


Using **TRAINING** Packages

*From Training Package
to Learning Program*

A group of diverse people, including men and women of various ethnicities, are gathered around a table. They are looking at documents and smiling, suggesting a collaborative and positive learning or working environment. The background shows shelves with books and a sign that says 'EM ACCENT'.

A strategy developed by the
Department of Training and Employment
to assist RTOs in implementing
Training Packages

An initiative of the Western Australian Department of Training and Employment - March 2001

At the time of printing, all information was considered correct. For further copies or this document in alternative formats please contact the Department of Training and Employment on (08) 9235 6319.

Foreword

The progressive introduction of Training Packages by both public and private Registered Training Organisations (RTOs) in Western Australia heralds in a new era for training in 2001 and beyond.

Training Packages are a significant development for RTOs - national competency standards are now packaged into meaningful combinations for relevant industry or enterprise areas, and aligned to a qualification within the Australian Qualification Framework (AQF).

Training packages provide opportunities for RTOs to develop more flexible and responsive programs to meet client needs.

The comprehensive range of Training Package qualifications and these opportunities for modification should meet the vast majority of training needs.

The Department of Training and Employment supports the implementation of Training Packages by Registered Training Organisations in Western Australia as a major training reform.

This publication has been prepared to help remove some of the mystery associated with implementing Training Packages, and to act as a tool to assist Registered Training Organisations in developing programs of learning which maximise training outcomes for students and industry.

A handwritten signature in dark blue ink, consisting of several overlapping, sweeping lines that form a stylized, abstract shape.

Ian Hill
Chief Executive
Department of Training and Employment

Additional copies of this publication are available from Quality Assurance and Recognition (see More Information).

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1.0 Introduction

Training Packages simultaneously offer the VET sector its greatest gift and its greatest gulf.

The gift is a unique well-articulated statement by a nation-wide industry sector providing a framework that describes its training requirements. This is expressed through the endorsed components comprising competency standards, assessment guidelines and the qualifications framework.

The gulf is the void between what is defined in these endorsed components and what makes a good learning program that RTOs can deliver and from which clients can benefit.

This gulf is not going to be filled by delivery personnel hastily grabbing the nearest resource that may be the product of another time or another person. While these resources should not be discarded, their value and utility needs careful analysis.

That, however, is only one of the decisions providers will need to make before they can feel comfortable about using Training Packages. And it may well be one of the last questions to be answered.

As the following discussion suggests, the decisions can be as broad as which Training Package should be chosen, and as narrow as which item from a range of variables can be excluded.

One of the primary aims of Training Packages has been to provide flexibility in the delivery of training. Flexibility can be built into training programs in a variety of ways:

- Taking advantage of the ability to customise the qualifications through the provision of elective Units of Competence from within the individual Package and in some cases from other Packages;
- Providing training and assessment strategies which match client requirements;
- Adding additional Units of Competence to cater for local needs;
- Customising additional Units of Competence to cater for local needs;
- Creating training programs that provide innovative delivery strategies, leading to qualifications;
- Contextualising Units of Competence to target specific audiences;
- Selecting from and adding to the Range of Variables to suit local conditions;
- Issuing a Statement of Attainment that covers a subset of all qualifications or that adds to a qualification.

This booklet will walk you through the process of identifying which Training Package to use. Templates have been provided for you to use as you develop learning programs to meet the needs of your clients.

2.0 Scope

The scope of this document is to provide general guidance to RTOs implementing Training Packages. The document explores the options available to learners, employers and RTOs, provides suggestions for maximising benefits to RTOs, employers and learners, and explores ways of making the process for implementing Training Packages easier.

This document does not provide advice in relation to specific Training Packages. In all instances, providers must take their final cues from the individual Training Package.

The term “learning program” is frequently used in this publication. It refers to the series of learning experiences through which a provider will lead a participant in the process of achieving and demonstrating competence.

