UEENEEC016B Participate in voice and data communications work and competency development activities

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit Descriptor	**1**)
	1.1) **Descriptor**
	This unit covers the application of industry/enterprise policies in actively participating in work activities and in one's own competency development. It complies with established industry/enterprise procedures regarding how work is conducted, understanding responsibilities and obligations under competency development plan, following activities for developing competency, self-monitoring competency development and meeting trainee obligations for periodic reporting of competency development activities.

Application of the Unit

Application of the Unit	**4**)
	This unit applies to a recognised development program that leads to the acquisition of a formal award at AQF level 3 or higher.

Licensing/Regulatory Information

1.2) **License to practice**

The skills and knowledge described in this unit may require a license to practice in the workplace subject to regulation for undertaking electrical work.

Pre-Requisites

Prerequisite Unit(s)   **2**)

                              2.1) **Competencies**

                              There are no prerequisite competencies for this unit.

Employability Skills Information

Employability Skills   **3**)
The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged will assist in identifying Employability Skill requirements.

Elements and Performance Criteria Pre-Content

6) 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	Comply with voice and data communications industry/enterprise work policies and procedures	1.1	Industry/enterprise policies and procedures for all work activities are identified and obtained
		1.2	Clarification on how particular work is to be carried out and the procedures involved is sought from the immediate supervisor/appropriate person
		1.3	Unexpected situations are dealt with safely and in accordance with industry/enterprise policies and procedures, and with the approval of an authorised person
2	Monitor and respond to a personal competency development plan.	2.1	All aspects of the competency development plan are confirmed in consultation with appropriate persons
		2.2	All components of the competency development plan are followed diligently
		2.3	Opportunities to practise skills and apply knowledge relative to a particular competency are pursued
		2.4	Assistance is sought from appropriate persons to overcome difficulties in developing skills and applying knowledge relevant to a particular competency
		2.5	Progress in competency development is self-monitored against the competency development plan and industry/enterprise policies and procedures
		2.6	Modifications to the personal competency development plan are made in consultation with appropriate persons
		2.7	Obligations are met for periodic and timely reporting of competency development activities
		2.8	Periodic competency development activities report is validated by an appropriate person in accordance with industry/enterprise policies and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Evidence must show that knowledge has been acquired of safe working practices and participating in development and following a personal competency development plan. All knowledge and skills detailed in this unit should be contextualised to current industry practices and technologies.
The extent of the essential knowledge and associated skills (EKAS) required is given in Volume 2 - Part 2.2 EKAS. It forms an integral part of this unit.

2.2.45	Responsibilities under a competency development plan
2.2.46	Methods of monitoring and reporting competency development activities
2.2.48	Enterprise work activities policies and procedures

Evidence Guide

EVIDENCE GUIDE

9) This provides essential advice for assessment of the unit. It must be read in conjunction with the performance criteria and the range statement of the unit and the Training Package Assessment Guidelines.
The Evidence Guide forms an integral part of this unit. It must be used in conjunction with all parts of this unit and performed in accordance with the Assessment Guidelines of this Training Package.

Overview of Assessment	**9.1**) Longitudinal competency development approaches to assessment, such as Profiling, require data to be reliably gathered in a form that can be consistently interpreted over time. This approach is best utilised in Apprenticeship programs and reduces assessment intervention. It is the industry-preferred model for apprenticeships. However, where summative (or final) assessment is used it is to include the application of the competency in the normal work environment or, at a minimum, the application of the competency in a realistically simulated work environment. It is recognised that, in some circumstances, assessment in part or full can occur outside the workplace. However, it must be in accordance with industry and regulatory policy.
	Methods chosen for a particular assessment will be influenced by various factors. These include the extent of the assessment, the most effective locations for the assessment activities to take place, access to physical resources, additional safety measures that may be required and the critical nature of the competencies being assessed.
	The critical safety nature of working with electricity, electrical equipment, gas or any other hazardous substance/material carries risk in deeming a person competent. Sources of evidence need to be 'rich' in nature to minimise error in judgment. Activities associated with normal everyday work have a bearing on the decision as to how much and how detailed the data gathered will contribute to its 'richness'. Some skills are more critical to safety and operational requirements while the same skills may be more or less frequently practised. These points are raised for the assessors to consider when choosing an assessment method and developing assessment instruments. Sample assessment instruments are included for Assessors in the Assessment Guidelines of this Training Package.

EVIDENCE GUIDE

Critical aspects of evidence required to demonstrate competency in this unit	**9.2**) Before the critical aspects of evidence are considered all prerequisites must be met.

Evidence for competence in this unit shall be considered holistically. Each Element and associated performance criteria shall be demonstrated on at least two occasions in accordance with the 'Assessment Guidelines - UEE07'. Evidence shall also comprise:

- A representative body of work performance demonstrated within the timeframes typically expected of the discipline, work function and industrial environment. In particular this shall incorporate evidence that shows a candidate is able to:

  - Implement Occupational Health and Safety workplace procedures and practices, including the use of risk control measures as specified in the performance criteria and range statement

  - Apply sustainable energy principles and practices as specified in the performance criteria and range statement

  - Demonstrate an understanding of the essential knowledge and associated skills as described in this unit. It may be required by some jurisdictions that RTOs provide a percentile graded result for the purpose of regulatory or licensing requirements.

