



Australian Government

Department of Education, Employment and Workplace Relations

UEPOPS404A Coordinate First Response Team Operation

Release: 1

UEPOPS404A Coordinate First Response Team Operation

Modification History

Not Applicable

Unit Descriptor

Unit Descriptor 1)

This unit deals with the skills and knowledge required to coordinate the operations of a first response team.

Application of the Unit

Application of the Unit 3)

This unit is intended to augment formally acquired competencies. It would be applicable to those that have a supervisory role with an emphasis on implementing workplace safety procedures. It requires individuals to coordinate at site emergency response procedures and the ability to communicate with external emergency response agencies.

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 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 competency has been acquired:

UEPOPS210A Conduct first response within a workplace team

Employability Skills Information

Refer to the Evidence Guide

Elements and Performance Criteria Pre-Content

5) Elements describe the essential outcomes of a unit of competency	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the Evidence Guide.
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Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

1 Coordinate the workplace emergency team	1.1	The purpose of the team is identified and, where necessary, clarified with relevant people
	1.2	The duties and responsibilities of team members are identified
	1.3	Instructions from supervising team members are carried out in accordance with enterprise/site procedures
	1.4	Team members are supported in relation to duties and responsibilities
	1.5	Appropriate team member identification is displayed in accordance with procedures

ELEMENT	PERFORMANCE CRITERIA
2 Cooperate with other emergency service(s) personnel	2.1 The roles and responsibilities of emergency service(s) personnel are clarified, where necessary
	2.2 Role and authority of emergency services is conveyed to other team members
	2.3 Instructions from relevant emergency services personnel are clarified and complied with
	2.4 Guidance and assistance for emergency services is provided in accordance with enterprise/site procedures
	2.5 Directions and advice are given to emergency service personnel and team members after appropriate site inspection
	2.6 A plan to ensure personnel safety and plant integrity is developed in accordance with statutory, industry and site standards
	2.7 Relevant documentation is obtained in accordance with procedures
	2.8 Materials, equipment and resources required to satisfy the job are identified and obtained
3 Evaluate the emergency	3.1 Nature, extent and cause of the emergency is identified in accordance with procedures
	3.2 Potential risk to personnel, equipment, environment and production is identified
	3.3 Notification of emergency is undertaken in accordance with authorised procedures
	3.4 Emergency evacuation procedures are followed where appropriate
	3.5 Requirement for special expert assistance is identified
	3.6 Incident is evaluated to prevent repetition of risk
	3.7 Location of emergency is identified and most effective route to emergency is determined

ELEMENT	PERFORMANCE CRITERIA
4 Respond to emergency	4.1 Vehicles and buildings are secured and protected in accordance with site procedures
	4.2 Potential sources of danger are isolated and warning signs/signals and barriers are put in place in accordance with site/enterprise procedures
	4.3 Emergency responses are applied in accordance with site and/or enterprise safety procedures
	4.4 Materials, equipment and resources required to satisfy the job are identified and obtained
	4.5 Effective lines of communication are established if required
	4.6 The use of personal protective clothing, equipment and/or procedures is monitored in accordance with procedures
	4.7 Technical advice to emergency service personnel is given in accordance with procedures
5 Report outcomes of emergency response	5.1 Fire and emergency equipment is marked or positioned after use, in accordance with procedures, to indicate it requires servicing or replacing
	5.2 The use of emergency equipment is reported according to procedures
	5.3 De-briefing is attended and responded to in accordance with procedures
	5.4 Effectiveness of emergency response is evaluated and recommendations are submitted for consideration

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 co-ordinating first response team operation.

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
- Equipment appropriate for the task
- Operation of emergency stations
- Roles of the emergency 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

REQUIRED SKILLS AND KNOWLEDGE

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
- Work in a team
- Apply First Aid and resuscitation techniques
- Apply emergency and evacuation procedures
- Identify and operate appropriate emergency communications equipment
- Apply emergency techniques and 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 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 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 OHS 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 procedure
- Demonstrated performance across a representative range of contexts from the prescribed items below:

The knowledge and application of relevant sections of:

- Occupational Health and Safety legislation;
- Environmental legislation;
- Statutory legislation;
- Enterprise/site safety procedures;
- Enterprise/site emergency procedures
- The ability to apply leadership skills
- The ability to communicate effectively with the appropriate personnel and agencies during an

emergency

- The knowledge of potential hazards during response
- The knowledge and application of firefighting and rescue principles and techniques
- The ability to respond 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 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

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 within this competency?	Refer to the following example of application: Explain ideas and actions, make suggestions for alternative actions and deal with contingencies and non-routine situations.	2
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	Refer to the following example of application: Planning the required activity, to include	2

organised?	co-ordination and use of equipment, materials and tools to avoid backtracking and rework.	
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.

May include life or plant threatening incidents such as fire, rescue, hazardous substances, explosions, bomb alerts, terrorists, radiation, natural disasters, environmental, electrical storms/incidents, accidents, electrical equipment, structural, security 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 4 Writing 4 Numeracy 4

Competency Field**Competency Field** 4)

Operations