

TRAINING PACKAGE DEVELOPMENT HANDBOOK GUIDELINES

Units of Competency

VERSION 4.0

Note: Training Package policy is located in the *Online Training Package Development Handbook* <http://www.deewr.gov.au/Skills/Programs/TPDH/Pages/default.aspx>
Where this guidance material appears inconsistent with the policy, the *Online Training Package Development Handbook* policy prevails.

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Guidelines: *Units of Competency*

Introduction

The Australian VET sector is based on the concept of industry relevant competency—the broad concept of competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace.

Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise. It covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time, and in the required workplace situations and environments.

In line with this definition of competency, Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Units of competency are the nationally agreed statements of the skills and knowledge required for effective performance in a particular job or job function—they describe work outcomes as agreed by industry. As such, they do not describe the procedures necessary to perform a particular role, but rather, identify the skills and knowledge, as outcomes, that contribute to the whole job function.

Each unit of competency describes a specific work activity, conditions under which the activity is conducted, and the evidence that needs to be gathered to determine whether the activity is being competently performed. In developing the unit of competency, developers need to clearly understand the:

- work activity and what it involves
- particular skills (and level of skills) that are needed to perform the work activity
- conditions under which the work activity may be conducted
- evidence that needed to demonstrate that a person is competent in the work activity
- knowledge and skills required to perform the work activity
- generic work skills (or employability skills) required
- evidence that should be considered in assessing competency
- resources that may be needed to gather the evidence.

1. Access and equity issues in developing units of competency

1.1 Strategies for ensuring units meet the needs of diverse learners

Units of competency are required to meet the needs of the diversity of potential learners and workplaces; using the following approaches will assist this.

- *Use an holistic approach:* Encompass roles and functions as well as specific tasks. For example, skills that enable the learner to achieve Employability Skills should be embedded into the units of competency and explicit where appropriate, not 'tacked on'; and performance criteria should demand demonstration of those competencies at the level determined.

- *Use plain English:* Do not use jargon; unclear language and terminology beyond workplace requirements may disadvantage learners.
- *Include the full workplace diversity in the range statement:* Include all potential contexts in which all learners may be training or employed, for example, where and how adjustments can be made for people with disability.
- *Provide for flexibility in the evidence guide:* Allow learners to demonstrate competency in a range of ways where this meets the needs of groups and does not compromise attainment of the competencies. An example might be allowing a person with print disability to be assessed in an oral, rather than written mode.
- *Develop culturally specific competencies:* Some Training Packages will be enhanced by the development of specialist competencies, for example, the BSB07 Business Services Training Package has Community Governance qualifications which include units of competency based on and incorporating Indigenous ways of working and Indigenous governance styles.
- *Recognise diversity:* Some communities and industries require their employees to have competencies which recognise and address the diversity and special needs of those they work with, such as competencies in working with diverse communities.
- *Build in reasonable adjustments:* Reasonable adjustments for people with disability must be considered in units, and information added wherever relevant and practicable. An example is that instruction and communication could be in alternative forms, such as Auslan (Australian Sign Language for deaf and hearing-impaired people). Consultation with people with disabilities or their representative peak bodies will help unit developers provide effective and meaningful information. Units that provide clear advice on any adjustments that can be made (without compromising the integrity of unit or qualification outcomes) will assist providers when assessing whether an adjustment is reasonable.
- *Use inclusive language:* Ensure language is inclusive of the full diversity of all learners, and that it allows for reasonable adjustment to be made in delivery and assessment. Be careful the language does not suggest capacities beyond the essential requirements for workplace competency. For example in a unit requiring the movement of objects (and where a range of lifting methods can be used), it could be better to use the word 'raise' (to focus on the required outcome) instead of 'lift' (which appears to focus on the person's capacity to physically lift an object). Then, to ensure the possible adjustment is clear, add the use of appropriate lifting devices into the range statement.
- *Include flexible assessment options:* For example, assessment under simulated workplace conditions may provide equitable access to learners in rural and remote communities with limited workplace options, and will also suit learners who are not yet employed. Assessment through verbal questioning may provide equitable access to learners with physical disability, cognitive disability or dyslexia.
- *Include industry identified generic skills:* This ensures development and application of the range of Employability Skills.

Various strategies can also be used to ensure the units of competency do not disadvantage people with a disability, and can provide users with guidance and examples of what might be reasonable adjustments for particular units of competency, for example within the range statement and evidence guide.

1.2 Considering issues in developing the range statement

Disabilities are diverse, and people with disability will in all likelihood be employed in most industries, sometimes with adjustment to those workplaces. For this reason, and to ensure there are no unnecessary and unlawful barriers to training and assessment, developers should consider the contexts in which people with a disability might be employed, and suggest possible adjustments in

the range statement. The suggestions will assist the trainer or assessor to determine the reasonable adjustments they could make, while maintaining the essential competency requirements.

Examples of references to adjustments that could be included in range statements are:

- recommending assistive devices or structural modifications for people with mobility or physical disability - for example where the assessment can involve using ramps, elevators, lifting equipment or other devices
- adjustments to technology for people with hearing disability such as a telephone typewriter (TTY), email, SMS, captioning or audio loops
- alternative formats for documents and materials for people who are blind or are vision-impaired, such as enlarged computer screens, magnifier technology, audio alternative format, assistive technology, adaptive software, or Braille documents
- adjusted assessments, for example where assessment can be provided in oral form, alternative forms of assessment, where a scribe can be used, or where additional time or time-out rest periods can be allowed
- adjustments involving assistance with specified tasks, such as promotion and implementation of plain English text and pictorial guidance in course materials to assist people with acquired brain injury, intellectual disability, dyslexia and learning disability.

1.3 Considering issues within the evidence guide

Evidence guides must be sufficiently flexible to ensure they do not discriminate against people with disability by limiting their ability to validly demonstrate competency. People with disabilities may need to demonstrate their competence in a slightly different way; they need to demonstrate they can meet the essential and inherent requirements of the workplace competency—but might require some form of reasonable adjustments.

Specific examples that could be included in evidence guides to demonstrate the sorts of reasonable adjustments which could be implemented such as:

- allowing assessment to be conducted using a computer or a scribe to enable a person with physical disability to demonstrate competency where they have the required knowledge but cannot physically write answers
- allowing use of a speech synthesiser or computer program to aid a person with vision impairment or physical disability to demonstrate competency in computer use
- including diverse opportunities for demonstration of competency—both within and outside the workplace context, to allow for the participation of both employed and unemployed people.

2. Australian Qualification Framework (AQF) alignment

While units of competency are *not* aligned to Australian Qualifications Framework (AQF) qualifications, the qualification at which a unit is first packaged in a Training Package is apparent in the unit code—the first (Arabic) number in the code represents this. (Although it is important to note that, in AQF qualification titles, Roman numerals are used—not Arabic figures.)

The qualification at which a unit is packaged is also reflected in the workplace outcome described in the unit title, and in the terminology and grammar used within the unit. For example, in unit titles and other components of units:

- words such as 'follow procedures', 'assist', or 'conduct basic' are usually associated with units packaged in Certificate I and Certificate II qualifications

- words such as 'implement', 'manage', 'supervise', and 'analyse' are usually associated with units packaged in qualifications at or above Certificate III.

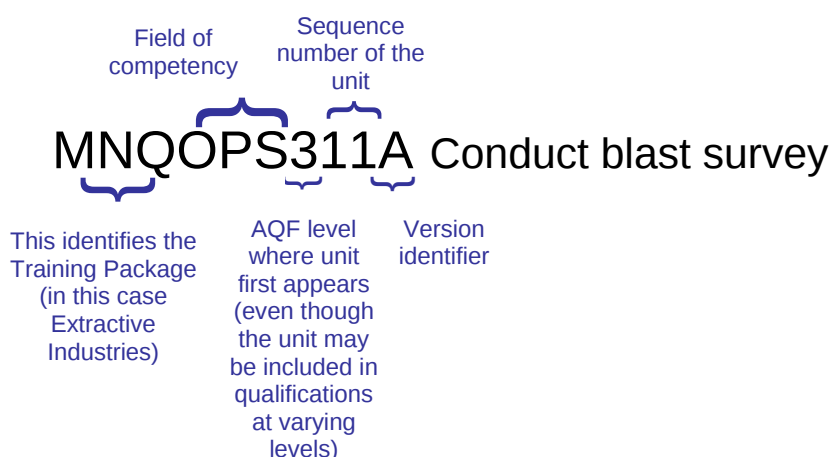
It is important that units and their packaging into AQF qualifications accurately reflects the workplace-required knowledge and skills—for example, units packaged in an AQF Certificate II qualification should not include skill requirements involving complex literacy skills such as 'analysis of applicable legislation', or 'develop risk management plan'.

Units of competency sourced from another Training Package should be used at the same AQF level as in the source Training Package, unless industry justification can be provided.

The *AQF Implementation Handbook* (available at www.aqf.edu.au) provides detailed guidance to assist developers in determining qualification levels.

3. Coding and titling of units of competency

Developers must follow the policy for coding and titling units of competency as set out in the [Online Training Package Development Handbook](#); the policy clearly sets out the parameters for coding and titling units.



Changes to a unit of competency can be:

- Minor upgrades made by the developer or ISC, which do not require code and/or title changes; or
- Major changes made by the developer that require NQC endorsement and involve code and/or title changes.

The difference between the changes is explained below.

3.1 ISC Upgrade

Any changes to a unit of competency that does not change the outcome are considered ISC Upgrades. Such changes include, but are not limited to:

- Typographical corrections, such as spelling errors or a performance criterion repeated by mistake.
- Amended or additional wording in the Range Statement or Evidence Guide that does not change the outcome of the unit, such as additions to the equipment list as a result of changes in technology.
- Pre-requisite units of competency are replaced with upgraded units that are deemed equivalent.

3.2 NQC Endorsement Required

Any changes to a unit of competency that changes the outcome must have the code changed and be submitted for NQC endorsement. This includes, but is not limited to:

- Addition or removal of pre-requisite units of competency – code must change.
- Amended or additional wording in the range statement or evidence guide that changes the outcome of the unit (e.g. changing ‘may’ to ‘must’) – code must change.
- Additional elements or performance criteria are added – outcome is changed, code must change.
- Changes to the assessment advice in the Evidence Guide that mandates a particular approach to assessment – code must change.
- Changes (in addition to those above) are made to a unit through the review process that no longer deem it to be equivalent to the superseded unit – code and title change.

