



Australian Government

Department of Education, Employment and Workplace Relations

UEPOPS228A Conduct Fork-lift Operations

Release: 1

UEPOPS228A Conduct Fork-lift Operations

Modification History

Not Applicable

Unit Descriptor

- **Unit Descriptor** 1)

This unit deals with the skills and knowledge required to undertake the inspection and pre-operational tests, driving, manoeuvring and the lifting and relocating of loads using a fork-lift in an environment where electricity is being generated.

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

• ELEMENT	• PERFORMANCE CRITERIA
1 Inspect and test fork-lift	1.1 Occupational Health and Safety standards, statutory requirements, relevant Australian standards, codes of practice, manufacturers' specifications, environmental requirements and enterprise procedures are identified, applied and monitored throughout the work procedure 1.2 Fork-lift and components are inspected prior to start up to ensure they are free from damage, leaks and obstructions in accordance with manufacturer's specifications and enterprise procedures 1.3 Fork-lift and its components are tested after start-up and warning systems operationally checked in accordance with manufacturer's

• ELEMENT	• PERFORMANCE CRITERIA
	specifications and enterprise procedures
	1.4 Faults or defects are identified and assessed to determine their effect on the operational efficiency of the fork-lift
	1.5 Faults or defects adversely affecting operation are identified and reported in accordance with enterprise procedures
	1.6 Results of inspection and testing are recorded and reported in accordance with enterprise procedures
	1.7 Where appropriate, the teams and individuals roles and responsibilities within the team are identified and, where required, assist in the provision of on-the-job training
2 Operate fork-lift	2.1 Engine is started and instruments and gauges are monitored to ensure safe operation in accordance with manufacturer's guidelines and specifications
	2.2 Fork-lift is steered, manoeuvred and positioned in accordance with manufacturer's recommendations and enterprise procedures
	2.3 Movements are smooth and controlled and are within limits of the fork-lift in accordance with manufacturer's specifications
	2.4 Engine power is managed by coordinating gear selection to maintain operating efficiency within the torque range and in accordance with manufacturer's specifications
	2.5 Fork-lift is operated with regard to traffic flow and work area conditions in accordance with enterprise procedures
	2.6 Performance indicators are monitored and any abnormalities reported to the appropriate authority in accordance with enterprise procedures
	2.7 Fork-lift is stopped and parked in accordance with manufacturer's guidelines and enterprise procedures

• ELEMENT	• PERFORMANCE CRITERIA
3 Manoeuvre and position loads	3.1 Load characteristics are identified to ensure appropriate loading and unloading procedures are followed in accordance with enterprise procedures 3.2 Loads are lifted ensuring weight limits are adhered to and load is spread evenly on forks in accordance with manufacturer's specifications and enterprise procedures 3.3 Appropriate load shifting device selected 3.4 Loads are carried, speed is kept, within designated limits, and obstacles in path of movement are negotiated in accordance with enterprise procedures 3.5 Loads are lowered and set down smoothly, forks withdrawn and fork-lift reversed ensuring path is clear in accordance with manufacturer's guidelines and enterprise procedures
4 Complete the work	4.1 Fork-lift operations are completed and appropriate personnel notified in accordance with enterprise procedures 4.2 Fork-lift is left in a state of readiness for further operations in accordance with enterprise 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 conducting forklift 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:

- Occupational Health and Safety standards

- **REQUIRED SKILLS AND KNOWLEDGE**

- Relevant statutory requirements and codes of practice
- Relevant Australian standards
- Enterprise, site and equipment safety requirements
- Fork-lift equipment and associated attachments
- Fork-lift operations
- Operator maintenance
- Communications principles
- Load limitations
- Introduction to power production plant
- Typical arrangement of power production plant
- Mathematics
- Safe operating principles

Specific skills needed to achieve the Performance Criteria:

- Apply Occupational Health and Safety standards
- Apply relevant statutory requirements and codes of practice
- Apply relevant Australian standards
- Apply enterprise site and equipment safety requirements
- Communicate effectively
- Start up, park up and shut down fork-lift
- Lift, transfer and position loads
- Operate fork-lift and its associated attachments
- Apply hand-eye co-ordination
- Apply data analysis techniques and tools
- Use hand tools
- Maintain equipment records
- Calculate safe working loads.

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, 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
 - Equipment capabilities and limitations
 - Operational procedures
 - Applying hand eye co-ordination
 - Attaching/detaching accessories/attachments
 - Safely slinging loads
 - Pre-start, start up and shut down procedures
 - Operating and manoeuvring vehicles and attachments
 - 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.

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 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.

Pre-start checks may include inspection of hydraulic hoses and gas lines for leaks and checking that gas bottles are charged; wheels and tyres are free from damage and at the correct pressure; chains are tensioned correctly, safety cage undamaged, engine oil and water levels and brake and clutch fluid levels are to manufacturer's specification, drivers compartment is free of obstacles and the battery is charged.

Components inspected after start-up may include gauges/warning lights, brake lights and lights, indicators, park brake, steering and foot brake, revolving warning light/siren, horn, controls and transmission.

Records may include details of faulty equipment, action taken and results of testing.

Appropriate authorities may include the supervisor or maintenance personnel.

Performance indicators may include warning lights, oil pressure gauge and temperature gauge.

Load characteristics may include hazardous cargo which may contain flammable, explosive, poisonous, corrosive or radioactive substances

Fork-lift operations may include stacking or de-stacking a load and loading or unloading a vehicle.

State of readiness may mean that the batteries are to be charged, fluid levels are to be topped up and fuelling is carried out .

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.