This document should be read in conjunction with:

- Assessment Guidelines and the Evidence Guide in the Training Package from which the qualification and/or individual Units of Competence are taken.
- The Framework for Competency Based Assessment in vocational education and training in Western Australia
- The Skills Recognition Framework for vocational education and training in Western Australia
- Australian Qualifications Framework Implementation Handbook (Second Edition 1998).

Whilst the Department of Training and Employment supports the implementation of Training Packages, not all qualifications contained in the packages will be publicly funded.

3.0 The big decisions

The content in this section of the document provides general guidance, and asks questions you will need to consider, when selecting Training Packages to suit the needs of your clients.

The Training Package you use will relate to your client's requirements, not to convention or practice.

The decision about which Training Package qualification and/or Unit(s) of Competence that make up the Learning Program is a decision which should include all stakeholders. This process must be facilitated by the RTO delivering the training, as it is ultimately the responsibility of all RTOs to assure the quality of training delivery and assessment.

Training Packages, in general terms, provide guidance on the outcomes industry require in relation to skills and knowledge. Training Packages do not provide specific advice on your local client requirements, nor do they provide advice on how to deliver training to achieve the outcomes.

Before making the decision about which Training Package qualifications suit your client, *you must know both the content and the intent of the Training Package to realise its full potential.* Whilst some Training Packages are very prescriptive in what can be offered, others offer a great deal of flexibility.

This section of the document includes templates for your use when deciding which Training Package qualification to implement.

3.1 Which training package(s) best suits client needs?

The Training Package(s) you choose will relate to client and purpose, not to convention or practice.

While some Training Packages are very concise, others are very broad.

The first version of the Administration Training Package (1997), for example, offers only five qualifications, each reasonably tightly specified and directly targeted at clerical or administrative functions. Coverage of some of these same skills in administration, particularly at both the low and high ends of AQF levels for VET, can be found in the supporting competencies in the Training Packages of Hospitality, Agriculture, Transport and Retail.

Determining which Training Package best satisfies the needs of clients is the first decision for the RTO. This requires the RTO to have a good grasp of the content and extent of each Training Package that has some relationship to the interests, capabilities, and skills inventory of their clients.

The decision about which Training Package to use is complicated by the opportunity in many instances to import Units of Competence from allied Training Packages to formulate qualifications. The total question therefore becomes one of which combination of Training Packages best suits the situation.

The RTO must be conscious of its own scope of registration and capacity to deliver. It must also understand the customisation rules specified within the package.

For each Training Package that relates to the RTO's scope of registration, the informed RTO will know:

- The range of qualifications in the Training Package
- The range of functional areas covered by the competencies
- The characteristics of the Assessment Guidelines
- The general rules related to construction of qualifications

Even in the rare situation in which only one Training Package is relevant, the informed RTO will always seek ideas from other related Training Packages, as the quantity/quality of advice provided varies significantly across Training Packages.

Which training package(s) best suits client needs?

The Training Package(s) you will choose will relate to client and purpose, not to convention or practice.

With the information in section 3.1, and with the answers to the following questions, our original question can be answered.

QUESTIONS	ANSWERS
<p>What industries does my RTO serve?</p> <p>What occupations are my RTO's focus within those industries?</p> <p>What skill shortages can be/have been identified?</p> <p>What demand exists for skills recognition?</p> <p>What AQF levels of training are required? (refer to AQF \Training Package advice)</p>	
<p>Which Training Package might be pertinent to my clients?</p> <p>What functional areas are covered in relevant Training Packages?</p> <p>What qualification range and variety is offered in each Training Package?</p>	
<p>Which Training Package(s) best suit the needs of my clients?</p>	

3.2 What does the training package contain?

You must know both the content and intent of the Training Package to realise its full potential.

This is our first use of Training Packages. While their implementation has not been fully tested, their usage is being strongly advocated, and this usage is likely to be more actively promoted. Therefore, if RTOs are going to have to make use of these Training Packages, an open rather than closed approach to their interpretation will need to be taken. At the same time, the integrity of the qualifications must be preserved.