4. Components of an endorsed unit of competency

Units of competency are developed in a standardised format and contain a number of essential components. This promotes national consistency and understanding, helping to ensure that units from a range of Training Packages can be easily understood by various users—it also enhances recognition of competencies and transferability and portability of qualifications.

The components of a unit of competency are set out in the NTIS2 and CAT file unit templates—these indicate which components are mandatory (e.g. unit title, unit descriptor, elements), and which components are optional (e.g. pre-requisite unit requirements, competency field).

4.1 Unit title

The unit title should provide a broad description of the unit, reflective of the content and workplace outcome it represents.

4.2 Unit descriptor

The unit descriptor should expand on the information in the unit title—providing clear and accurate information on the purpose and intent of the unit. Any agreed reciprocal recognition relationships with other units of competency can also be included.

Developers should provide sufficient information to broadly communicate the unit of competency content and the skill areas it addresses including any pre-requisite skills. In some cases it may also be appropriate to describe what is not included in the unit.

Each unit descriptor should commence with consistent wording, for example with the words ‘This unit describes the outcomes required to...’. This is followed with a brief statement defining the focus of the unit of competency.

In a brief second paragraph the relationship of the unit with any other unit (or units) of competency should be described, including the codes and titles.

Where the unit is contextualised, advice should be provided on whether the outcomes are the same as the original, whether there is one or two way equivalence, and any negotiated arrangements for equivalence. This could be done by stating:

‘This unit partially covers the skills of...’ *[add the unit code followed by title]*.

‘This unit has been contextualised and is based on...’ *[add the unit code followed by title]*.

Where licensing, legislative, regulatory or certification requirements exist, the unit’s relationship should be described. Where none exist, the following statement is inserted: ‘No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.’

EXAMPLES

Consider the following approaches to providing information in a unit descriptor.

Unit of competency: Operate and maintain a 4WD tour vehicle

Unit descriptor: This unit of competency deals with the skills and knowledge required to utilise features of a 4WD vehicle and perform simple maintenance on a 4WD vehicle. As such it relates only to specialist skills and knowledge for 4WD vehicles. General driving and maintenance skills are covered in other units of competency.

Unit of competency: Interpret aspects of local Aboriginal and Torres Strait Islander culture

Unit descriptor: This unit of competency deals with the skills and knowledge required to interpret different aspects of local Aboriginal and Torres Strait Islander cultures in a tourism context. It focuses on an in-depth interpretation of a specific local culture. This in-depth, localised interpretation is what distinguishes it from (another unit in the Training Package). The unit of competency recognises that there is no single Aboriginal or Torres Strait Islander culture, and emphasises the importance of in-depth local culture knowledge, appropriate behaviour and community consultation. The local culture knowledge necessary to achieve competency in this unit may only be accessible to those individuals who identify as elders and who are authorised by local elders on behalf of their communities.

4.3 Employability Skills

This section has a standardised comment that the unit contains Employability Skills; developers do not need to add to this section.

4.4 Pre-requisite units

Developers should add any pre-requisites to this section, ensuring codes and titles are correct. Also see Section 9.4 in this Guide and Section 12 in the **Qualifications Framework** Guide.

4.5 Application of the unit

This sub-section fleshes out the unit of competency’s scope, purpose and operation in different contexts, for example, by showing how the competency applies in the workplace. Developers should keep in mind that it may be imported into other qualifications for other industries, so it should not be too job-specific.

Developers may indicate various environments, complexities and situations in which the skills and knowledge may be applied. The application of the unit should provide information in a way industry will find useful for the purposes of job descriptions, recruitment advice or job analysis; this additional information may reduce the capacity for misinterpretation by readers.

4.6 Competency field (optional)

The industry competency field can be added where applicable. Wording can derive from the name of the industry sector, specialisation or function, or reflect the way the units of competency are categorised in the Training Package—for example, Business Administration and Business Marketing. This could be further refined under ‘Unit sector’.

4.7 Unit sector (optional)

The industry’s sector can be added where applicable as a further categorisation of the competency field, identifying the next classification—for example, an ‘Elective’, ‘Supervision’ or ‘Farming’ sector.

4.8 Elements of competency

They describe in terms of outcomes the significant functions and tasks that make up the competency. See the more detailed section in this guidance on elements.

4.9 Performance criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in the range statement, in the order of their appearance in the performance criteria. See the more detailed section in this guidance on performance criteria.

4.10 Required skills and knowledge

Developers should describe the essential skills and knowledge required, either separately identified or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner; skills describe the application of knowledge and situations where understanding is converted into a workplace outcome.

Generic statements such as ‘research techniques’ or ‘workplace procedures’ add little value and should not be used; developers should create a strong and clear association with the specifics of the unit and its required outcomes, clarifying the parameters of the skills and knowledge. Simple expressions such as ‘time management’ are inappropriate—in that case, the question that needs to be answered is ‘what is time specific about performance in the application of this competency?’ – this is what needs to be described.

The application of knowledge is often the key to the transferability of competency to new situations, and needs to be assessed to ensure the person understands the ‘why’ as well as the ‘how’. Clear articulation of the required knowledge will support training and assessment of the unit of competency. However, while knowledge should be expressed in units, elements and performance criteria should not be entirely knowledge based unless a clear and assessable workplace outcome is described.

Knowledge in units of competency:

- should be in context
- should only be included if it refers to knowledge actually applied in the workplace
- could be referred to in the performance criteria, range statement and evidence guide.

4.11 Range statement

Developers should ensure the range statement provides a context for the unit of competency.

The meanings of key terms used in the performance criteria (and usually ***bold italicised*** in the performance criteria) should also be explained in the range statement. It is logical to include these in the same order that they appear in the performance criteria.

4.12 Evidence guide

The evidence guide is critical in assessment as it provides information to the RTO and assessor about how the described competency may be demonstrated. Developers should ensure it does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. Typically the evidence guide describes:

- conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
- relationships with the assessment of any other units of competency
- suitable methodologies for conducting assessment, including the potential for workplace simulation
- resource implications, for example access to particular equipment, infrastructure or situations
- how consistency in performance can be assessed over time, various contexts and with a range of evidence.

5. Contextualisation of units of competency

Contextualisation of units of competency can be undertaken by the developer when importing units into a Training Package, and, after endorsement of the Training Package, by the Registered Training Organisation (RTO) implementing the Training Package.

5.1 Contextualising imported units of competency

In developing Training Packages, developers must follow the policy for contextualisation of units of competency as set out in the [Training Package Development Handbook](#); the policy clearly sets out the parameters for contextualising imported units.

Imported units can be contextualised to accommodate any specific industry requirements. While the general outcomes of the unit must be maintained, adjustments and modifications can be made by adding detail to the competency to cover the industry's own specific context of work.

5.2 Contextualisation advice for RTOs

In turn, in delivering and assessing, RTOs can contextualise units of competency to make them more relevant and meaningful to learners and enterprises. However, they must do this in line with the rules in the Training Package, and it is important that the Training Package provides advice.

The Mandatory Text for contextualisation advises RTOs that they may contextualise units of competency to reflect required local outcomes, and that this could involve certain additions or amendments to the unit of competency while maintaining its integrity. For example, contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, enterprise equipment requirements, or to otherwise meet local needs. Advice developers provide to RTOs must be consistent with the following:

- RTOs must not remove or add to the number and content of elements and performance criteria.

- RTOs can include specific industry terminology in the range statement.
- Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.
- RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the breadth of the competency and do not limit its use.

Developers may wish to provide more specific advice in a user guide or some other separate resource, rather than in the Training Package itself.

5.3 Specific client groups

In developing contextualisation advice for RTOs and packaging units, developers should consider how contextualisation may affect specific client groups.

- Does the allowed contextualisation cater for the needs of a diverse range of clients?
- Does the packaging of the qualifications inhibit contextualisation?

5.4 Completing the contextualisation box in the CAT template

The contextualisation box that needs to be completed by developers is shown below:

Insert imported unit code here	Insert imported unit title here
Contextualisation Statement	
Specific industry information for the Range Statement and/or Evidence Guide which is additional to the originating imported unit may be inserted here. Contextualised information should only be included if there are key differences to context and performance that are a result of licensing or industry application requirements.	
Range Statement	
Insert industry-specific additions for the Range Statement here	
Evidence Guide	
Insert industry-specific additions for the Evidence Guide here	

Developers should note that information added about contextualisation is advice to RTOs. The statement of attainment awarded will have the same unit code and title as the original unit.

The following example of the contextualisation box, relates to a unit from the BSB07 Training Package, contextualised for the Resources and Infrastructure industry.

EXAMPLE	
BSBMGT402A	Implement operational plan
Contextualisation Statement	
This unit has been contextualised for the Resources and Infrastructure industry.	
Range Statement	
Key performance indicators may include:	• Worksite productivity targets and the contribution of the individual to these
Consultation processes may include:	• Workplace safety meetings • Toolbox meetings
Organisation's policies, practices and procedures may include:	• Those mandated by Mining regulations or other legislation, regulations or codes of practice in force in the industry

Evidence Guide	
Context of and specific resources for assessment	Assessment must ensure access to: • Mining regulations • Worksite productivity targets

This can be compared with the original BSBMGT402A Range Statement and Evidence Guide which are set out below.

EXAMPLE

BSBMGT402A	Implement operational plan
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. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.	
Resource requirements may refer to:	• goods and services to be purchased and ordered • human, physical and financial resources – both current and projected • stock requirements and requisitions
Relevant personnel, colleagues and specialist resource managers may include:	• colleagues and specialist resource managers • managers • occupational health and safety committees and other people with specialist responsibilities • other employees • people from a wide range of social, cultural and ethnic backgrounds, and people with a range of physical and mental abilities • supervisors
Operational plans may refer to:	• organisational plans • tactical plans developed by the department or section to detail product and service performance
Key performance indicators may refer to:	• measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and to identify areas for improvements
Contingency planning may refer to:	• contracting out or outsourcing human resources and other functions or tasks • diversification of outcomes • finding cheaper or lower quality raw materials and consumables • increasing sales or production • recycling and re-use • rental, hire purchase or alternative means of

	- procurement of required materials, equipment and stock - restructuring of organisation to reduce labour costs - risk identification, assessment and management processes - seeking further funding - strategies for reducing costs, wastage, stock or consumables - succession planning
Consultation processes may refer to:	- mechanisms used to provide feedback to the work team in relation to outcomes of consultation - meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other processes and devices which ensure that all employees have the opportunity to contribute to team and individual operational plans
Organisation's policies, practices and procedures may include:	- organisational culture - Standard Operating Procedures - organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources - undocumented practices in line with organisational operations
Performance systems and processes may refer to:	- informal systems used by frontline managers for the work team in the place of existing organisation-wide systems - formal processes within the organisation to measure performance, such as: - feedback arrangements - individual and teamwork plans - KPIs - specified work outcomes
Designated persons/groups may include:	- other affected work groups or teams and groups designated in workplace policies and procedures - those who have the authority to make decisions and/or recommendations about operations such as workplace supervisors, other managers
Systems, procedures and records may include:	- databases and other recording mechanisms for ensuring records are kept in accordance with organisational requirements - individual and team performance plans - organisational policies and procedures relative to performance
EVIDENCE GUIDE	
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	

Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • ability to monitor and adjust operational performance, produce short-term plans for the department or section, plan and acquire resources, and provide reports on performance as required • knowledge of principles and techniques associated with monitoring and implementing operations and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of documentation outlining contingency planning and consultation processes undertaken • demonstration of techniques in managing performance • evaluation of mentoring, coaching and supervision provided to support individuals and teams to use resources effectively, economically and safely.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other units from the Certificate IV in Frontline Management.

