



Australian Government

Department of Education, Employment and Workplace Relations

UEPOPS503A Manage First Response Team Operation

Release: 1

UEPOPS503A Manage First Response Team Operation

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor

1)

This unit deals with the skills and knowledge required to manage the operation of a response team. It covers the development, implementation and review of the procedures for the operation of the first response team.

Application of the Unit

Application of the Unit

3)

This unit is intended to augment formally acquired competencies.

The operation of the first response team is to support other emergency service groups and the procedures are to comply with State and/or Local Government laws and regulations for the management of emergency incidents.

License to practise

3.1)

The skills and knowledge described in this unit do not require a licence to practise in the workplace. However, practice in this unit is subject to regulations directly related to Occupational Health and Safety.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite Unit(s) 2)

Competencies 2.1)

Competency in this unit may be assessed concurrently with or only after the following competency has been acquired:

UEPOPS404A Coordinate first response team operation.

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

ELEMENT

PERFORMANCE CRITERIA

| | | | |
|---|---|-----|--|
| 1 | Plan for the operation of the first response team | 1.1 | The purpose of the response team is identified and, where necessary, clarified with relevant people or organisations |
| | | 1.2 | Requirements for the development of new procedures are identified and confirmed as required |
| | | 1.3 | Consultation with all key internal and external stakeholders to determine whether contingency plans require review is carried out in accordance with enterprise policy |
| | | 1.4 | The roles and responsibilities of emergency service(s) personnel are clarified, and where |

| ELEMENT | PERFORMANCE CRITERIA |
|--|--|
| | necessary conveyed to others. |
| | 1.5 Team members are identified and supported in relation to duties and responsibilities |
| | 1.6 Directions and advice are given to emergency service personnel and team members after appropriate site inspection |
| 2 Develop the first response team operational procedures | 2.1 Instructions from relevant emergency services personnel are clarified and complied with |
| | 2.2 Procedures are researched, created, assessed and confirmed with the appropriate personnel |
| | 2.3 Procedures are planned and developed in accordance with statutory, enterprise/site requirements |
| | 2.4 Resources are identified, obtained and utilised for development of the response team |
| | 2.5 Procedures are documented and approved in accordance with statutory and enterprise procedures |
| | 2.6 A plan to ensure personnel safety and plant integrity is developed in accordance with statutory, industry and site standards |
| 3 Manage the operation of the first response team | 3.1 Incidents are investigated, assessed and evaluated to prevent repetition of risk |
| | 3.2 Results and recommendations relating to incident investigations are documented and confirmed with the appropriate personnel and in accordance with enterprise procedures |
| | 3.3 Guidance and assistance for emergency services is provided in accordance with enterprise/site procedures |
| | 3.4 Materials, equipment and resources required to satisfy the job are identified obtained and assessed |
| | 3.5 De-briefing is conducted and findings are responded to in accordance with procedures |

| ELEMENT | PERFORMANCE CRITERIA |
|---|---|
| 4 Review the operation of the first response team | 4.1 Incident response is audited, and results are evaluated in accordance with enterprise procedures |
| | 4.2 Results are documented and reports/recommendations are confirmed with the appropriate personnel |
| 5 Report outcomes of emergency response | 5.1 Improvements to incident response procedures are identified and confirmed with the appropriate personnel. |
| | 5.2 Improvements to incident response procedures are implemented. |

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 managing first response team operations.

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
- Plant status
- Relevant plant and equipment, its location and operating parameters
- Site communications systems
- First aid
- Appropriate warning signs

REQUIRED SKILLS AND KNOWLEDGE

- Equipment appropriate for the task
- Operation of emergency stations
- Roles of the first response team and its members
- Classifications of fires and emergencies
- Roles and responsibilities of emergency services
- Firefighting and rescue principles and techniques
- Communication principles
- Human resources and management principles within a team
- Material safety data sheets and emergency services

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
- Locate relevant plant and equipment
- Prepare emergency plant/equipment for operation
- Communicate effectively
- Plan and prioritise work
- Develop emergency and evacuation procedures
- Develop emergency response techniques and procedures
- Identify and operate appropriate emergency communications equipment

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)

Longitude 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.