Before selecting the Training Package in the first place, the RTO needs to have a general knowledge of its characteristics.

After this selection, a thorough knowledge becomes essential. Only ready access to the Training Package can provide this information, so copies need to be available for all major delivery, assessor and management staff. (See More Information section for how to obtain copies of Training Packages.)

In broad terms, each Training Package:

- provides an integrated set of nationally endorsed competency standards, assessment guidelines and qualifications for a specific industry, industry sector or enterprise
- enables qualifications to be awarded through the direct assessment of competencies
- encourages the development and delivery of training which suits individual needs
- encourages learning in a work environment and off-the-job

Several Training Packages claim to provide coverage of their entire industry. Under this claim, the application needs to be as wide as possible. However, elsewhere in the Training Package readers may find very restrictive statements that severely limit its application. A deal of professional judgement would then be needed to interpret and balance these opposing items.

It needs to be noted that the Training Packages do not specify the characteristics of the trainer. However, the RTO will recognise that this aspect is covered under the other component of the National Training Framework, the Australian Recognition Framework (ARF).

Training Packages do, however, through the Assessment Guidelines specify the qualifications of an individual, or group of individuals, who will conduct the assessment. The Framework for Competency Based Assessment in VET in Western Australia also provides State Policy on the qualification requirements of assessors.

It is anticipated that the biggest issue will relate to assessment processes. Several Training Packages have ventured a very restrictive attitude in this field, and in some instances industry training advisory sources have been even more definitive than the Training Package.

Advice contained in ANTA's *Guidelines for Training Package Developers* was that there would be multiple pathways to the achievement and demonstration of competence. Furthermore, while competence must be demonstrated to workplace standards, not every aspect of assessment needs to take place in that setting. It may be sufficient that the results of assessment are confirmed in a workplace setting.

Several Training Packages have attempted to define a 'simulated' workplace, and use words like 'closely replicate the real workplace'. The ability to achieve an appropriate simulated workplace can be difficult in some industry areas. Getting the right balance in this area will be critical to the long-term value of the Training Packages.

Developing a thorough understanding of what is contained in the Training Package, fostering good relationships and long lasting partnerships with businesses and enterprises will be a necessity and will contribute to the successful implementation of Training Packages.

What does the training package contain?

You must know both the content and intent of the Training Package to realise its full potential.

The following questions should be considered:

Q U E S T I O N S	A N S W E R S
What is the overall scope of the Training Package? What is the full intent of the Training Package? What segments of the industry does it claim to cover?	
What requirements are contained in the Training Package relating to - - The skills of assessors? - The context of assessment? - The interdependence of Units of Competence? - The requirements for underpinning knowledge and skills? - The customisation guidelines?	

3.3 Which qualification(s) offer greatest value?

In the majority of Training Packages a range of qualifications are on offer. A judicious choice needs to be made to balance the needs of employers, the aspirations of current and prospective trainees/employees, and the capabilities of the provider.

The larger Training Packages provide a number of qualifications that vary in their AQF level, their degree of specialisation, and the extent to which customisation is permissible. In parallel with this, the ability of the RTO to offer qualifications will vary, the appeal of the qualification within the marketplace will fluctuate, as will the willingness of funding sources to support certain credentials.

In a fundamental move away from tradition, many Training Packages indicate a single entry point into the hierarchy of qualifications, that usually being from the bottom. This is sometimes accommodated by permitting entry at any level while embedding all earlier pre-requisites into each successive qualification.

The size of the training market and the nature of local industries in Western Australia will often dictate that a subset of the qualification(s) are all that is offered in Western Australia for public funding. Despite being a major force in the national Agriculture scene, for example, it is doubtful that many of the specialised qualifications from the Agriculture Training Package will be offered. The qualifications available for public funding will be continuously reviewed to ensure that they meet Western Australian industry training requirements.