5.5 Contextualisation case study: the Meat Industry

The following contextualisation example uses a generic OHS unit of competency at the AQF Certificate II level from the Agri-Food industry—AGRCOR204A Follow OHS policies and procedures. The unit below provides an example of contextualising key areas within the range statement and evidence guide to provide a specific context for the Meat Industry.

5.5.1 Unit range statement example (AGRCOR204A)

Selected areas from the range statement which require contextualisation for the Meat Industry include OHS requirements, legislative requirements and organisational requirements. These are shown below.

OHS requirements are to be in accordance with Commonwealth, State or Territory legislation and regulations, and organisational safety policies and procedures. Requirements may relate to:	- identifying hazards - controlling and minimising risks - elimination of hazardous materials and substances - safe use and operation of equipment including - personal protective clothing and equipment - safety equipment - first aid equipment - fire safety equipment - business technology - correct manual handling including shifting, lifting and carrying - safety procedures for the protection of others.	Meat Industry has specific requirements for PPE in OHS
Legislative requirements are to be in accordance with applicable legislation from all levels of government that affect organisational operation. Requirements may relate to:	- award and enterprise agreements - industrial relations - Australian Standards - confidentiality and privacy - OHS - the environment - equal opportunity - relevant industry codes of practice - duty of care - anti-discrimination and diversity - heritage and traditional land owner issues - licensing arrangements.	Meat Industry has specific legislative requirements relating to Australian Standards, hygiene in meat handling, and export control
Organisational requirements may relate to:	- legal, organisational and site guidelines, policies and procedures relating to own role and responsibility - standard operating procedures - quality assurance - procedural manuals - continuous improvement processes and standards - OHS - emergency and evacuation - ethical standards - recording and reporting - access and equity principles and practices - equipment use, maintenance and storage - ergonomic practices - OHS management (waste disposal, recycling and re-use guidelines) - procedures for following instructions and accessing information.	Meat Industry has specific requirements for sanitation, hygiene and production

5.5.2 Unit evidence guide example (AGRCOR204A)

Selected areas from the evidence guide which require contextualisation are shown below.

Overview of assessment A person who demonstrates competency in this unit must be able to provide evidence that they can apply safe work practices, including effective response procedures to accident and emergency situations, and promote and maintain participation in OHS in the workplace. Critical aspects for assessment and evidence required to demonstrate competency in this unit Evidence gathered is to be related to: • compliance with organisational policies and procedures and applicable legislation, codes of practice and national standards applicable to the implementation of OHS policies and procedures • accurate identification of potential or existing risks, hazards and incidents in the workplace and demonstration of appropriate response procedures within scope of own role and responsibility • effective contribution to and participation in workplace OHS arrangements to ensure a current knowledge and understanding of health and safety issues and compliance requirements • application of safe operating practices and procedures in all work activities including the use of appropriate personal protective equipment and clothing. Context of and specific resources for assessment Competency may be assessed in an actual workplace or simulated environment that provides access to the required resources. Assessment is to occur under standard and authorised work practices, safety requirements and environmental constraints. It is to comply with relevant regulatory requirements or Australian Standards requirements. The following resources must be available: • materials and equipment relevant to workplace OHS policies and procedures • work instructions and related documentation. Method of assessment Assessment methods must satisfy the endorsed Assessment Guidelines of the Agri-Food Training Package. Assessment methods must confirm consistency and accuracy of performance (over time and in a range of workplace relevant contexts) together with application of underpinning knowledge. Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge. Assessment may be in conjunction with assessment of other units of competency.	Meat Industry has specific requirements for three different forms of evidence Meat Industry has specific requirements for assessment against Australian Standards for meat production and export
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5.5.3 OHS example (AGRCOR204A)

The example below illustrates how the common Agri-Food OHS unit could be contextualised to meet the specific needs of the Meat Industry. The range statement has been contextualised by adding additional descriptions to existing headings. While these descriptions do not appear in the performance criteria of the unit, they provide an additional, specific Meat Industry context. The evidence guide has also been contextualised to provide specific industry guidance for assessment.

AGRCOR204A	Follow OHS policies and procedures
Contextualisation Statement	
Range Statement: OHS requirements may include: - Personal Protective Equipment (PPE) including: - ear plugs or muffs - eye and facial protection - mesh apron - protective boot covers - protective hand and arm covering - protective head and hair covering. Legislative requirements may include: - Export Control Act - hygiene and sanitation requirements - Federal and State Government regulations relevant to Meat Processing - AS 4696:2002 Australian Standard for Hygienic Production of Meat and Meat Products for Human Consumption. Organisational requirements may include: - hygiene and sanitation requirements - the ability to perform work tasks to production requirements. Evidence Guide: At least three different forms of evidence are required to demonstrate competency in the Meat Industry. Evidence should be provided across the following areas: - following company OHS policies/Standard Operating Procedures (to ensure meat and meat products are safe for consumers, and to prevent the transfer of bacteria from animals to people) - knife handling (to be able to perform work tasks effectively and incorporating safety requirements) - correct use of relevant PPE. All assessment must be conducted against Australian Meat Industry standards and regulations. Tasks must be assessed at the normal speed of production and over a period of time. Method of assessment must include: - on-the-job demonstration of knife handling, correct use of relevant PPE, and production of meat/meat products in accordance with relevant Australian Standards - workplace referee's report covering adherence to company OHS policies/Standard Operating Procedures relating to production of meat and meat products - verbal/written explanation of underpinning knowledge related to OHS procedures and processes for the production of meat and meat products, knife handling and use of PPE. Further assessment guidance can be obtained by contacting MINTRAC (national Meat Industry Training Advisory Council) on telephone 1800 817 462.	

6. Elements of competency

Elements of competency are the basic building blocks of the unit of competency; they combine to make up the unit. The elements describe, in outcome terms, the functions that a person who works

in a particular area of work is able to perform—actions or outcomes which are demonstrable and assessable.

Developers should use *active voice* in elements—that is, commence with a verb before the subject and make the statement precise and direct. For example, ‘*Confirm site access and conditions.*’ Avoid commencing with words such as ‘*You will be able to...*’ as these do not add value.

Elements are numbered in sequence using Arabic figures (developers should not use automatic numbering).

6.1 Avoid task lists

It is not useful to develop elements of competency which simply list the tasks or duties associated with the workplace function. This may generate units of competency which overlook the diversity and complexity of the range of skills and knowledge required in the workplace.

A simple procedural listing of tasks is unlikely to capture management of the contingencies that arise in day-to-day workplace activity; it could also tightly link the units of competency with particular processes, technologies or forms of work organisation, which may change.

EXAMPLE

Consider the following structure of elements of competency - it simply reflects the tasks associated with the unit and has a limited focus on outcomes.

Unit of competency: Review Training

Elements:

- Trainees’ reaction to training session sought
- Review trainer’s performance against objectives
- Summarise review comments
- Record details of trainees who have completed training
- Complete other records as required by legislation or organisation
- Secure record appropriately
- Provide information to management on proposed training, as required
- Provide information to prospective trainees
- Provide information on appropriate training to employees. ✕

Moving away from this task focus enables the development of elements which may more accurately reflect the competency which contributes to the unit, and may be more applicable across different situations:

Unit of competency: Review training

Elements:

- Evaluate training session
- Record training
- Provide information on training ✓

EXAMPLE

Consider the following focus on tasks in the elements.

Unit of competency: Plan and navigate routes

- Elements:**
- Gather appropriate maps
 - Recognise and interpret map/directory symbols
 - Identify destination in directory index
 - Determine destination on appropriate map ✖

A better practice would be to integrate these task based elements along with other requirements, into one element of competency, for example:

Unit of competency: Plan and navigate routes

- Element:**
- Interpret street maps ✓

6.2 Develop a coherent element structure

Elements of competency should only include aspects of competency directly relevant to the unit; elements that contain highly specific or optional aspects should not be included.

EXAMPLE

Consider the following elements, looking for the overly specialist element.

Unit of competency: Manage a major financing project

- Elements:**
- Undertake planning for the project
 - Lead and develop staff working on the project
 - Maintain and improve project operations
 - Maintain the necessary conditions for productive work activity
 - Monitor and evaluate project performance
 - Provide advice on the needs of clients in the construction industry.

The last element is likely to refer to a specialist application of the competency and undermines the coherence of the structure of the unit of competency. Specialist and optional applications should be dealt with elsewhere, for example in the range statement, or by developing or sourcing specialist units of competency.

EXAMPLE

Consider the following elements, looking for the overly specialist element.

Unit of competency: Supervise maintenance operations

- Elements:**
- Monitor regular maintenance
 - Ensure supply of materials for regular maintenance
 - Deal with maintenance and construction problems
 - Coordinate maintenance and construction projects
 - Coordinate contractors
 - Administer maintenance and construction

Undertake a skills audit of maintenance staff

Provide maintenance and construction advice to management

The second last element in this example relates to a specialist function, rather than to a general area of competency, and may be best dealt with elsewhere in the unit, or in another unit of competency.

6.3 Consider the structure of elements across units of competency

As units of competency are developed, some elements are likely to emerge which describe outcomes relevant to a number of broad areas of competency, for example communication skills, contributing to occupational health and safety, quality. Two approaches can be used to structure these elements:

First, similar elements can be combined to build a single unit of competency as in the following example.

EXAMPLE

Consider the following elements.

