



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **UEPOPS232A Transport Plant and Equipment**

**Release: 1**

## UEPOPS232A Transport Plant and Equipment

### Modification History

Not Applicable

### Unit Descriptor

- **Unit Descriptor** 1)

This unit deals with the skills and knowledge required to transport plant and equipment.

### Application of the Unit

- **Application of the Unit** 3)

This unit is intended to augment formally acquired competencies. It is suitable for employment-based programs under an approved contract of training.

- **License to practise** 3.1)

The skills and knowledge described in this unit may require a licence to practise in the workplace in some States or Territories. There may also be additional assessment activities required by regulatory authorities for the issue of the licence to practise.

Practice in this unit is subject to regulations directly related to Occupational Health and Safety and where applicable contracts of training such as apprenticeships and the like.

### Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

- **Prerequisite Unit(s)** 2)

### Competencies 2.1)

Competency in this unit shall be assessed only after the following competencies have been acquired.

UEPOPS201A Comply with Occupational Health and Safety policy and procedures.

## Employability Skills Information

Refer to the Evidence Guide

## Elements and Performance Criteria Pre-Content

5) Elements describe the essential outcomes of a competency standard unit. 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

• <b>ELEMENT</b>	• <b>PERFORMANCE CRITERIA</b>
1 Plan and prepare for transport	1.1 Safety requirements are identified in order to comply with enterprise/site transporting procedures  1.2 Transport requirements are confirmed in accordance with work scheduling  1.3 Characteristics of the load are identified and considered to ensure that appropriate loading and unloading procedures are followed
2 Obtain necessary permits	2.1 Permit application forms are completed in accordance with requirements  2.2 Load is assessed so as not to exceed safe working capacity of vehicle and in accordance

- **ELEMENT**
- **PERFORMANCE CRITERIA**
  - with manufacturer's specifications and regulatory authorities requirements
- 3 Load/unload plant and/or equipment
  - 3.1 Vehicle inspected and checked prior to loading
  - 3.2 If required, start up, park up, shut down procedures are carried out in accordance with manufacturer's and/or enterprise/site procedures
  - 3.3 Machine loaded and unloaded safely ensuring no injury to personnel or damage to property, equipment and load
  - 3.4 Calculations on dimensions (height and width) of load and transport are made for over-sized loads
  - 3.5 Lashings are stored in accordance with storage procedures
- 4 Secure load
  - 4.1 Load is secured using appropriate securing equipment and lashed to anchorage points in accordance with securing systems and manufacturer's specifications
  - 4.2 Lashing equipment is secured to vehicle to ensure integrity during transport
- 5 Operate transport vehicle
  - 5.1 Pre-operational checks are carried out on plant in accordance with manufacturer's recommendations and site requirements
  - 5.2 Attachments set at correct height/position, and machine driven in accordance with traffic regulations and manufacturer's instructions
  - 5.3 Start up, park up, shut down procedures are carried out in accordance with manufacturer's and/or enterprise/site procedures
  - 5.4 Hazards are identified and avoided on public roads and work site
  - 5.5 Traffic regulations are adhered to

<b>• ELEMENT</b>	<b>• PERFORMANCE CRITERIA</b>
6 Complete documentation	6.1 Post operational checks and minor maintenance is carried out on machine and/or accessories in accordance with manufacturer's recommendations and site requirements
	6.2 Documentation is updated and plant problems, movements, abnormalities and status are reported and logged in accordance with enterprise/site procedures

## **Required Skills and Knowledge**

### **• REQUIRED SKILLS AND KNOWLEDGE**

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

Evidence shall show that knowledge has been acquired of transporting plant and equipment.

