clearly to individuals/teams.

BSXFMI310A/02 Develop creative and flexible approaches and solutions.
- Alternative approaches to managing workplace issues and problems are identified and analysed.
- Risks are assessed and action is taken to achieve a recognised benefit or advantage to the organisation.
- The workplace is managed in a way which promotes the development of innovative approaches and outcomes.
- Creative and responsive approaches to resource management improves productivity and/or reduces costs in a competitive environment.

BSXFMI310A/03 Manage emerging challenges and opportunities.
- Individuals/teams respond effectively and efficiently to changes in the organisations goals, plans and priorities.
- Coaching and mentoring assists individuals/teams develop competencies to handle change efficiently and effectively.
- The manager uses opportunities within their responsibility and authority to make adjustments to respond to the changing needs of customers and the organisation.
- Individuals/teams are kept informed of progress in the implementation of change.
- Recommendations for improving the methods/techniques to manage change are negotiated with designated persons/groups.
Range of Variables
At ASF level 3 frontline management will normally be engaged in a workplace context in which they:

- have some autonomy for operation
- work under limited guidance
- may have broad guidance and autonomy if working in teams
- have responsibility for others
- may have team co-ordination responsibilities
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods and procedures
- use some discretion and judgement in using resources, services and processes to achieve outcomes within time constraints

Frontline management will normally operate in a relatively simple workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- access & equity principles & practices
- quality and continuous improvement
- business performance plans
- processes and standards
- ethical standards
- defined resource limits

They use legislation, codes and national standards relevant to the workplace. A range of learning methods may be used, for example:

- mentoring
- exchange/rotation
- shadowing
- coaching
- action learning
- structured training programs

Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 3, frontline management:

- manages work to achieve goals and results
- explains the organisations methods to introduce change
- uses routine information appropriate to work responsibility
- identifies opportunities to introduce change within responsibility and authority
- monitors/introduces practices to improve performance
- uses effective consultation processes
- seeks feedback and acts on constructive advice
- promotes available learning methods to support colleagues
- uses simple information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.
Unit BSXFMI311A  Contribute to the development of a workplace learning environment

Unit Descriptor  Frontline management plays a prominent role in encouraging and supporting the development of a learning organisation. Promoting a learning environment in which work and learning are integrated is an important goal to be achieved.

Elements of Competency and Performance Criteria

BSXFMI311A/01  Create learning opportunities.
- Workplace environments which facilitate learning are developed and supported.
- Learning plans are developed as an integral part of individual/team performance plans.
- Learning plans reflect the diversity of needs and learning opportunities.
- Individual/team access to, and participation in, learning opportunities is facilitated.
- Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team, and organisational performance.

BSXFMI311A/02  Facilitate and promote learning.
- Workplace activities are used as opportunities for learning.
- Coaching and mentoring contributes effectively to the development of workplace knowledge, skills and attitudes.
- The benefits of learning are shared with others in the team/organisation.
- Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards.

BSXFMI311A/03  Monitor and improve learning effectiveness.
- Performance of individuals/teams is monitored to determine the type and extent of additional work-based support.
- Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements.
- Adjustments negotiated with training and development specialists results in improvements to the efficiency and effectiveness of learning.
- Records and reports of competency are documented and maintained within the organisations systems and procedures.

Range of Variables
At ASF level 3 frontline management will normally be engaged in a workplace context in which they:
- have some autonomy for operation
- work under limited guidance
- may have broad guidance and autonomy if working in teams
- have responsibility for others
- may have team co-ordination responsibilities
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
are involved in some complexity in the choice of actions
· use competencies within routines, methods and procedures
· use some discretion and judgement in using resources, services and processes to achieve outcomes within time constraints

Frontline management will normally operate in a relatively simple workplace environment in which they use the organisations:
· goals, objectives, plans, systems and processes
· access & equity principles & practices
· quality and continuous improvement
· business performance plans
· processes and standards
· ethical standards
· defined resource limits

They use legislation, codes and national standards relevant to the workplace. A range of learning methods may be used, for example:
· mentoring
· exchange/rotation
· shadowing
· coaching
· action learning
· structured training programs

Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 3, frontline management:
· manages work to achieve goals and results
· explains the organisations methods to introduce change
· uses routine information appropriate to work responsibility
· identifies opportunities to introduce change within responsibility and authority
· monitors/introduces practices to improve performance
· uses effective consultation processes
· seeks feedback and acts on constructive advice
· promotes available learning methods to support colleagues
· uses simple information management systems
· selects and uses available technology appropriate to the task
· uses the key competencies to achieve results.
Unit BSXFMI401A Manage personal work priorities and professional development

Unit Descriptor
Frontline management is responsible for managing their own performance and taking responsibility for their professional development within the context of the organisation.

Elements of Competency and Performance Criteria

BSXFMI401A/01 Manage self
· Personal qualities and performance serve as a role model in the workplace.
· Personal goals and plans reflect the organisation's plans, and personal roles, responsibilities and accountabilities.
· Action is taken to achieve and extend personal goals beyond those planned.
· Consistent personal performance is maintained in varying work conditions and work contexts.

BSXFMI401A/02 Set and meet own work priorities
· Competing demands are prioritised to achieve personal, team and the organisation's goals and objectives.
· Technology is used efficiently and effectively to manage work priorities and commitments.

BSXFMI401A/03 Develop and maintain professional competence
· Personal knowledge and skills are assessed against competency standards to determine development needs and priorities.
· Feedback from clients and colleagues is used to identify and develop ways to improve competence.
· Management development opportunities suitable to personal learning style(s) are selected and used to develop competence.
· Participation in professional networks and associations enhances personal knowledge, skills and relationships.
· New skills are identified and developed to achieve and maintain a competitive edge.

Range of Variables
At ASF level 4 frontline management will normally be engaged in a workplace context in which they:
· have some autonomy for operation
· work under limited guidance
· may have broad guidance and autonomy if working in teams
· have responsibility for others
· may have team co-ordination responsibilities
· apply a broad range of skills to a range of tasks/roles
· operate in a variety of workplace contexts
· are involved in some complexity in the choice of actions
· use competencies within routines, methods and procedures
· use some discretion and judgement in using resources, services and processes to achieve outcomes within time constraints

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Frontline management will normally operate in a relatively simple workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- access & equity principles & practices
- quality and continuous improvement
- business performance plans
- processes and standards
- ethical standards
- defined resource limits

They use legislation, codes and national standards relevant to the workplace. A range of learning methods may be used, for example:

- mentoring
- exchange/rotation
- shadowing
- coaching
- action learning
- structured training programs

**Evidence Guide**

This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 4, frontline management:

- manages work to achieve goals and results
- develops links between work and learning
- explains basic principles of adult learning
- uses routine information appropriate to work responsibility
- monitors/introduces ways for people to develop knowledge and skills
- provides coaching and mentoring support
- encourages colleagues to share their knowledge and skills
- promotes available learning methods to support colleagues
- uses simple information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.
Unit BSXFMI402A Provide leadership in the workplace

Unit Descriptor
Frontline management has an important leadership role in the development of the organisation. This will be most evident in the manner in which they conduct themselves, the initiative which they take in influencing others, and the way they manage their responsibilities.

Elements of Competency and Performance Criteria

BSXFMI402A/01 Model high standards of management performance
- Performance plans are developed and implemented in accordance with the organisations goals and objectives.
- Key performance indicators are developed within the teams/organisations business plans.
- Performance meets the organisations requirements.
- Performance serves as a positive role model for others.

BSXFMI402A/02 Enhance the organisation's image
- The organisations standards and values are used in conducting business.
- Standards and values considered to be damaging to organisation are questioned through established communication channels.
- Personal performance contributes to developing an organisation which has integrity and credibility.

BSXFMI402A/03 Influence individuals and teams positively
- Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work.
- Individuals/teams efforts and contributions are encouraged, valued and rewarded.
- Ideas and information receive the acceptance and support of colleagues.

BSXFMI402A/04 Make informed decisions
- Information relevant to the issue(s) under consideration is gathered and organised.
- Individuals/teams participate actively in the decision making processes.
- Options are examined and their associated risks assessed to determine preferred course(s) of action.
- Decisions are timely and communicated clearly to individuals/teams.
- Plans to implement decisions are prepared and agreed by relevant individuals/teams.
- Feedback processes are used effectively to monitor the implementation and impact of decisions.

Range of Variables
At ASF level 4 frontline management will normally be engaged in a workplace context in which they:
- are autonomous, working under general guidance on progress and outcomes
- may supervise others
- may guide or facilitate teams
- have responsibility for, and limited organisation of work of others
· apply knowledge with depth in some areas
· apply a broad range of skills to a range of tasks/roles
· operate in a variety of workplace contexts
· are involved in some complexity in the choice of actions
· use competencies within routines, methods and procedures
· use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in a relatively diverse workplace environment in which they use the organisations:
· goals, objectives, plans, systems and processes
· access and equity principles and practices
· quality and continuous improvement
· business and performance plans
· processes and standards
· ethical standards
· defined resource parameters

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:
· mentoring
· action learning
· coaching
· shadowing
· exchange/rotation
· structured training programs

Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 4, frontline management:
· achieves planned results
· acquires and uses information appropriate to work responsibility
· makes decisions within responsibility and authority
· explains the organisations goals, values and objectives
· establishes and monitors Key Performance Indicators for individuals/teams
· manages work effectively to achieve goals and results
· monitors/introduces practices to improve performance
· operates effectively in diverse work environments and contexts
· uses modern management techniques in work performance
· uses effective consultative processes
· communicates routine and non-routine information clearly to senior managers, peers and subordinates
· promotes available learning methods to support colleagues competence
· uses information management systems
· selects and uses available technology appropriate to the task
· uses the key competencies to achieve results.
Unit BSXFMI403A Establish and manage effective workplace relationships

Unit Descriptor Frontline management plays an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs/outcomes.

Elements of Competency and Performance Criteria

BSXFMI403A/01 Gather, convey and receive information and ideas
- Information to achieve work responsibilities is collected from appropriate sources.
- The method(s) used to communicate ideas and information is appropriate to the audience.
- Communication takes into account social and cultural diversity.
- Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches.
- Information to achieve work responsibilities is collected from appropriate sources.
- The method(s) used to communicate ideas and information is appropriate to the audience.
- Communication takes into account social and cultural diversity.
- Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches.

BSXFMI403A/02 Develop trust and confidence
- People are treated with integrity, respect and empathy.
- The organisations social, ethical and business standards are used to develop and maintain positive relationships.
- Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance.
- Interpersonal styles and methods are adjusted to the social and cultural environment.

BSXFMI403A/03 Build and maintain networks and relationships
- Networking is used to identify and build relationships.
- Networks and other work relationships provide identifiable benefits for the team and organisation.
- Cross-cultural cooperation results in positive outcomes for individuals, teams and the organisation.
- Coaching and mentoring is used to assist colleagues develop effective relationships in a diverse workplace.
BSXFMI403A/04  Manage difficulties to achieve positive outcomes

- Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance.
- Colleagues receive guidance and support to resolve their work difficulties.
- Continued poor performance is managed within the organisations processes.
- Conflict is managed constructively within the organisations processes.
- Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation and legislative requirements.

Range of Variables
At ASF level 4 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under general guidance on progress and outcomes
- may supervise others
- may guide or facilitate teams
- have responsibility for, and limited organisation of work of others
- apply knowledge with depth in some areas
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods and procedures
- use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in a relatively diverse workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- access and equity principles and practices
- quality and continuous improvement
- business and performance plans
- processes and standards
- ethical standards
- defined resource parameters

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:

- mentoring
- exchange/rotation
- shadowing
- coaching
- action learning
- structured training programs

Customers and suppliers may be:

- internal or external
- drawn from existing or new sources
Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Unit's workplace outcomes within the context of ASF level 4, frontline management:

· uses information appropriate to work responsibility
· manages relationships effectively to achieve goals/results
· monitors and introduces ways to improve work relationships
· performs in a way which strengthens and reinforces relationships
· develops effective relationships in internal and external environments
· communicates clearly and concisely
· responds effectively to unexpected demands from a range of sources
· provides honest and constructive feedback
· uses effective consultative processes
· encourages contrary views to be submitted and discussed
· treats people openly and fairly
· develops constructive responses when confronted with problems and difficulties
· uses information management systems
· selects and uses available technology appropriate to the task
· uses the key competencies to achieve results.
Unit BSXFMI404A  Participate in, lead and facilitate work teams

Unit Descriptor
Frontline management has a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team members, and in achieving team cohesion.

Elements of Competency and Performance Criteria

BSXFMI404A/01  Participate in team planning
- The team establishes clearly defined purpose, roles, responsibilities and accountabilities within the organisation's goals and objectives.
- The team performance plan contributes to the organisation's business plan, policies and practices.
- The team agrees to processes to monitor and adjust its performance within the organisation's continuous improvement policies.
- The team includes in its plans ways in which it can benefit from the diversity of its membership.

BSXFMI404A/02  Develop team commitment and co-operation
- The team uses open communication processes to obtain and share information.
- The team encourages and exploits innovation and initiative.
- Support is provided to the team to develop mutual concern and camaraderie.

BSXFMI404A/03  Manage and develop team performance
- The team is supported in making decisions within its agreed roles and responsibilities.
- The results achieved by the team contribute positively to the organisation's business plans.
- Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals.
- Mentoring and coaching supports team members to enhance their knowledge and skills.
- Delegates performance is monitored to confirm that they have completed their delegation/assignment.

BSXFMI404A/04  Participate in, and facilitate the work team
- Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes.
- Individuals and teams are actively encouraged to take individual and joint responsibility for their actions.
- The diversity of individuals knowledge and skills is used to enhance team performance.
- The team receives support to identify and resolve problems which impede its performance.
Range of Variables
At ASF level 4 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under general guidance on progress and outcomes
- may supervise others
- may guide or facilitate teams
- have responsibility for, and limited organisation of work of others
- apply knowledge with depth in some areas
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods and procedures
- use some discretion and judgement for self and others in planning and using resources,
- services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in a relatively diverse workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- access and equity principles and practices
- quality and continuous improvement
- business and performance plans
- processes and standards
- ethical standards
- defined resource parameters

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:

- mentoring
- exchange/rotation
- shadowing
- coaching
- action learning
- structured training programs

Teams may be one or a mixture of:

- on-going
- work-based
- project-based
- cross-functional

Teams may include:

- full time employees
- contractors
- part time employees

Frontline management roles in teams may include:

- leader
- facilitator
- participant
- coach
- mentor
Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 4, frontline management:

- acquires and uses information appropriate to work responsibility
- establishes among teams a commitment to the organisations goals, values and plans
- manages work effectively to achieve goals and results
- makes decisions within responsibility and authority
- provides clear direction in devolving responsibility and accountability
- provides constructive feedback to delegates
- monitors/proposes ways to improve team performance
- works effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- uses effective consultative processes
- encourages teams to openly propose, discuss and resolve issues
- deals with conflict before it adversely affects team performance
- treats people openly and fairly
- supports team to share knowledge and skills
- promotes available learning methods to support team
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.
Unit BSXFMI405A Manage operations to achieve planned outcomes

Unit Descriptor
Frontline management is actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation. This pivotal role is carried out to create safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans.

Elements of Competency and Performance Criteria

BSXFMI405A/01 Plan resource use to achieve profit/productivity targets.
- Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers.
- Operational plans contribute to the achievement of the organisation's performance/business plan.
- Operational plans identify available resources, taking into account customer needs and the organisation's plans.
- Plans to maximise value gained from the diversity of the organisation's resources.
- Contingency plans are prepared in the event that initial plans need to be varied.

BSXFMI405A/02 Acquire resources to achieve operational plan.
- Employees are recruited and inducted within the organisation's human resource management policies and practices.
- Physical resources and services are acquired in accordance with the organisation's practices and procedures.

BSXFMI405A/03 Monitor operational performance.
- Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets.
- Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance.
- Unsatisfactory performance is identified and prompt action is taken to rectify the situation.
- Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups.

BSXFMI405A/04 Monitor resource usage.
- Systems and processes are monitored to establish whether resources are being used as planned.
- Problems with resource usage are investigated and rectified and/or reported to designated persons/groups.
- Mentoring and coaching is provided to support individuals/teams who have difficulties in using resources to the required standard.
- Systems, procedures and records associated with documenting resource acquisition and usage are managed in accordance with the organisation's requirements.
Range of Variables
At ASF level 4 frontline management will normally be engaged in a workplace context in which they:
- are autonomous, working under general guidance on progress and outcomes
- may supervise others
- may guide or facilitate teams
- have responsibility for, and limited organisation of work of others
- apply knowledge with depth in some areas
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods and procedures
- use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in a relatively diverse workplace environment in which they use the organisations:
- goals, objectives, plans, systems and processes
- access and equity principles and practices
- quality and continuous improvement
- business performance plans
- processes and standards
- ethical standards
- defined resource parameters

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:
- mentoring
- exchange/rotation
- shadowing
- coaching
- action learning
- structured training programs

Resources may include:
- people
- power/energy
- information
- finance
- buildings/facilities
- time
- equipment
- technology
Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 4, frontline management:

- manages work effectively to achieve goals and results
- acquires and uses information appropriate to responsibility
- makes decisions within responsibility and authority
- participates effectively in wider organisational processes which have an effect on operational performance
- organises and uses resources to achieve business plans
- provides input to the organisations planning processes
- eliminates/minimises resource inefficiencies and waste
- creates products/services which are safe for customer use
- develops alternative approaches to improve resource use
- ensures that legislative requirements are met in work operations
- prepares and negotiates recommendations to change operations
- uses effective consultative processes
- seeks feedback and acts on constructive advice
- promotes available learning methods to assist colleagues
- uses information management systems
- selects and uses available technology appropriate to the task
- records/reports information within established systems
- uses the key competencies to achieve results.
Unit **BSXFMI406A** Manage workplace information

**Unit Descriptor**

Frontline management is an important creator and manager of information. Their competency in identifying, acquiring, analysing and using appropriate information plays a significant part in the efficiency and effectiveness of the individuals/teams/organisations performance.

**Elements of Competency and Performance Criteria**

**BSXFMI406A/01 Identify and source information needs**

- The information needs of individuals/teams is determined and the sources are identified.
- Information held by the organisation is reviewed to determine suitability and accessibility.
- Plans are prepared to obtain information which is not available/accessible within the organisation.

**BSXFMI406A/02 Collect, analyse and report information.**

- Collection of information is timely and relevant to the needs of individuals/teams.
- Information is in a format suitable for analysis, interpretation and dissemination.
- Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was acquired.

**BSXFMI406A/03 Use management information systems.**

- Management information systems are used effectively to store and retrieve data for decision making.
- Technology available in the work area/organisation is used to manage information efficiently and effectively.
- Recommendations for improving the information system are submitted to designated persons/groups.

**BSXFMI406A/04 Prepare business plans/budgets.**

- Individuals/teams are involved in business plan/budget preparation in a way which uses their contribution effectively and gains their support for the outcomes.
- Business plans/budgets are prepared and presented in accordance with the organisations guidelines and requirements.
- Plans are prepared in the event that alternative action is required.

**BSXFMI406A/05 Prepare resource proposals.**

- Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management.
- Estimates of resource needs and utilisation reflects the organisations business plans, and customer and supplier requirements.
- Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes.
Range of Variables
At ASF level 4 frontline management will normally be engaged in a workplace context in which they:
- are autonomous, working under general guidance on progress and outcomes
- may supervise others
- may guide or facilitate teams
- have responsibility for, and limited organisation of work of others
- apply knowledge with depth in some areas
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods and procedures
- use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in a relatively diverse workplace environment in which they use the organisations:
- goals, objectives, plans, systems and processes
- access and equity principles and practices and processes
- quality and continuous improvement
- business performance plans
- processes and standards
- ethical standards
- defined resource parameters

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:
- mentoring
- exchange/rotation
- shadowing
- coaching
- action learning
- structured training programs

Resources may include:
- people
- power/energy
- information
- finance
- buildings/facilities
- time
- equipment
- technology
Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 4, frontline management:

- manages work effectively to achieve goals and results
- acquires and uses information appropriate to work responsibility
- makes decisions within responsibility and authority
- monitors/improves ways to manage information
- explains basic financial concepts in business plans/budgets
- prepares basic financial information within standard format
- prepares resource proposals within budget constraints
- prepares and negotiates recommendations to improve the organisations information systems
- ensures that legislative requirements are met in plans
- promotes available learning methods to support colleagues
- uses effective consultative processes
- communicates with colleagues who have specialist responsibilities in financial and resource management
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.
Unit BSXFMI407A Manage quality customer service

Unit Descriptor
Frontline management is involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation and the customer. This will be carried out in the context of the organisation's policies and practices as well as legislation, conventions and codes of practice.

Elements of Competency and Performance Criteria

BSXFMI407A/01 Plan to meet internal and external customer requirements.
- The needs of customers are researched, understood, and assessed, and included in the planning process.
- Provision is made in plans to achieve the quality, time and cost specifications agreed with customers.

BSXFMI407A/02 Ensure delivery of quality products/services.
- Products/services are delivered to customer specifications within the teams/organisation's business plan.
- Individual/team performance consistently meets quality, safety, resource and delivery standards.
- Coaching and mentoring assists colleagues overcome difficulty in meeting customer service standards.