Unit of competency: Basic communication skills for process workers

Elements:

- Locate specific information in written texts
- Follow short, simple spoken instructions
- Participate in discussions to clarify issues and solve problems
- Complete relevant routine written documentation.

As competencies are formally recognised at the unit level, this structure allows the skills and knowledge used in language, literacy and numeracy to be recognised together.

The elements can be incorporated in a range of different units of competency.

Second, elements can be incorporated in different units of competency as in the following example.

EXAMPLE

Consider the following elements.

Unit of competency: Perform mine shaft maintenance

Elements:

- Perform routine checks of site
- Control damage to the environment
- Inform management and co-workers of potential hazards.

This structure emphasises the application of skills and knowledge in a well defined context.

7. Employability Skills

7.1 Background to Employability Skills

Employability Skills build on and replace the Mayer Committee's Key Competencies developed in 1992 to describe the generic competencies required in the workplace.

In 2002, the Business Council of Australia (BCA) and Australian Chamber of Commerce and Industry (ACCI) in consultation with other peak employer bodies, produced the *Employability Skills for the*

Future report. The report is at www.dest.gov.au/archive/ty/publications/employability_skills/index.htm

The report indicated that business and industry require a broader range of skills than the Mayer Key Competencies provided, and recommended the following eight Employability Skills.

- Communication
- Teamwork
- Problem solving
- Initiative and enterprise
- Planning and organising
- Self-management
- Learning
- Technology

Further, the report described how Employability Skills can be more appropriately described for particular occupational and industry contexts by sets of 'facets'. The employers surveyed identified facets as being important both by their nature and priority within enterprise business activity.

7.2 Employability skills framework

The following table contains the Employability Skills and facets identified in the report *Employability Skills for the Future*:

Skill	Facets - Aspects of the skill that employers identify as important (the nature and application of these facets will vary depending on industry and job type)
Communication that contributes to productive and harmonious relations across employees and customers	• Listening and understanding • Speaking clearly and directly • Writing to the needs of the audience • Negotiating responsively • Reading independently • Empathising • Using numeracy effectively • Understanding the needs of internal and external customers • Persuading effectively • Establishing and using networks • Being assertive • Sharing information • Speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	• Working across different ages and irrespective of gender, race, religion or political persuasion • Working as an individual and as a member of a team • Knowing how to define a role as part of the team • Applying team work to a range of situations e.g. futures planning, crisis problem solving • Identifying the strengths of the team members • Coaching and mentoring skills including giving feedback
Problem solving that contributes to productive outcomes	• Developing creative, innovative solutions • Developing practical solutions • Showing independence and initiative in identifying problems and solving them

Skill	Facets - Aspects of the skill that employers identify as important (the nature and application of these facets will vary depending on industry and job type)
	• Solving problems in teams • Applying a range of strategies to problem solving • Using mathematics including budgeting and financial management to solve problems • Applying problem solving strategies across a range of areas • Testing assumptions taking the context of data and circumstances into account. • Resolving customer concerns in relation to complex projects issues
Initiative and enterprise that contribute to innovative outcomes	• Adapting to new situations • Developing a strategic, creative, long term vision • Being creative • Identifying opportunities not obvious to others • Translating ideas into action • Generating a range of options • Initiating innovative solutions
Planning and organising that contributes to long and short term strategic planning	• Managing time and priorities– setting time lines, co-ordinating tasks for self and with others • Being resourceful • Taking initiative and making decisions • Adapting resource allocations to cope with contingencies • Establishing clear project goals and deliverables • Allocating people and other resources to tasks • Planning the use of resources including time management • Participating in continuous improvement and planning processes • Developing a vision and a proactive plan to accompany it • Predicting - weighing up risk, evaluate alternatives and apply evaluation criteria • Collecting, analysing and organising information • Understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	• Having a personal vision and goals • Evaluating and monitoring own performance • Having knowledge and confidence in own ideas and visions • Articulating own ideas and visions • Taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• Managing own learning • Contributing to the learning community at the workplace • Using a range of mediums to learn – mentoring, peer support and networking, IT, courses • Applying learning to ‘technical’ issues (e.g. learning about products) and ‘people’ issues (e.g. interpersonal and cultural aspects of work) • Having enthusiasm for ongoing learning • Being willing to learn in any setting – on and off the job • Being open to new ideas and techniques • Being prepared to invest time and effort in learning new skills • Acknowledging the need to learn in order to accommodate change
Technology that contributes to effective	• Having a range of basic IT skills • Applying IT as a management tool

Skill	Facets - Aspects of the skill that employers identify as important (the nature and application of these facets will vary depending on industry and job type)
carrying out of tasks	- Using IT to organise data - Being willing to learn new IT skills - Having the OHS knowledge to apply technology - Having the appropriate physical capacity

7.3 Employability Skills Summary

An Employability Skills Summary should be developed for each qualification. Employability Skills Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

7.4 Explicitly embedding facets into units of competency

Employability Skills must be both explicit and embedded within units of competency—they should be:

- embedded* in units of competency as part of the other performance requirements that make up the competency as a whole
- explicitly* described within units of competency to enable Training Package users to identify accurately the performance requirements of each unit with regards to Employability Skills.

The detail and application of Employability Skills facets will vary according to the job role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets embedded within the various components that make up each unit of competency.

To assist developers, the following table contains some examples of embedded Employability Skills for each component of a unit of competency.

Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

Unit component	Example of embedded employability skill
Unit Title	Give formal presentations and take part in meetings (Communication)
Unit Descriptor	This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (Initiative and enterprise)
Element	Proactively resolve issues (Problem solving)
Performance Criteria	Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements (Planning and organising)
Range Statement	Software applications may include: - email, internet; and - word processing, spreadsheet, database, or accounting, packages (Technology).
Required Skills and Knowledge	- Modify activities depending on differing workplace contexts, risk situations and environments (Learning) - Work collaboratively with others during a fire emergency (Teamwork)

Unit component	Example of embedded employability skill
	Instructions, procedures and other information relevant the maintenance of vessel and port security (Communication)
Evidence Guide	Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to: - assess response options to identified crime prevention needs and determine the optimal action to be implemented; and - in consultation with relevant others, design an initiative to address identified issues ... (Initiative and enterprise).

7.5 Analysing job requirements

When analysing job requirements (for example through a functional analysis) developers should conduct research that specifically clarifies the Employability Skills in work functions. For example, encourage dialogue and ask questions such as:

- What communication skills are required in this job?
- How are they used in this job?
- How is reporting conducted... what sorts of reports are written, and who is the audience?
- Tell me about typical problems that might need to be solved in this workplace...
- What level of autonomy is involved for these workers?
- Is teamwork critical to this function, or is it dependent on one worker's outputs?

Information gathered from people doing the work will assist the developer to describe the relevant Employability Skills facets in the work contexts relevant to the particular occupation.

Tool 7 and Tool 8 have been designed to assist developers to identify the relevant facets of an occupation or job role against each of the eight Employability Skills. This information can then be used to develop units of competency that explicitly embed Employability Skills.

7.6 Developing units that explicitly embed Employability Skills

Information about Employability Skills from the job analysis should be included in new units as with all other job information. Tool 4 describes a process for ensuring Employability Skills are explicitly embedded when developing new units of competency.

The Thesaurus in Tool 6 can assist developers to find words to express the Employability Skills within a unit of competency; it could be modified with industry input to reflect the specific nature of each industry.

Where units are being revised, Tool 3 describes a process to ensure units appropriately address Employability Skills requirements.

7.7 Analysing and mapping units against the Employability Skills Framework

Developers should check that qualifications appropriately and explicitly address all of the facets in the Employability Skills Framework. Tool 1 and Tool 2 can be used to customise the Employability Skills Framework to reflect industry needs. This may also be done at each AQF level or for each qualification. When mapping facets against the units to the Employability Skills Framework, it may help to use a matrix such as that shown in Tool 5.

8. Evidence guide

An important component of a unit of competency is the evidence guide—this informs the assessment process for that unit—it provides advice to trainers and assessors on the appropriate assessment context, resources required and the conditions under which assessment is to take place.

The evidence guide must relate directly to the unit's performance criteria and elements, the required skills and knowledge, the range statement, and the Training Package Assessment Guidelines. (Refer to the *Guidelines: Assessment Guidelines* for additional advice on assessment.)

Developers should consider the following points in developing the evidence guide:

- The critical aspects for assessment and evidence should relate to particular knowledge and skills that reflect what someone in the workplace is able to do and what is acceptable evidence to permit an assessor to make a professional judgement. Evidence gathered is to be related to:
 - Information which forms the basis of the professional judgement of the assessor.
 - Evidence required to demonstrate consistent performance.
 - How assessment may be undertaken in certain circumstances.
 - Whether direct observation is a requirement.
 - Any special requirements at the unit level in regard to assessment for licensing, regulatory, legislation or certification.
- Specific resources that are essential for assessing the particular unit should be identified. Essential resources identified are for the purpose of assessment rather than teaching.
- Where a particular method of assessment is deemed critical, a clear statement about the conditions and the context under which assessment may take place should be included.
- Relationship to other units should be considered.
- Any other information that may assist or guide assessment, such as variables to the assessment context related to environment, conditions or equipment, and examples or exemplars that may be useful.

The evidence guide should include a clear statement about the assessment process which reinforces the focus of the individual, trainer and the assessor on the holistic nature of competency and that performance must be judged against the performance criteria. Assessment requires collecting a range of evidence—along with methods of assessment, information should be provided about conditions under which assessment may take place.

The evidence guide specifies what is critical for competency in a unit and therefore will serve in the development of an assessment framework for a whole qualification. Training Package developers, when specifying the critical aspects of units of competency will need to consider carefully the resource implications of each of the requirements, including the suggested mode of assessment.

8.1 Context of assessment

In most cases it will be possible for assessment to be undertaken in either an actual workplace or a closely simulated workplace environment. This capacity for various assessment modes is an important contributor to the overall flexibility of Training Packages and is to be maintained wherever possible.

Additional assessment features may be introduced when assessment is to be carried out in a simulated environment to ensure this approximates a realistic workplace situation. A decision to limit assessment only to workplaces must be fully justified in the endorsement submission by evidence of unique infrastructure, licensing or regulatory requirements mandating this.

There may be instances where it is impractical, or even impossible to carry out the assessment in the workplace. Some aspects of the assessment—application of knowledge related to chemical spills, blow-outs, major collisions—may be conducted under simulated conditions where issues of safety and environmental damage are limiting factors. Developers should consider providing guidance on appropriate simulation techniques and opportunities to assist those involved in the assessment process. The achievement of a valid assessment in a simulated environment may require additional factors to be included in the assessment process.