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 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) of this unit
- Demonstrate an appropriate level of skills enabling employment
- Conduct work observing the relevant Anti Discrimination legislation, regulations, policies and workplace procedures
- Demonstrated performance across a representative range of contexts from the prescribed items below:
 - Knowledge and application of relevant sections of: Occupational Health and Safety legislation; Statutory legislation; Enterprise/site safety procedures; Enterprise/site emergency procedures
 - Ability to apply leadership skills
 - Ability to communicate effectively with the appropriate personnel and agencies following an emergency
 - Knowledge of potential hazards
 - Knowledge and application of fire-fighting and rescue principles and techniques
 - Ability to manage the Teams response to an emergency situation
 - 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 types of plant and equipment as well as different structural/construction types and methods 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 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 Assessment of this unit should also confirm that other competencies required to underpin this unit are satisfied

Key competencies

8.6)

Evidence that particular key competencies have been achieved within this 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 | Refer to the following example of application: Explain ideas and actions, make suggestions for | 2 |

| | | |
|---|--|---|
| within this competency? | alternative actions and deal with contingencies and non-routine situations. | |
| How can information be collected, analysed and organised? | Refer to the following example of application: Information with regard to operations, faults and maintenance may be observed and monitored for analysis and organised into records and reports. | 2 |
| 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. | 2 |
| How is team work used within this competency? | Refer to the following example of application: Coordinate activities of the team and provide appropriate support to other team members in completion of work tasks to meet the team's goals. | 2 |
| How are mathematical ideas and techniques used? | Refer to the following example of application: Calculation of time to complete routine projects, operations, tasks, estimation of distances, levels, loads and material requirements. | 2 |
| How are problem solving skills applied? | Refer to the following example of application: Determine solutions which focus on long and short-term resolution of work task problems. | 2 |
| How is use of technology applied? | Refer to the following example of application: Access, communicate, measure and provide information to monitor operations and performance of plant and equipment. | 2 |

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.

| Skills for Employment | | Example of Application |
|------------------------------|---|---|
| 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 with some supervision. |
| 2 | Learning to learn in the workplace | Refer to the following example of application: Comprehension and application of theoretical knowledge to well-developed skills. |

| | | |
|---|--|---|
| 3 | Reflecting on the outcome and process of work task | Refer to the following example of application: Focused on improvement in own and other team member's performance in the workplace. |
| 4 | Interacting and understanding of the context of the work task | Refer to the following example of application: Working understanding of the processes and systems which apply to the workplace. |
| 5 | Planning and organising the meaningful work task | Refer to the following example of application: Achieving work tasks in a timely manner and ensuring that the work team achieves its stated work goals. |
| 6 | Performing the work task in non-routine or contingent situations | Refer to the following example of application: Seek advice and apply solutions to problems relevant to the workplace environment. |

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.

Incidents may include fire, rescue, hazardous substances, explosions, bomb alerts, terrorists, radiation, natural disasters, environmental, electrical storms/incidents, accidents, electrical equipment, structural, security related or wildlife related incidents.

Special assistance may be on site personnel (e.g. chemists, fire team), rescue team, environmental officer, safety officer, radiation officer floor warden or equivalent, chief warden or equivalent and security staff.

External emergency groups may include police, fire brigade, ambulance, State emergency service supply authorities (such as water utility).

Communications may be by means of verbal, telephone system, two-way radio, pager, emergency public address system, radio, facsimile, computer (electronic mail), enterprise/site log book, whistle or hand signal.

Additional resources may include personnel, fire fighting equipment, fire fighting protective clothing, chemical protective clothing, air cylinders for breathing apparatus, rescue equipment, fire retardant compounds, oil containment materials/equipment, vehicles for transport of materials or personnel, stand-by air compressors, storm water pumps, gas monitoring equipment, communication equipment, ladders, spill kits, salvage gear and forcible entry tools.

Site hazards may include power lines, trees, overhead service lines, abnormal weather conditions, dangerous materials/chemicals, earthworks/obstructions, underground services, hazardous substances and electrical, thermal, explosive and structural hazards.

Technical advice may include plant layout, plant location, isolation points, location and quantity of hazardous substances and location of fire hydrants, pumps and water supplies.

Information and documentation sources may include verbal and written communications, enterprise/site operating instructions, equipment manufacturer's recommendations, dedicated computer equipment and enterprise/site log books.

Personnel refers to all people on site at the time of the emergency and may include supervisory, maintenance and operational staff, contractors, trainees and visitors.

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

Technical and operational indicators may include stimuli (audio, smell, touch, visual),

RANGE STATEMENT

computers and alarms (visible and or audible).

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

Identification may include helmets, armbands, vests and other apparel.

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 5 Writing 5 Numeracy 5

Competency Field

Competency Field 4)

Operations.