The extent of the Essential Knowledge and Associated Skills required follows:

Evidence shall show that knowledge has been acquired for safe working practices of:

- Relevant Occupational Health and Safety regulations
- Relevant statutory legislation
- Relevant enterprise/site safety procedures
- Enterprise/site emergency procedures and techniques
- Operational and maintenance procedures
- Equipment capabilities and limitations
- Road transport and traffic authorities permits
- Basic geological and survey data
- Loading/off loading procedures
- Vehicle recording systems
- Warning and directional signals
- Pre-start, start up and shut down procedures
- Enterprise recording procedures
- Communications principles
- Introduction to power production plant

- **REQUIRED SKILLS AND KNOWLEDGE**

- Typical arrangements of power production plant
- Mathematics
- Safe operating principles

Specific skills needed to achieve the Performance Criteria:

- Apply relevant Occupational Health and Safety regulations
- Apply relevant statutory legislation
- Apply relevant enterprise/site safety procedures
- Apply enterprise/site emergency procedures and techniques
- Plan and organise resources
- Prepare and operate transport vehicle
- Use hand tools
- Communicate effectively
- Apply data analysis techniques and tools
- Transport loads
- Apply pre-start, start up and shut down procedures

## Evidence Guide

### • EVIDENCE GUIDE

8) This provides essential advice for assessment of the competency standard unit and must be read in conjunction with the Performance Criteria and the Range Statement of the competency standard unit and the Training Package Assessment Guidelines.

The Evidence Guide forms an integral part of this competency standard unit and shall be used in conjunction with all components parts of this unit and, performed in accordance with the Assessment Guidelines of this Training Package.

#### Overview of Assessment

##### 8.1)

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's 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 accord with Industry and, Regulatory policy in this regard.

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. Hence, sources of evidence need to be 'rich' in nature so as to minimise error in judgment.

Activities associated with normal every day 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.

**Critical aspects of evidence required to demonstrate competency in this unit**

**8.2)**

Before the critical aspects of evidence are considered all prerequisites shall 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 - UEP06".

Evidence shall also comprise:

- A representative body of Performance Criteria 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 6) Essential Knowledge and Associated Skills of this unit
- Demonstrate an appropriate level of skills enabling employment
- Conduct work observing the relevant Anti Discrimination legislation, regulations, polices and workplace procedures
- Demonstrated performance across a representative range of contexts from the prescribed items below:
  - Knowledge and applications of relevant sections of: Occupational Health and Safety; statutory legislation; enterprise/site safety procedures; enterprise/site emergency procedures
  - Pre-start, start up and shut down procedures
  - Operating and manoeuvring vehicles and attachments
  - Applying for and following road transport and traffic authority permits
  - Loading/off loading procedures
  - Dealing with an unplanned event by drawing on Essential Knowledge and Skills to provide appropriate solutions incorporated in the holistic assessment with the above listed items.

**Context of and specific resources for assessment**

**8.3)**

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 by this competency standard unit.

Competency Standards should be assessed in the workplace or simulated workplace and under the normal range of workplace

conditions.

Assessment of this unit will be supported with documentary evidence, by means of endorsement stating type and application of work.

In addition to the resources listed above in Context of assessment', evidence should show competency working in limited spaces, with different structural/construction types and method and in a variety of environments.

**Method of assessment**

**8.4)**

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 competency standard 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**

**8.5)**

There are no recommended concurrent assessments with this unit, however in some cases efficiencies may be gained in terms of learning and assessment effort being concurrently managed with allied competency standard units where listed.

Nil

**Key competencies**

**8.6)**

Evidence that particular key competencies have been achieved within this competency standard unit is in the context of the following Performance Criteria of evidence. See Volume 2, Part 4 for an explanation of Key competencies and levels of this Training Package.

