



Australian Government

Department of Education, Employment and Workplace Relations

PRMPFES24B Inspect and maintain portable foam generating equipment

Release: 1

PRMPFES24B Inspect and maintain portable foam generating equipment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency covers the requirements of servicing a range of foam generating equipment and hose reel foam units. All work in this area must be completed in accordance with relevant legislative, industry, customer and organisational requirements, including occupational health and safety (OHS) policies and procedures.

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Not Applicable

Elements and Performance Criteria Pre-Content

Not Applicable

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Interpret and comply with legal and industry requirements relating to service operations	1.1 Apply knowledge and understanding of <i>legislative and industry requirements</i> , including relevant state/territory building codes, to <i>work procedures</i> 1.2 Confirm or clarify knowledge and understanding of <i>legislative and industry requirements</i> , including state/territory building codes, where necessary, with relevant persons 1.3 Identify <i>potential and actual breaches</i> of <i>legislative and industry requirements</i> and take action according to <i>organisational requirements and OHS policies and procedures</i>
2 Inspect and maintain hose reel foam units	2.1 Obtain all necessary work permits prior to entering customer premises 2.2 Inspect and maintain <i>hose reel foam units</i> according to relevant service manuals, manufacturers' specifications and instructions, service bulletins and <i>organisational requirements</i> 2.3 Report, repair and replace faulty equipment in accordance with <i>work procedures, customer requirements</i> and technical specifications 2.4 Complete all <i>documentation</i> according to <i>organisational requirements, customer requirements</i> and relevant current Australian Standards
3 Inspect and maintain portable foam generating equipment	3.1 Obtain all necessary work permits prior to entering customer premises 3.2 Collect samples of foam concentrates according to work procedures and manufacturers' requirements 3.3 Inspect and maintain <i>foam generating equipment</i> according to relevant maintenance schedules, service manuals, manufacturers' specifications and instructions, service bulletins and <i>organisational requirements</i> 3.4 Report, repair and replace faulty equipment in accordance with <i>work procedures, customer requirements</i> and technical specifications 3.5 Inspect <i>maintenance equipment and tools</i> for faults, wear or damage in accordance with

ELEMENT	PERFORMANCE CRITERIA
	<i>work procedures</i> and manufacturers' specifications
	3.6 Complete all <i>documentation</i> according to <i>organisational requirements, customer requirements</i> and relevant current Australian Standards

Required Skills and Knowledge

Refer to Evidence Guide

Evidence Guide

EVIDENCE GUIDE

Knowledge needed to achieve the performance criteria

Knowledge and understanding are essential to apply this unit of competency in the workplace, to transfer the skills to other contexts, and to deal with unplanned events. The knowledge requirements for this unit are listed below.

- The key features of legislation, regulations and codes applicable to inspecting and maintaining portable foam generating equipment.
- The purpose of the Building Code of Australia.
- The implications of NOT applying legislative requirements to job functions.
- Action to take when a breach of health, safety and other policies occurs.
- How foam is generated.
- The classification of foams.
- The purpose of each foam type.
- Characteristics of effective foam.
- Meaning of foam percentages.
- Environmental considerations of foams.
- Purpose of inductors.
- Reason for collecting foam samples.
- Identification and function of major items of foam generating equipment.
- How foam can be used to extinguish a fire.
- Difference between portable and fixed foam storage.

Specific skills needed to achieve the performance criteria

To achieve the performance criteria, some complementary skills are required. These relate to the ability to:

- effectively use foam sample collection procedures
- use hand and power tools safely and with dexterity
- report and record information neatly and legibly when completing documentation
- plan and organise work in order to estimate time to complete activities and prioritise tasks
- apply language, literacy and numeracy skills to:
 - communicate with others in a clear and concise manner in both written and verbal modes
 - read, understand and comply with work instructions/specifications
 - read, understand and record measurements
- use appropriate workplace housekeeping procedures
- utilise effective customer service skills and relate to people from a range of social and cultural backgrounds.

Other units of competency that could be assessed with this unit

This unit could be assessed on its own or in combination with other competencies relevant to the job function.

Resources required to assess this unit

The following resources should be available:

- access to customer premises or a simulated workplace environment
- assessment documentation
- all necessary tools, specialist equipment, manuals and relevant documentation

- training and assessment record book.

Gaining evidence to assess this unit

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and be observed by the assessor (or assessment team working together to conduct the assessment). The competency is to be demonstrated in a range of situations, which may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.

Assessment of competence over the full range of performance criteria should be made through practical demonstrations at a customer's premises. However, at times this may not be practicable, and in these situations, the conditions normally available to the candidate may be simulated in an environment suitable for assessment.

Competency is to be demonstrated through a single, practical demonstration covering the full range of performance criteria. The ability to transfer skills to other situations described in the range statement is inferred from this assessment. (Oral questioning may be used to provide evidence of this ability.)

Candidates should also be given the opportunity to practise and undertake self-assessment of performance before requesting formal assessment

Oral questioning or a written assessment may be used to assess underpinning knowledge. (In assessment situations where the candidate is offered a preference between oral questioning and written assessment, questions are to be identical.)

Assessment of evidence should establish the candidate's ability to perform the job to the standard required in the workplace.