8.2 Critical aspects for assessment and evidence

The critical aspects for assessment and evidence relate to particular knowledge and skills that are essential to performance. Competency based assessment assumes that each of the performance criteria in a unit will be covered in an integrated way. However, this may not always be explicit in performance criteria and some additional information on critical requirements is valuable. This will avoid assessment which treats performance criteria as separate, discrete functions dealt with through an inappropriate ‘checklist’ approach. A critical aspect may also be that a particular skill area needs to be considered across related units rather than in just a single unit of competency.

The example below shows critical information in the evidence guide.

EXAMPLE

The following approach from CPCCBC4001A Apply building codes and standards to the construction process for low rise building projects, ensures that critical aspects are covered.

Critical aspects for assessment and evidence required to demonstrate competency in this unit	A person who demonstrates competency in this unit must be able to provide evidence of the ability to: • comply with organisational quality procedures and processes • apply and interpret relevant documentation and codes • accurately apply BCA performance requirements relating to the design and construction of a building • understand assessment methods available to determine compliance with the BCA • identify faults and problems and proposed action to rectify.
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EXAMPLE

BCCCM2005B Carry out manual excavation is similar, but includes more specific detail.

Critical aspects of evidence required to demonstrate competency in this unit

- Location, interpretation and application of relevant information, standards and specifications
- Compliance with site safety plan, OH&S regulations and State/Territory legislation applicable to workplace operations
- Compliance with organisational policies and procedures including quality requirements
- A minimum of two separate manual excavations in different dirt types requiring:
 - the location, marking and avoidance of underground services
 - trenching
 - post-holing to services depth
 - basic trench collapse prevention techniques
 - including benching and battering, and the isolation of the excavation sites
- The maintenance of tools and area clean up
- Communication and working effectively and safely with others

EXAMPLE

AUM3024A Undertake preliminary fault finding and machine reset is similar.

Critical aspects of evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- compliance with relevant legislation, regulations, standards, codes of practice and established safe practices and organisation policies and procedures for preliminary fault finding and machine reset
- working and communicating effectively and positively with others involved in the work
- applying, within authority, the requirements of the job or work role in relation to:
 - following and executing preliminary fault finding checklist
 - accurately documenting and reporting findings
 - achieving work quality goals
 - completing work area housekeeping requirements
- modify activities to cater for variations in organisation context and environment.

EXAMPLE

Where there are several types of plant, equipment or machinery in the range statement.

Unit: Operate Demolition Plant and Equipment

Evidence guide

Critical aspects of evidence required to demonstrate competency in this unit	Competency is to be demonstrated by safely working with mechanical plant and/or operators to demolish a nominated project efficiently and safely, operating at least three of the items listed in the range statement.
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8.3 Methods of assessment

The evidence guide specifies what is critical for attesting to competency in a unit. Developers, when specifying the critical aspects of units of competency, should carefully consider the resource implications of each requirement, including the suggested mode of assessment. Validation of the Training Package, with particular respect to the resource implications of the assessment framework will require consultation with RTOs and State and Territory Training Authorities.

EXAMPLE

Assessment relevant to a specific range of variables may require competency to be demonstrated in ways that have significant resource implications. If so, it will be useful to highlight these.

Unit: Encapsulate and remove asbestos

Resource implications

The following resources should be available:

- decontamination chamber
- demolition tools and equipment
- specialist personal protective clothing.

To determine methods of assessment, developers should analyse whether it is necessary to assess a competency over a period of time or in particular modes in order to cover all aspects of the units and establish consistency in performance.

EXAMPLE

Situational variables as evidence for assessment.

Competency should be assessed while integrated activities routinely performed in a workplace are undertaken. Assessment should involve:

- observation of the application process;
- questioning relating to underpinning knowledge; and
- inspection of the installed mouldings.

Assessment by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria is recommended.

Developers should consider providing guidance on appropriate simulation techniques and

opportunities to assist those involved in the assessment process.

EXAMPLE

In a General Construction unit of competency covering erecting roof frames, advice is provided that where this is taught or assessed in a simulated environment it is important that full size frames are utilised and the work is carried out at a normal height from the ground (3 m or more). This ensures that while the technical skills are the same as those in a usual workplace the conditions of performing the work are also realistically simulated including situations where safety is critical.

EXAMPLE

Unit: Set up an intranet system

Context of Assessment:

This competency can be assessed in the workplace or in a simulated environment. If this competency is part of a training course and the candidate is not employed in the industry they will need to demonstrate familiarity with two or more intranet systems by identifying general features, strengths and the weaknesses of each in relation to the client's business requirements. This is in addition to covering all of the critical aspects of evidence regarding technical knowledge and dealing with non-routine situations.

9. Good practice considerations

9.1 Environmental considerations

The environment and its protection must be considered in the development of units of competency. Two main approaches to the inclusion of environmental matters in units of competency have been identified. First, environmental matters can be incorporated into one or more components of units.

- In the water industry, a number of units refer to legislation or environmental factors in the range statements and evidence guides, so that competencies addressing environmental matters are integrated within the units.
- Pest management units have alternative units which address environmental issues in different ways. One unit addresses the use of chemical methods of pest management, while the other covers the use of non-chemical methods of pest management.
- Environmental factors are included in performance criteria, range statements and evidence guides of the Rural Industry Training Package. In addition, the Training Package includes environment impact statements for the various rural sectors.
- The Mining Industry Training Package has a unit covering site rehabilitation with a number of environmental outcomes integrated with other outcomes.

Second, separate units can be developed to address one or more environmental matters as a work function. For example:

- The water industry has three core units relating to environmental matters. In this case, environmental matters have been seen as pervading all activities at various Australian Qualification Framework (AQF) qualifications.

9.2 Interrelationships between units

Because units of competency need to facilitate the recognition, certification and transferability of skills, they deal with discrete functions. However, it is also important to examine the interdependence of various units of competency during the development; some closely related competencies may emerge which will logically benefit from being assessed or delivered together.

EXAMPLES

Consider the following approaches to relating several units of competency.

Unit of competency: Process and monitor meeting/event registrations

Evidence guide: This unit should be assessed with or after:

- Perform clerical procedures.
- Process financial transactions.
- Access and retrieve computer data.

Unit of competency: Manage finances within a budget

Evidence guide: There is a strong link between this unit of competency and a range of others. Depending upon the industry sector and workplace, combined assessment/training may be appropriate. Examples include but are not limited to:

- Monitor work operations.
- Audit financial procedures.
- Prepare and monitor budgets.

9.3 Meeting current and future industry skills needs

A key aspect of the content of units of competency is that they should provide the basis for skills formation now, and into the future. Industry skill requirements change over time and sometimes those changes can be quite rapid, for example when technology and workplace practices change.

Units of competency should capture the ability to apply skills in new situations and changing circumstances, rather than only reflecting the current situation. One way of identifying current and likely future workplace changes and the impact these may have on skill requirements is by benchmarking the competencies within Australia or internationally.

EXAMPLE

An element of competency tightly linked to current technology, such as:

Install exploding balloons... ✖

may be better expressed more generically to provide for future trends and changes in the area of pyrotechnics, for example:

Install pyrotechnic devices... ✔

(Then, pyrotechnic devices that could be installed could be specified in the range statement.)

9.4 Pre-requisites

Particular care needs to be taken when making decisions regarding pre-requisites. Pre-requisites are applicable when competency could not be achieved in a given unit without first gaining essential knowledge and skills from other units. However, in the past some units have demanded all or part of a body of *knowledge* contained within another unit, not the *competency* itself. In these instances, rather than listing pre-requisite units, it is more appropriate to include the necessary knowledge and skills requirements in the unit itself, rather than assigning pre-requisites which could be limiting and inflexible.

Where possible, developers should avoid importing units which have pre-requisite.

EXAMPLE

In this example it is considered necessary (for reasons of personal safety) to have and apply other competencies integral to performance and assessment in another unit.

Unit: Tile a regular roof

Pre-requisites for this unit are:

- Use hand and power tools
- Use small plant and equipment
- Erect and dismantle restricted height scaffolding.

A brief explanation of why these competencies are essential for performance is useful.

9.5 Realistic work practices

Units of competency within endorsed Training Packages should focus on outcomes that are actually relevant to employment and should be expressed to clearly and unambiguously cover realistic workplace practices. The following example demonstrates this.

EXAMPLE

The performance criterion:

Costs and resources are monitored. ✕

may be more relevant to workplace practice if expressed as:

Existing costs and resources are assessed, and areas for improvement clearly identified and implemented. ✓

9.6 Relationships with other units

While units of competency are discrete components in themselves, there are often benefits to be derived from assessing two or more units sequentially or concurrently.

For example, the unit *Operate demolition plant and equipment* could be assessed concurrently with the unit *Carry out general demolition*. Where such training strategies would be helpful, they should be flagged in the evidence guide.

There is no expectation that every unit will include all of the components of competency – task skills, task management skills, contingency management skills and job/role environment skills.

However, if not covered within a unit they must be effectively covered within groups of units and at least within a qualification. In such a case, the inter relationship between units should be clearly stated in the evidence guide with brief advice as to why concurrent assessment is recommended or required.

EXAMPLE

Where there are several types of plant, equipment or machinery in the range statement the evidence guide must indicate whether it is necessary to assess some or all of these:

Unit: Operate Demolition Plant and Equipment**Evidence guide*****Critical aspects of evidence:***

Competency is to be demonstrated by safely working with mechanical plant and/or operators to demolish a nominated project efficiently and safely, operating at least three of the items listed in the range statement.

EXAMPLE

Where more than one unit deals with aspects of task management and/or the usual combination of roles within the workplace.

Unit: Design Costumes

This unit may be assessed concurrently with the following units of competency:

- Originate design;
- Develop design brief; and
- Manage the design process.

This demonstrates the place of the unit in a work situation by indicating the other related units that deal with job/role client interaction, task management and prioritisation.

EXAMPLE

Where there are several types of plant, equipment or machinery in the range statement the evidence guide must indicate whether it is necessary to assess some or all of these.

Unit: Facilitate the development of programs for children with additional needs**Evidence guide*****Critical aspects of evidence:***

This unit should be assessed concurrently with *Plan the inclusion of children with additional needs* or *Facilitate the inclusion of children with additional needs*. This combination of units reflects the usual combination of these activities within a workplace.