BSXFMI407A/03 Monitor, adjust and report customer service.
- The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards.
- Customer feedback is sought and used to improve the provision of products/services.
- Resources are used effectively and efficiently to provide quality products/services to customers.
- Decisions to overcome problems with products/services are taken in consultation with designated individuals/groups.
- Adjustments are made to products/services, and those who have a role in their planning and delivery are informed of changes.
- Records, reports and recommendations are managed within the organisation's systems and processes.

Range of Variables
At ASF level 4 frontline management will normally be engaged in a workplace context in which they:
- are autonomous, working under general guidance on progress and outcomes
- may supervise others
- may guide or facilitate teams
- have responsibility for, and limited organisation of work of others
- apply knowledge with depth in some areas
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
use competencies within routines, methods and procedures
use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in a relatively diverse workplace environment in which they use the organisations:
- goals, objectives, plans, systems and processes
- access and equity principles, practices and processes

Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 4, frontline management:
- manages work effectively to achieve goals and results
- manages products/services within budget constraints
- makes decisions within responsibility and authority
- acquires and uses information appropriate to work responsibility
- monitors/introduces ways to improve products/services
- uses effective consultative processes
- ensures that legislation and standards are met
- develops and maintains effective communication with customers
- seeks customer feedback and acts on constructive advice
- treats people openly and fairly
- promotes available learning methods to enable colleagues to maintain current competence
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.
Unit BSXFMI408A Develop and maintain a safe workplace and environment

Unit Descriptor
Frontline management has a key role in ensuring that the workplace meets safety requirements set down in legislation, standards and the organisations policies and practices. While it is recognised that safety is everyone’s responsibility, frontline management has an important leadership role in promoting and monitoring a safe workplace and environment.

Elements of Competency and Performance Criteria

BSXFMI408A/01 Access and share legislation, codes and standards.
- Legislation, standards and the organisations policies and practices relevant to the creation and maintenance of a safe workplace and environment are made available to individuals/teams.
- Arrangements are made to provide information in a language, style and format which is understood by colleagues.
- Individuals/teams know their legal responsibility for maintaining a safe workplace and environment.
- The implications of an unsafe workplace and environment is clear to all within the workplace.

BSXFMI408A/02 Plan and implement safety requirements.
- Work practices are planned with colleagues to ensure compliance with workplace and environmental legislation and standards.
- Work practices are implemented in accordance with requirements specified in legislation and standards for safe workplaces and environments.
- Coaching and mentoring supports colleagues in managing their rights and responsibilities.

BSXFMI408A/03 Monitor, adjust and report safety performance.
- Actual and potential problems are identified, rectified and reported promptly and decisively to ensure workplace and environmental safety.
- Hazards are managed so that risks are minimised.
- Waste recycling, reduction and disposal is carried out within legislative and organisational requirements.
- Recommendations to make improvements to comply with legislation and associated standards are submitted to designated persons/groups.
- Individuals/teams are informed of the results of improvements in the workplace.
- Systems, records and reporting procedures are maintained according to legislative requirements.

BSXFMI408A/04 Investigate and report non-conformance.
- Non-conformance is investigated and dealt with according to legislative requirements.
- Coaching and mentoring supports colleagues to acquire and apply competencies to meet legislative requirements and the associated standards.
- Workplace practices are implemented to ensure that non-conformance is not repeated.
Range of Variables
At ASF level 4 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under general guidance on progress and outcomes
- may supervise others
- may guide or facilitate teams
- have responsibility for, and limited organisation of work of others
- apply knowledge with depth in some areas
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods and procedures
- use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in a relatively diverse workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- access and equity principles and practices
- quality and continuous improvement
- business performance plans
- processes and standards
- ethical standards
- defined resource parameters

They use legislation, codes and national standards relevant to the workplace, particularly those involved with:

- workplace safety
- environmental safety

A range of learning opportunities may be used, for example:

- mentoring
- exchange/rotation
- shadowing
- coaching
- action learning
- structured training programs

Resources may include:

- people
- equipment
- buildings/facilities
- finance
- power/energy
- technology
- information
- time
Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 4, frontline management:

- develops/promotes a safety conscious culture in workplace
- provides a model to others in working safely
- acquires and uses information appropriate to work responsibility
- manages work effectively to achieve goals and results
- explains safety legislation, standards and procedures
- maintains a safe workplace
- takes prompt action to rectify/report non-compliance
- prepares and negotiates recommendations to improve safety
- monitors/introduces practices to ensure safety compliance
- promotes available learning methods to support colleagues
Unit BSXFMI409A  Implement and monitor continuous improvements to systems and processes

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

Elements of Competency and Performance Criteria

BSXFMI409A/01 Implement continuous improvement systems and processes.
- Team members are actively encouraged and supported to participate in decision making processes and to assume responsibility and authority.
- The organisations continuous improvement processes are communicated to individuals/teams.
- Mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes.

BSXFMI409A/02 Monitor, adjust and report performance.
- The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved.
- Customer service is strengthened through the use of continuous improvement techniques and processes.
- Plans are adjusted and communicated to those who have a role in their development and implementation.

BSXFMI409A/03 Consolidate opportunities for further improvement.
- Individuals/teams are informed of savings and productivity improvements in achieving the business plan.
- Work performance is documented and the information is used to identify opportunities for further improvement.
- Records, reports and recommendations for improvement are managed within the organisation's systems and processes.

Range of Variables
At ASF level 4 frontline management will normally be engaged in a workplace context in which they:
- are autonomous, working under general guidance on progress and outcomes
- may supervise others
- may guide or facilitate teams
- have responsibility for, and limited organisation of work of others
- apply knowledge with depth in some areas
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods and procedures
- use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.
Frontline management at this level will normally operate in a relatively diverse workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- access and equity principles and practices
- quality and continuous improvement
- business performance plans
- processes and standards
- ethical standards
- defined resource parameters

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:

- mentoring
- exchange/rotation
- shadowing
- coaching
- action learning
- structured training programs

Resources may include:

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

**Evidence Guide**

This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 4, frontline management:

- manages work effectively to achieve goals and results
- explains the organisations continuous improvement methods
- acquires and uses information appropriate to work responsibility
- provides leadership to colleagues in the implementation of continuous improvement processes
- monitors/introduces ways to improve performance
- encourages ideas and feedback to improve processes
- prepares and negotiates recommendations to improve the continuous improvement processes
- gains the commitment of individuals/teams to continuous improvement principles and practices
- uses effective consultative processes
- promotes available learning methods
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies.
Unit BSXFMI410A Facilitate and capitalise on change and innovation

Unit Descriptor Frontline management has an active role in fostering change and acting as a catalyst in the implementation of change and innovation. They have a creative role in ensuring that individuals, the team and the organisation gain from change; and that the customer benefits through improved products and services.

Elements of Competency and Performance Criteria

BSXFMI410A/01 Participate in planning the introduction of change.
· The manager contributes effectively in the organisation's planning processes to introduce change.
· Plans to introduce change are made in consultation with designated individuals/groups.
· The organisation's objectives and plans to introduce change are explained clearly to individuals/teams.

BSXFMI410A/02 Develop creative and flexible approaches and solutions.
· Alternative approaches to managing workplace issues and problems are identified and analysed.
· Risks are assessed and action is taken to achieve a recognised benefit or advantage to the organisation.
· The workplace is managed in a way which promotes the development of innovative approaches and outcomes.
· Creative and responsive approaches to resource management improves productivity and/or reduces costs in a competitive environment.

BSXFMI410A/03 Manage emerging challenges and opportunities.
· Individuals/teams respond effectively and efficiently to changes in the organisation's goals, plans and priorities.
· Coaching and mentoring assists individuals/teams develop competencies to handle change efficiently and effectively.
· The manager uses opportunities within their responsibility and authority to make adjustments to respond to the changing needs of customers and the organisation.
· Individuals/teams are kept informed of progress in the implementation of change.
· Recommendations for improving the methods/techniques to manage change are negotiated with designated persons/groups.
Range of Variables
At ASF level 4 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under general guidance on progress and outcomes
- may supervise others
- may guide or facilitate teams
- have responsibility for, and limited organisation of work of others
- apply knowledge with depth in some areas
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods and procedures
- use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in a relatively diverse workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- access and equity principles and practices
- quality and continuous improvement
- business performance plans
- processes and standards
- ethical standards
- defined resource parameters

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:

- mentoring
- exchange/rotation
- shadowing
- coaching
- action learning
- structured training programs

Resources may include:

- people
- equipment
- buildings/facilities
- finance
- power/energy
- technology
- information
- time
Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 4, frontline management:

- manages work effectively to achieve goals and results
- explains the organisations methods to introduce change
- acquires and uses information appropriate to work responsibility
- identifies opportunities to introduce change within responsibility and authority
- draws on the diversity of workplace to assist the organisation benefit from change
- monitors trends in the external environment to develop and maintain a competitive edge
- monitors/introduces practices to improve performance
- uses effective consultation processes
- seeks feedback and acts on constructive advice
- promotes available learning methods to support colleagues
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.
Unit BSXFMI411A Contribute to the development of a workplace learning environment

Unit Descriptor
Frontline management plays a prominent role in encouraging and supporting the development of a learning organisation. Promoting a learning environment in which work and learning are integrated is an important goal to be achieved.

Elements of Competency and Performance Criteria

BSXFMI411A/01 Create learning opportunities.
- Workplace environments which facilitate learning are developed and supported.
- Learning plans are developed as an integral part of individual/team performance plans.
- Learning plans reflect the diversity of needs and learning opportunities.
- Individual/team access to, and participation in, learning opportunities is facilitated.
- Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team, and organisational performance.

BSXFMI411A/02 Facilitate and promote learning.
- Workplace activities are used as opportunities for learning.
- Coaching and mentoring contributes effectively to the development of workplace knowledge, skills and attitudes.
- The benefits of learning are shared with others in the team/organisation.
- Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards.

BSXFMI411A/03 Monitor and improve learning effectiveness.
- Performance of individuals/teams is monitored to determine the type and extent of additional work-based support.
- Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements.
- Adjustments negotiated with training and development specialists results in improvements to the efficiency and effectiveness of learning.
- Records and reports of competency are documented and maintained within the organisations systems and procedures.

Range of Variables
At ASF level 4 frontline management will normally be engaged in a workplace context in which they:
- are autonomous, working under general guidance on progress and outcomes
- may supervise others
- may guide or facilitate teams
- have responsibility for, and limited organisation of work of others
- apply knowledge with depth in some areas
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
are involved in some complexity in the choice of actions
use competencies within routines, methods and procedures
use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in a relatively diverse workplace environment in which they use the organisations:
goals, objectives, plans, systems and processes
access and equity principles and practices
quality and continuous improvement
business performance plans
processes and standards
ethical standards
defined resource parameters

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:
mentoring
exchange/rotation
shadowing
coaching
action learning
structured training programs

Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 4, frontline management:
promotes a learning culture
manages work effectively to achieve goals and results
explains the organisations methods to introduce change
acquires and uses information appropriate to work responsibility
identifies opportunities to introduce change within responsibility and authority
draws on the diversity of workplace to assist the organisation benefit from change
monitors trends in the external environment to develop and maintain a competitive edge
monitors/introduces practices to improve performance
uses effective consultation processes
seeks feedback and acts on constructive advice
promotes available learning methods to support colleagues
uses information management systems
selects and uses available technology appropriate to the task
BSZ401A Plan assessment

Unit Description
This unit covers the requirements for planning an assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and developing an assessment tool in a specific context.

Elements of Competency and Performance Criteria

<table>
<thead>
<tr>
<th>National Code</th>
<th>Element Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSZ401A/01</td>
<td>Establish evidence required for a specific context</td>
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<tr>
<td></td>
<td>• The evidence required to infer competency from the industry/enterprise</td>
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<tr>
<td></td>
<td>competency standards, or other standards of performance, is established</td>
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<td></td>
<td>for a specified context</td>
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<td></td>
<td>• Relevant unit(s) of competency is read and interpreted accurately to</td>
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<td></td>
<td>identify the evidence required</td>
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<td></td>
<td>• Specified evidence requirements:</td>
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<tr>
<td></td>
<td>assure valid and reliable inferences of competency, authenticate the</td>
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<td></td>
<td>performance of the person being assessed and confirm that</td>
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<td></td>
<td>competency is current</td>
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<td></td>
<td>• Sufficient evidence is specified to show consistent achievement of the</td>
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<td></td>
<td>specified standards</td>
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<td></td>
<td>• The cost of gathering the required evidence is established</td>
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<tr>
<td>BSZ401A/02</td>
<td>Establish suitable assessment method(s)</td>
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<td></td>
<td>• Assessment methods are selected which are appropriate for gathering the</td>
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<tr>
<td></td>
<td>type and amount of evidence required</td>
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<tr>
<td></td>
<td>• Opportunities to consolidate evidence gathering activities are identified</td>
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<tr>
<td></td>
<td>• Allowable adjustments in the assessment method are proposed to</td>
</tr>
<tr>
<td></td>
<td>cater for the characteristics of the person(s) being assessed</td>
</tr>
<tr>
<td>BSZ401A/03</td>
<td>Develop assessment tools appropriate to a specific assessment context</td>
</tr>
<tr>
<td></td>
<td>• An assessment tool is developed to gather valid, reliable and</td>
</tr>
<tr>
<td></td>
<td>sufficient evidence for a specific assessment context</td>
</tr>
<tr>
<td></td>
<td>• The assessment tool is designed to mirror the language used to</td>
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<td></td>
<td>demonstrate the competency in a specific context</td>
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<tr>
<td></td>
<td>• Clear instructions (spoken or written) are prepared including any</td>
</tr>
<tr>
<td></td>
<td>adjustments which may be made to address the characteristics of the</td>
</tr>
<tr>
<td></td>
<td>person(s) being assessed</td>
</tr>
<tr>
<td></td>
<td>• The assessment tool is checked to ensure flexible, fair, safe and cost-</td>
</tr>
<tr>
<td></td>
<td>effective assessment to occur</td>
</tr>
</tbody>
</table>
Trial assessment procedure

- Assessment methods and tools are trialed with an appropriate sample of people to be assessed.
- Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration.
- Appropriate adjustments are made to improve the assessment method and tools in light of the trial.
- Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable.

Unit Range of Variables

Assessment system may be developed by:

- the industry through the endorsed component of Training Packages Assessment Guidelines
- the enterprise
- a Registered Training Organisation
- a combination of the above.

The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards
- employee classification
- remuneration
- progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

Specific assessment context may be determined by:

- purpose of the assessment such as
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to recognise prior learning/current competencies
  - to identify training needs or progress.
- location of the assessment such as:
  - on the job or off the job.
– combination of both.

• Assessment Guidelines of Training Package or other assessment requirements

**Characteristics of persons being assessed may include:**

• language, literacy and numeracy needs
• cultural, language and educational background
• gender
• physical ability
• level of confidence, nervousness or anxiety
• age
• experience in training and assessment
• previous experience with the topic.

**Appropriate Personnel many include:**

• Assessors
• person(s) being assessed
• employee/union representatives
• consultative committees
• users of assessment information such as training providers, employers, human resource departments
• State/Territory Training/Recognition Authorities
• training and assessment coordinators
• relevant managers/supervisors team leaders
• technical specialists.

**Appropriate procedure:**

• The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  – the industry
  – the enterprise
  – the training organisation
  – a combination of the above.
The assessment procedure should specify the following:
- recording procedure
- appeal/review mechanism
- assessment methods to be used
- instructions/materials to be provided to the person(s) being assessed
- criteria for making decisions of competent, or not yet competent
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to the assessment procedure depending on the characteristics of the person being assessed.

**Assessment methods may include:**
- direct observation of performance, products, practical tasks, projects and simulation exercises
- review of log books/or and portfolios of evidence
- consideration of third party reports and authenticated prior achievements
- written, oral or computer managed questioning
- These methods may be used in combination in order to provide sufficient evidence to make a judgement.

**Assessment tools may include:**
- specific instructions to be given relating 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 verbal/written/computer based questions to be asked
- performance checklists
- log books
- descriptions of competent performance.

A number of these tools may be used in combination in order to provide enough evidence to make judgments.

**Assessment environment and resources to be considered include:**
- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures.
Allowable adjustments may include:
- provision of personal support services (e.g., Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (e.g., word processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

Unit Evidence Guide

Critical aspects of evidence
Assessment requires evidence of the following products to be collected:
- Documentation in relation to:
  - specific assessment context, including the purpose of assessment
  - features of the assessment system
  - characteristics of the person being assessed
  - evidence of competency required
  - plan of opportunities for gathering the evidence required
  - assessment methods selected including any allowable adjustments to meet characteristics of person(s) being assessed
- An assessment tool(s) for the specific assessment context which ensures valid, reliable, flexible and fair assessment including any allowable adjustments.
- An assessment procedure for the specific context.

Assessment requires evidence of the following processes to be provided:
- How the context of assessment was specified
- How the characteristics of the person(s) being assessed were identified
- Why a particular assessment method was selected
- How the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
- How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- How the assessment tool was developed for the specified context
- How the assessment tool was validated and ratified by appropriate personnel.

Interdependent assessment of units
This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills
- Knowledge of standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
• Knowledge of the Assessment Guidelines of the Training Package Assessment and Workplace Training
• Skills in the application of various assessment methods, relevant to workplace context
• Planning of own work including predicting consequences and identifying improvements
• Language, literacy and numeracy skills required to:
  – read and interpret relevant information to plan assessment
  – give clear and precise information / instructions in spoken or written form
  – adjust spoken and written language to suit target audience
  – write assessment tools using language which mirrors the language used to demonstrate
    the competency in the specific context
  – prepare required documentation using clear and comprehensible language and layout
  – calculate and estimate costs
• Communication skills appropriate to the culture of the workplace and the individual(s).

Resource implications
• Access to relevant competencies, sources of information on assessment methods,
  assessment tools and assessment procedures
• Access to person(s) wishing to be assessed, any relevant workplace equipment,
  information and appropriate personnel.

Consistency in performance
• Competency in this unit needs to be assessed over a period of time, in a range of
  contexts and on multiple occasions, involving a combination of direct, indirect and
  supplementary forms of evidence.

Context for assessment
• Assessment should occur on the job or in a simulated workplace. The candidate
  assessor should use competencies relevant to their area of technical expertise.
BSZ402A  Conduct assessment

Elements of Competency and Performance Criteria

<table>
<thead>
<tr>
<th>National Code</th>
<th>Element Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSZ402A/01</td>
<td>Identify and explain the context of assessment</td>
<td>The context and purpose of assessment are discussed and confirmed with the person(s) being assessed. The relevant performance standards to be used in the assessment (e.g., current endorsed competency standards for the specific industry) are clearly explained to the person being assessed. The assessment procedure is clarified and expectations of assessor and candidate are agreed. Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed. The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure. Information is conveyed using language and interactive strategies and techniques to communicate effectively with the person(s) being assessed.</td>
</tr>
<tr>
<td>BSZ402A/02</td>
<td>Plan evidence gathering opportunities</td>
<td>Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified covering the dimensions of competency. The need to gather additional evidence which may not occur as part of the workplace or training activities are identified. Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure.</td>
</tr>
<tr>
<td>BSZ402A/03</td>
<td>Organise assessment</td>
<td>The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment. Appropriate personnel are informed of the assessment. Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all person(s) being assessed and appropriate personnel.</td>
</tr>
<tr>
<td>BSZ402A/04</td>
<td>Gather evidence</td>
<td>Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence. The evidence specified in the assessment procedure is gathered, using the assessment methods and tools. Evidence is gathered in accordance with specified allowable adjustments where applicable. The evidence gathered is documented in accordance with the assessment procedure.</td>
</tr>
</tbody>
</table>
BSZ402A/05  Make the assessment decision

The evidence is evaluated in terms of:
- validity
- authenticity
- sufficiency
- currency
- consistent achievement of the specified standard

The evidence is evaluated according to the dimensions of competency:
- task skills
- task management skills
- contingency management skills
- job/role environment skill
- transfer and application of knowledge and skills to new contexts

Guidance is sought, when in doubt, from a more experienced assessor(s)
The assessment decision is made in accordance with the criteria specified in the assessment procedure

BSZ402A/06  Record assessment results

- Assessment results are recorded accurately in accordance with the specified record keeping requirements
- Confidentiality of assessment outcome is maintained and access to the assessment records is provided only to authorised personnel.

BSZ402A/07  Provide feedback to persons being assessed

- Clear and constructive feedback in relation to performance is given to the person(s) being assessed using language and strategies to suit the person(s) including guidance on further goals/training opportunities is provided to the person(s) being assessed
- Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed
- The person(s) being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged

BSZ402A/08  Report on the conduct of the assessment

- Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure
- Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure
- Suggestions for improving any aspect of the assessment process are made to appropriate personnel
Unit Range of Variables

Assessment system may be developed by:
- the industry
- the enterprise
- a Registered Training Organisation
- a combination of the above.

The assessment system should specify the following:
- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

Specific assessment context may be determined by:
- purpose of the assessment, such as
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to identify training needs or progress
  - to recognise prior learning/current competencies.
- location of the assessment, such as
  - on the job or off the job
  - combination of both.
- Assessment Guidelines of the relevant Training Package or other assessment requirements
- features of assessment system.