Most qualifications provide some options. The most usual format is to define a core of units and then permit some choice of electives, thereby providing ‘**the minimum requirements**’ for a qualification. When the elective choice is wide, for instance ‘select any 12 electives from this Training Package’, or even more open with statements like ‘select 3 electives from any endorsed Training Package’, the RTO will need to carefully evaluate their own capacity and the needs of their clients to make a sustainable decision.

Customisation of the qualification is achieved in the main through the choice of electives. (Sections 4.4 and 4.5 provide information on customising Unit(s) of Competence and/or qualifications.)

Generally, a qualification will be granted at the minimum level of achievement specified in the Training Package. However, some providers may see an advantage to be gained by offering more than this minimum. This approach could be actively pursued when some of the smaller Units of Competence could be achieved in parallel with some more rigorous units without significant extra delivery hours.

In some cases AQF guidelines go as far as suggesting modules could also be added to a qualification. Only a thorough knowledge of the Training Package and the client needs will reveal these opportunities.

Which qualification(s) offer greatest value?

In the majority of Training Packages a range of qualifications is on offer, and a judicious choice needs to be made to balance the needs of employers, the aspirations of current and prospective employees, and the capabilities of the provider.

The following questions should be considered:

Q U E S T I O N S	A N S W E R S
<p>How many qualifications in the Training Package are relevant to my client group?</p> <p>Which subset of these qualifications offers the best value?</p> <p>What might I import from other Training Packages?</p> <p>What are the limits of the packaging rules?</p>	
<p>How can these qualifications be customised?</p> <p>How am I going to customise the ones I select?</p>	
<p>What are my limitations?</p> <p>What steps do I take to increase my capabilities?</p> <p>What are the client's limitations?</p> <p>What are the client's expectations?</p> <p>Will I offer more than the "minimum" requirements?</p>	

3.4 What mix of Units of Competence will be offered?

RTOs should take full advantage of the capacity to select, import and contextualise Units of Competence to obtain maximum value from the Training Package and attract maximum client interest.

While this question is in part answered by the selection of the qualification, it needs to be re-assessed at the individual unit level.

An analysis of each Unit of Competence will reveal an overlap of concepts and an inter-relationship of ideas.

In some Training Packages, there is a tendency to repeat the same or similar lists of requirements in sections such as the Range of Variables. RTOs will find some aspects of underpinning knowledge occurring in several places. For instance, reference to legal and regulatory requirements will occur in several places and some knowledge and skill developed in one unit becomes a pre-requisite to others.

While each RTO will need to ensure every requirement is covered, it will also need to plan a coherent delivery system that does not waste resources and learner effort by repeating what has already been achieved.

Units therefore need to be clustered together in the most effective and efficient manner to meet qualification requirements and cover all relevant knowledge and skills while still maintaining the integrity of each unit. For example RTOs may put some local enrolment rules in place to achieve this by requesting that a selection of, say, three units will always be studied concurrently.

Adding to the ability to customise the qualification is the capacity to contextualise the individual Units of Competence.

Contextualisation provides a means by which one Unit of Competence becomes relevant to a broad range of situations across enterprises, sectors and regions.

For example, erecting a fence is a competence that could require contextualisation to be relevant in either the north or south coast. Similarly, as a unit like “provide customer service” may be related to the service standards of the enterprise, the standards determining the performance are not written into the unit until delivery is occurring and assessment being planned.

Almost every RTO will need to perform some contextualisation of every Unit of Competence. Again, we emphasise the need to thoroughly study the Training Package and adjust its content to the immediate situation.

A Unit of Competence is not a curriculum or syllabus but it is the base from which the teaching/learning plan will be developed and advice from which assessment decisions will be made.

What mix of Units of Competence will be offered?

Providers should take full advantage of the capacity to select, import and contextualise Units of Competence to obtain maximum value from the Training Package and attract maximum client interest.