9.7 Size of units

It is difficult to generalise about what is an appropriate size for a unit of competency; it must be useful and manageable for the purposes of training, recognition and assessment and it must reflect the complexity of skills and knowledge, or the range of activities undertaken. These will vary.

Factors such as the apparent importance of discrete functions within an industry, or the time required for training, are not appropriate indicators of unit of competency size. Care should be taken not to have widely different approaches to the size of units in the same Training Package.

It is more useful to focus on the uses of the units of competency and the relative breadth required for flexible job construction as they are developed. However, a unit of competency must not be so broad that it contains functions that would not normally all be completed by one person, as competency in that unit could not normally be achieved.

Units of competency can be too large, for example:

EXAMPLES

Unit of competency: Operate construction equipment ✖

The size of this unit of competency is too large to enable recognition and transferability of relevant skills and knowledge.

Similarly, it is possible to construct units which will be too narrow, for example:

Unit of competency: Operate drill ✖

This unit is too small – a solution may be to divide the unit of competency into broad categories of equipment (say ‘Use hand tools’) to achieve appropriate size.

Similarly, as in the example below, if units are too small, assessment becomes inefficient, as it is repetitive and unnecessarily fragmented.

EXAMPLE

Unit of competency: Use the telephone ✖

The unit of competency is too small to describe a range of skills and knowledge useful for the recognition of competency, and for assessment.

A more comprehensive communication unit may better provide scope, for example:

Unit of competency: Communicate in the workplace

In good practice, units of competency should have sufficient breadth to reflect a broad based expression of the application of knowledge and skills and facilitate assessment, transferability and use in a variety of enterprises and training and assessment locations.

EXAMPLE

Unit of competency: Access the Internet ✖

The ability to simply ‘access the Internet’ does not capture the broad application of skills used in gathering information from a variety of sources.

Instead, it may be more appropriate to construct a unit titled:

Unit of competency: Conduct research using available information sources ✓

This unit of competency may have more breadth, enabling the incorporation of wider information gathering processes, including the knowledge, skills and contextual experience of a range of research options.

9.8 Transferability of skills

Transferability refers to the need for the skills described within units of competency to be used in a range of different contexts within an industry or across industries. Where relevant, developers should use other endorsed industry or cross industry units of competency to support portability of competencies and help to reduce duplication.

In general terms, units of competency need to be broad enough to be used across a range of settings, but flexible enough to be useful in any specific context. For example, competency in preparing reports may be required in enterprises where the reports are prepared by individuals for

comment by supervisors, or they could be applied in enterprises that use highly consultative approaches to report writing. Such diverse, but equally valid approaches to achieving what is essentially a common outcome should be accommodated in a unit of competency.

Transferability of competency is one of the most important aspects of Training Packages. There are two key issues. Firstly, different enterprises within an industry and other industry sectors will want to use units of competency in different ways to meet their needs; this means that they should be flexible enough to allow a variety of uses – both as individual units and in combination with other units of competency. Secondly, competencies should be relevant to skill requirements now and in the future. Developers should question undefined assumptions about how the competencies will be used, particularly in relation to the nature of work organisation and technology.

For these reasons, it may be inappropriate to tie units of competency too closely with a single product or form of work organisation or with a particular process or technology. This can be accommodated in the range of variables.

EXAMPLE

Some units lack transferability, for example:

Unit of competency: Follow superior's health and hygiene requirements ✕

This may be too closely linked with a tightly supervised form of work organisation to be transferable to different enterprises, or to take account of broad skill requirements.

Instead it may be better to develop a unit titled, for example:

Unit of competency: Apply hygiene and sanitation practices ✓

This may encompass the use of judgement and understanding about appropriate practices, in a way not easily identified in the first approach.

9.9 Values and attitudes

The values and attitudes of an industry or enterprise influence the achievement and exercise of competency and should be covered where applicable.

However, they are not necessarily appropriate, or capable of being reflected in the performance outcomes at an industry or cross-industry level.

In some industries, competency may be influenced by personal values, for example in approaches to communication. Values and attitudes can be included in units of competency as long they remain focussed on the outcomes required.

The following examples are drawn from the Hospitality/Tourism industry. They show how the application of values and attitudes in the workplace, can be covered in competency while retaining an outcomes focus.

EXAMPLE

Performance criteria in the unit of competency – Working with colleagues and customers – include:

- communicating in an open, friendly, courteous, polite manner;
- using appropriate tone;
- considering body language;

- using active listening;
- demonstrating high standards of personal presentation; and
- accommodating cultural differences in the team.

EXAMPLE

Performance criteria in the unit of competency – Working in a socially diverse environment – include:

- treating people from all cultural groups with respect and sensitivity;
- making efforts to communicate with people who speak other languages; and
- resolving misunderstandings (involving cultural differences).

These requirements focus on the application of sensitivity and inclusive approaches at work, and how along with other skills these contribute to a quality outcome. Individuals may apply a varied range of personal values and attitudes that can lead to these outcomes.

10. Imported units of competency

The National Quality Council (NQC) encourages developers to import cross-industry units of competency where possible to meet the specific needs of industry.

Importing of units of competency reduces duplication within and across Training Packages. This is particularly important in cross-industry or generic areas—such as units covering functions related to Occupational Health and Safety, teamwork, relationships and equipment operation.

Imported units can be contextualised if necessary to accommodate any specific requirements and, in addition, Statements of Attainment can briefly identify how the units meet any particular industry needs if necessary (in line with the rules for these in the AQF Implementation Handbook). It is not acceptable to, for example, have almost identical units for essentially the same competencies achieved with different equipment (simply so the equipment type can be notated in the unit title).

Draft units cannot be imported; only endorsed units.

A unit imported into another Training Package remains current for the life of that Training Package. For example, a unit from the BSB01 Business Services Training Package used in WHR06 Hairdressing Training Package could remain current in WHR06 until 2009 (its review period), even though the unit may have been rationalised in 2007 in the reviewed BSB07 Business Services Training Package.

Wherever possible, to minimise pre-requisite requirements, developers should avoid importing units of competency which have pre-requisite units.

Developers are required to list all imported units of competency in the front section of the Training Package using the appropriate NTIS template or CAT file. As these are downloadable from the NTIS they do not need to be separately included in a draft Training Package being submitted for endorsement.

The following principles have been developed to complement policy and facilitate greater consistency and communication between stakeholders in maintaining the currency of imported units:

Principle 1

The current versions of imported units of competency are included in Training Packages at the earliest opportunity for access by RTOs and learners.

In practice, this means that ISCs must always import the current NTIS version of the unit.

Principle 2

Each ISC should take all reasonable steps, in accordance with the NQC Training Package Development and Endorsement process, to ensure their Training Packages have the current version of imported units of competency.

In practice this means ISCs importing units of competency into a Training Package would:

- (a) Provide electronic advice to the parent ISC of the importation (e.g. by email, on parent (exporting) ISC web site etc).

Note: Given the high usage of some units in Training Packages (e.g. BSB, TAA, laboratory and competitive manufacturing units), there is no need for ISCs to notify the parent ISC of their intention to import these units except when the importing ISC may need to contextualise the unit(s). For high usage units, importing ISCs should be proactive in monitoring the parent ISC's website for information on relevant review processes (see 2(b) below) and notify the ISC directly if they wish to be added to the consultation list for a specific review.

- (b) Monitor the Continuous Improvement Plans and other relevant documentation (e.g. newsletters) of the parent ISC(s) for information on planned reviews or upgrades to imported units. Where an importing ISC considers that a review or upgrade of an imported unit is likely to have a significant impact on their industry, they should notify the parent ISC and request to be added to the consultation list for the review.
- (c) Ensure continuous improvement and whole or part reviews include examination of currency of imported units.
- (d) Decide at the time of original importation if upgrades made by the parent ISC to the imported unit can be accepted where there is no change to the unit outcome. In these cases the importing ISC will need to undertake an *ISC Upgrade* process for the upgraded imported unit.

Note 1: This may be more appropriate where the unit is generic (e.g. working in a team environment, communication skills) rather than technical in nature.

*Note 2: Where an ISC determines that routine acceptance of an upgraded imported unit is not appropriate, stakeholder consultation will be required. Where this consultation process results in a decision to 'adopt' and re-code the original imported unit, then NQC endorsement of the re-coded unit is required. Where the outcome of the consultation process is that the upgraded unit is accepted, then the importing ISC must undertake an *ISC Upgrade**

Note 3: RTOs may only accept the updated imported unit after it is released on NTIS.

- (e) Develop and maintain a table(s) listing all units imported into their Training Packages. The table should provide the following information: unit title, unit code (including the version identifier) and Training Package(s) the unit is being imported into. ISCs may also find it useful to specify if the unit is core or elective and, for core units, which qualification(s) the unit is being imported into.

Principle 3

Each ISC should take all reasonable steps, in accordance with the NQC Training Package Development and Endorsement process, to ensure that other ISCs are made aware of continuous improvement and reviews that affect units imported into other ISC Training Packages.

In practice this means parent ISCs should:

- (a) Based on advice received [see Principle 2 (a) above] include ISCs on electronic distribution lists of their intention to review or go through an *ISC Upgrade* process with a unit(s) that has been imported.

Note: This promulgation is likely to be at a headline level. If ISCs wish to be added to a specific consultation list they will need to advise the parent ISC. This is particularly the case for high usage units (e.g. BSB, TAA, laboratory and competitive manufacturing units).

- (b) Maintain a list, based on notifications received, of their units imported by another ISC.
- (c) Notify all STAs, ISCs and DEEWR of *ISC Upgrade* changes once they have been finalised (note that this is a requirement of the NQC Training Package development and endorsement process, see p24 of the process).

Principle 4

Where a unit of competency imported into another Training Package has been superseded (i.e. the parent ISC deletes or substantially changes the unit and it is deemed non-equivalent) then the original imported unit of competency can remain in the importing Training Package until action is taken as per Principle 2.

In practice this means:

- (a) Where the changes to the imported unit were made in response to legislative, regulative or policy changes, especially safety related, the importing ISC will give priority to consideration of the superseded unit.
- (b) Where an imported unit is superseded early in the three year endorsement period of the importing Training Package, the importing ISC would review the unit as soon as practicable in continuous improvement.

11. Language, literacy and numeracy (LLN)

Language, literacy and numeracy (LLN) skills underpin all workplace communication and are central to satisfactory workplace performance. The following information provides advice about dealing with LLN competencies and LLN information into Training Packages.