Characteristics of persons being assessed may include:
- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience in training and assessment
- previous experience with the topic.
Appropriate personnel may include:

- assessors
- person(s) being assessed
- employee/union representatives
- consultative committees
- users of assessment information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- training and assessment coordinators
- relevant managers/supervisors/team leaders
- technical specialists.

Assessment procedure may include:

- The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  - the industry
  - the enterprise
  - the training organisation
  - a combination of the above.
- The assessment procedure should specify the following:
  - recording procedure
  - appeal/review mechanism
  - assessment methods to be used
  - instructions/materials to be provided to the person(s) being assessed
  - criteria for making decisions of competent, or not yet competent
  - number of assessors
  - assessment tools
  - evidence required
  - location of assessment
  - timing of assessment
  - assessment group size
  - allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed.

Assessment methods may include:

- work samples and/or simulations
- 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
- written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.
Assessment tools may include:
- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relation to projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance.
A number of these tools may be used in combination in order to provide enough evidence to make judgments.

Allowable adjustments may include:
- provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg work processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

Assessment environment and resources to be considered may include:
- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures.

Recording procedures may include:
- forms designed for the specific assessment result (paper or electronic)
- checklists for recording observations/process used (paper or electronic)
- combination of the above.

Assessment reporting:
- Final assessments will record the unit(s) of competency in terms of code, title and endorsement date
- Summative assessment reports, where issued, will indicate units of competency where additional learning is required

NB: Statutory and legislative requirements for maintaining records may vary in States/Territories.
**Unit Evidence Guide**

**Critical aspects of evidence**

*Assessment requires evidence of the following products to be collected:*

- Description of the assessment context, including the purpose of assessment,
- The relevant competency or other performance standard and assessment procedure used
- Description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency
- Conduct of assessment in accordance with competency requirements
- Recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements
- Report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.

*Assessment requires evidence of the following processes to be provided:*

- How agreement was sought with the person(s) being assessed on the conduct of the assessment
- How opportunities to gather evidence were identified as part of workplace or training activities
- How evidence was gathered in accordance with the assessment procedure
- How evidence gathering activity covered the dimensions of competency
- How resources were arranged according to the assessment procedure
- How appropriate personnel were consulted
- How evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
- How evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- How the assessment was conducted to ensure that:
  - all arrangements and activities were understood by all parties
  - the person was put at ease and the supportive assessment environment was created
  - language, literacy and numeracy issues were taken into consideration
- How constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- How guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed.

**Interdependent assessment of units**

This unit of competency may be assessed in conjunction with other units that form part of a job role.

**Required skills and knowledge**

- Knowledge of workplace application of relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- Understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements
- Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
• Assessment guidelines of the Training Package Assessment and Workplace Training
• Planning of own work including predicting consequences and identifying improvements
• Skills in the application of various assessment methods/tools, relevant to workplace context
• Language, literacy and numeracy skills required to:
  – give clear and precise instructions and information in spoken or written form
  – seek confirmation of understanding from the person(s) being assessed
  – adjust language to suit target audience
  – prepare required documentation using clear and comprehensible language and layout
  – ask probing questions and listen strategically to understand responses of the person being assessed
  – seek additional information for clarification purposes
  – use verbal and non-verbal language to promote a supportive assessment environment
  – use language of negotiation and conflict resolution to minimise conflict
• Communication skills appropriate to the culture of the workplace and the individual(s).

Resource implications:
• Access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
• Access to person(s) wishing to be assessed, relevant workplace equipment, information and appropriate personnel.

Consistency of performance:
Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment context:
Assessment should occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.
BSZ403A  Review assessment

Unit Description
This unit covers requirements to review assessment procedures in a specific context.

Elements of Competency and Performance Criteria

<table>
<thead>
<tr>
<th>National Code</th>
<th>Element Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSZ403A/01</td>
<td>Review the assessment procedure(s)</td>
</tr>
<tr>
<td></td>
<td>• Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using agreed evaluation criteria</td>
</tr>
<tr>
<td></td>
<td>• The review process established by the enterprise, industry or registered training organisation is followed</td>
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<tr>
<td></td>
<td>• The assessment procedure(s) is reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation</td>
</tr>
<tr>
<td></td>
<td>• Review activities are documented, findings are substantiated and the review approach evaluated.</td>
</tr>
<tr>
<td>BSZ403A/02</td>
<td>Check consistency of assessment decision</td>
</tr>
<tr>
<td></td>
<td>• Evidence from a range of assessments is checked for consistency across the dimensions of competency</td>
</tr>
<tr>
<td></td>
<td>• Evidence is checked against the key competencies</td>
</tr>
<tr>
<td></td>
<td>• Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon</td>
</tr>
<tr>
<td>BSZ403A/03</td>
<td>Report review findings</td>
</tr>
<tr>
<td></td>
<td>• Recommendations are made to appropriate personnel for modifications to the assessment procedure(s) in light of the review outcomes</td>
</tr>
<tr>
<td></td>
<td>• Records are evaluated to determine whether the needs of appropriate personnel have been met</td>
</tr>
<tr>
<td></td>
<td>• Effective contributions are made to system-wide reviews of the assessment process and feedback procedures and are reviewed</td>
</tr>
</tbody>
</table>

Unit Range of Variables

Assessment system may be developed by:
• the industry
• the enterprise
• the Registered Training Organisation
• a combination of the above.
The assessment system should specify the following:

- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which may be made for the person being assessed who have special needs
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, renumeration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

Specific assessment context may be determined by:

- purpose of the assessment such as
  - to gain a particular qualification or a licence
  - to determine employee classification
  - to identify training needs or progress
  - to recognise prior learning/current competencies
- location of the assessment such as
  - on the job or off the job
  - combination of both
- Assessment Guidelines of Training Package or other assessment requirements
- features of assessment system.

Evaluation criteria in review process should include:

- number of persons being assessed
- duration of the assessment procedure
- organisational constraints within which assessors must operate
- occupational health and safety factors
- relationship of the assessor to other appropriate personnel in the assessment process
- frequency of assessment procedure
- budgetary restraints
- information needs of government and other regulatory bodies
- support needs and professional development needs of assessors
- characteristics of persons being assessed
- human resource management implications
- consistency of assessment decisions
- levels of flexibility in the assessment procedure
- fairness of the assessment procedure
- efficiency and effectiveness of the assessment procedure
- competencies achieved by the person(s) being assessed
• difficulties encountered during the planning and conduct of the assessment
• motivation of the person(s) being assessed
• location and resource suitability
• reliability, validity, fairness and flexibility of the assessment tool(s)
• relevance of assessment to specified context
• grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/employer
• ease of administration
• access and equity considerations
• practicability.

Characteristics of persons being assessed may include:
• language, literacy and numeracy needs
• cultural and language background
• educational background or general knowledge
• gender
• age
• physical ability
• previous experience with the topic
• experience in training and assessment
• level of confidence, nervousness or anxiety
• work organisation or roster.

Appropriate personnel may include:
• assessors
• person(s) being assessed
• employee/union representatives
• consultative committees
• users of assessment information such as training providers, employers, human resource departments
• State/Territory Training/Recognition Authorities
• training and assessment coordinators
• relevant managers/supervisor/team leaders
• technical specialists.

Assessment procedure:
• The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:
  – the industry
  – the enterprise
  – the training organisation
  – a combination of the above.

The assessment procedure should specify the following:
• recording procedure
• appeal/review mechanism
• assessment methods to be used
• instructions/materials to be provided to the person(s) being assessed
• criteria for making decisions of competent, or not yet competent
Assessment methods may include a combination of:
- work samples and or simulations
- 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
- written, oral or computer managed questioning
- These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:
- specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- specific instructions to be given in relations to the production projects and exercises
- sets of oral/written/computer based questions to be asked
- performance checklists
- log books
- marking guides
- descriptions of competent performance
A number of these tools may be used in combination in order to provide enough evidence to make judgments.

Allowable adjustments may include:
- provision of personal support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of adaptive technology or special equipment (eg work processor or lifting gear)
- design of shorter assessment sessions to allow for fatigue or medication
- use of large print version of any papers.

Assessment environment and resources to be considered
- time
- location
- personnel
- finances/costs
- equipment
- materials
- OHS requirements
- enterprise/industry standard operating procedures.
Unit Evidence Guide

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

• Documented process for the review of the assessment procedure(s)
• A report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications.

Assessment requires evidence of the following processes to be provided:

• How the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
• Why particular review/evaluation methodologies were chosen
• How cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review.

Interdependent assessment of units:
This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills

• Knowledge of the review process established by the industry, enterprise or training organisation
• Knowledge of evaluation methodologies relevant to the assessment context
• Relevant standards of performance including industry or enterprise competency standards and assessment guidelines
• Knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements
• Knowledge of relevant organisational policies and procedures of the workplace and/or job roll
• Understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
• Skills in the application of various assessment methods/tools in a relevant workplace context
• Planning own work including predicting consequences and identifying improvements
• Language, literacy and numeracy skills required to:
  – read and interpret review procedures
  – participate in discussions and listen strategically to evaluate information critically
  – gather, select and organise findings from a number of sources
  – document findings in summary form, graphs or tables
  – present findings in a short report to relevant personnel
  – make recommendations based on findings
  – determine cost effectiveness
• Communication skills appropriate to the culture of the workplace and the individual(s).
Resource implications:
- Access to relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures and assessment review mechanisms.
- Access to assessment decisions, relevant workplace equipment, appropriate personnel.

Consistency in performance
Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment may occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.
BSZ404A  Train small groups

Unit Description

This unit covers the requirements for planning, delivering and reviewing training provided for the purposes of developing competency on a one-to-one or small group basis.

Elements of Competency and Performance Criteria

<table>
<thead>
<tr>
<th>National Code</th>
<th>Element Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSZ404A/01</td>
<td>Prepare for training</td>
</tr>
<tr>
<td></td>
<td>• Specific needs for training are identified and confirmed through consultation with appropriate personnel</td>
</tr>
<tr>
<td></td>
<td>• Training objectives are matched to identified competency development needs</td>
</tr>
<tr>
<td></td>
<td>• Training approaches are planned and documented</td>
</tr>
<tr>
<td>BSZ404A/02</td>
<td>Deliver training</td>
</tr>
<tr>
<td></td>
<td>• Training is conducted in a safe and accessible environment</td>
</tr>
<tr>
<td></td>
<td>• Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources</td>
</tr>
<tr>
<td></td>
<td>• Strategies and techniques are employed which facilitate the learning process</td>
</tr>
<tr>
<td></td>
<td>• Objectives of the training, sequence of activities and assessment processes are discussed with training participant(s)</td>
</tr>
<tr>
<td></td>
<td>• A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)</td>
</tr>
<tr>
<td>BSZ404A/03</td>
<td>Provide opportunities for practices</td>
</tr>
<tr>
<td></td>
<td>• Practice opportunities are provided to ensure that the participant achieves the components of competency</td>
</tr>
<tr>
<td></td>
<td>• Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants</td>
</tr>
<tr>
<td>BSZ404A/04</td>
<td>Review training</td>
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<tr>
<td></td>
<td>• Participants are encouraged to self evaluate performance and identify areas for improvement</td>
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<td></td>
<td>• Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance</td>
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<tr>
<td></td>
<td>• Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives</td>
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<td></td>
<td>• Training details are recorded according to enterprise and legislative requirements</td>
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<td></td>
<td>• Results of evaluation are used to guide further training</td>
</tr>
</tbody>
</table>
Unit Range of Variables

Relevant information to identify training needs includes:
- industry/enterprise or other performance competency standards
- endorsed components of relevant industry training package
- industry/workplace training practices
- job descriptions
- results of training needs analyses
- business plans of the organisation which identify skill development requirements
- standard operating and/or other workplace procedures.

Appropriate personnel may include:
- team leaders/supervisors/technical experts
- managers/employers
- training and assessment coordinators
- training participants
- representative government regulatory bodies
- union/employee representatives
- consultative committees
- assessors.

Training delivery methods and opportunities for practice may include:
- presentations
- demonstrations
- explanations
- problem solving
- mentoring
- experiential learning
- group work
- on the job coaching
- job rotation
- a combination of the above.

Components of competency include:
- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge of new contents.

Characteristics of training participant may include information in relation to:
- language, literacy and numeracy needs
- cultural, language, and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- previous experience with the topic
- experience in training and assessment.
Training sessions may include:
- one to one demonstration
- small group demonstration (2 to 5 persons).

Resources may include:
- time
- location
- personnel
- materials and equipment
- OHS and other workplace requirements
- enterprise/industry standard operating procedures
- finances/costs.

Strategies and techniques may include:
- active listening
- targeted questioning
- points of clarification
- group discussions.

Unit Evidence Guide

Critical aspects of evidence
Assessment requires evidence of the following products to be collected:
- Description of the specific training need and required competency outcomes
- Outline of the training approach and steps to be followed
- Description of training participant(s) and delivery method(s) to be used
- Specific resources required
- Outline of the evidence to be collected for monitoring training participant progress
- Trainer's self assessment of training delivery
- Participant evaluation of training delivery
- Evaluation of review comments against plan of training
- Records/documentation for monitoring progress of training participant(s).
May be collected using proformas or template

Assessment requires evidence of the following processes to be provided:
- How the specific training need was determined
- How the sequence of the training was determined
- How appropriate personnel were identified
- Why particular delivery method(s) were selected
- How the characteristics of training participant(s) as identified
- How the resource requirements were established
- How participant progress was monitored
- Why and how the training resources were selected
- How appropriate personnel confirmed training arrangements
How participant(s) were informed of:

- intended training outcomes
- competencies to be achieved
- on and/or off the job practice opportunities
- benefits of practices
- learning activities and tasks
- assessment tasks and requirements

How constructive feedback was provided to training participant about progress toward competency to be acquired

How training participant readiness for assessment was determined and confirmed

How records were maintained to ensure confidentiality, accuracy and security.

Evidence may be provided verbally or in written form

**Interdependent assessment of units**

This unit may be assessed in conjunction with other units that form part of a job function.

**Required knowledge and skills:**

- Competency in the units being taught
- Workplace application of the relevant competencies
- Identification of evidence of competency
- Planning of own work including predicting consequences and identifying improvements
- Application of relevant workplace policies (e.g., OHS and EEO) and any relevant legislative or regulatory requirements
- Correct use of equipment, and any other processes and procedures appropriate for the training
- Ethical handling of performance issues
- Language, literacy and numeracy required skills to:
  - conduct discussions and ask probing questions to review the training
  - gather information (in spoken or written form) for review purposes
  - make verbal recommendations for delivery of future training
  - adjust language to suit target audience (training participant/appropriate personnel)
  - complete records on training
  - provide verbal feedback & report on training outcomes
  - follow and model examples of written texts
  - promote training in verbal or written form
- Communication skills appropriate to the culture of the workplace, appropriate personnel and training participants.

**Resource implications**

Access to records system for training, information, and training participants and supervisory staff (where appropriate).

**Consistency in performance**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**Context for assessment**

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.
BSZ405A  Plan and promote a training program

Unit Description

This unit covers the requirement for persons to plan a training program. This involves the identification of competencies to meet the needs of a target group and the planning and promotion of appropriate training strategies.

Elements of Competency and Performance Criteria

<table>
<thead>
<tr>
<th>National Code</th>
<th>Element Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSZ405A/01</td>
<td>Identify the competency needs</td>
</tr>
<tr>
<td></td>
<td>• The client, target group and appropriate personnel are identified and required goals and outcomes of the training program are negotiated and confirmed with the client</td>
</tr>
<tr>
<td></td>
<td>• Relevant competency or other performance standards for the target group are obtained and verified with appropriate personnel</td>
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<td></td>
<td>• Gaps between the required competencies and current competencies of the target group are determined</td>
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<tr>
<td></td>
<td>• Current competencies and any relevant characteristics of each participant in the target group are identified using appropriate investigation methods</td>
</tr>
<tr>
<td>BSZ405A/02</td>
<td>Document training program requirements</td>
</tr>
<tr>
<td></td>
<td>• Training program goals are identified to specify required knowledge and skill and links to specified units of competency qualification and/or other standards of performance</td>
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<td></td>
<td>• Training program documentation specifies the range of workplace applications, activities and tasks that must be undertaken to develop the requisite competencies</td>
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<tr>
<td></td>
<td>• Available training programs and resources are customised to meet specific client needs, where required</td>
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<tr>
<td></td>
<td>• Appropriate grouping of activities is identified to support formative and summative assessments</td>
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<tr>
<td></td>
<td>• Overview of training sessions including appropriate timing and costs is prepared and confirmed with appropriate personnel including those relating to language, literacy and numeracy and specified in documentation</td>
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<tr>
<td></td>
<td>• Methods of supporting and guiding participants within the target group are identified and specified</td>
</tr>
<tr>
<td>BSZ405A/03</td>
<td>Identify program resources</td>
</tr>
<tr>
<td></td>
<td>• Resources required for the program are identified and approved by appropriate personnel and allocated to meet training participants' characteristics are allocated</td>
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<tr>
<td></td>
<td>• Safe and accessible training environment are identified and arranged to support the development of competencies</td>
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<tr>
<td></td>
<td>• Arrangements are made with personnel required to support the training program</td>
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<td></td>
<td>• A register of training resources is maintained and held in an</td>
</tr>
</tbody>
</table>
BSZ405A/04 Promote training

- Advice on the development of the training program is provided to appropriate personnel
- Information on planned training events is made widely available, utilising a variety of methods
- Promotional activities are monitored for effectiveness in collaboration with the client and appropriate personnel

Unit Range of Variables

Training program:
- A collection of training activities to develop competencies of a target group.
Clients provide the approvals for expenditure of training resources. Target group may include:
  - employee groups (eg particular classification or work area, female employees)
  - groups or individuals with special training and/or recognition needs.

Training may be:
- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being learned and/or assessed
- in a single site or multi-site operation.

Clients may include:
- a department/division
- a work area
- an enterprise or organisation.

Clients needs may include:
- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities.
Information on the required competencies may be collected from:
- industry/enterprise competency standards
- licensing requirements
- standard operating procedures
- job descriptions
- discussions with client group
- enterprise skills audit reports
- industry skills audit reports
- benchmarking reports
- industry publications or reports
- government reports
- market needs analysis reports.

Training program may be based on:
- national industry training packages
- enterprise training packages
- agreed curriculum
- international standards.

Target group competencies may be identified by:
- matching enterprise/client needs to available national industry training packages
- reports on assessment of competencies
- enterprise training and assessment record keeping system
- self, peer or supervisor reports.

Appropriate personnel may include:
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical and subject experts including, language, literacy, numeracy specialists
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments State/Territory Training/Recognition Authorities
- assessment / training partners
- trainers/teachers and assessors.

Training program delivery may involve:
- enterprise workplace based delivery
- training provider based delivery
- community based delivery
- school based delivery
- international programs
- combination of the above.
Characteristics of participants may include:
- language, literacy and numeracy needs
- cultural language and education background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety.

Variables for achieving competency may include:
- characteristics of training participants
- resources (time, location, space, people and costs)
- language, literacy and numeracy issues.

Training delivery methods may include:
- face to face
- distance learning
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (e.g., audio, or video conferencing, computer assisted, discussion)
- mentoring
- active learning
- coaching.

Training support may include:
- technical experts (including particular subject and language and literacy specialists)
- equipment
- team leaders/supervisors/managers/employers
- enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment coordinators.

Training materials may include:
- non-endorsed components of a training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation
- specific language, literacy and numeracy support material.
Unit Evidence Guide

Critical aspects of evidence
Assessment requires evidence of the following products to be collected:
• Description of client, target group and appropriate personnel
• Analysis of training needs of target group
• Documentation on consultations with appropriate personnel throughout the program development phase
• Outline of training program goals and supporting documentation including variables which may impact on the achievement of program goals
• Documentation on training resources and any other requirements for the training program.

Assessment requires evidence of the following processes to be provided:
• How client, target group and appropriate personnel were identified
• How required competencies were determined to meet the client needs
• Why there is a need for training as opposed to other non-training alternatives
• How the need for training was verified with appropriate personnel
• How appropriate personnel approved training program resources
• How language, literacy and numeracy issues were taken into consideration in the planning process.

Interdependent assessment of units:
This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills
• Understanding Assessment and Workplace Training Competency Standards and Assessment Guidelines
• Relevant competency standards, including industry or enterprise standards of performance
• Relationships of competencies to industrial agreements, classification systems and Australian Qualifications Framework (AQF)
• Relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements(eg OHS and anti-discrimination regulations)
• Competency in unit(s) of competency relevant to the training program
• Understanding of the principles of adult learning and competency based training as applied to the target group and client
• Identification and correct use of equipment, processes and procedures relevant to competencies
• Knowledge of methods of training needs analysis and planning
• Sources of assistance for participants requiring language or other particular training support
• Planning own work including predicting consequences and identifying improvements
• Language, literacy and numeracy skills required to:
  - Collect, summarise and interpret relevant information to plan a program
  - Communicate in spoken and written form with a range of people in the specified training context
  - Adjust spoken and written language to suit audience
  - Prepare and/or customise training materials and specified documentation using clear and comprehensible language and layout
  - Calculate and estimate costs, time and length of training programs

• Awareness of language, literacy and numeracy issues relevant to the context of training and assessment, including current theories on the integration of LL&N with technical training

• Communication skills appropriate to the culture of the workplace, appropriate personnel and target group.