  - Demonstrate an appropriate level of skills enabling employment

  - Conduct work observing the relevant Anti Discrimination legislation, regulations, polices and workplace procedures

- Demonstrated consistent performance across a representative range of contexts from the prescribed items below:

  - Participate in voice and data communications work and competency development activities as described in 8) including:

    A   Identifying and confirming the context, requirements and responsibilities of the competency development (training) plan to be met

    B   Identifying and confirming the critical industry, enterprise and regulatory policies, procedures and context applicable to all work activities

EVIDENCE GUIDE

	C	Identifying and confirming the applicable training practices, requirements, administration, costs and support service policies and procedures provided by the RTO to all vocational and technical education activities
	D	Seeking clarification of how particular work is to be carried out and the procedures involved
	E	Dealing with unexpected situations in accordance with industry/enterprise policies and procedures, and with the approval of an authorised person
	F	Reporting periodically the competency development activities in accordance with requirements
	G	Periodically reviewing progress of the competency development activities in accordance with requirements
	H	Pursuing strategies to develop opportunities for gaining the range of workplace experiences and exposure
	I	Progressing successfully against periodic or staged evaluative performance events according to requirements
	G	Seeking assistance to overcome difficulties in developing competency
	K	Dealing with unplanned events by drawing on essential knowledge and skills to provide appropriate solutions incorporated in a holistic assessment with the above listed items

EE-Oz Training Standards

EVIDENCE GUIDE

Context of and specific resources for assessment	**9.3**) This unit should be assessed as it relates to normal work practice using procedures, information and resources typical of a workplace. This should include:

- OHS policy and work procedures and instructions.
- Suitable work environment, facilities, equipment and materials to undertake actual work as prescribed in this unit.

These should be used in the formal learning/assessment environment.
Note:
Where simulation is considered a suitable strategy for assessment it must ensure that the conditions for assessment are authentic and as far as possible reproduce and replicate the workplace and is consistent with the approved industry simulation policy.

The resources used for assessment should reflect current industry practices in relation to participating in development and following a personal competency development plan.

Method of assessment	**9.4**) This unit shall be assessed by methods given in Volume 1, Part 3 'Assessment Guidelines'. Note: Competent performance with inherent safe working practices is expected in the Industry to which this unit applies. This requires that the specified essential knowledge and associated skills are assessed in a structured environment which is primarily intended for learning/assessment and incorporates all necessary equipment and facilities for learners to develop and demonstrate the essential knowledge and skills described in this unit.
Concurrent assessment and relationship with other units	**9.5**) Competency in this unit shall be assessed concurrently with the all core and nominated elective units in a qualification.

Range Statement

RANGE STATEMENT

8) This relates to the unit as a whole providing the range of contexts and conditions to which the performance criteria apply. It allows for different work environments and situations that will affect performance.

This unit must be demonstrated following the completion of a range of performance process activities that contribute to assisting in the evaluation of progress towards the development of competency. The unit applies to those engaged in employment-based programs covered by an approved contract of training under a relevant State/Territory training Act seeking to complete the qualification. Incorporated therein is the requirement for deploying an approved competency development (training) plan. The Plan specifies the units which are to be attained to complete the qualification. This unit is a core requirement for the completion of the qualification. It encompasses the processes required to participate in the development of competence by an apprentice/learner in the industry and in particular the activities associated with performance in the workplace and in vocational and technical education. It includes but is not limited to recognising and participating in:

1) The competency development plan:
- Context of the plan
- State/Territory regulatory requirements (Acts/Regulations)
- Competency development (training) contracts
- Competency development (nominal training) period
- Purpose of competency development (training) plans
- Process in developing competency development (training) plans
- Parties involved in the competency development (training) plan
- Responsibilities of Parties:
  - RTO responsibilities
  - Role of State Training Authority (STA)
  - Employer responsibilities
  - Employee/Learner responsibilities
- Context of responsible parties:
  - Industry customs, work practices
  - Industry bodies – employer and employee representatives
  - Regulatory bodies, including licensing/registration,

OHS, IR, training authorities – apprentice/trainee regulation

- Vocational and technical education system – AQF, credentials, AQTF
- RTO training practices, requirements, administration, costs, and support services

2) Workplace practice and exposure:

- Timely reporting of workplace exposures and practice
- Supervisor confirmation of workplace exposures and practices in a structured workplace report

3) Workplace evidence reporting:

- Unit of work
- Elements and performance of work
- Range of items exposed to and practised on
- Level of supervision received
- Period of exposure

4) Workplace evidence validation:

- Currency of evidence
- Authenticity of evidence
- Sufficiency of evidence

5) Workplace evidence reporting review:

- Contribution towards progressive development for the qualification
- Competency standard unit progressive reporting
- Regular review of progress report
- Timing of periodic monitoring/evaluation
- Procedures for monitoring and analysing progress
- Procedures for responding to anomalies in competency development
- Procedures for liaison with the workplace supervisor

6) Periodic evaluation of competency development (training) progress:

- Stages of progress that are to be met in developing competent performance
- Evaluation of progress against requisite stages of development towards competent performance
- Implementation of remedial measures
- Periodic progress report formally confirmed to parties

Generic terms used throughout this Vocational Standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms that apply are given in Volume 2, Part 2.1.

Unit Sector(s)

Not Applicable

Competency Field

2.2) **Literacy and numeracy skills**
Participants are best equipped to achieve competency in this unit if they have reading, writing and numeracy skills indicated by the following scales. Description of each scale is given in Volume 2, Part 3 'Literacy and Numeracy'

Reading   4   Writing   4   Numeracy   4

Custom Content Section

Competency Field   5)

Commercial