11.1 Analysing language, literacy and numeracy skills

LLN skills are integral to the performance of workplace tasks. When analysing work functions in developing units of competency, it is important to analyse what LLN skills are needed so these skills can be addressed in the units.

The policy is for LLN to be 'built in not bolted on', but the skills must be explicit and recognisable in order for effective training and assessment to take place. The following information provides an adaptable model for dealing with LLN. It has two key steps: First, identify the LLN requirements of the industry; and second, incorporate these requirements into units of competency. This approach is described in the following sub-sections. The model is based on the [National Reporting System](#) (NRS).

11.1.1 Identify language, literacy and numeracy requirements

Functional analysis: During the functional analysis it is important to gather broad information about the need for LLN skills to capture the full range of activities that exist within the industry. It is a good idea to include a range of workplaces from the relevant industry in the research. It should include workplaces of different sizes, location and products and services provided. It is also important make sure the consulted staff represent the full range of work roles and positions. In determining who to consult, consider the:

- cultural, educational and language backgrounds of the employees
- gender balance of the workforce
- length of employment of employees within the industry
- criteria used for recruitment.

It is a good idea to use more than one method to get valid information. Gather information by one or more of the following methods:

- go on work site visits and interview staff
- observe workers in their workplace at all levels in the workplace
- conduct focus groups to identify ways in which staff communicate when working together, how important it is that they communicate with each other and, in general terms, what they communicate about.

Communication: It is important to consider all aspects of communication, including purpose, mode, complexity of communication and language used. The NRS identifies six aspects of communication; in this information 'learning communication' has been added as a seventh aspect following studies of workplace communication. The aspects developers should consider are:

- procedural communication—where workers communicate about work tasks and procedures in performing work tasks
- technical communication—where workers communicate about technology
- personal communication—where workers communicate about themselves, their needs and goals
- cooperative communication—where workers communicate as part of a work team

- systems communication—where workers communicate to fulfil the organisation’s internal requirements
- public communication—where workers communicate with people external to the organisation
- learning communication—where workers communicate about learning new skills.

Complexity of communication: The degree of difficulty of the LLN in the workplace task can be affected by its context in the particular workplace. Issues to consider here are:

- how routine the particular task is in the work role
- what support and assistance is typically provided
- how much technical information the task requires.

Given that units of competency form the basis for competency assessment, it is important that LLN skills required for workplace tasks are not overstated. The wording of units can assist here. For example, workers at Certificate I or Certificate II must follow OHS legislative requirements, but it is unlikely they would ever have to read complex OHS legislation—the requirements would be provided to them in simplified workplace documents. To be congruent with workplace requirements, the unit of competency should say they must ‘follow’ rather than ‘read’ legislation.

Use of standard or non-standard English: It is important to gather information on the language used in the workplace. An important issue to consider in developing units of competency is that not all industries require all workers to speak or write standard English to achieve work tasks. Further, in many industries, it is an asset for workers to have additional language other than English skills, especially to facilitate communication within the workplace and with clients and customers. Where this is the case, reference should be made to language usage in the range statements.

11.1.2 Incorporate language, literacy and numeracy in units of competency

After identifying and describing the workplace LLN activities they must be included in the units of competency.

Determine relationship to workplace tasks: Before the identified LLN activities are included in the units of competency examine the part they play in workplace tasks. The relationship of LLN activities to the workplace task will determine how they are incorporated into units of competency. Determine whether the LLN activities stand-alone, are crucial to a workplace task or are simply one supporting part of a larger task.

For example, some activities such as telephone communication skills for a receptionist will be central to the workplace role, others such as reading an LED message while monitoring machinery on a production line will be a small part of a larger vocational task.

11.2 Options for LLN in units of competency

After the role of the LLN activities is determined, a decision should be made about where they should be included. For example, they could be included in units through the following options.

- **Adding a discrete unit or units of competency:** When the LLN activity is a central workplace task, add a discrete unit of competency. Such units may apply to a number of workplace roles. Discrete LLN units of competency must have a defined workplace outcome and be assessable in context, and may be assessed holistically as a co-requisite.
- **Adding an element or elements of competency:** Add an element to a unit of competency where LLN skills are crucial for the satisfactory performance of a workplace task.
- **Make additions to the performance criteria:** Performance criteria can be added when an element relies on LLN skills for its success; this includes those which may appear quite technical or manual.

- **Make additions to range statements and evidence guide:** Add to the range statement and evidence guide when the LLN activities are identified as one supporting part of a larger task (reflected in the elements and/or performance criteria). This is very important as it allows for specification and explanation of skill levels and accepted range.

The centrality of the LLN activities to the workplace task will govern the choice of method and methods that can be used in combination.

12. Mandatory text

To ensure accuracy of information and consistency between Training Packages, mandatory text is included in each Training Package.

The Content Authoring Tool (CAT) User Guide (introduced from mid 2007 to facilitate the development of Training Packages for publication on the NTIS) provides instructions for adding industry-specific text into the CAT files. When the Training Package is loaded to NTIS using the CAT files, the Training Package mandatory text will be automatically included. However, for a transition period, the Training Package 'Interim Maintenance Process' (IMP) device for making changes to Training Packages will continue. Developers are advised to seek clarification from the relevant DEEWR officer. If using the CAT, refer to the *CAT User Guide* and associated templates. Developers not using the CAT should go to the downloads page for the mandatory text. Do not change the mandatory text, apart from adding information at the prompt: *[INSERT]*.

13. Mapping of units of competency

Developers must carefully map units to their predecessors and identify whether the outcomes of the new unit are equivalent, or not, to the previous unit. This may also be useful for credit transfer considerations and for requirements for additions or changes to RTO Scope of Registration.

Developers must note the equivalence status of the unit, according to the following legend.

E	Equivalent – outcomes of old and new units are equivalent
N	Not equivalent

Developers need to decide whether units that have changed are equivalent or not. This determination of equivalence status should be one of the aspects consulted on during the development of the revised Training Package.

An example of a summary mapping table produced using the CAT file template is shown below.

Unit code and title in this Training Package	Code and title of related unit(s) in previous Training Package	Comments in relation to previous versions of this Training Package	Equivalence status
Package specific units			
[List package-specific units in code order, using one row per unit.]	[Indicate here whether the unit is new or revised. If it replaces a previous unit, insert that unit's code and title here.]	[Indicate, if appropriate, how the unit was composed. If, for example, it is a combination of two other units, include their codes and titles. Also indicate any changes that were made to an existing unit for this version. This helps users to identify how previous training and assessment materials can be adapted.]	[Equivalence must be explicitly expressed, using either E or N]

Detailed information about how the unit has changed will be useful for RTOs and enterprises to make decisions about how training and assessment programs can be updated and contextualised. A short summary of this information can be added to the Training Package, but if developers wish to give details of the change, the information should be added to a Training Package user guide or as part of implementation advice.

Equivalence information for imported units can be found in the source Training Package. Advice about this could also be provided by developers as part of a Training Package user guide or as part of implementation advice.

EXAMPLE

Unit code and title in this Training Package	Code and title of related unit(s) in previous Training Package	Comments in relation to previous versions of this Training Package	Equivalence status
Package specific units from CHC08			
CHCCH1C Orientation to work in social housing	CHCCH301A Work effectively in social housing	Changes made to incorporate homelessness in competency outcome	N
CHCCH13C Manage tenancy rent and tenancy charges	CHCCH413A Manage tenancy rent, charges and rental arrears	Significant change to competency outcome	N
CHCCH12B Manage housing allocations	CHCCH412C Manage housing allocations	No change to competency outcome	E
Package specific units from CPC08			
CPCCJS3001A Design and set out stairs	BCF3003A Identify stair construction and the factors covering stair design, and BCF3004A Set out stairs.	Units have been combined and updated to reflect latest work practices. Employability skills and equity audit enhancements. They are replaced by new unit.	N
Package specific units from RII09			
RIIRIS402A Carry out risk management processes	MNCG1002A Implement and apply the risk management processes, and MNMMM516A Facilitate the risk management process	Units have been combined and replaced by new unit.	N

Please note: For the purposes of indicating how the legend has worked developers have determined whether something is equivalent or not. Obviously the Training Package developers in each case would need to make that determination.

14. Occupational Health and Safety

The [Australian Safety and Compensation Council](#) (ASCC) provides three generic units of competency for Occupational Health and Safety (OHS).

These are structured to include elements, performance criteria, range statements and evidence guides. The standard of performance required to meet each unit varies according to the level of responsibility of the worker—as the level of responsibility for OHS increases, so too does the level and scope of performance required to meet the requirements of the unit. However, the three units relate generally to the level of responsibility for OHS within the workplace and as reflected in OHS legislation, and can be re-cast by an industry to suit particular industry circumstances.

The generic units are based on a risk management approach and relate to the skills and knowledge required to:

- identify hazards in the workplace
- assess the level of risk presented by the hazard
- control the risk of exposure to hazards.

The generic OHS competencies are not intended to describe the level of OHS competence required for a particular job or occupational classification. The emphasis is on describing the level of responsibility which individuals may carry for health and safety in the workplace compatible with legislative requirements for jobs and roles at that level.

All industries should find some relevance in these generic OHS competencies; the critical issue is that their incorporation into Training Packages results in units of competency suited to the skill formation and training requirements of each industry.

14.1 Strategies for including OHS

Training Package developers can assist industries to meet their responsibilities under OHS duty of care by any or all of the following strategies:

- including OHS within the elements or performance criteria
- referring to OHS in range statements or evidence guides which may in turn refer to Standard Operating Procedures or similar
- using the generic OHS units of competency, which may form part of a set of industry core standards.

In using the generic standards, developers may reproduce them directly from the ASCC Guidelines with contextualisation of the range statement and evidence guides to meet industry conditions and characteristics. Where specific industry OHS situations are not covered by the generic competencies, developers may need to define particular hazards.

14.2 Incorporating industry-specific OHS competencies

Where developers establish the need for industry-specific OHS competencies, they will need to carefully consider how to incorporate OHS into the Training Package. They could develop separate units of competency, or integrate OHS into other units. For example, in a unit on workplace communication it may be appropriate to include one or more of the following:

- an element on the provision of OHS information
- a performance criterion on provision of OHS information, in appropriate languages
- reference to OHS regulations in the range statement
- reference to knowledge of OHS information sources and effective communication of OHS in the evidence guide.

14.3 Further information

The Office of the ASCC and authorities in various jurisdictions produce a range of information, learning resources and training kits covering OHS standards, industry hazards, legislative requirements and OHS management in the workplace.