Resource implications
Access to target group, potential opportunities to identify training needs of a target group, relevant competencies or other standards of performance and resources.

Consistency in performance may include
Competency in this unit needs to be assessed over a period of time and in a range of contexts, and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment may occur on the job or in a simulated workplace.
BSZ406A Plan a series of training sessions

Unit Description

This unit covers the requirement for persons who implement a training program for a target group. This involves planning a series of training sessions to meet the identified competency requirements of the target group.

Elements of Competency and Performance Criteria

<table>
<thead>
<tr>
<th>National Code</th>
<th>Element Name</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSZ406A/01</td>
<td>Identify training requirements</td>
<td>• Current competencies of the target group are identified</td>
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<td></td>
<td>• Relevant training package documentation or approved training course documentation is obtained where applicable</td>
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<td></td>
<td>• Qualification requirements, competencies and/or other performance standards to be attained are interpreted</td>
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<td></td>
<td>• Training requirements are identified from the gap between the required competencies and the current competencies of the target group</td>
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<td>• Training requirements are confirmed with appropriate personnel</td>
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<tr>
<td>BSZ406A/02</td>
<td>Develop outlines of training sessions</td>
<td>• The training program goals, outcomes, performance and underpinning knowledge requirements are identified</td>
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<tr>
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<td></td>
<td>• The training program requirements, workplace application, activities and tasks required to develop the requisite competencies are analysed for suitability</td>
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<td>• A range of training delivery methods are identified which are appropriate for:</td>
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<tr>
<td></td>
<td></td>
<td>− the competencies to be achieved</td>
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<td></td>
<td>− training program's goals</td>
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<tr>
<td></td>
<td></td>
<td>− characteristics of training participants</td>
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<tr>
<td></td>
<td></td>
<td>− language, literacy and numeracy skill level of training participants</td>
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<tr>
<td></td>
<td></td>
<td>− availability of equipment and resources</td>
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<tr>
<td></td>
<td></td>
<td>− Industry/enterprise contexts and requirements</td>
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<td></td>
<td></td>
<td>• Training session outlines are mapped against required competencies and deficiencies are identified and addressed</td>
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<td>• Special requirements for resources, particular practice requirements and training experiences are documented</td>
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<td></td>
<td></td>
<td>• Methods of supporting and guiding training participants including appropriate training resources, language literacy and numeracy support are specified</td>
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</tbody>
</table>
BSZ406A/03 Develop training materials

- Available materials to support the training program are checked for relevance and appropriateness in terms of the language, style, characteristics of training participants and copyright
- Existing materials are customised or resources are developed to enhance the learning capability of training participants to achieve in the delivery setting
- Instructions for use of learning materials and any required equipment are provided
- Copyright laws are observed
- Training resource costs are identified and approvals are obtained from appropriate personnel
- Documentation, resources and materials developed or used are clear and comprehensible

BSZ406A/04 Develop training sessions

- Training session plans are developed to meet the goals of the training program
- Training session plans specify session planned outcomes
- Opportunities are created within training session design for participants to manage own competency acquisition and apply the relevant competencies in practice
- Session plans identify delivery methods which are appropriate for:
  - the competency to be achieved
  - training program's goals
  - training participants' characteristics
  - language, literacy and numeracy skill level of training participants
  - learning resources and facilities to be used
  - equipment and consumable resources available
  - industry/enterprise/workplace contexts and requirements
  - each outlined training session
- Training sessions are designed to measure participant progress towards the program goals
- Sequence and timing of the training sessions are documented

BSZ406A/05 Arrange resources

- Resources required for the training sessions are identified and, where special access is required, approved by appropriate personnel
- Appropriate training locations are identified and arranged
- Arrangements are made with (any) additional personnel required to support the training program
- The training environment arranged is safe, accessible and suitable for the acquisition of the identified competencies
- Learning resources, documentation on required competencies, assessment procedures and information on available support for training participants is organised and held in an accessible form
Unit Range of Variables

Training program may include:
- A collection of training activities to meet competency requirements and target group and client needs. Clients provide the approvals for expenditure of training resources. Target group is the group for whom training is available and may include:
  - employee groups (eg; particular classification or work area, female employees)
  - groups or individuals with special training and/or recognition needs.

Training may be conducted:
- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being learned and/or assessed
- in a single site or multi site operation
- in a work environment.

Appropriate personnel may include:
- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical /subject experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities
- language, literacy, numeracy specialists
- assessment/training partners.

Training programs may be based on:
- national industry training packages
- enterprise training packages
- national, state and local curriculum
- enterprise based standards, standards of performance or curriculum
- international standards
- international programs.

Target group competencies may be identified by:
- reports on assessment of competencies
- content analysis of curriculum vitae
- enterprise training and assessment record keeping system
- industry training and assessment recording system
- self, peer or supervisor reports.
Training sessions may involve:
- theory
- demonstration
- combination of the two.

Training programs may involve:
- enterprise based delivery
- provider based delivery
  - fee for service
  - local, state or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above.

Characteristics of participants include:
- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety
- work organisation or roster.

Variables for achieving competency include:
- characteristics of training participants
- resources (time, location, space, people and costs)
- language, literacy and numeracy issues.

Training delivery methods include:
- face to face
- distance
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (eg audio or video conferencing, computer assisted, discussion).

Materials may include:
- non-endorsed components of an industry training package
- work books
- language, literacy and numeracy support/integrated training materials
- workshop guides
• background reading materials/documents
• handouts
• industry/enterprise competency standards
• supportive policies and legislation.

**Training support may include:**
• technical and subject experts
• language and literacy specialists
• team leaders/supervisors/managers/employers
• specific enterprises
• assessment/training partners
• trainers/teachers and assessors
• training and assessment coordinators.

**Practice opportunities may include:**
• on the job
• off the job but located in participant's workplace
• off the job in a special demonstration area
• off the job in an external training room
• work/field placements
• job rotation
• or a combination of the above.

**Training activities and tasks may include:**
• oral presentations
• simulation activities
• project work
• group activities
• practical demonstrations
• assignments
• laboratory work
• shadowing, coaching, mentoring
• computer based learning
• role plays
• interviews
• discussion groups
• surveys
• action learning
• on the job learning
• off the job learning
• practical placements.
Unit Evidence Guide

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:
- Description of target group, characteristics of training participants and appropriate personnel
- Outline of training program requirements to deliver training sessions, including any variables to meet to meet the characteristics of training participants
- Training session plans
- Samples of training materials
- Documentation of resources, assessment procedures and support needed in training delivery.

Assessment requires evidence of the following processes to be provided:
- How appropriate personnel were consulted
- How consultation took place with appropriate how the session plans meet competency requirements and characteristics of training participants
- How the training was made accessible and effective for all training participants
- How training materials and resources were selected
- How training materials were prepared
- Why training methods of delivery were selected
- How/why training delivery was modified
- How language, literacy and numeracy issues were taken into consideration in the planning process.

Interdependent assessment of units
This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills
- Assessment and Workplace Training Competency Standards
- Relevant competency standards, including industry or enterprise standards of performance
- Relationships of competencies to industrial agreements, classification systems and Australian Qualifications Framework (AQF)
- Relevant workplace policies and procedures that apply to that work and (any) related legislation or regulatory requirements
- Competency in unit(s) of competency relevant to the training program
- Principles of adult learning and competency based training
- Identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- Appropriate methods of analysis and planning
- Sources of assistance for participants requiring language or other particular training support
- Planning own work, including predicting consequences and identifying improvements
• Language, literacy and numeracy skills to:
  – collect, summarise and interpret relevant information to plan a series of programs
  – communicate in spoken and written form with a range of people in specified training
cntext
  – adjust spoken and written language to suit audience
  – prepare and/or customise training materials and specified documentation using clear
    and comprehensible language and layout
  – calculate and estimate costs, time and length of training sessions
• Awareness of language, literacy and numeracy issues relevant to the context of training
  and assessment, including current theories on the integration of LL&N with technical
  training
• Application of cultural understanding in the context of training and assessment

**Resource implications**
Access to target group, competency training program including relevant standards and
resources.

**Consistency in performance may include**
Competency in this unit needs to be assessed over a period of time, on multiple occasions, and
in a range of contexts involving a combination of direct, indirect and supplementary forms of
evidence.

**Context for assessment**
Assessment may occur on the job or in a simulated workplace.
BSZ407A  Deliver training sessions

Unit Description

This unit covers the requirements for a person to deliver training sessions as part of a training program.

Elements of Competency and Performance Criteria

<table>
<thead>
<tr>
<th>National Code</th>
<th>Element Name</th>
<th>Performance Criteria</th>
</tr>
</thead>
</table>
| BSZ407A/01    | Prepare training participants | • Training program goals and training session outcomes are explained to, and discussed with, training participants  
• The training program workplace applications, training activities and tasks are explained and confirmed with the training participants  
• Needs of training participants for competency acquisition are identified  
• The series of training sessions for the training program are explained to training participants  
• Ways in which the competencies are to be developed and assessed are explained to, and confirmed with, training participants  
• Language is adjusted to suit the training participants and strategies / techniques (eg paraphrasing and questioning) are employed to confirm understanding |
| BSZ407A/02    | Present training session      | • Presentation and training delivery are appropriate to the characteristics of training participants and the development of the competencies  
• Presentation of training and design of learning activities emphasise and reinforce the components of competency  
  – task skills  
  – task management skills  
  – contingency management skills  
  – job/role environment skills  
  – transfer and application of skills and knowledge to new contexts  
• Presentation and training delivery methods provide variety, encourage participation and reinforce competencies  
• Spoken language and communication strategies / techniques are used strategically to encourage participation and to achieve the outcomes of training sessions  
• Training sessions are reviewed and modified as necessary to meet training participants' needs |
Facilitate individual and group learning

- The requirements for the effective participation in the learning process is explained
- Timely information and advice is given to training participants during training sessions
- Training presentations are enhanced with the use of appropriate training resources
- Clear and accurate information is presented in a sequence to foster competency development
- Language is adjusted to suit training participants
- Training participants are actively involved in sessions by being encouraged to ask questions, clarify points of concern and contribute comments at appropriate and identified stages
- Training equipment and materials are used in a way that enhances learning
- Supplementary information is provided to enhance and clarify understanding as required by individuals or the group
- Key points are summarised at appropriate times to reinforce learning
- Individual learning and group dynamics are monitored and managed to achieve program goals
- Language, literacy and numeracy issues are taken into account to facilitate learning by training participants

Provide opportunities for practice and feedback

- Process, rationale and benefits of practice of competency are discussed with training participants
- Practice opportunities are provided to match:
  - specific competencies to be achieved
  - context of the training program
  - specific outcomes of the training session
- Training participants' readiness for assessment is monitored and discussed with participants
- Constructive feedback and reinforcement are provided through further training and/or practice opportunities

Review delivery of training session

- Training participants review of training delivery is sought
- The delivery of training session is discussed with appropriate personnel at appropriate times
- Trainer self assesses training delivery against program goals, session plans and Assessment and Workplace Training Competency Standards
- The reactions of relevant personnel to the delivery are sought and discussed at appropriate times
- Adjustments to delivery, presentation and training are considered and incorporated
Unit Range of Variables

Training Program:

- A collection of training activities to develop competencies of a target group. Clients provide the approvals for expenditure of training resources. Target group include:
  - employee groups (e.g., particular classification or work area, female employees)
  - groups or individuals with special training and/or recognition needs.

Appropriate personnel:

- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities.

Training program may be based on:

- national industry training packages
- enterprise training packages
- national, state and local curriculum
- enterprise based standards, standards of performance or curriculum
- international standards
- international programs.

Training programs may involve:

- enterprise based delivery
- provider based delivery
  - fee for service
  - local, state or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above.

Target group's competencies may be identified by:

- reports on assessment of competencies
- content analysis of curriculum vitae
- enterprise training and assessment record keeping system
- industry training and assessment recording system
- self, peer or supervisor reports.
Training sessions may involve:

- theory
- demonstration
- combination of the two.

Characteristics of participants:

- language, literacy and numeracy needs
- cultural and language background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety.

Training delivery methods may include:

- face to face
- distance
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (eg audio, or video conferencing, computer assisted, discussion).

Training materials may include:

- non-endorsed components of an industry training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation.

Practice opportunities may be:

- on the job
- off the job but located in participant's workplace
- off the job in a special demonstration area
- off the job in external training room
- work/field placements
- job rotation
- or a combination of the above.

Training activities and tasks may include:

- oral presentations
- simulation activities
- project work
- group activities
- practical demonstrations
• assignments
• laboratory work
• shadowing, coaching, mentoring
• computer based learning
• role plays
• interviews
• discussion groups
• surveys
• action learning
• on the job learning
• off the job learning
• practical placements.

Unit Evidence Guide

Critical aspects of evidence
Assessment requires evidence of the following products to be collected:
• Delivery of training sessions in a number of contexts using a range of delivery methods to competency requirements
• Training materials and resources
• Trainers self assessment of their own training delivery
• Documentation on reaction of appropriate personnel and training participants to delivery of training sessions
• Changes made to subsequent delivery practices based on feedback by training participants and appropriate personnel.

Assessment requires evidence of the following processes to be provided:
• How training participants were informed of the:
  – program's goals
  – competencies to be achieved
  – training session outcomes,
  – on and/or off the job practice opportunities
  – benefits of practice
  – training activities and tasks
  – assessment tasks and requirements
• How the delivery of the training was conducted to ensure that:
  – training participants were involved in the sessions
  – language, literacy and numeracy issues were taken into consideration
• Why particular resource materials were selected
• How the characteristics of training participants were identified and addressed
• How readiness for assessment was determined and confirmed with training participants
• How constructive feedback was provided to the target group about their progress toward the program's goals
• How the group operated in terms of processes and dynamics
• How feedback from target group was received and program adjusted.

Interdependent assessment of units
This unit of competency may be assessed in conjunction with other units that form part of a job role.
Required knowledge and skills

- Knowledge of Assessment and Workplace Training Competency Standards and Assessment Guidelines
- Relevant competency standards including industry or enterprise standards
- Relationships of competencies to industrial agreements, classification systems and the Australian Qualifications Framework (AQF)
- Relevant workplace policies and procedures that apply to that work and (any) related legislation on regulatory requirements (eg OHS and anti-discrimination regulations)
- Competency in unit(s) of competency relevant to the training program
- Identification and correct use of equipment, processes and procedures relevant to unit(s) of competencies
- Understanding of the principles of adult learning and competency based training as applied to target group
- Design and / or customisation of effective learning resources
- Requirements for compliance with copyright law for resources used in training
- Skills in facilitating group and individual learning in specific contexts
- Knowledge of training delivery methods / strategies
- Skills in the design of activities and tasks to facilitate learning in specific contexts
- Sources of assistance for participants requiring language or other particular training support
- Planning own work including predicting consequences and identifying improvements
- Language, literacy and numeracy required skills to:
  - present information in a clear, logical and coherent manner
  - present technical information using language which mirrors the language used to perform the task or skill in the relevant work context
  - adjust spoken and written language to suit audience
  - employ interaction strategies and techniques (eg probing questioning, active listening & constructive feedback ) to encourage participation
  - prepare learning resources and materials using language and layout features to suit intended audience
- Awareness of language, literacy and numeracy (LL&N) issues and principles in the context of training and assessment, including the integration of LL&N with technical training
- Communication skills appropriate to the culture of the workplace, appropriate personnel and target group.

Resource implications
Access to training program, training session plans, requisite training locations, materials and target groups for training.

Consistency in performance
Competency in this unit needs to be assessed over a period of time, in a range of context and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment should occur in on the job or in a simulated workplace.
BSZ408A  Review training

Unit Description

This unit covers the requirements of persons to record training data and review training.

Elements of Competency and Performance Criteria

<table>
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<tr>
<th>National Code</th>
<th>Element Name</th>
<th>Details</th>
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| BSZ408A/01    | Record training data  | • Details of training program and target group's competency attainment are recorded in accordance with the training system requirements and securely stored  
• Training records are made available to authorised persons and training participants at the required times, as specified in the training system recording and reporting policy documents |
| BSZ408A/02    | Evaluate training     | • Training is evaluated against identified needs and goals of the training program  
• Feedback on the training program is sought from training participants and appropriate personnel  
• Training participants are encouraged to evaluate how progress towards achieving competency was enhanced by the training sessions  
• Trainer's performance is reviewed against:  
  − program goals  
  − the Assessment and Workplace Training Competency Standards  
  − training participants' comments  
  − training participants' competency attainment  
• Results of the evaluation are used to improve current and future training  
• Suggestions are made for improving any aspect of the recording procedure |
| BSZ408A/03    | Report on training    | • Reports on outcomes of the training sessions are developed and distributed to appropriate personnel |

Unit Range of Variables

Training program:
• A collection of training activities to develop competencies. Clients provide the approvals for expenditure of training resources. Target group is the group for whom training is available and may include:  
  - employee groups (eg particular classification or work area, female employees)  
  - groups or individuals with special training and or recognition needs.
Training may be:
- on the job
- in a simulated setting
- in a training organisation
- in a combination of locations to suit the units of competency being developed and/or assessed
- in a single site or a multi site operation
- a combination of the above.

Clients may include:
- a department/division
- a work area
- an enterprise or organisation.

Client needs may include:
- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities.

Characteristics of participants may include:
- language, literacy and numeracy needs
- cultural language and education background
- educational background or general knowledge
- gender
- age
- physical ability
- previous experience with the topic
- experience in training and assessment
- level of confidence, nervousness or anxiety.

Training system may be developed by:
- the industry
- the enterprise
- the training organisation
- a combination of the above.

Reports on training may be:
- on a proforma or template
- written
- verbal
- combination of the above.

Training evaluation may include:
- affective (eg. satisfaction with the program)
- cognitive (eg. knowledge or skill gain)
- performance or behaviour (eg. absenteeism from work, productivity)
**Appropriate personnel may include:**
- trainers/teachers and assessors
- team leaders/supervisors/managers/employers
- participant/employee/learner
- technical experts (e.g., language and literacy coordinators)
- government regulatory bodies
- union/employee representatives
- consultative committees
- users of training information such as training providers, employers, human resource departments
- state/territory training/recognition authorities.

**Record systems may be:**
- paper based
- computer based systems using magnetic or optical storage
- combination of both paper and computer based systems.

**Training session may involve:**
- theory
- demonstration
- or a combination of the two.

**Training programs may involve:**
- enterprise based delivery
- provider based delivery:
  - fee for service
  - local, state or national curricula
- community based delivery
- school based delivery
- international programs
- combination of the above.

**Variables for achieving competency may include:**
- participant characteristics
- resources (time, location, space, people and costs)
- language, literacy and numeracy issues.

**Training delivery methods:**
- face to face
- distance
- lock step, partly self paced, all self paced
- trainer centred, participant centred
- real time, time independent
- place dependent, place independent
- interactive (e.g., audio, or video conferencing, computer assisted, discussion).
Training materials may include:
- non-endorsed components of an industry training package
- work books
- workshop guides
- background reading materials/documents
- handouts
- industry/enterprise competency standards
- supportive policies and legislation.

Training support may come from:
- technical and subject experts (including particular subject and language and literacy specialists)
- language and literacy specialists
- team leaders/supervisors/managers/employers
- specific enterprises
- assessment/training partners
- trainers/teachers and assessors
- training and assessment coordinators.

Practice opportunities may be:
- on the job
- off the job but located in participant's workplace
- off the job in a special demonstration area
- off the job in external training room
- work/field placements
- job rotation
- or a combination of the above.

Unit Evidence Guide

Critical aspects of evidence
Assessment requires evidence of the following products to be collected:
- Evaluation reports in accordance with performance criteria (trainer, trainees and appropriate personnel)
- Training and assessment records
- Reports on the outcomes of the training sessions and training program
- Plans for current and future training programs and activities
- Promotional materials/reports
- Costs incurred.

Assessment requires evidence of the following processes to be provided:
- How and why evaluation methods were selected
- How evaluation information was gathered and acted upon
- How the report on training sessions/programs was made to appropriate personnel
- How records are maintained, kept confidential and secured.

Interdependent assessment of units
This unit of competency may be assessed in conjunction with other units that form part of a job role.
Required knowledge and skills:
- Assessment and Workplace Training Competency Standards
- Relevant competency standards, including industry or enterprise standards of performance
- Legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements and other policies relevant to the specified context.
- Policies and procedures relating to the organisation's training system including those requirements for recording and maintaining confidential, secure and accurate records
- Evaluation and review methodologies including those that produce qualitative and quantitative data
- Establishment of criteria to evaluate training programs
- Adaptation and use of training record systems for formative and summative assessment
- Planning own work including predicting consequences and identifying improvements
- Language, literacy and numeracy skills such as those required to:
  - collect, organise and analyse data
  - prepare reports, questionnaires and promotional material
  - present qualitative and quantitative data in a clear and coherent manner
  - use probing questioning and active listening techniques to seek feedback on training
  - adjust spoken and written language to suit audience
- Awareness of language, literacy and numeracy issues and principles in the context of training and assessment, including the integration of LL&N with technical training
- Application of cultural understanding in the context of training and assessment.

