



Australian Government

Department of Education, Employment and Workplace Relations

HLTGM203D Perform minor general maintenance

Release: 1

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Modification History

HLT07 Version 4	HLT07 Version 5	Comments
HLTGM203C Perform minor general maintenance	HLTGM203D Perform minor general maintenance	ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to safely and appropriately perform minor non-trade maintenance tasks

Application of the Unit

Application

Work performed requires a range of well developed skills where some discretion and judgement is required. Individuals will take responsibility for their own outputs and may participate in work teams

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

- | | |
|---|---|
| 1. Identify maintenance task to be undertaken | 1.1 Assess maintenance request for requirements of skill, <i>materials</i> , cost, disruption to normal operations and availability of <i>tools</i> |
| | 1.2 Confirm access to work area |
| | 1.3 Identify the need for assistance |
| | 1.4 Identify the need for <i>personal protective equipment</i> |
| | 1.5 Refer to operational maintenance schedules and drawings if necessary |
| 2. Identify tools and materials required | 2.1 Identify and select required tools and equipment |
| | 2.2 Check tools for serviceability and safe use |
| | 2.3 Estimate material quantities |
| | 2.4 Assemble tools and materials |

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|--|---|
| 3. Prepare to undertake maintenance | 3.1 WHS requirements for specific maintenance tasks are assembled |
| | 3.2 Assemble materials |
| | 3.3 Prepare the work area |
| | 3.4 Inform people likely to be affected by the maintenance task |
| | |
| 4. Perform maintenance | 4.1 Safely and effectively use tools |
| | 4.2 Safely locate tools when not in use |
| | 4.3 Use materials according to maintenance requirements |
| | 4.4 Follow safe working practices |
| | |
| 5. Clean up work area | 5.1 Stack/store materials for re-use or disposal |
| | 5.2 Clear the work area |
| | 5.3 Clean, maintain and store tools |
| | 5.4 Clean, visually check and store power leads |
| | 5.5 Clean, maintain and store equipment |
| | 5.6 Clear the work area and remove waste according to organisation waste disposal requirements |
| | |
| 6. Notification of completion of task and complete documentation | 6.1 Notify supervisor of completion of the maintenance task |
| | 6.2 Record the completion of the maintenance task according to organisation policy and procedures |
| | 6.3 File documentation according to organisation requirements |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Basic knowledge of the organisation's buildings, structures, building services, plant, equipment and machinery to be maintained
- Enterprise maintenance and reporting policies and procedures
- Identification of facility, plant, equipment and machinery faults and problems which will require reference to a tradesperson
- Purpose and use of hand and power tools
- Purpose and use of relevant maintenance materials
- Safe working practices
- Use of personal protective equipment

Essential skills:

It is critical that the candidate demonstrate the ability to

- Work safely and follow the organisation's work health and safety (WHS) practices
- Apply relevant knowledge of the organisation's buildings, structures, building services, plant, equipment and machinery to be maintained
- Identify boundaries of role and when to refer problems and tasks to a tradesperson
- Demonstrate correct and safe use of hand and power tools

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply problem solving skills - the ability to use available resources and prioritise workload
- Communicate with others in relation to work to be undertaken and potential workplace disruption
- Demonstrate safe working practices
- Follow infection control practices
- Follow maintenance manuals and manufacturers' recommendations for servicing and maintenance

REQUIRED SKILLS AND KNOWLEDGE

- Follow preventative schedules
- Maintain workshop and plant room cleanliness
- Take into account opportunities to address waste minimisation, environmental responsibility and sustainable practice issues, including appropriate practices to ensure efficient use of resources
- Use literacy, numeracy and oral communication skills required to fulfil the position in a safe manner as specified by the health care facility

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

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

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistency of performance should be demonstrated over the required range of workplace situations

EVIDENCE GUIDE

Context of and specific resources for assessment:

- Assessment should replicate workplace conditions as far as possible
- Simulations may be used to represent workplace conditions as closely as possible
- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible
- Resources essential for assessment include:
 - Workplace health and safety policies
 - Hand and power tools appropriate to the maintenance tasks in the organisation and to the worker's role
 - Suitable work area
 - Maintenance policy and procedures
 - Tool handling manuals
 - Job description

Method of assessment

- Observation in the work place (if possible)
- Written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Questioning
- Role play simulation

Access and equity considerations:

- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
- All workers should develop their ability to work in a culturally diverse environment
- In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
- Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

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. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Minor non-trade maintenance tasks may be carried out on:

- Buildings
- Structures
- Fences
- Building services
- Plant
- Equipment
- Machinery
- Furniture

Minor non-trade maintenance tasks may include but is not limited to:

- Surface preparation and minor painting
- Changing light globes and tubes
- Replacement of client call pieces
- Minor repairs to ward and office furniture
- Minor repairs to damaged carpentry items
- Bed wheel maintenance
- Preventative maintenance
- Fan belt changes
- Taking readings
- Cleaning of plant rooms
- Cleaning of roofs and gutters
- Cleaning of drains
- Checking dampers in air-conditioning

RANGE STATEMENT

Materials may include, but are not limited to:

- Paint
- Thinners
- Timber
- Adhesives
- Lubricants
- Sealant
- Nails, screws, bolts, rivets and nuts
- Laminates

RANGE STATEMENT

Tools may include, but are not limited to:

- Adjustable spanners
- Bars (crow and pinch)
- Bolt cutters
- Brooms
- Chisels
- Hacksaws and handsaws
- Hammers
- Measuring tapes
- Nips
- Picks/mattocks
- Pliers
- Sealant gun
- Shovel/spades
- Sledge hammers
- Spanners and wrenches
- Spirit level
- Straight edge
- String lines
- Trowels and float
- Wire cutters
- Paint brushes/rollers
- Spatula/putty knives
- Screwdrivers
- Drills
- Nail guns
- Staplers
- Sanders
- Angle grinders
- Pneumatic wrenches
- Circular saw
- Jig saws
- Planers
- Routers
- Jackhammer
- Other tools powered by compressed air or electricity

RANGE STATEMENT

Work area may be within:

- Home/residential settings
- Community centres
- Hospitals
- Other health care facilities

Personal protective equipment may include but are not limited to:

- Overalls, boots
- Hard hat/cap
- Safety glasses/goggles
- Gloves
- Ear plugs/muffs
- Face masks/respirators

Affected person may include, but is not limited to:

- Tradesperson
- Engineer
- Maintenance supervisor
- Contractor
- Manager
- Supervisor and staff in place where the maintenance task is being performed
- Neighbours

Unit Sector(s)

Not Applicable