Supplementary evidence may be obtained from relevant authenticated correspondence or reports from supervisors or team leaders. Other forms of evidence may include audit reports, client/customer survey reports and appraisal reports.

Note: The candidate should be encouraged to compile a portfolio of examples of completed documentation relevant to the candidate's organisation. One accurate example of each completed document is suggested as sufficient to infer competency and the ability to transfer the appropriate skills to each document type when required in the workplace. (Oral questioning may contribute as evidence of this ability.)

Information derived from enterprise policy and practices must be treated as commercial-in-confidence.

Performance and assessment of this unit must be carried out within the relevant requirements of the following legislative and industry framework:

- building Acts/regulations/codes
- Australian Standards identified as relevant to the required maintenance procedure
- environmental regulations
- manufacturers' specifications
- organisational requirements, including OHS policies and procedures
- OHS legislation, codes and regulations.

Key competency levels

There are a number of processes learnt throughout work and daily life that are required in all jobs. They are fundamental processes and generally transferable to other work environments. Some of these work processes are covered by the key competencies listed below. Information provided to each question highlights how these processes are applied in this unit of competency.

The number in brackets indicates the level to which the key competency should be demonstrated.

- | | | |
|------------------------------|---|---|
| 1 Perform the process | 2 Perform and administer the process | 3 Perform, administer and design the process |
|------------------------------|---|---|

How can information be collected, analysed and organised (2)?	Gather information from a number of sources including regulatory, manufacturer, organisational and customer sources in order for accurate inspecting and maintenance activities to occur.
How can communication of ideas and information (2) be applied?	Discuss and confirm customer requirements and complete administrative documentation.
How are activities planned and organised (2)?	Plan inspection and maintenance activities to assemble appropriate tools and hardware for on-site services and organise work schedules to suit customer and organisational requirements.
How can teamwork (1) be applied?	Apply consultative and collaborative approaches through support and assistance provided to customers and work groups.
How can the use of mathematical ideas and techniques (2) be applied?	Apply mathematical techniques through inspection and testing on-site activities and apply time management principles while adhering to designated work schedules.
How can problem-solving skills (3) be applied?	Identify potential problem throughout inspection and testing activities especially with regard to ambiguous information received from information sources and identify processes to be followed when unusual faults are detected.
How can the use of technology (2) be applied?	Demonstrate sound technical knowledge and design features of equipment to allow accurate inspection and testing to occur.

Range Statement

RANGE STATEMENT

The range statement links the required knowledge and organisational and technical requirements to the workplace context. It describes any contextual variables that will be used or encountered when applying the competency in work situations. It allows for different work practices and work and knowledge requirements as well as for differences between organisations and workplaces. The following variables may be present for this particular unit.

Legislative and industry requirements may include:

- relevant Commonwealth and state/territory building Acts/regulations/codes
- OHS legislation, codes and regulations
- relevant current Australian Standards e.g. AS1851

- Building Code of Australia
- dangerous goods regulations
- licensing arrangements
- environmental regulations
- building surveyor requirements
- other relevant legislation (including international and shipping/marine codes) relating to fire protection equipment
- Australian petroleum industries' requirements.

Work procedures may include:

- instructions from colleagues/supervisor/manager
- specific customer requirements
- assignment instructions
- equipment manufacturers' requirements
- reporting and documentation requirements
- personal protective equipment requirements.

Relevant persons may include:

- team leaders
- supervisors
- managers
- colleagues
- customers.

Potential and actual breaches of legislative and industry requirements could be identified by:

- direct observation
- as part of workplace quality assurance teams.

Organisational requirements may be located in quality assurance and/or procedures manuals relating to:

- legal and organisational policy/guidelines
- personnel practices and guidelines outlining work roles, responsibilities and delegations
- legislation relevant to the service operation
- OHS policies, procedures and programs
- documentation and information systems and processes
- use of electronic job scheduling and communication devices.

OHS policies and procedures may relate to:

- employer/employee rights and responsibilities
- the OHS hierarchy of control
- assessing the worksite for hazards and risks prior to preparing the worksite for the work procedure
- displaying signs and/or utilising barriers in the work area
- hazard and risk identification and reporting
- risk assessment and control measures
- incident/accident investigation
- OHS audits and safety inspections
- safe operating procedures/instructions

- use and maintenance of personal protective equipment
- equipment maintenance and use
- use and storage of hazardous substances
- First Aid.

Hose reel foam units include:

- water nozzles
- foam branch pipes
- foam supplies.

Customer requirements may include:

- provision of routine services
- provision of non-routine or urgent services
- confirmation of, or variations to, service instructions
- sighting work permits
- sign-in/out procedures for entry to or exit from premises
- written or verbal confirmation of services provided and/or future maintenance schedule.

Documentation may include:

- job card
- customer recommendation forms
- service agreements
- expense claims
- application for credit form
- equipment recommendation form
- Fleetcard
- corrective action report
- petty cash voucher
- certificate of inspection
- product documentation
- maintenance record system.

Foam generating equipment includes:

- hand-held foam branch pipes
- portable inline foam inductors.

Maintenance equipment and tools may include:

- pliers
- spanners
- screwdrivers.

Note: Australian Standards are frequently revised and users must always check for currency.

Unit Sector(s)

Not Applicable