Resource implications:
Access to training record systems, programs, and appropriate personnel.
Opportunities to discuss training outcomes with appropriate personnel. Access to unit(s) of competency to be assessed, relevant training programs and materials and resources for the development of training arrangements.

Consistency in performance may include:
Competency in this unit needs to be assessed over a period of time, in a range of contexts on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment should occur on the job or in a simulated workplace.
Unit BSXFMI501A Manage personal work priorities and professional development

Unit Descriptor Frontline management is responsible for managing their own performance and taking responsibility for their professional development within the context of the responsibilities and accountabilities.

- Action is taken to achieve and extend personal goals beyond those planned.
- Consistent personal performance is maintained in varying work conditions and work contexts.

BSXFMI501A/02 Set and meet own work priorities

- Competing demands are prioritised to achieve personal, team and the organisations goals and objectives.
- Technology is used efficiently and effectively to manage work priorities and commitments.

BSXFMI501A/03 Develop and maintain professional competence

- Personal knowledge and skills is assessed against competency standards to determine development needs and priorities.
- Feedback from clients and colleagues is used to identify and develop ways to improve competence.
- Management development opportunities suitable to personal learning style(s) are selected and used to develop competence.
- Participation in professional networks and associations enhances personal knowledge, skills and relationships.
- New skills are identified and developed to achieve and maintain a competitive edge.

Range of Variables
At ASF level 5 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under general guidance on progress and outcomes
- may supervise others
- may guide or facilitate teams
- have responsibility for, and limited organisation of work of others
- apply knowledge with depth in some areas
- apply a broad range of skills to a range of tasks/roles
- operate in a variety of workplace contexts
- are involved in some complexity in the choice of actions
- use competencies within routines, methods and procedures
- use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.
Frontline management at this level will normally operate in a relatively diverse workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- access and equity principles and practices and processes
- quality and continuous improvement
- business performance plans
- processes and standards
- ethical standards
- defined resource parameters

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:

- mentoring
- exchange/rotation
- shadowing
- coaching
- action learning
- structured training programs

**Evidence Guide**

This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 5, frontline management:

- promotes a learning culture
- manages work effectively to achieve goals and results
- explains basic principles of adult learning
- develops links between work and learning
- uses coaching and mentoring to assist knowledge/skill formation
- monitors/introduces ways for people to develop knowledge and skills
- facilitates opportunities for learning
- encourages colleagues to share their knowledge and skills
- creates opportunities for individuals/teams to learn from workplace performance
- negotiates with training and development specialist individual/team learning needs
- the opportunity for off-the-job learning to be applied in workplace
- promotes available learning methods to support colleagues
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.
Unit BSXFMI502A  Provide leadership in the workplace

Unit Descriptor
Frontline management has an important leadership role in the development of the organisation. This will be most evident in the manner in which they conduct themselves, the initiative which they take in influencing others, and the way they manage their responsibilities.

Elements of Competency and Performance Criteria

BSXFMI502A/01 Model high standards of management performance
- Performance meets the organisation's requirements.
- Performance serves as a positive role model for others.
- Performance plans are developed and implemented in accordance with the organisation's goals and objectives.
- Key performance indicators are developed within the teams/organisations business plans.

BSXFMI502A/02 Enhance the organisation's image
- The organisation's standards and values are used in conducting business.
- Standards and values considered to be damaging to the organisation are questioned through established communication channels.
- Personal performance contributes to developing an organisation which has integrity and credibility.

BSXFMI502A/03 Influence individuals and teams positively
- Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work.
- Individuals/teams' efforts and contributions are encouraged, valued and rewarded.
- Ideas and information receive the acceptance and support of colleagues.

BSXFMI502A/04 Make informed decisions
- Information relevant to the issue(s) under consideration is gathered and organised.
- Individuals/teams participate actively in the decision making processes.
- Options are examined and their associated risks assessed to determine preferred course(s) of action.
- Decisions are timely and communicated clearly to individuals/teams.
- Plans to implement decisions are prepared and agreed by relevant individuals/teams.
- Feedback processes are used effectively to monitor the implementation and impact of decisions.

Range of Variables
At ASF level 5 frontline management will normally be engaged in a workplace context in which they:
- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work
tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use judgement for self and others in planning and using resources, services and
processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in diverse and complex workplace
environments in which they use the organisations:
- goals, objectives, plans, systems and processes
- quality and continuous improvement
- processes and standards
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace. A range of
learning opportunities may be used, for example:
- mentoring
- action learning
- coaching
- shadowing

Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the
competence of frontline management. Typically, in providing evidence of consistent
achievement of this Units workplace outcomes within the context of ASF level 5, frontline
management:
- manages effectively in diverse work environments and contexts
- achieves planned results
- researches, acquires and uses information appropriate to work responsibility
- makes decisions within responsibility and authority
- explains the organisations goals, values and objectives
- negotiates, establishes and monitors Key Performance Indicators for
  individuals/teams
- manages work effectively to achieve goals and results
- monitors/introduces practices to improve performance
- uses modern management techniques in work performance
- contributes to the organisations standards and values
- uses effective consultative processes
- communicates routine and non-routine information clearly to senior managers,
  peers and subordinates
- promotes available learning methods to support colleagues competence
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.
Unit BSXFMI503A Establish and manage effective workplace relationships

Unit Descriptor
Frontline management plays an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs/outcomes.

Elements of Competency and Performance Criteria

BSXFMI503A/01 Gather, convey and receive information and ideas
- Information to achieve work responsibilities is collected from appropriate sources.
- The method(s) used to communicate ideas and information is appropriate to the audience.
- Communication takes into account social and cultural diversity.
- Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches.

BSXFMI503A/02 Develop trust and confidence
- People are treated with integrity, respect and empathy.
- The organisation’s social, ethical and business standards are used to develop and maintain positive relationships.
- Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance.
- Interpersonal styles and methods are adjusted to the social and cultural environment.

BSXFMI503A/03 Build and maintain networks and relationships
- Networking is used to identify and build relationships.
- Networks and other work relationships provide identifiable benefits for the team and organisation.
- Cross-cultural cooperation results in positive outcomes for individuals, teams and the organisation.
- Coaching and mentoring is used to assist colleagues develop effective relationships in a diverse workplace.
- Networking is used to identify and build relationships.
- Networks and other work relationships provide identifiable benefits for the team and organisation.
- Cross-cultural cooperation results in positive outcomes for individuals, teams and the organisation.
- Coaching and mentoring is used to assist colleagues develop effective relationships in a diverse workplace.
BSXFMI503A/04 Manage difficulties to achieve positive outcomes

- Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance.
- Colleagues receive guidance and support to resolve their work difficulties.
- Continued poor performance is managed within the organisations processes.
- Conflict is managed constructively within the organisations processes.
- Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation and legislative requirements.

Range of Variables
At ASF level 5 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some areas and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

Frontline Management at this level will normally operate in diverse and complex workplace environments in which they use the organisations:

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

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:

- mentoring
- coaching
- exchange/rotation
- action learning
- shadowing
- structured training programs

Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 5, frontline management:

- manages relationships effectively to achieve goals/results
- researches, acquires and uses information appropriate to work responsibility
- monitors and introduces ways to improve work relationships in a diverse and complex workplace
· performs in a way which strengthens and reinforces relationships
· develops effective relationships in diverse internal and external environments
· mixes confidently in a broad range of people
· communicates clearly and concisely
· responds effectively to unexpected demands from a range of sources
· provides honest and constructive feedback
· uses effective consultative processes
· encourages contrary views to be submitted and discussed
· treats people openly and fairly
· contributes to the removal of discrimination/bias in the workplace
· develops constructive responses when confronted with problems and difficulties
· uses information management systems
Unit BSXFMI504A Participate in, lead and facilitate work teams

Unit Descriptor
Frontline management has a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation. They play a prominent part in motivating, mentoring, coaching and developing team members, and in achieving team cohesion.

Elements of Competency and Performance Criteria

BSXFMI504A/01 Participate in team planning
· The team establishes clearly defined purpose, roles, responsibilities and accountabilities within the organisation's goals and objectives.
· The team performance plan contributes to the organisation’s business plan, policies and practices.
· The team agrees to processes to monitor and adjust its performance within the organisation’s continuous improvement policies.
· The team includes in its plans ways in which it can benefit from the diversity of its membership.

BSXFMI504A/02 Develop team commitment and co-operation
· The team uses open communication processes to obtain and share information.
· The team encourages and exploits innovation and initiative.
· Support is provided to the team to develop mutual concern and camaraderie.

BSXFMI504A/03 Manage and develop team performance
· The team is supported in making decisions within its agreed roles and responsibilities.
· The results achieved by the team contribute positively to the organisation's business plans.
· Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals.
· Mentoring and coaching supports team members to enhance their knowledge and skills.
· Delegates performance is monitored to confirm that they have completed their delegation/assignment.

BSXFMI504A/04 Participate in, and facilitate the work team
· Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes.
· Individuals and teams are actively encouraged to take individual and joint responsibility for their actions.
· The diversity of individuals' knowledge and skills is used to enhance team performance.
· The team receives support to identify and resolve problems which impede its performance.
**Range of Variables**

At ASF level 5 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in diverse and complex workplace environments in which they use the organisations:

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

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

Teams may be one or a mixture of:

- on-going
- work-based
- project-based
- cross-functional

Teams may include:

- full time employees
- contractors
- part time employees

Frontline management roles in teams may include:

- leader
- facilitator
- participant
- coach
- mentor
Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 5, frontline management:

- manages work effectively to achieve goals and results
- researches, acquires and uses information appropriate to work responsibility
- establishes among teams a commitment to the organisation’s goals, values and plans
- makes decisions within responsibility and authority in a diverse and complex workplace
- provides clear direction in devolving responsibility and accountability
- provides constructive feedback to delegates
- monitors/proposes ways to improve team performance
- works effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- promotes networking between teams for mutual benefit
- uses effective consultative processes
- encourages teams to openly propose, discuss and resolve issues
- deals with conflict before it adversely affects team performance
- recognises rewards and supports team achievement
- supports team to share knowledge and skills
- promotes available learning methods to support team
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.
Unit BSXFMI505A Manage operations to achieve planned outcomes

Unit Descriptor Frontline management is actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation. This pivotal role is carried out to create safe, efficient and effective products and services to customer satisfaction within the organisations productivity and profitability plans.

Elements of Competency and Performance Criteria

BSXFMI505A/01 Plan resource use to achieve profit/productivity targets.
- Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers.
- Operational plans contribute to the achievement of the organisations performance/business plan.
- Operational plans identify available resources, taking into account customer needs and the organisations plans.
- Plans to maximise value gained from the diversity of the organisations resources.
- Contingency plans are prepared in the event that initial plans need to be varied.

BSXFMI505A/02 Acquire resources to achieve operational plan.
- Employees are recruited and inducted within the organisations human resource management policies and practices.
- Physical resources and services are acquired in accord with the organisations practices and procedures.

BSXFMI505A/03 Monitor operational performance.
- Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets.
- Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance.
- Unsatisfactory performance is identified and prompt action is taken to rectify the situation.
- Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups.

BSXFMI505A/04 Monitor resource usage
- Systems and processes are monitored to establish whether resources are being used as planned.
- Problems with resource usage are investigated and rectified and/or reported to designated persons/groups.
- Mentoring and coaching is provided to support individuals/teams who have difficulties in using resources to the required standard.
- Systems, procedures and records associated with documenting resource acquisition and usage are managed in accordance with the organisations requirements.
Range of Variables
At ASF level 5 frontline management will normally be engaged in a workplace context in which they:
- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in diverse and complex workplace environments in which they use the organisations:
- goals, objectives, plans, systems and processes
- quality and continuous improvement and processes
- processes and standards
- business and performance plans
- resources, which maybe subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:
- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

Resources may include:
- people
- power/energy
- information
- finance
- buildings/facilities
- time
- equipment
- technology
Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 5, frontline management:

· manages work effectively to achieve goals and results
· researches, acquires and uses information appropriate to responsibility
· makes decisions within responsibility and authority in a diverse and complex workplace
· participates effectively in wider organisational processes which have an effect on operational performance
· organises and uses resources to achieve business plans
· provides input to the organisations planning processes
· eliminates/minimises resource inefficiencies and waste
· creates products/services which are safe for customer use
· develops alternative and innovative approaches to improve resource use
· ensures that legislative requirements are met in work operations
· prepares and negotiates recommendations to change operations
· uses effective consultative processes
· feedback and acts on constructive advice
· promotes available learning methods to assist colleagues
· uses information management systems
· selects and uses available technology appropriate to the task
· records/reports information within established systems
· uses the key competencies to achieve results.
Unit BSXFMI506A Manage workplace information

Unit Descriptor

Frontline management is an important creator and manager of information. Their competency in identifying, acquiring, analysing and using appropriate information plays a significant part in the efficiency and effectiveness of the individuals/teams/organisations performance.

Elements of Competency and Performance Criteria

BSXFMI506A/01 Identify and source information needs

- The information needs of individuals/teams is determined and the sources are identified.
- Information held by the organisation is reviewed to determine suitability and accessibility.
- Plans are prepared to obtain information which is not available/accessible within the organisation.

BSXFMI506A/02 Collect, analyse and report information

- Collection of information is timely and relevant to the needs of individuals/teams.
- Information is in a format suitable for analysis, interpretation and dissemination.
- Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was acquired.

BSXFMI506A/03 Use management information systems

- Management information systems are used effectively to store and retrieve data for decision making.
- Technology available in the work area/organisation is used to manage information efficiently and effectively.
- Recommendations for improving the information system are submitted to designated persons/groups.

BSXFMI506A/04 Prepare business plans/budgets

- Individuals/teams are involved in business plan/budget preparation in a way which uses their contribution effectively and gains their support for the outcomes.
- Business plans/budgets are prepared and presented in accordance with the organisations guidelines and requirements.
- Plans are prepared in the event that alternative action is required.

BSXFMI506A/05 Prepare resource proposals

- Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management.
- Estimates of resource needs and utilisation reflects the organisations business plans, and customer and supplier requirements.
- Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes.
Range of Variables
At ASF level 5 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in diverse and complex workplace environments in which they use the organisations:

- goals, objectives, plans, systems and processes
- quality and continuous improvement and processes
- processes and standards
- business and performance plans
- resources, which maybe subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:

- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

Resources may include:

- people
- power/energy
- information
- finance
- buildings/facilities
- time
- equipment
- technology
Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 5, frontline management:

- manages work effectively to achieve goals and results
- researches, acquires and uses information appropriate to work responsibility
- makes decisions within responsibility and authority in a diverse and complex workplace
- monitors/improves ways to manage information
- explains basic financial concepts in business plans/budgets
- prepares financial information within standard format
- prepares resource proposals within budget constraints
- explains methods to gain efficiencies in resource management
- prepares and negotiates recommendations to improve the organisations information systems
- ensures that legislative requirements are met in resource plans
- promotes available learning methods to support colleagues
- uses effective consultative processes
- communicates with colleagues who have specialist responsibilities in financial and resource management
- prepares and negotiates recommendations to improve information systems
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies to achieve results.
Unit BSXFMI507A Manage quality customer service

Unit Descriptor
Frontline management is involved in ensuring that products and services are delivered and maintained to standards agreed by the organisation and the customer. This will be carried out in the context of the organisations policies and practices as well as legislation, conventions and codes of practice.

Elements of Competency and Performance Criteria

BSXFMI507A/01 Plan to meet internal and external customer requirements.
- The needs of customers are researched, understood, and assessed, and included in the planning process.
- Provision is made in plans to achieve the quality, time and cost specifications agreed with customers.

BSXFMI507A/02 Ensure delivery of quality products/services.
- Products/services are delivered to customer specifications within the teams/organisations business plan.
- Individual/team performance consistently meets quality, safety, resource and delivery standards.
- Coaching and mentoring assists colleagues overcome difficulty in meeting customer service standards.

BSXFMI507A/03 Monitor, adjust and report customer service.
- The organisations systems and technology are used to monitor progress in achieving product/service targets and standards.
- Customer feedback is sought and used to improve the provision of products/services.
- Resources are used effectively and efficiently to provide quality products/services to customers.
- Decisions to overcome problems with products/services are taken in consultation with designated individuals/groups.
- Adjustments are made to products/services, and those who have a role in their planning and delivery are informed of changes.
- Records, reports and recommendations are managed within the organisations systems and processes.

Range of Variables
At ASF level 5 frontline management will normally be engaged in a workplace context in which they:
- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
use competencies independently for routine and non-routine purposes
use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in diverse and complex workplace environments in which they use the organisations:
- goals, objectives, plans, systems and processes
- quality and continuous improvement
- processes and standards
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:
- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

Resources may include:
- people
- power/energy
- information
- finance
- buildings/facilities
- time
- equipment
- technology

Customers may be:
- internal or external
- drawn from existing or new
- sources

**Evidence Guide**
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 5, frontline management:
- manages work effectively to achieve goals and results
- manages products/services within budget constraints
- makes decisions within responsibility and authority in a diverse and complex workplace
- researches, acquires and uses information appropriate to work responsibility
- monitors/introduces ways to improve products/services
- uses effective consultative processes
- ensures that legislation and standards are met in providing customer service
· develops and maintains effective communication with customers
· seeks customer feedback and acts on constructive advice
· treats people openly and fairly
· promotes available learning methods to enable colleagues to maintain current competence
· prepares and negotiates recommendations to improve customer service
· uses information management systems
· selects and uses available technology appropriate to the task
· uses the key competencies to achieve results.
Unit BSXFMI508A Develop and maintain a safe workplace and environment

Unit Descriptor
Frontline management has a key role in ensuring that the workplace meets safety requirements set down in legislation, standards and the organisations policies and practices. While it is recognised that safety is every ones responsibility, frontline management has an important leadership role in promoting and monitoring a safe workplace and environment.

Elements of Competency and Performance Criteria

BSXFMI508A/01 Access and share legislation, codes and standards.
- Legislation, standards and the organisations policies and practices relevant to the creation and maintenance of a safe workplace and environment are made available to individuals/teams.
- Arrangements are made to provide information in a language, style and format which is understood by colleagues.
- Individuals/teams know their legal responsibility for maintaining a safe workplace and environment.
- The implications of an unsafe workplace and environment is clear to all within the workplace.

BSXFMI508A/02 Plan and implement safety requirements.
- Work practices are planned with colleagues to ensure compliance with workplace and environmental legislation and standards.
- Work practices are implemented in accordance with requirements specified in legislation and standards for safe workplaces and environments.
- Coaching and mentoring supports colleagues in managing their rights and responsibilities.

BSXFMI508A/03 Monitor, adjust and report safety performance.
- Actual and potential problems are identified, rectified and reported promptly and decisively to ensure workplace and environmental safety.
- Hazards are managed so that risks are minimised.
- Waste recycling, reduction and disposal is carried out within legislative and organisational requirements.
- Recommendations to make improvements to comply with legislation and associated standards are submitted to designated persons/groups.
- Individuals/teams are informed of the results of improvements in the workplace.
- Systems, records and reporting procedures are maintained according to legislative requirements.

BSXFMI508A/04 Investigate and report non-conformance.
- Non-conformance is investigated and dealt with according to legislative requirements.
- Coaching and mentoring supports colleagues to acquire and apply competencies to meet legislative requirements and the associated standards.
- Workplace practices are implemented to ensure that non-conformance is not repeated.
Range of Variables
At ASF level 5 frontline management will normally be engaged in a workplace context in which they:

- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in diverse and complex workplace environments in which they use the organisations:

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

They use legislation, codes and national standards relevant to the workplace, particularly those involved with:

- workplace safety
- environmental safety

A range of learning opportunities may be used, for example:

- mentoring
- exchange/rotation
- shadowing

Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 5, frontline management:

- develops/promotes a safety conscious culture in workplace
- provides a model to others in working safely
- researches, acquires and uses information appropriate to work responsibility
- manages work effectively to achieve goals and results
- explains safety legislation, standards and procedures
- maintains a safe workplace in compliance with legislation and standards
- takes prompt action to rectify/report non-compliance
- prepares and negotiates recommendations to improve safety
- monitors/introduces practices to ensure safety compliance
- uses effective waste management processes and procedures
· explains the workplace and environmental impact of non-compliance with relevant legislation
· promotes available learning methods to support colleagues
· uses information management systems
· selects and uses available technology appropriate to the task
· uses the key competencies to achieve results.
Unit BSXFMI509A Implement and monitor continuous improvements to systems and processes

Unit Descriptor Frontline management has an active role in managing the continuous improvement process in achieving the organisation's quality objectives. Their position, closely associated with the creation and delivery of products and services, means that they play an important part in influencing the on-going development of the organisation.

Elements of Competency and Performance Criteria

BSXFMI509A/01 Implement continuous improvement systems and processes.
· Team members are actively encouraged and supported to participate in decision-making processes and to assume responsibility and authority.
· The organisation's continuous improvement processes are communicated to individuals/teams.
· Mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes.

BSXFMI509A/02 Monitor, adjust and report performance.
· The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved.
· Customer service is strengthened through the use of continuous improvement techniques and processes.
· Plans are adjusted and communicated to those who have a role in their development and implementation.