Access to the Office of the ASCC publications, the national OHS library and links to all State, Territory and Commonwealth OHS Authorities is available via the ASCC website at www.ascc.gov.au

15. Performance criteria

Performance criteria are evaluative statements which specify what is to be assessed and the required level of performance—it is here that the activities, skills, knowledge and understanding which provide the evidence of competent performance are specified.

Developers should describe the required performance to demonstrate achievement of the elements. These should be written as assessable statements (not standard operating procedures, although they could be informed by SOPs), and preferably in *passive voice*. In passive voice the subject is before the verb. For example: *'Site access and conditions are confirmed.'*

Developers may highlight critical terms and phrases that vary across different contexts by using ***bold italics*** for those terms or phrases, and then defining them in the range statement in order of appearance in the performance criteria. If critical terms and phrases are highlighted this way, developers should use judgement as not every term or phrase may be able to be selected.

Performance criteria are numbered in sequence using Arabic figures, as shown in the unit template; do not use the automatic numbering function.

15.1 Ensuring precise expression

Performance criteria must be expressed precisely to enable appropriate training and assessment. Consider the following examples.

EXAMPLES

Performance criterion: The object is packed appropriately and any issues arising from the packing are discussed with other staff members. ✖

This could be more precisely expressed as:

Performance criteria: Objects are packed in accordance with specified guidelines and procedures.

Packing requirements outside specified guidelines and procedures are identified and agreed by all relevant people with additional advice sought from specialists where necessary. ✔

EXAMPLE

Performance criterion: Take appropriate tools and equipment ✖

To avoid confusion, this could be more precisely expressed as:

Performance criterion: Tools and equipment are selected consistent with job requirements, checked for serviceability, and any faults reported to supervisor. ✔

15.2 Avoiding unnecessary repetition

Unnecessary repetition in performance criteria can be avoided by using the range of variables and evidence guide. Consider the following example.

EXAMPLE

Performance criteria: Plans are made for the preparation of the site.

Objects and graphics are packed, moved and handled in accordance

with guidelines.

The exhibition is detailed as required.

Contingency and emergency planning is undertaken in accordance with current best practice. ✖

Repetition can be avoided with a range statement:

Performance criterion: Plans are made and agreed with relevant personnel for the installation of the exhibition.

Range Statement: Planning the installation includes:

- preparation of the site
- packing, moving and handling objects and graphics
- detailing the exhibition
- contingencies and emergencies. ✓

15.3 Capturing the evaluative aspect of performance criteria

The evaluative aspects of performance criteria should be captured. Consider the following example.

EXAMPLE

Performance criterion: Advice is sought to clarify research findings ✖

The following example captures the evaluative aspects better:

Performance criterion: Expert advice is sought to clarify any research findings which are ambiguous, unclear, or of doubtful accuracy. ✓

15.4 Avoiding detailed prescriptions

Detailed descriptions in performance criteria should be avoided. Consider the following example.

EXAMPLE

Performance criterion: Check oil and water, hydraulic connections, hydraulic fluid levels, greasing points, condition of tyres, electronics... ✖

This approach is excessively detailed and limited to particular methods. It would be better to state:

Performance criterion: Routine operational servicing, lubrication and housekeeping tasks carried out in accordance with manufacturer's instructions and site-
authorised procedures and practices. ✓

Then, the range statement can cover types of service activities and lubrication.

Units of competency should focus on outcomes and workplace activity rather than issues such as how workers are trained or any personal attributes they may bring to the workplace. The following examples demonstrate this.

EXAMPLE

The performance criterion:

Safe equipment towing is described. ✖

may be better expressed as an outcome as:

Towing of equipment is carried out safely, in accordance with the authorised equipment manual, using suitable connections, and within approved towing vehicle capabilities. ✓

EXAMPLE

The performance criterion:

Client supervisors exhibit empathy while taking care not become personally involved. ✖

may be better expressed as an outcome as:

Supervision of the client is carried out in ways that are non-discriminatory, non-judgemental and not based on offence, age, background or social dimensions. ✓

Units of competency must be able to be read and understood by those who use them—might include trainers, assessors, employers, employees and supervisors. This not only relates to unit content, but also to the language and structure. Units must also be interpreted in the same way by different users in different situations. The precision of expression in units of competency is critical to their successful implementation in training and assessment.

EXAMPLE

Performance criteria could be open to interpretation if they end with words like:

‘...conducted appropriately.’ ✖

It is better to be more precise, and relate wording to industry practice, as in the following:

‘...conducted in accordance with manufacturer’s manual, standard operating procedures and relevant OHS regulations that apply to the worksite.’ ✓

15.5 Avoiding product specifications

Units of competency need to represent workplace outcomes across the wide diversity of an industry’s sectors, enterprises and workplaces, and sometimes are used in other industries altogether. As such, when the workplace outcome or function is the same regardless of the equipment used, units should not specify types of equipment in the elements or performance criteria.

An example relates to the unit of competency ‘Screening people and items’ where the workplace outcome relates to screening a range of people and items. In this unit, the principles in relation to screening and the workplace functions could be the same, but the types of screening equipment could differ (walk through metal detectors, hand held wands) and the items screened also can differ (baggage, goods, packages, vehicles). The types of equipment and items are best specified in the range statement when the workplace function is essentially transferable to other equipment.

16. Range statement

The range statement performs a number of significant functions, such as contextualising the competency, providing a link to knowledge and enterprise requirements, assisting in providing a focus of assessment, and assisting with updating units of competency when they are reviewed.

Developers should 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.

This includes providing the meanings and applications of any key terms and phrases in the performance criteria, in the order in which they appear in the performance criteria (these are usually highlighted in the performance criteria in ***bold italics***). Take care to use identical terms or phrases in both, and ensure the text applies specifically to that unit of competency, not to units in general. Where necessary provide further clear explanation. By using bullet points, quite detailed, yet concise information can be provided.

The range statement relates to the unit as a whole. Key functions of the range statement are illustrated below.

16.1 Defining boundaries

The range statement can be used to define the boundaries of the unit of competency as in the following examples.

EXAMPLE

Unit of competency: Make presentations

Range Statement: Presentations may be internal or external and include but are not limited to:

- sales presentations;
- training delivery;
- presentations within meetings;
- conference addresses; and
- staff briefings.

EXAMPLE

Unit of competency: Manage finances within a budget

Range Statement: Budgets can be:

- cash budgets;
- departmental budgets;
- budgeted profit and loss and balance sheets;
- wages budgets;
- project budgets;
- purchasing budgets;
- sales budgets;

- cashflow budgets; and
- budgets for a small business.

16.2 Linking to knowledge and enterprise requirements

The range statement can be used to describe and thus link the required underpinning knowledge and enterprise requirements of the unit of competency as in the following examples.

EXAMPLE

Unit of competency: Design, apply and remove make-up

- Range Statement:** Make-up design and application is related to:
- designer's and director's specifications;
 - venue requirements;
 - production schedule;
 - relevant health and hygiene requirements;
 - performers' requirements;
 - resource constraints; and
 - lighting effects.

The range statement in this example provides a clear link to knowledge and enterprise requirements, and relevant policy.

EXAMPLE

Unit of competency: Pack and display meat products

- Elements:**
- Prepare meat products
 - Wrap and package meat products
 - Lay out products
 - Maintain meat displays
 - Protect meat products

- Range Statement:** Pack and display meat products includes observing:
- Store policy and procedures in regard to hygiene and sanitation practices in the preparation, arrangement, presentation, handling and storage of meat; and
 - Industry codes of practice.

In this example, the range statement allows enterprises to include knowledge of enterprise-specific and relevant policy and procedures manuals.

16.3 Providing a focus for assessment

The range statement provides a focus for assessment, as shown in the following example.

EXAMPLE

Unit of competency: Prepare surfaces

- Range Statement:** Surface preparation... includes the preparation for:
- curtain walling fixing;
 - brick or block laying;
 - timber partition walls;
 - light steel partition walls;
 - formwork construction;
 - stair installation;
 - attachment of steel brackets or fabricated units;
 - aluminium framework fixing; and
 - roof tiling and slating.

Assessment should establish ability to work effectively with a variety of surfaces. Assessment should be performed in relation to a variety of surfaces and in realistic workplace contexts.

16.4 Assisting with review of units of competency

The range statement can also assist with updating units of competency as they are reviewed.

EXAMPLE

Unit of competency: Use explosive power tools

Elements: Plan and prepare work determining OH&S requirements

- Range Statement:** OH&S requirements to be in accordance with government legislation and regulations and may include specific reference and publications in regard to:
- workplace environment and safety;
 - use of explosive power tools;
 - isolation of working areas;
 - protective clothing and equipment;
 - working from scaffolds; and
 - emergency procedures.

In this example, as new systems and technologies become available, the range statement can be updated to reflect new requirements. Reference to particular legislative requirements and industry/enterprise guidelines.

EXAMPLE

Unit of competency: Develop and implement risk control processes

Range Statement: Safety systems monitored with reference to relevant legislation and industry requirements. ✖

This may be better expressed as:

Range Statement: Safety systems information may include:

- Federal or State/Territory legislation, regulations;
- relevant Australian Standards;
- enterprise management systems, plans and OH&S policy; and
- industry codes of practice, such as safe working procedures, safe job procedures and chemical safety systems. ✓

16.5 Capturing Language, Literacy and Numeracy

The range statement can also be used to capture underlying language, literacy and numeracy skills—ensure that these are not overlooked in the assessment process, as shown in the example below.

EXAMPLE

Unit of competency: Deliver and collect freight

Range Statement: Texts could include

- order lists;
- dispatch notices;
- purchase orders; and
- schedules.

In this example, the range statement allows enterprises to identify relevant written materials and provides a clear link to the required level of literacy.

17 Regulatory requirements

Licensing requirements vary between states and territories, and can frequently change. Developers must consider occupational licensing, registration and regulations when developing and packaging units of competency. National, state and territory licensing authorities and regulators are important stakeholders for the VET sector and should be identified and consulted during the development process. Developers should address performance requirements for industry operations with specific requirements for OHS related licenses or certificates in one or more jurisdictions, for example, pest control, dangerous goods, asbestos removal.

Given the relationships between licensing and training, and the potential for duplication of effort, licensing requirements must be embedded where possible into the appropriate units of competency and qualifications within Training Packages. To ensure licensing requirements are met, developers should ensure that the skill requirements of regulators issuing occupational licenses are clearly identifiable in units of competency where relevant.