



Australian Government

Department of Education, Employment and Workplace Relations

TLIPC1002A Adapt to work requirements in the transport and logistics industry

Release: 1

TLIPC1002A Adapt to work requirements in the transport and logistics industry

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to adapt to work requirements in the transport and logistics industry. It serves as an introduction to all sectors of the transport and logistics industry and includes the application of industry and workplace guidelines and procedures in a day-to-day work context as well as appropriate work behaviour. The elements of this unit should always be assessed in conjunction with other units that form part of a specified job function. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

As this unit provides an introduction to all sectors of the transport and logistics industry, it should be regarded as an integrating unit. When delivered/assessed as part of a qualification, the unit will be customised to ensure its relevance to the real or simulated work activities and related workplaces. Training and assessment against this competency unit must incorporate all relevant legislative and regulatory requirements.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|---|---|
| 1 Manage one's own learning | 1.1 One's personal goals or vision are considered and articulated
1.2 Opportunities for learning new ideas and techniques in relation to personal goals are identified
1.3 Personal learning needs and skill gaps are recognised
1.4 Opportunities for skills development activities are identified in liaison with relevant personnel
1.5 A range of learning tools and practices are accessed and applied to the job
1.6 Advantage is taken of on-the-job and off-the-job learning opportunities |
| 2 Adapt to and demonstrate appropriate work practice | 2.1 Work requirements are identified and interpreted with advice from appropriate persons
2.2 Appropriate dress and behaviour is observed in the workplace
2.3 Work and personal priorities are identified and a balance is achieved
2.4 Time management strategies are applied to work duties
2.5 Interactions with others is tailored to take into account different backgrounds, cultures and languages |
| 3 Work within organisational requirements | 3.1 Organisational requirements and key activities of the workplace are identified
3.2 Relevant workplace policies and guidelines are identified and applied to work undertaken
3.3 The range of organisational and industry values are identified
3.4 Any uncertainties are discussed with key personnel and clarified |
| 4 Identify industry products and services | 4.1 The products provided by the industry are identified
4.2 The services provided by the industry are identified
4.3 Appropriate standards of customer service are identified across each industry
4.4 Quality standards for products and services as identified by the industry are clarified |
| 5 Identify the sectors in the industry | 5.1 The main sectors of the industry, their key activities and the way in which they inter-relate are identified
5.2 The roles and responsibilities of the industry sectors are clarified
5.3 Industry representatives and their roles are understood
5.4 Issues or events impacting on the industry are realised |

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

REQUIRED KNOWLEDGE AND SKILLS

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

Required knowledge:

- Current events, activities and products and services of the transport and logistics industry
- Workplace policies, procedures and guidelines, including environmental sustainability aspects
- Time management strategies and appropriate workplace etiquette
- Workplace equipment, tools and other technologies used in the transport and logistics industry, and where and how to obtain information and instructions on their safe use and basic care and servicing
- Learning opportunities in the workplace

Required skills:

- Use basic interpersonal and communication skills (including listening and questioning, receiving feedback)
- Use workplace technology skills where appropriate or required
- Follow relevant OH&S and environmental protection procedures and responsibilities
- Use time management strategies
- Adapt and modify activities depending on differing workplace contexts and environment
- Apply relevant industrial or other legislative requirements
- Recognise and adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- Recognise limitations, ask for help and seek clarification or information about work requirements and procedures

Evidence Guide

EVIDENCE GUIDE

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of applying:
 - the underpinning knowledge and skills
 - relevant legislation and workplace procedures

EVIDENCE GUIDE

- other relevant aspects of the range statement

EVIDENCE GUIDE

Context of and specific resources for assessment

- Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- Resources for assessment include:
 - a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or
 - access to an appropriate range of relevant operational situations in the workplace
- In both real and simulated environments, access is required to:
 - relevant and appropriate materials and equipment, and
 - applicable documentation including workplace procedures, regulations, codes of practice and operation manuals

Method of assessment

- Assessment of this unit must be undertaken by a registered training organisation
- As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests
- Practical assessment must occur:
 - through activities in an appropriately simulated environment, and/or
 - in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

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

Skill gaps are:

- a range of skills needed for the workplace or for a particular job which are currently not developed within an individual. They are different from an individual's 'personal learning needs' as they are skills specifically relevant and required for a particular job

Skill gaps may include:

- physical capacity skills
- workplace technology skills such as business equipment, computer technology, machinery, hand tools, knives, lifts, security systems
- numeracy skills

RANGE STATEMENT

- customer service skills
- communication skills such as listening and understanding, speaking clearly/directly, reading, writing
- technical skills

RANGE STATEMENT

Skill development activities may include:

- training courses
- IT courses
- human resources programs
- coaching and mentoring programs
- having access to a mentor for questions and advice
- having the chance to learn a new task or to operate a new piece of equipment or workplace technology
- participating in an external or internal training program

Learning tools and practices may include:

- learning through note taking
- reviewing manuals and training guides
- discussion
- practice
- observation
- trial and error
- or a combination of any of these

On-the-job opportunities may include:

- filling in for a co-worker in a new area
- going to talks or seminars arranged by the workplace
- shadowing another co-worker in a different area
- receiving on-the-job training and supervised practice

Off-the-job opportunities may include:

- taking a course with a training provider
- going to conferences or seminars
- going on site visits with supervisor
- participating in workplace social events
- participating in community events

Appropriate dress and behaviour may include:

- personal dress, presentation and hygiene
- demeanour and attitude displayed to customers and fellow employees

Time management strategies may include:

- goal setting
- prioritisation
- planning
- overcoming procrastination
- dealing with interruptions
- organising your work environment

Organisational requirements may include:

- organisational policies and guidelines
- common organisational practice
- performance plans
- environmental sustainability policies, procedures and guidelines
- OH&S policies, procedures and programs

Information and documents may

- applicable national, state and territory regulations

RANGE STATEMENT

include:

- standard operating procedures applicable to work role
- quality standards applicable to work role

Applicable legislation, regulations and codes may include:

- applicable national, state and territory regulations
- relevant Australian Standards and related requirements
- relevant state/territory OH&S legislation
- relevant state/territory environmental protection legislation

Unit Sector(s)

Not Applicable

Competency Field

Competency Field

PC - Pathways Certificate