BSXFMI509A/03 Consolidate opportunities for further improvement.
· Individuals/teams are informed of savings and productivity improvements in achieving the business plan.
· Work performance is documented and the information is used to identify opportunities for further improvement.
· Records, reports and recommendations for improvement are managed within the organisation's systems and processes.

Range of Variables
At ASF level 5 frontline management will normally be engaged in a workplace context in which they:
· are autonomous, working under broad guidance
· may supervise others
· may guide teams
· may have responsibility for planning and managing the work of others
· will be involved in self-directed application of knowledge
· have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
· operate in varied or highly specific contexts
· use competencies independently for routine and non-routine purposes
· use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.
Frontline management at this level will normally operate in diverse and complex workplace environments in which they use the organisations:
- goals, objectives, plans, systems and processes
- quality and continuous improvement
- processes and standards
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:
- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

Resources may include:
- people
- power/energy
- information
- finance
- buildings/facilities
- time
- equipment
- technology

**Evidence Guide**
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 5, frontline management:
- manages work effectively to achieve goals and results
- develops a workplace culture which supports continuous improvement
- explains the organisations continuous improvement methods
- researches, acquires and uses information appropriate to work responsibility
- provides leadership to colleagues in the implementation of continuous improvement processes
- monitors/introduces ways to improve performance
- encourages ideas and feedback to improve processes
- prepares and negotiates recommendations to improve the continuous improvement processes
- gains the commitment of individuals/teams to continuous improvement principles and practices
- develops ways of individuals/teams implementing continuous improvement processes
- uses effective consultative processes
- promotes available learning methods
- uses information management systems
- selects and uses available technology appropriate to the task
- uses the key competencies.
Unit BSXFMI510A Facilitate and capitalise on change and innovation

Unit Descriptor
Frontline management has an active role in fostering change and acting as a catalyst in the implementation of change and innovation. They have a creative role in ensuring that individuals, the team and the organisation gain from change; and that the customer benefits through improved products and services.

Elements of Competency and Performance Criteria

BSXFMI510A/01 Participate in planning the introduction of change.
- The manager contributes effectively in the organisation’s planning processes to introduce change.
- Plans to introduce change are made in consultation with designated individuals/groups.
- The organisation’s objectives and plans to introduce change are explained clearly to individuals/teams.

BSXFMI510A/02 Develop creative and flexible approaches and solutions.
- Alternative approaches to managing workplace issues and problems are identified and analysed.
- Risks are assessed and action is taken to achieve a recognised benefit or advantage to the organisation.
- The workplace is managed in a way which promotes the development of innovative approaches and outcomes.
- Creative and responsive approaches to resource management improves productivity and/or reduces costs in a competitive environment.

BSXFMI510A/03 Manage emerging challenges and opportunities.
- Individuals/teams respond effectively and efficiently to changes in the organisation’s goals, plans and priorities.
- Coaching and mentoring assists individuals/teams develop competencies to handle change efficiently and effectively.
- The manager uses opportunities within their responsibility and authority to make adjustments to respond to the changing needs of customers and the organisation.
- Individuals/teams are kept informed of progress in the implementation of change.
- Recommendations for improving the methods/techniques to manage change are negotiated with designated persons/groups.
Range of Variables
At ASF level 5 frontline management will normally be engaged in a workplace context in which they:
- are autonomous, working under broad guidance
- may supervise others
- may guide teams
- may have responsibility for planning and managing the work of others
- will be involved in self-directed application of knowledge
- have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- operate in varied or highly specific contexts
- use competencies independently for routine and non-routine purposes
- use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in diverse and complex workplace environments in which they use the organisations:
- goals, objectives, plans, systems and processes
- quality and continuous improvement
- processes and standards
- business and performance plans
- resources, which may be subject to negotiation
- ethical standards

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:
- mentoring
- action learning
- coaching
- shadowing
- exchange/rotation
- structured training programs

Resources may include:
- people
- power/energy
- information
- finance
- buildings/facilities
- time
- equipment
- technology
Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 5, frontline management:

· manages work effectively to achieve goals and results
· explains the organisations methods to introduce change
· researches, acquires and uses information appropriate to work responsibility
· identifies opportunities to introduce change in a diverse/complex workplace
· responds promptly to new situations by developing appropriate strategies and plans
· draws on the diversity of workplace to assist the organisation benefit from change
· monitors trends in the external environment to develop and maintain a competitive edge
· uses management style(s) which facilitates change
· monitors/introduces practices to improve performance
· establishes with team appropriate change management processes
· uses effective consultation processes
· seeks feedback and acts on constructive advice
· promotes available learning methods to support colleagues
· uses information management systems
· selects and uses available technology appropriate to the task
· uses the key competencies to achieve results.
Unit BSXFMI511A  Contribute to the development of a workplace learning environment

Unit Descriptor  Frontline management plays a prominent role in encouraging and supporting the development of a learning organisation. Promoting a learning environment in which work and learning are integrated is an important goal to be achieved.

Elements of Competency and Performance Criteria

BSXFMI511A/01  Create learning opportunities.
· Workplace environments which facilitate learning are developed and supported.
· Learning plans are developed as an integral part of individual/team performance plans.
· Learning plans reflect the diversity of needs and learning opportunities.
· Individual/team access to, and participation in, learning opportunities is facilitated.
· Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team, and organisational performance.

BSXFMI511A/02  Facilitate and promote learning.
· Workplace activities are used as opportunities for learning.
· Coaching and mentoring contributes effectively to the development of workplace knowledge, skills and attitudes.
· The benefits of learning are shared with others in the team/organisation.
· Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards.

BSXFMI511A/03  Monitor and improve learning effectiveness.
· Performance of individuals/teams is monitored to determine the type and extent of additional work-based support.
· Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements.
· Adjustments negotiated with training and development specialists results in improvements to the efficiency and effectiveness of learning.
· Records and reports of competency are documented and maintained within the organisations systems and procedures.

Range of Variables
At ASF level 5 frontline management will normally be engaged in a workplace context in which they:
· are autonomous, working under broad guidance
· may supervise others
· may guide teams
· may have responsibility for planning and managing the work of others
· will be involved in self-directed application of knowledge
· have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
operate in varied or highly specific contexts
· use competencies independently for routine and non-routine purposes
· use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints.

Frontline management at this level will normally operate in diverse and complex workplace environments in which they use the organisations:
· goals, objectives, plans, systems and processes
· quality and continuous improvement
· processes and standards
· business and performance plans
· resources, which may be subject to negotiation
· ethical standards

They use legislation, codes and national standards relevant to the workplace. A range of learning opportunities may be used, for example:
· mentoring
· action learning
· coaching
· shadowing
· exchange/rotation
· structured training programs

Evidence Guide
This guideline is to assist the development of assessment instruments/tools to assess the competence of frontline management. Typically, in providing evidence of consistent achievement of this Units workplace outcomes within the context of ASF level 5, frontline management:
· promotes a learning culture in a diverse and complex workplace
· manages work effectively to achieve goals and results
· explains basic principles of adult learning
· develops links between work and learning
· uses coaching and mentoring to assist knowledge/skill formation
· monitors/introduces ways for people to develop knowledge and skills
· facilitates opportunities for learning
· encourages colleagues to share their knowledge and skills
· creates opportunities for individuals/teams to learn from workplace performance
· negotiates with training and development specialists individual/team learning needs
· provides the opportunity for off-the-job learning to be applied in workplace
· promotes available learning methods to support colleagues
· uses information management systems
· selects and uses available technology appropriate to the task
· uses the key competencies to achieve results.
BSZ501A Analyse competency requirements

Unit Description

This unit applies to persons required to research and document competency requirements. It covers that including identification and review of relevant sources of information, and development of an implementation plan.

Elements of Competency and Performance Criteria

<table>
<thead>
<tr>
<th>National Code</th>
<th>Element Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSZ501A/01</td>
<td>Identify client competency needs</td>
</tr>
<tr>
<td></td>
<td>• The client and stakeholders are consulted to identify and document client competency needs</td>
</tr>
<tr>
<td></td>
<td>• Competency needs are defined using information collected from stakeholders</td>
</tr>
<tr>
<td></td>
<td>• The needs are grouped according to type, priority and possible solutions</td>
</tr>
<tr>
<td>BSZ501A/02</td>
<td>Undertake needs analysis</td>
</tr>
<tr>
<td></td>
<td>• A plan is developed for the needs analysis outlining:</td>
</tr>
<tr>
<td></td>
<td>- outcomes</td>
</tr>
<tr>
<td></td>
<td>- resources</td>
</tr>
<tr>
<td></td>
<td>- timelines</td>
</tr>
<tr>
<td></td>
<td>- personnel and responsibilities</td>
</tr>
<tr>
<td></td>
<td>- target group(s)</td>
</tr>
<tr>
<td></td>
<td>- sources of information</td>
</tr>
<tr>
<td></td>
<td>• Sources of information in relation to competency needs and the scope of the competencies are identified</td>
</tr>
<tr>
<td></td>
<td>• Data gathering methods are adapted/developed for efficient, reliable and valid information collection</td>
</tr>
<tr>
<td></td>
<td>• Any requirements of qualifications or assessment or training recognition bodies are identified</td>
</tr>
<tr>
<td></td>
<td>• Information is collected, organised and analysed to identify competency components</td>
</tr>
<tr>
<td></td>
<td>• Groupings of competencies are established to suit the requirements for competency development of the target group(s)</td>
</tr>
<tr>
<td>BSZ501A/03</td>
<td>Confirm findings of research</td>
</tr>
<tr>
<td></td>
<td>• Consultations with stakeholders are conducted to verify research accuracy, use ability within the intended context(s) and validity for the target group(s)</td>
</tr>
<tr>
<td></td>
<td>• Priorities for implementation of competency development are determined in terms of business goals, individual and organisational effectiveness, resource implications, cost benefit and lead time requirements</td>
</tr>
<tr>
<td></td>
<td>• Identified priorities and competencies are documented and validated by stakeholders</td>
</tr>
</tbody>
</table>
BSZ501A/04  Document competency requirements

- Competency requirements are documented in a manner appropriate to client needs
- Combinations of competencies are identified to match the required:
  - business goals of the client organisation
  - job roles
  - skills related career paths
  - classifications
  - position descriptions
  - training programs
  - appraisal requirements
  - licensing or accreditation conditions
- Implementation plan is developed including:
  - marketing and promotion
  - resource allocation
  - timelines

BSZ501A/05  Validate competencies and implementation plan

- Stakeholders are involved in the validation of documented competencies and implementation plan and established processes are used to approve documentation
- Adjustments to documentation are made as required
- Documentation is approved through established processes
- Any changes in related procedures, policies and processes are endorsed by stakeholders for implementation

Unit Range of Variables

Clients needs may include:
- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- regulation or licensing requirements.

Stakeholders may include:
- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
relevant industry training advisory bodies
funding bodies
State/Territory Training/Recognition Authorities.

Competency needs may include:
• adaptation of industry competency standards to meet business goals
design or review of training program(s)
identification of productivity and other improvements
access and equity considerations
human resources considerations (e.g., classification structure).

Sources of information may include:
• industry/enterprise competency standards, including international information
training packages
curriculum and other training program information
licensing requirements
government legislation, policies and practices
job descriptions
observations of competent workers
enterprise skills audit reports
industry skills audit reports
workplace conditions, policies and standard operating procedures
benchmarking reports
industry publications or reports
market needs analysis reports
quality assurance procedures.

Data gathering methods may include:
• survey methods
• interviews
delphi procedures
nominal group techniques
concept mapping
focus groups
job and task analysis
analysis of assessment and/or training records.

Unit Evidence Guide

Critical aspects of evidence
Assessment requires evidence of the following products to be collected:
• Documented client competency needs
• Competency needs analysis plan
• Report of research into competency needs
• Classification of need according to type, priority and possible solution
• Documented competencies
• Implementation plan.
Assessment requires evidence of the following processes to be provided:

- How the client and stakeholders were consulted to identify competency requirements
- How the needs analysis and competencies proposed will contribute to organisational effectiveness
- Why particular data gathering method(s) was used
- How the data gathering methods and any other instrument(s) used were checked for validity, reliability, cost-effectiveness, administration ease, acceptability and appropriateness
- How the implementation plan was developed.

Interdependent assessment of units:
This unit may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills:

- Any relevant competency standards, assessment guidelines and Australian Qualifications Framework (AQF)
- Relationship of the competencies, any industrial agreements and skill based classification systems with organisation effectiveness
- Understanding of data gathering and needs analysis theory and methodology
- Language and literacy skills required to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- Planning of own work including predicting consequences and identifying improvements
- Compliance with requirements for copyright and other regulatory requirements
- Communication skills appropriate to the culture of the workplace.

Resource implications
Access to relevant clients, stakeholders and sources of information required in needs analysis.

Consistency in performance:
Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment may occur on the job or in a simulated workplace.
BSZ502A  Design and establish the training system

Unit Description

This unit covers the requirements for a person to design and establish a training system.

Elements of Competency and Performance Criteria

<table>
<thead>
<tr>
<th>National Code</th>
<th>Element Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSZ502A/01</td>
<td>Determine boundaries of the training</td>
</tr>
<tr>
<td></td>
<td>• Services are determined and established through consultation with the client and stakeholders and a training policy documented</td>
</tr>
<tr>
<td></td>
<td>• Stakeholder relationships are maintained through a range of communication mechanisms and the establishment of a service support structure</td>
</tr>
<tr>
<td></td>
<td>• The financial, physical and human resources available to support the system are identified within agreed quality assurance procedures</td>
</tr>
<tr>
<td>BSZ502A/02</td>
<td>Determine training system features</td>
</tr>
<tr>
<td></td>
<td>• The key operational features and constraints of the training system are determined in consultation with stakeholders</td>
</tr>
<tr>
<td></td>
<td>• The key operational features of the system are verified with appropriate personnel and clients and the agreed features of the system are documented</td>
</tr>
<tr>
<td>BSZ502A/03</td>
<td>Match needs with resources</td>
</tr>
<tr>
<td></td>
<td>• The expertise and roles of internal and external individuals and organisations/partners are identified</td>
</tr>
<tr>
<td></td>
<td>• A budget, detailing development costs, implementation and maintenance costs of the proposed system, is developed, including partner organisations, if applicable</td>
</tr>
<tr>
<td>BSZ502A/04</td>
<td>Design and develop a training records system</td>
</tr>
<tr>
<td></td>
<td>• The record keeping system is designed to allow easy tracking of training participants progress as well as other agreed features</td>
</tr>
<tr>
<td></td>
<td>• The record keeping system allows for the storage of detailed information and is designed to be secure, confidential, easy to administer and update</td>
</tr>
<tr>
<td></td>
<td>• The record keeping system is developed to allow for appropriate quality assurance requirements and verified for compliance with accepted enterprise/industry procedures for record keeping and legislative requirements</td>
</tr>
<tr>
<td></td>
<td>• The record keeping system is designed and verified to allow for fair and consistent responses to grievances</td>
</tr>
<tr>
<td></td>
<td>• The record keeping system is designed to ensure that relevant legislative and regulatory requirements are met</td>
</tr>
</tbody>
</table>
BSZ502A/05 Establish procedures for the review of training

- Review procedures are developed and documented in consultation with stakeholders

BSZ502A/06 Select and provide for training of system users

- The required mix of personnel and competencies to implement the training system are identified
- Appropriate training strategies are identified modified or developed for trainers and other personnel involved in the training system to acquire competencies
- The training programs selected or developed for assessors and trainers are verified to meet the Assessment and Workplace Training Competency Standards and other relevant competency standards

BSZ502A/07 Establish quality assurance procedures

- A quality assurance team or committee is established in consultation with appropriate personnel
- Quality assurance procedures, including verification processes are developed in consultation with appropriate personnel
- The verification processes involves a representative sample of training activities and makes effective use of resources
- The quality assurance procedures are trialed for fairness, efficiency and effectiveness
- The quality assurance procedures are documented and distributed to trainers and other appropriate personnel
- Procedures are established to determine the level of compliance with the training system

Unit Range of Variables

Clients' needs may include:
- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- licensing or accreditation requirements.

Stakeholders may include:
- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
• union/employee representatives
• consultative committees
• relevant industry training advisory bodies
• funding bodies
• State/Territory Training/Recognition Authorities.

**Partners may include:**
• public/private/community training providers
• schools
• universities
• enterprises
• industry organisations
• international organisations
• government agencies
• community organisations
• individuals including technical experts, training and/or assessment specialists.

**Key operational features may include:**
• the purpose of the training and the relevant competency outcomes of the training
• competencies and certification required of trainers
• record keeping system requirements, procedures and policies
• training context requirements and procedures to match identified competencies
• characteristics of training participants
• any allowable adjustments to the training methods for training participants
• access and equity considerations
• relevant commonwealth/state or territory legislative and regulatory requirements
• arrangements for recognition of competencies
• partnership arrangements
• location of training
• the review and evaluation process including quality assurance procedures
• allocation of costs/fees (if applicable)
• marketing/promotion of system.

**Operational constraints may include:**
• time available
• relative cost implications
• budgetary constraints
• geographical and resource constraints
• availability of stakeholders and other personnel.

**Purpose of training may include:**
• productivity improvement
• professional development requirements
• competency acquisition
• induction of new employees
• refresher training for competency maintenance
• legislative or government regulatory requirements
• access and equity considerations.
Characteristics of participants may include:
- language, literacy and numeracy needs
- cultural, language and educational background
- gender
- physical ability
- level of confidence, nervousness or anxiety
- age
- experience with topic
- learning styles
- work/family commitments
- reasons for undertaking training.

Record system may be:
- paper based system, such as forms or checklists
- computer-based system using magnetic or optical storage
- or a combination of both paper and computer-based system.

NB-statutory and government regulations for maintaining records may vary.

Quality assurance procedures may include:
- conduct of regular internal and external reviews (person(s) being trained, peer, self and supervisor)
- professional development of participants
- sampling and evaluation of implementation of competencies
- assessment of the assessors'/trainers' competencies
- modifications of the competency system based on evaluation and reviews
- promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system.

Sources of information may include:
- industry-enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures.
Policy may include:
- purposes of training
- industrial relations issues
- what and who is to be trained
- timing of training
- links with other human resources functions
- appeal/review mechanisms
- criteria for making decisions of competent, or not yet competent
- number of trainers
- allowable adjustments to training /assessment to suit characteristics of training participants
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation
- licensing arrangements
- qualifications.

Unit Evidence Guide

Critical aspects of evidence
Assessment requires evidence of the following products to be collected:
- Training policy
- Description of the client and stakeholders
- Documentation on the features of the training system
- Report on sources of information researched to determine training system
- Summary of available financial, physical and human resources
- Analysis of possible constraints for training implementation
- Report of the design, development, maintenance and security of the record keeping system
- Documented review procedures for training system
- Description of selection criteria and training programs for trainers and other personnel involved in the training system
- Documentation of quality assurance mechanisms.

Assessment requires evidence of the following processes to be provided:
- How stakeholders were consulted and agreement was reached on operational features and quality assurance procedures
- How the following criteria were incorporated in the training system:
  - fairness, equity and accessibility of the training system
  - security and access requirements of the record keeping system
  - selection criteria for training personnel
  - selection and training of training personnel
  - feasibility, cost effectiveness and practicability of training system
  - review procedures, currency of records
  - currency of records
• How and why information needed in the development of the training system was sourced
• How the resources needed were researched and availability confirmed
• How the features of the training system, implementation plan and quality assurance procedures were verified.

**Interdependent assessment of units**
This unit of competency may be assessed in conjunction with other units that form part of a job role.

**Required knowledge and skills:**
• Language and literacy skills to comprehend sources of information and to prepare required documentation
• Familiarity with relevant industry/enterprise competency or performance standards
• Analysis of competencies to determine appropriate training system requirements
• Knowledge of quality assurance methodology
• Knowledge of record keeping systems, particularly those related to training
• Knowledge of compliance requirements for copyright and other regulatory requirements
• Knowledge of client work systems and equipment.
• Identification and correct use of equipment, processes and procedures:
• Knowledge of review/evaluation methodology, particularly as it relates to training
• Planning own work including predicting consequences and identifying improvements
• Communication skills appropriate to the culture of the workplace.

**Resource implications**
Access to clients, sources of information and resources for the development of a training system.

**Consistency in performance**
• Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**Context for assessment**
• Assessment may occur on the job or simulated workplace.
BSZ503A  Design and establish the assessment system

Unit Description

This unit covers the requirements for a person to design and establish an assessment system.