Key competencies	Example of Application	Performance Level
How are ideas and information communicated within this	Refer to the following example of application: Sharing information orally or in writing in simple English to confirm work requirements.	1

competency?	Discussion may take place with supervisors or others in the work group.	
How can information be collected, analysed and organised?	Refer to the following example of application:  Accessing information required for operating the plant / equipment, including operating procedures and work instructions.	1
How are activities planned and organised?	Refer to the following example of application:  Planning the required activity, to include co-ordination and use of equipment, materials and tools to avoid backtracking and rework.	1
How is team work used within this competency?	Refer to the following example of application:  Teamwork may be applied in communicating the methods and procedures for the operation of the plant and equipment.	1
How are mathematical ideas and techniques used?	Refer to the following example of application:  Calculation of time to complete tasks, estimation of distances, levels, loads and material requirements.	1
How are problem solving skills applied?	Refer to the following example of application:  Follow established operational procedures.	1
How is use of technology applied?	Refer to the following example of application:  Access, communicate, measure and record information with regard to operations and performance of plant and equipment.	1

**Skills Enabling Employment****8.7)**

Evidence that competency in this unit incorporates skills enabling employment is in the context of the following performance. See Volume 2, Part 5 for definitions and an explanation of skills enabling employment.

<b>Skills for Employment</b>		<b>Example of Application</b>
1	Developing and using skills within a real workplace	Refer to the following example of application:  Completion of tasks within an acceptable timeframe and performance under supervision.
2	Learning to learn in the workplace	Refer to the following example of application:  Recalling of knowledge and development of practical skills.
3	Reflecting on the outcome and process of work task	Refer to the following example of application:  Recognition that performance of a work task meets the accepted standard.
4	Interacting and understanding of the context of the work task	Refer to the following example of application:  Completion of work tasks to meet the team's goals.
5	Planning and organising the meaningful work task	Refer to the following example of application:  Achievement of work tasks in a timely manner which contributes to the team's objectives.
6	Performing the work task in non-routine or contingent situations	Refer to the following example of application:  Complete the assigned work task to meet timelines and to seek supervisor assistance as required.

## Range Statement

### • RANGE STATEMENT

7) This relates to the competency standard 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.

Plant and equipment may include: backhoe; bobcat; bulldozer, clamshell; continuous bucket trencher; dragline; dump truck; excavator; forklift; front end loader; gradall; grader; material spreader; paver; pipelayer; profile planer; recycler; roller; scraper; skid steer loader; soil compactor; telescopic materials handler; tractor; water cart and related accessories/attachments.

Safety standards may include: relevant sections of Occupational Health and Safety legislation; national standards for plant; enterprise safety rules; relevant state and federal legislation.

Hazards may include: power lines; trees; overhead service lines; surrounding buildings; other equipment; earthworks; obstructions; underground services; bridges; tunnels; facilities and dangerous materials.

Information and documentation sources may include: verbal and written communications; enterprise safety rules documentation/form(s); equipment and alarm manuals; dedicated computer equipment; standing enterprise/site and operating instructions; enterprise/site log books and manufacturer's operation and maintenance manuals.

Technical and operational indicators may include: stimuli (audio, smell, touch, visual); local indicators and recorders and alarms (visible and or audible).

Communications may be: by means of telephone; two way radio; pager; public address system; facsimile; computer (electronic mail); operating logs; written, verbal, whistle or hand signal.

Tests may include: alarm and protection tests and performance tests.

Appropriate personnel for consultation or giving or receiving direction may include: supervisor/team leader or equivalent; technical and engineering officers or equivalent; contractor staff; other production staff and maintenance staff.

Test fault finding and operating tools may include: power and hand tools.

Operating environment may be during inclement or otherwise harsh weather conditions, in wet/noise/dusty/hot areas or during night periods.

Faults and abnormal operating conditions may include: loss of hydraulic oil pressure; loss of motor oil pressure; electrical breakdowns; loss of cooling water and loss of tyre pressure.

Minor maintenance may include: fuel check; water checks; oil checks; greasing, cleaning, tyre or track inspections and minor adjustments.

- **RANGE STATEMENT**

Generic terms are used throughout this Training Package for vocational standard shall be regarded as part of the Range Statement in which competency is demonstrated. The definition of these and other terms are given in Volume 2, Part 1.

## **Unit Sector(s)**

Not Applicable

## **Literacy and numeracy skills**

### **Literacy and numeracy skills 2.2)**

Participants are best equipped to achieve 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 2      Writing 2      Numeracy 2

## **Competency Field**

### **Competency Field 4)**

Operations.