Elements of Competency and Performance Criteria

<table>
<thead>
<tr>
<th>National Code</th>
<th>Element Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSZ503A/01</td>
<td>Determine client needs</td>
</tr>
<tr>
<td></td>
<td>• The needs of the client are identified</td>
</tr>
<tr>
<td></td>
<td>• Client services are determined and established to stakeholders' satisfaction</td>
</tr>
<tr>
<td></td>
<td>• Stakeholder relationships are maintained through a range of communication mechanisms</td>
</tr>
<tr>
<td></td>
<td>• A service support structure is established and made known to clients</td>
</tr>
<tr>
<td>BSZ503A/02</td>
<td>Determine assessment boundaries</td>
</tr>
<tr>
<td></td>
<td>• The purpose(s) of the assessment system is established through consultation with the client and other stakeholders</td>
</tr>
<tr>
<td></td>
<td>• A policy document is developed in consultation with stakeholders and clients</td>
</tr>
<tr>
<td></td>
<td>• The financial, physical and human resources available to support the system are determined within agreed quality assurance procedures are identified</td>
</tr>
<tr>
<td></td>
<td>• The system is verified to take into account the realities and constraints of particular contexts</td>
</tr>
<tr>
<td>BSZ503A/03</td>
<td>Establish assessment system features</td>
</tr>
<tr>
<td></td>
<td>• The key operational features of the system are determined in consultation with stakeholders</td>
</tr>
<tr>
<td></td>
<td>• The key operational features of the system are verified for fairness, equity and access with appropriate personnel and agreed features documented</td>
</tr>
<tr>
<td>BSZ503A/04</td>
<td>Match needs with resources</td>
</tr>
<tr>
<td></td>
<td>• Applicable competency standards or other performance standards are identified</td>
</tr>
<tr>
<td></td>
<td>• The expertise and roles of internal and external individuals and organisations/partners are identified</td>
</tr>
<tr>
<td></td>
<td>• A budget, detailing development costs, implementation and maintenance costs of the proposed assessment system, is developed in consultation with appropriate personnel, including partner organisations, if applicable</td>
</tr>
<tr>
<td>BSZ503A/05</td>
<td>Design and develop record system</td>
</tr>
<tr>
<td></td>
<td>• A record keeping system is designed which is secure, confidential and easy to administer, yet allows the storage of complex or detailed information</td>
</tr>
</tbody>
</table>
|                 | • The record keeping system is designed to allow easy tracking of persons' progress towards the attainment of qualifications, units of
competency or of learning outcomes

- The record keeping system is verified to allow for appropriate certification requirements, where relevant
- Adherence to legislative requirements and procedures are established which enable the record keeping system to be updated with ease when required
- The record keeping system is verified for consistency with accepted enterprise / industry procedures for record keeping

BSZ503A/06 Establish procedures for the review of assessment

- Review procedures are designed consultation with stakeholders and verified to allow for fair and consistent responses to grievances
- Review procedures are designed to ensure that relevant legislative and regulatory requirements are met

BSZ503A/07 Select and provide for training and support of assessors

- Selection criteria for assessors is established in consultation with appropriate personnel
- Appropriate training strategies or programs for assessors to acquire or update competencies are identified, modified or developed
- Training programs selected or developed for assessors are verified to meet the Assessment and Workplace Training Competency Standards and other required competencies

BSZ503A/08 Establish quality assurance procedures

- A quality assurance team or committee is established in consultation with system stakeholders
- Quality assurance procedures, including verification processes are developed in consultation with system stakeholders
- The verification processes involve a representative sample of assessment activities and make effective use of resources
- The quality assurance procedures are trialed for fairness, efficiency and effectiveness
- The quality assurance procedures are documented and distributed to assessors/trainers and other appropriate personnel
- Procedures are established to determine the level of compliance with the assessment system

Unit Range of Variables

Clients needs may include:

- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities.
Stakeholders may include:
- industry/professional/trade associations
- trainers/teachers and assessors
- team leaders/managers/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- funding bodies
- State/Territory Training/Recognition Authorities.

Key operational features may include:
- the purpose of the assessment(s)
- competencies and certification required of assessors
- record keeping procedures and policies
- evidence requirements and procedures
- selected/appropriate assessment methods
- characteristics of persons being assessed
- any allowable adjustments to the assessment methods to meet characteristics of persons being assessed
- access and equity considerations
- the appeal mechanisms and procedures
- the review and evaluation process
- the link with qualifications/awards, employee classification, remuneration and progression
- relevant commonwealth/state or territory legislative and regulatory requirements
- arrangements for the issuing of qualifications or statements of attainment and for recognising and recording current competencies
- partnership arrangements
- location of assessment
- quality assurance procedures
- allocation of costs/fees (if applicable)
- marketing/promotion of system.

Purpose of assessment may include:
- diagnosing performance
- classifying an employee
- confirming an employees' competency for the purpose of career advancement
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning.
Operational constraints may include:

- time available
- relative cost
- availability of stakeholders and other personnel
- budgetary constraints
- geographical and resource constraints.

Quality assurance procedures may include:

- conduct of regular internal and external reviews (persons being assessed/trained, peer, self and supervisor)
- professional development of participants
- sampling and evaluation of implementation of competencies
- assessment of the assessors'/trainers' competencies
- modifications of the competency system based on evaluation and reviews
- promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system.

Sources of information may include:

- industry/enterprise competency standards,
- training packages
- curriculum and other training program information
- licensing requirements
- job descriptions
- discussions with client group
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- standard operating procedures
- benchmarking reports
- industry publications or reports
- government reports
- market needs analysis reports.

Policy may include:

- purposes of assessment
- human resource management issues
- what and who is to be assessed
- timing of assessments
- links with other human resources functions
- appeal/review mechanisms
- criteria for making decisions of competent, or not yet competent
- number of assessors
- allowable adjustments to the assessment procedure
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation.
Characteristics of persons being assessed may include:
- language, literacy and numeracy needs
- cultural, educational and general knowledge background
- gender
- physical ability
- level of confidence
- age
- previous experience with the topic
- experience in assessment.

Record system may include:
- paper-based system, such as forms on checklists
- computer-based system using magnetic or optical storage
- combination of both paper and computer-based system.

NB- statutory and government regulations for maintaining records may vary

Unit Evidence Guide

Critical aspects of evidence
Assessment requires evidence of the following products to be collected:
- Assessment policy
- Description of the client and stakeholders
- Description of assessment system boundaries
- Report on sources of information for determining assessment system
- Report on the design, development, maintenance and security of the record keeping system
- Summary of available financial, physical and human resources
- Documented review procedures of assessment activities
- Documented assessor training and professional development strategies
- Documentation of quality assurance mechanisms.

Assessment requires evidence of the following processes to be provided:
- Why particular assessment system features were incorporated
- How the record keeping system was designed to meet security and access requirements
- How fairness, equity and accessibility of the system were verified
- Why and how the selection criteria for assessors was chosen
- How the review procedures were verified
- How the quality assurance procedures were established, verified and implemented
- How the currency of records and ease of retrieval are ensured
- Why procedures for promoting and communicating the assessment system were chosen/developed.

Interdependent assessment of units
This unit of competency may be assessed in conjunction with other units that form part of a job role.
**Required knowledge and skills**

- Language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- Knowledge of relevant industry/enterprise competency or performance standards
- Knowledge of the Assessment and Workplace Training Competency Standards and Assessment Guidelines
- Knowledge of record keeping systems particularly related to assessment
- Knowledge of quality assurance methodology
- Knowledge of compliance with requirements for copyright and other regulatory requirements
- Knowledge of client work systems and equipment
- Identification and correct use of equipment, processes and procedures
- Knowledge of review/evaluation methodology, particularly as it relates to assessment.

**Resource implications**

Access to relevant clients, stakeholders and sources of information required to address required skills and knowledge and to design and establish an assessment system.

**Consistency in performance**

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

**Context for assessment**

Assessment may occur on the job or in a simulated workplace.
BSZ504A  Manage the training and assessment system

Unit Description

This unit covers the requirements for persons responsible for managing a training and assessment system. The unit applies equally to those operating in assessment only or training and assessment contexts.

Elements of Competency and Performance Criteria

<table>
<thead>
<tr>
<th>National Code</th>
<th>Element Name</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSZ504A/01</td>
<td>Communicate the system</td>
<td>• System features and procedures are documented and circulated to appropriate personnel</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Procedures are established for keeping appropriate personnel regularly informed about the key features of the training and assessment system</td>
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<td></td>
<td>• Recognised products and services are accurately presented to prospective clients</td>
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<td></td>
<td></td>
<td>• The contribution of training and assessment to organisational goals is reported</td>
</tr>
<tr>
<td>BSZ504A/02</td>
<td>Support trainers and/or assessors</td>
<td>• Checks are made to ensure assessors and/or trainers meet the relevant competency standards and system requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The training needs of trainers and/or assessors arising from their roles are identified</td>
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<tr>
<td></td>
<td></td>
<td>• Procedures are developed for trainers and/or assessors to update competency, and to review and reflect on their work</td>
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<tr>
<td></td>
<td></td>
<td>• Trainers and/or assessors are provided with accurate advice and ongoing support in their roles</td>
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<tr>
<td></td>
<td></td>
<td>• Procedures to facilitate networking amongst trainers and assessors are established</td>
</tr>
<tr>
<td>BSZ504A/03</td>
<td>Manage the record keeping system</td>
<td>• Records are maintained for currency and adherence to government regulatory and organisational requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The record keeping system is maintained to ensure confidentiality and security of information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The record keeping system is reviewed and updated to meet changing technology and system requirements</td>
</tr>
</tbody>
</table>
BSZ504A/04  Maintain quality assurance procedures

- The quality assurance procedures are monitored against requirements, non-conformities are noted and appropriate action is taken
- Internal audits of the training and assessment system are undertaken, non-conformities are noted and corrective action implemented
- Information from the quality assurance process is used to:
  - enable appropriate planning, resourcing and recording arrangements
  - identify any special requirements of persons being trained or assessed
  - assess the training and development for trainers and assessors
- Validity, reliability, fairness and accuracy of the implementation of the training and assessment system is checked and reports developed

BSZ504A/05  Maintain records for audits

- Verification records are accurate and the frequency and purpose of audits are identified
- Accurate reports on audits and advisory activities are made available
- Reports describe accurately whether the organisation meets the required criteria
- Concerns regarding the design and implementation of training and/or assessment and the interpretation of standards are clearly and promptly reported to the auditing body
- Clear recommendations for improvements to training and assessment practices, training and assessment system and infrastructure requirements are developed
- Identified good practice is reported clearly and accurately

Unit Range of Variables

Appropriate personnel may include:

- trainers/teachers and assessors
- team leaders/supervisors/employers
- training and assessment coordinators
- participants/employees/learners
- technical experts
- government regulatory bodies
- union/employee representatives
- consultative committees
- relevant industry training advisory bodies
- users of training information such as training providers, employers, human resource departments
- State/Territory Training/Recognition Authorities.
Purposes of assessment may include:
- diagnosing performance
- classifying an employee
- confirming an employee’s competency for the purpose of career advancement/job level
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning.

Purpose of training may include:
- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations.

System may be developed by:
- the industry
- the enterprise
- the training organisation
- a combination of the above.

Policies may include:
- purposes of training and assessment
- human resource management issues
- what and who is to be trained and assessed
- timing of training and assessments
- links with human resource functions
- evidence types
- assessment methods
- record keeping requirements
- recognition of current competencies/recognition of prior learning
- development costs and resources
- evaluation.

Operational constraints may include:
- time available for the development of competencies
- relative cost of information gathering strategies
- availability of stakeholders for review and feedback.

Quality assurance procedures may include:
- conduct of regular internal and external reviews (person(s) being assessed/trained, peer, self and supervisor)
- professional development of participants
- sampling and evaluation of implementation of competencies
- assessment of the assessors'/trainers' competencies
• modifications of the competency system based on evaluation and reviews
• promotion of regular networking amongst developers, assessors/trainers and peer review amongst persons responsible for planning, conducting and reviewing assessments/training within the system

The auditing body may be State/Territory Training/Recognition Authority.

Sources of information may include:
• industry/enterprise competency standards, including international information
• training packages
• curriculum and other training program information
• licensing requirements
• government legislation, policies and practices
• job descriptions
• observations of competent workers
• enterprise skills audit reports
• industry skills audit reports
• workplace conditions, policies and standard operating procedures
• benchmarking reports
• industry publications or reports
• market needs analysis reports
• quality assurance procedures.

Unit Evidence Guide

Critical aspects of evidence
Assessment requires evidence of the following products to be collected:
• Records which are current and meet legislative, industry/enterprise requirements
• A record keeping system which maintains confidentiality, is secure and effectively uses appropriate technology
• Documentation used to inform all appropriate personnel about the training and assessment system
• Information on procedures for trainers and assessors to update personal competency and review and reflect on assessment and training issues and personal performance
• Documentation on the implementation of quality assurance procedures, including
  – moderation and monitoring of training and assessment decisions
  – an appeal procedure for assessment decisions
  – conduct of regular internal or external reviews and evaluation
  – sampling and evaluation of judgements of evidence and assessment decisions and training effectiveness to check their fairness and accuracy
  – modifications of the system based on evaluations and reviews
  – referral of any recommended changes/modifications to the system.
Assessment requires evidence of the following processes to be provided:

- How opportunities are provided for trainers and assessors to practice and maintain current competency
- How the security and confidentiality of records are maintained
- How support is given to the implementation of quality assurance procedures
- How networking is achieved amongst trainers and assessors
- How the quality assurance procedures are implemented
- Why particular procedures were chosen for internal/external review of the training and assessment system
- Why any modifications are recommended to the training and assessment system on the basis of evaluations and review
- How the record keeping system is maintained including how it meets legislative and organisational requirements
- Why professional development strategies were chosen for trainers and assessors and how they were circulated and promoted.

Interdependent assessment of units
This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills

- Language and literacy skills to comprehend sources of information and to prepare required documentation in a clear and comprehensible format
- Knowledge of relevant industry/enterprise competency or performance standards
- Knowledge of the Assessment and Workplace Training Competency Standards and Assessment Guidelines
- Knowledge of quality assurance methodology
- Knowledge of compliance with requirements for copyright and other regulatory requirements
- Knowledge and application of audit procedures as they relate to training and assessment systems
- Focus of operation of work systems and equipment
- Identification and correct use of equipment, processes and procedures
- Planning own work including predicting consequences and identifying improvements
- Communication skills appropriate to the culture of the workplace.

Resource implications
Access to a training and assessment system and relevant information and resources on management and review procedures.

Consistency in performance
Competency in this unit needs to be assessed over a period of time, in a range of contexts, and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment may occur on the job or in a simulated workplace.
BSZ505A Evaluate the training and assessment system

Unit Description

This unit covers the requirements for a person to evaluate an external or internal training and assessment system.

Elements of Competency and Performance Criteria

<table>
<thead>
<tr>
<th>National Code</th>
<th>Element Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSZ505A/01</td>
<td>Plan a system evaluation</td>
</tr>
<tr>
<td></td>
<td>• The purpose and role of the evaluation is identified and confirmed with client and stakeholders</td>
</tr>
<tr>
<td></td>
<td>• The system is defined in terms of location, purpose, and personnel</td>
</tr>
<tr>
<td></td>
<td>• The needs of the stakeholders of the system are identified and prioritised</td>
</tr>
<tr>
<td></td>
<td>• The necessary resources for the evaluation are identified, obtained or developed</td>
</tr>
<tr>
<td></td>
<td>• The evaluation plan is agreed to by stakeholders including: -responsibility of appropriate personnel for conducting and participating in evaluations</td>
</tr>
<tr>
<td></td>
<td>- evaluation criteria</td>
</tr>
<tr>
<td></td>
<td>- responsibilities for implementation of the evaluation plans</td>
</tr>
<tr>
<td></td>
<td>- means of protection of participants</td>
</tr>
<tr>
<td></td>
<td>- agreement for data collection, storage and retrieval</td>
</tr>
<tr>
<td></td>
<td>- procedures for editing and disseminating reports</td>
</tr>
<tr>
<td></td>
<td>- agreement of the financing the evaluation</td>
</tr>
<tr>
<td></td>
<td>• The evidence required for making decisions of system improvement is established</td>
</tr>
<tr>
<td></td>
<td>• Evidence gathering instruments, procedures are sources of information are identified, developed and validated for reliability and validity</td>
</tr>
<tr>
<td></td>
<td>• Cost effective methods utilising an appropriate evaluation model are linked to the purpose of the evaluation</td>
</tr>
<tr>
<td>BSZ505A/02</td>
<td>Conduct the evaluation</td>
</tr>
<tr>
<td></td>
<td>• Evidence is collected in accordance with agreed evaluation procedures</td>
</tr>
<tr>
<td></td>
<td>• The evidence is interpreted at the individual and aggregate levels and strengths and weaknesses of the system are identified</td>
</tr>
<tr>
<td>BSZ505A/03</td>
<td>Report on evaluation findings</td>
</tr>
<tr>
<td></td>
<td>• The differing communication needs of the stakeholders are identified</td>
</tr>
<tr>
<td></td>
<td>• A range of report formats on the evaluation are prepared to meet the differing needs of stakeholders</td>
</tr>
</tbody>
</table>
BSZ505A/04 Develop intervention strategies
- Key components of the changes required are identified, constraints determined and resources required for implementation determined
- A review process for monitoring and evaluating both the change and its effect is determined

Unit Range of Variables

Clients needs may include:
- increased productivity
- increased enterprise profitability
- attainment of specified industry or enterprise competencies
- achievement of community priorities
- achievement of government priorities
- licensing or accreditation requirements.

Purposes of assessment may include:
- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification or statement of attainment
- confirming progress in learning
- recognition of current competency/recognition of prior learning.

Purposes of training may include:
- productivity improvement
- professional development requirements
- competency acquisition
- induction of new employees
- refresher training for competency maintenance
- legislative or government regulatory requirements
- access and equity considerations.

System may be developed by:
- the industry
- the enterprise
- the training organisation
- a combination of the above.

Policies may include:
- purposes of training and assessment
- human resource management issues
- what and who is to be trained and assessed
- timing of training and assessments
- links with human resource functions
- evidence types
- assessment methods
• record keeping requirements
• recognition of current competencies/recognition of prior learning
• development costs and resources
• evaluation.

Stakeholders may include:
• industry/professional/trade associations
• trainers/teachers and assessors
• team leaders/supervisors
• managers/employers
• training and assessment coordinators
• participants/employees/learners
• technical experts
• government regulatory bodies
• union/employee representatives
• consultative committees
• relevant industry training advisory bodies
• funding bodies
• State/Territory Training/Recognition Authorities.

Operational constraints may include:
• time, resources and locations available
• cost of evidence gathering strategies
• availability of stakeholders for review and feedback
• government, organisational, industry requirements and procedures.

Evaluation methodology and report may include:
Selection of appropriate evaluation models including:
• Stake model
• Stufflebeam (CIPP) model
• Scriven model
• Ethnographic model
• Action research model
• The Portrayal approach.

Types of evidence to be collected may include:
• affective (eg satisfaction with the program)
• cognitive (eg. knowledge or skill gain)
• performance or behaviour (eg. quality of work, productivity).

Resources may include:
• human personnel required to carry out the evaluation
• physical resources (equipment, materials/documents, facilities, assessment tools)
• financial amounts
• in-kind services
• space, location.

Report Formats may include:
• written reports
• oral presentations
• audio visual reports.
Evidence gathering instruments and procedures may include:

- survey instruments to collect sufficient, valid, reliable and current information
- detailing how the instrument or procedure is administered, scored and interpreted in the particular evaluation
- presenting both qualitative and quantitative evidence that justifies the use of the particular instrument or procedure
- defending the validity of the use and interpretation of the information provided by the instrument or procedure.

Summarising quantitative information may involve:

- charts
- tables
- reports
- videos
- oral presentations
- development of visual presentations including computer generated visuals and overhead transparencies.

Sources of information may include:

- industry/enterprise competency standards, including international information
- training packages
- curriculum and other training program information
- licensing requirements
- government legislation, policies and practices
- job descriptions
- observations of competent workers
- enterprise skills audit reports
- industry skills audit reports
- workplace conditions, policies and standard operating procedures
- benchmarking reports
- industry publications or reports
- market needs analysis reports
- quality assurance procedures.
Unit Evidence Guide

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- Description of client and stakeholders
- Evaluation plan
- List and review of information relevant to evaluation
- Description of evaluation method selected
- Evidence gathering instruments and procedures
- Evaluation report, including any proposed changes.

Assessment requires evidence of the following processes to be provided:

- How client, stakeholders were identified
- Why the evaluation of the system was proposed
- How the evaluation plan was developed and confirmed with client and stakeholders
- Why particular evaluation model and evidence gathering instruments were selected
- How the evaluation was conducted
- How the evaluation report was drafted and confirmed with client and stakeholders
- How any changes to the system are to be implemented.

Interdependent assessment of units

This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills

- Knowledge of program evaluation models
- Skills in applying evaluation models
- Skills in validating evaluation procedures
- Planning own work including predicting consequences and identifying improvements
- Compliance with requirements for copyright and other regulatory requirements
- Language and literacy skills to collect and interpret information relevant with the unit and communicate with client, stakeholders and others.
- Application of cultural understanding in the workplace
- Skills in applying relevant workplace policies and procedures and any related legislation or regulatory requirements.

Resource implications

Access to clients, stakeholders, information and resources needed to address the required skills and knowledge and to conduct an evaluation of a training and assessment system.

Consistency in performance

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment

Assessment may occur on the job or in a simulated workplace.
BSZ506A  Develop assessment procedures

Unit Description

This unit covers the requirements for developing an assessment procedure for a target group, including determining evidence requirements and selecting appropriate assessment methods to be used by assessors.

Elements of Competency and Performance Criteria

National Code  Element Name
BSZ506A/01  Establish evidence requirements

- The purpose of the assessment and the target group to be assessed is identified and confirmed with stakeholders
- The type of evidence required to infer competency is established and the process of interpreting and recording the evidence is established and documented
- Evidence requirements are specified to assure coverage of the key components of competency
- Evidence requirements are specified to assure:
  - validity
  - currency
  - authenticity
  - sufficiency
- Where additional levels of competence are used, criteria for making judgements for different levels of competency are defined
- Links to existing relevant assessment system(s) are defined, including:
  - recording and reporting requirements
  - appropriate personnel and requirements for receiving information about the assessment
  - appeal process
  - quality assurance mechanisms
- Any additional review mechanisms are identified and documented
- The reporting formats for the assessment process and recording of outcomes are designed
- The development, implementation and review costs of the assessment procedure are estimated

BSZ506A/02  Identify assessment methods

- The context and location of assessments are described and specified
- The facilities and physical resources needed to conduct assessments are identified and documented
- A range of assessment methods for gathering evidence in relation to the competencies to be assessed are evaluated for:
  - type and amount of evidence required
  - validity
  - reliability
  - fairness
cost effectiveness
administration ease
the characteristics of the target group

- The number of assessors and any required supports to implement the assessment process is determined
- The instructions for the persons being assessed are drafted
- The assessment method(s) to be used are selected and allowable adjustments are proposed to cater for characteristics of persons being assessed
- The required evidence of competency to be demonstrated or supplied by the persons being assessed
- The instructions for interpreting the evidence and making a decision of competence are documented
- Descriptions of likely performances are established and verified with appropriate personnel
- Other related competencies are identified for inferring full or partial competence from the evidence gathered
- The rules for verifying assessment decisions are determined
- Any limits, variations or restrictions on the assessment tools are specified

Identify potential available assessment tools

- Available assessment tools appropriate to evidence required to infer competency are identified and evaluated in relation to applicability for the:
  - characteristics of persons being assessed
  - assessment contexts
  - assessors
- A panel of specialists is convened to critique tools for:
  - reliability
  - validity
  - fairness
  - relevance to the workplace context
  - content accuracy
  - ease of use
  - cost effectiveness
  - appropriateness of language
  - avoidance of bias
- Adjustments to the tools and methods are made to ensure applicability to the context, competencies and characteristics of persons being assessed

Trial the assessment methods and tools

- The tools and assessment method are trialed with a sample from the target group
- Allowable adjustments to the assessment method and tools are drafted
- Assessors (if required) are trained to administer the assessment tools in a consistent manner
- The assessments tools and methods are administered to the target sample
• Responses from the target sample and the assessors are compiled and analysed
• The appropriateness of the assessment method and the ease of use and language level of the assessment tools are determined
• Improvements and changes to the assessment tools are made where necessary

BSZ506A/05 Document assessment procedures

• Any influences that may affect (bias) the assessment decision are identified and documented
• Any allowable adjustments to the assessment methods and tools to meet the characteristics of persons being assessed are documented
• The criteria for making decisions of competent or not yet competent are reviewed, and if necessary, adjusted
• The assessment procedure(s) and administration instructions are documented

Unit Range of Variables

Stakeholders may include:
• industry/professional/trade associations
• trainers/teachers and assessors
• team leaders/managers/employers
• training and assessment coordinators
• participants/employees/learners
• technical/subjects experts including language, literacy and numeracy specialists
• government regulatory bodies
• union/employee representatives
• consultative committees
• relevant industry training advisory bodies
• funding bodies
• State/Territory Training/Recognition Authorities.

Target group may include:
• an enterprise
• a department/division
• a job role/occupation
• an industry sector
• a professional association
• a trade
• community sector
• government organisation.

Purpose of assessment:
• diagnosing performance;
• classifying an employee
• confirming an employee's competency for the purpose of career advancement/job level;
• awarding a qualification;
• providing a statement of attainment;
• confirming progress in competency acquisition/learning
• recognising prior learning or current competencies.

Evidence for assessment:
Type of evidence may include:
• indirect
• direct
• supplementary
• combination of the above.

Evidence might be interpreted using a range of reference frames. These include:
• criterion referenced frames
• linkages of evidence to competency standards
• prediction of workplace performance.

Characteristics of persons being assessed:
• language, literacy and numeracy levels
• cultural and language background
• educational background or general knowledge
• physical ability
• work organisation or roster
• age
• gender
• experience in assessment
• level of confidence, nervousness or anxiety
• previous experience with topic.

Appropriateness of evidence types may include:
• cost effectiveness
• practicability
• flexibility
• communication skills of person(s) being assessed
• assessment experience and characteristics of persons being assessed.

Assessment methods may include combinations of:
• direct observation of performance or product
• practical tasks
• projects written/oral/computer-based questioning
• simulation exercise(s)
• consideration of third party reports and self and peer assessment
• authenticated prior achievements.

Allowable adjustment to assessment methods/tools may include:
• provision of support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
• use of special equipment (eg word processor or lifting gear)
• adaptive technology
• shorter assessment to allow for fatigue or medication
• use of large print version of any papers.
Specialist panel may include:
- technical specialists
- language, literacy and numeracy specialists
- assessment specialists
- management and enterprise representatives
- industry representatives
- union/employee representatives
- potential and past candidates.

Operational constraints may include:
- time available for assessment
- relative cost of evidence gathering strategies
- availability of assessors
- availability of experts in the technical area to be assessed
- availability of persons being assessed because of matters such as work organisation
- geographical location of persons being assessed.

Record systems may include:
- paper based systems
- computer-based systems using magnetic or optical storage
- combination of both paper and computer based systems.

*NB: statutory and legislative requirements for maintaining records may vary in States/territories*

Assessment system:
The assessment system may be developed (and endorsed) by:
- the industry
- the enterprise
- the training organisation
- a combination of the above.

The assessment system should specify the following:
- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.
Assessment procedure should include:

- recording procedure
- appeal/review mechanism
- assessment methods to be used
- number of assessors
- assessment tools
- evidence required
- location of assessment
- timing of assessment
- assessment group size
- allowable adjustments to assessment methods and tools.

Unit Evidence Guide

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

- A description of the stakeholders, target group, the purpose of assessment
- A description of the competencies to be assessed, and evidence required to infer competency
- Documentation on steps taken to develop the assessment procedures, including the trialing of assessment methods and tools in accordance with performance criteria
- Documented assessment procedures.

Assessment requires evidence of the following processes to be provided:

- How the target group and stakeholders were determined and consulted
- Why particular assessment methods and tools were selected
- How assessment methods and tools were trialed
- How other persons were involved in the development of the assessment procedure including:
  - the panels of specialists that reviewed the materials - their roles and responsibilities
  - the characteristics of the candidates that piloted the tasks and provided feedback in detail
  - the characteristics of the trial sample.

Interdependent assessment of units

This unit of competency must be assessed in conjunction with unit BSZ507A.
Required knowledge and skills:
- Knowledge of relevant industry/enterprise training packages, competency or other performance standards
- Knowledge of assessment methods, their purposes and uses
- Skills in applying assessment methods and tools to elicit evidence, in a relevant context, from target group
- Knowledge in the development and modification of assessment tools for a defined group of competencies, assessment contexts and to meet the characteristics of persons being assessed
- Language and literacy skills to comprehend sources of information and to prepare required documentation
- Knowledge of compliance requirements for copyright and other regulatory requirements
- Identification and correct use of equipment, processes and procedures
- Planning own work including predicting consequences and identifying improvements.

Resource implications
Access to target group, stakeholders, competencies or other standards of performance, information and resources needed to address required knowledge and skills and for the development assessment procedures.

Consistency in performance
Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment may occur on the job or in a simulated workplace.
BSZ507A  Develop assessment tools

Unit Description

This assessment unit covers the requirements for selecting, developing, validating and documenting new assessment tools to be used by assessors.

Elements of Competency and Performance Criteria

National Code  Element Name

BSZ507A/01  Identify the context for the assessment tool

- The purpose of the assessment, the target group and the competency or other standard of performance to be assessed is identified
- Evidence required to infer competency is identified
- Assessment methods are evaluated to establish requirements of assessment tools, particularly:
  - resources and requirements for the assessment tools
  - assessment location and context
  - administration ease
  - the characteristics of the target group
- Requirements of the assessment system in relation to the assessment tools are identified:
  - storage and security of documentation
  - appropriate personnel and differing needs for receiving information about the assessment tools
  - evaluation and review process
  - quality assurance mechanisms
- Development, implementation and review plans costs of the assessment tools development are estimated
- A plan for the development of the assessment tools is prepared

BSZ507A/02  Draft assessment tools in accordance with plan

- Assessment tools are designed to assess the relevant competencies using appropriate:
  - format
  - language, numeracy requirements
  - visual representation and where appropriate sound
  - question and activity types
  - media
  - sequence of activities
  - choice in activities
- Assessment tools require the person being assessed to demonstrate the components of competency
- The assessment tools are checked for the following characteristics:
  - reliability
  - validity
  - fairness
  - relevance to the workplace context
  - content accuracy
- ease of use
- cost effectiveness
- avoidance of bias
- testing the required scope of the competencies

- Adjustments to the tools and procedures are made as required

**BSZ507A/03 Develop instructions for assessment tools**

- The instructions for the persons to be assessed are drafted
- The instructions for administering each assessment tool are drafted to include the resources needed to conduct the assessment and the context for the use of the tools
- Evidence of competency to be demonstrated is documented and incorporated in the assessment tools
- Allowable adjustments identified in the assessment procedures are noted and included in the instructions
- The rules for verifying assessment decisions are identified and any limits, variations or restrictions on the assessment tools are specified

**BSZ507A/04 Pilot the assessment tools**

- The tools are piloted with a small sample selected across the range of the target group
- Feed back from sample target group individuals and others involved in administering the pilot is used to establish appropriate amendments to the assessment tools, particularly in relation to:
  - ease of use
  - language and other literacy/numeracy requirements in terms of the relevant competencies
  - appropriateness for the assessment context and competencies
  - costs/time effectiveness for candidates and assessors
- Improvements and changes to the assessment tools are made where necessary

**BSZ507A/05 Validate assessment tools**

- An adequate sample of the target group to be assessed is selected
- Assessors are trained (if required), to administer the assessment tools in a consistent manner
- The assessment tools are administered to the target sample responses compiled and analysed assessment tools are modified according to the findings
- Any influences that may affect (bias) the assessment decision are identified and documented

**BSZ507A/06 Finalise assessment tools**

- Validated and appropriately amended tools are incorporated in assessment procedure(s)
- Documentation in paper and/or electronic form is filed in appropriate secure, accessible locations
Unit Range of Variables

Target group may include:
- an enterprise
- a department/division
- a job role/occupation
- an industry sector
- a professional association
- a trade
- a community organisation
- a government organisation.

Purpose of assessment may include:
- diagnosing performance
- classifying an employee
- confirming an employee's competency for the purpose of career advancement/job level
- awarding a qualification
- providing a statement of attainment
- confirming progress in competency acquisition/learning
- recognising prior learning or current competencies.

Evidence for assessment may include:
Type of evidence may include:
- direct
- indirect
- supplementary
- combination of the above.

Evidence might be interpreted using a range of reference frames including:
- criterion referenced frames
- linkages of evidence to competency standards
- prediction of workplace performance.

Appropriateness of evidence types includes:
- cost effectiveness
- practicability
- communication skills of person(s) being assessed
- assessment experience and special needs of person(s) being assessed.
Components of competency include:
- task skills
- task management skills
- contingency management skills
- job/role environment skills
- transfer and application of skills and knowledge to new contexts.

Assessment system may include:
The assessment system may be developed (and endorsed) by:
- the industry
- the enterprise
- the Registered Training Organisation
- a combination of the above.

The assessment system should specify the following:
- the purpose of assessment
- competencies required of assessors
- record keeping procedures and policies
- any allowable adjustments to the assessment method which are to be made for the person being assessed who have special needs
- the appeal/review mechanisms and procedures
- the review and evaluation of the assessment process
- the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
- relevant policies
- quality assurance mechanisms
- apportionment of costs/fees (if applicable)
- marketing/promotion of assessment
- verification arrangements
- auspicing arrangements, if applicable
- partnership arrangements, if applicable.

Allowable adjustment to assessment tools include:
- provision of support services (eg Auslan interpreter, reader, interpreter, attendant carer, scribe)
- use of special equipment (eg word processor or lifting gear)
- adaptive technology
- shorter assessment to allow for fatigue or medication
- use of large print version of any papers.

Assessment methods may include:
- direct observation of performance or product
- practical tasks
- projects
- written/oral/computer-based questioning
- simulation exercise(s)
- consideration of third party reports and self and peer assessment
- authenticated prior achievements.
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

Unit Evidence Guide

Critical aspects of evidence
Assessment requires evidence of the following products to be collected:
- A plan for the development of the assessment tool(s)
- Assessment tools and related instructions in final format. This should be a useable tool together with a set of instructions for assessors and the person being assessed
- A report on the piloting of the assessment tools including any changes proposed and made.
Assessment requires evidence of the following processes to be provided:
- How the target group was identified
- How the plan for the development of the assessment tools was prepared
- How the assessment tools meet the components of competency for the target group
- How the assessment tools were validated.
- How the finalised assessment tools were incorporated in assessment procedure(s)

Interdependent assessment of units
This unit of competency must be assessed in conjunction with BSZ506A.

Required knowledge and skills
- Knowledge of relevant training packages, competency or other standards of performance
- Knowledge of different methodology for developing assessment tools
- Skills in applying evaluation methodology particularly in relation to trialing assessment tools
- Compliance with requirements for copyright and other regulatory requirements
- Language and literacy skills to collect and interpret irrelevant information relevant and communicate with stakeholders and appropriate personnel.
- Skills in planning own work including predicting consequences and identifying improvements
- Skills in applying relevant workplace policies and procedures and any related legislation or regulatory requirements
- Communication skills appropriate to the culture of the workplace.

Resource implications
Access to a target group, information and resources to meet the required skills and knowledge to development of assessment tools.

Consistency in performance
Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.
Context for assessment
Assessment may occur on the job or in a simulated workplace.
BSZ508A  Design training courses

Unit Description

This unit covers the requirements and responsibilities for designing training courses as part of a training system to meet client identified outcomes and where appropriate, receive formal recognition.

Elements of Competency and Performance Criteria

<table>
<thead>
<tr>
<th>National Code</th>
<th>Element Name</th>
<th>Element Name</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>BSZ508A/01</td>
<td>Determine the need for a course</td>
<td>Stakeholders are identified and consulted to establish training aims and requirements</td>
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<tr>
<td></td>
<td></td>
<td>Course proposal is outlined in terms of stakeholders aims</td>
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<td></td>
<td>Relevant endorsed training packages and curriculum are sourced and assessed for relevance to course proposal</td>
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<td></td>
<td>Any licensing/regulatory or government policies relevant to the course proposal are identified</td>
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<td></td>
<td>Potential employment markets and career opportunities for training participants are recorded and documented</td>
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<td></td>
<td></td>
<td>Results of monitoring activities for related courses are sourced and analysed, where appropriate</td>
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<tr>
<td>BSZ508A/02</td>
<td>Identify the learner profile</td>
<td>Potential learners are identified</td>
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<td></td>
<td>Profiles of learners on entry to the course are developed and learner profiles are examined to determine language and literacy requirements</td>
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<tr>
<td>BSZ508A/03</td>
<td>Develop course structure</td>
<td>Core and elective units/modules are identified</td>
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<td></td>
<td>The relationship between units of competence/modules and course outcomes is documented</td>
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<td>Entry and exit points are identified and documented</td>
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<td></td>
<td>Prerequisites for the course and for specific units/modules within the course are identified and documented</td>
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<tr>
<td>BSZ508A/04</td>
<td>Determine the training and assessment requirements</td>
<td>The professional development and competency requirements of trainers and assessors are identified in consultation with appropriate personnel</td>
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<td></td>
<td>The trainer and assessor requirements are checked for consistency with industry/training package assessment guidelines, where appropriate</td>
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<td></td>
<td></td>
<td>Essential learning resources, materials, facilities, equipment and human resources are identified</td>
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</tbody>
</table>
BSZ508A/05  Define the training content
- The competencies to be acquired by learners are clearly specified
- Entry level competencies are identified and documented
- Requirements for on the job training or assessment are identified and documented
- Appropriate evidence and assessment methods are identified and documented

BSZ508A/06  Develop course monitoring arrangements
- Mechanisms for ongoing course monitoring are negotiated, agreed and documented in consultation with appropriate personnel
- Arrangements to enable course outcomes to be evaluated against relevant performance indicators including industry/enterprise competency standards and learner needs are defined and documented

BSZ508A/07  Identify career/educational pathways
- Course entry and exit points are linked to occupational and educational opportunities
- Articulation points with higher or related qualifications are identified, negotiated with course owners and documented

Unit Range of Variables

Stakeholders and relevant parties may include
- professional associations
- employer associations
- union/employee associations
- secondary, TAFE/VET and higher education sector representatives
- potential learners
- trainers/teachers
- regulatory authorities
- partner organisations
- enterprise(s)/organisation(s)
- industry training advisory bodies
- industry sector
- government bodies
- community sector.

Licensing, regulatory and government policies may include
- qualifications framework and regulations for issuing statements of attainment, qualifications
- relevant equal employment opportunity and anti-discrimination legislation, regulations and policies
- relevant licensing or accreditation arrangements
- relevant policies or agreement(s) on any of the following:
  - purposes of training and assessment
  - human resource management issues
  - what and who is to be trained/assessed
  - timing of training/assessments
- links with other human resources functions
- appeal/review mechanisms
- criteria for making decisions of competent, or not yet competent
- number of assessors
- allowable adjustments to the assessment procedure
- record keeping requirements
- recognition of prior learning/recognition of current competencies
- development costs and resources
- evaluation
- licensing.

**A training course proposal may include**
- stakeholder(s) aims and objectives
- course outcomes
- identified learners
- career and educational pathways
- scope and need for course.

**A training course may include:**
- suite of training programs (or modules)
  courses may be designed and documented (curriculum) to:-
  - meet a whole or part qualification in a training package
  - be submitted for formal recognition
  - meet industry/enterprise competency standards
- meet stakeholder aims and objectives.

**Learner profiles might include:**
- generic or technical competencies of potential clients
- relevant prior learning (formal and informal) and employment
- language, literacy and numeracy skills.

**Course outcomes may include:**
- qualifications
- units of competence
- learning outcomes (module/program outcomes)
- satisfaction of requirements for
  - licensing
  - memberships of professional associations
  - further education opportunities
  - employment.

**Course monitoring arrangements may include:**
- panel of external evaluators
- feedback from learners - during and after course delivery
- survey responses from industry/enterprises about the course outcomes
- moderation mechanisms of assessment decisions
- conduct of regular internal and external reviews
- sampling and evaluation of competencies
- networking of trainers and assessors involved in course implementation.
Appropriate personnel may include:
- support personnel (administration)
- technical experts (e.g., language and literacy specialists)
- supervisors/managers
- assessment/training personnel
- other training organisations (partners)
- existing and former learners.

Course requirements
- entry requirements may include
  - pre requisite competencies
  - access to the workplace.
- training requirements may include
  - job placement
  - field placement
  - access to specialist equipment and facilities
  - minimum competencies to be held by trainers.
- assessment requirements may include:
  - minimum competencies to be held by assessors
  - assessment conditions including location, timing and access to resources.

Sources of information / documents may include:
- performance standards which may include:
  - industry/enterprise competency standards
  - licensing requirements
  - job descriptions
  - standard operating procedures.
- conditions of service, legislation and industrial agreements including:
  - workplace agreements and awards
  - occupational health & safety procedures.
- applicable State, Territory, Commonwealth legislation and related regulations concerning:
  - occupational health & safety in terms of duties of employers, employees, suppliers and contractors
  - workplace relations
  - workers compensation
  - equal opportunity, anti-discrimination and affirmative action.

Unit Evidence Guide

Critical aspects of evidence
Assessment requires evidence of the following products to be collected:
- Documentation on the identification and confirmation stakeholder training aims and requirements
- Course proposal
- Course documentation
- Documentation on course monitoring mechanisms
- Description of career pathways, including qualification entry and exit points.
Assessment requires evidence of the following processes to be provided:

- How stakeholder needs were identified
- How the learner profile was researched
- How assessment and training requirements were researched
- How the course monitoring arrangements were developed.

Interdependent assessment of units
This unit of competency may be assessed in conjunction with other units that form part of a job role.

Required knowledge and skills

- Knowledge of mechanisms to implement relevant access and equity principles
- Knowledge of relevant training packages, competency and other performance standards to course proposal
- Knowledge of accreditation and any licensing or regulatory requirements
- Knowledge of course monitoring mechanisms
- Compliance with requirements for copyright and other regulatory requirements
- Language and literacy skills to collect and interpret irrelevant information relevant and communicate with stakeholders and appropriate personnel.
- Skills in planning own work including predicting consequences and identifying improvements
- Communication skills appropriate to the culture of the workplace
- Skills in applying OHS and other workplace policies and procedures and any related legislation or regulatory requirements

Resource implications
Access to stakeholders, information and resources to meet the required skills and knowledge and to develop course proposal, course documentation and course monitoring mechanisms.

Consistency in performance
Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Context for assessment
Assessment may occur on the job or in a simulated workplace.