The following questions should be considered:

QUESTIONS	ANSWERS
Which Unit(s) of Competence will be chosen? In what combinations will the unit(s) be delivered?	
What degree of contextualisation is needed? What contextualisation will be undertaken? By whom? How will the contextualisation be documented for consistent delivery? What delivery plans and learning strategies result from this contextualisation?	
Can delivery of some components be undertaken with other study areas without jeopardising the integrity of the unit (to conserve resources)	

3.5 How will assessment be conducted?

Assessment must permit the Training Package to be utilised while at the same time adhering to the general requirements of the Assessment Guidelines and the Competency Based Assessment Framework in Western Australia.

At least two sections of the Training Package provide information relating to assessment:

- Assessment Guidelines, and
- Evidence Guide

The Assessment Guidelines provide the overall framework and the Evidence Guide for each Unit of Competence provides the specific detail. Assessors should also be familiar with the Assessment Criteria and Assessment Principles in the *Competency Based Assessment Framework for vocational education and training in Western Australia*.

Some Training Packages include a ‘Context of Assessment’ and/or ‘Range of Variables’ in each of their Units of Competence and it is here that the specifics and parameters are defined for the unit.

Interpretation of these points will lead to some debate. However, bearing in mind that there will be gradually stronger pressures placed upon RTOs to use the Training Packages, entrepreneurial providers will need to find pathways by which the assessment can be undertaken within the stipulated guidelines.

Fundamental to this is the scope offered under the section with a title such as ‘Using Qualified Assessors’ in the Assessment Guidelines. Here, after specifying something along the lines that an assessor must be qualified in workplace assessing, be familiar with the industry, and be competent at least to the level of the unit being assessed, the Training Package will say these skills can be held by a number of people working in a team. This needs to be fully exploited.

Essentially, even in the most clearly stated circumstances, competence in the workplace implies that competence has been demonstrated in that setting. It does not mean every aspect of training and assessment was exclusively undertaken in a real work situation. An RTO could conduct a range of assessment procedures in any setting in preparation for a final demonstration. Then, under an appropriate arrangement with a suitably credentialed person in a workplace, the final aspects of assessment could be completed.

Such arrangements need to be put in place early. This could be an example of where partnerships will have long running value to the RTO, incorporating assistance to\from employers with assessment, return to industry visits of mutual benefit and so on.

An assessment plan needs to be developed, including the **what** (Units of Competence), the **how** (assessment techniques used) the **where** (the assessment will take place), and **when** (the assessment will take place). One of the grounds for Appeals against assessment outcomes is that 'Assessment is not conducted in accordance with the Assessment Plan'. The assessment plan is an important document that must be transparent and made available to all stakeholders.

How will assessment be conducted?

Assessment must permit the Training Package to be utilised while at the same time adhering to the general requirements of the guidelines and the WA Framework for Competency Based Assessment.

The following questions should be considered:

Q U E S T I O N S	A N S W E R S
What are the general requirements regarding assessment in the Training Package(s)?	
What are the specific assessment requirements of each unit? Do imported units bring different assessment requirements with them? How can I conduct 'holistic' assessment? What options can be developed to encompass these requirements?	
Have the pre-requisite and core requirements been met? Are a number of units inter-related to allow for clustering? Which of these can be exploited by my RTO? What arrangements need to be put in place to permit this to occur?	

How will assessment be conducted? cont'd

Assessment must permit the Training Package to be utilised while at the same time adhering to the general requirements of the guidelines and the WA Framework for Competency Based Assessment.

The following questions should be considered:

Q U E S T I O N S	A N S W E R S
What will be the general nature of assessment instruments? tests, checklists etc.	
Who are my partners in this process? What information will need to be shared with partners? By whom and how?	
What pre-enrolment information do I need to provide to students? Has an Assessment Plan been developed?	

3.6 What modes of delivery are appropriate?

Training Packages, coupled with the enormous power of the Australian Recognition Framework, now provide a single currency that is the mutually recognised outcome of all training, where Training Packages exist.

The VET sector has now been given a new word - auspicings!

“All assessment must be conducted by, or auspicings through, a Registered Training Organisation.”
(*National Assessment Principle 5, Endorsed by Ministerial Council of ANTA in May 1998*)

In a competency based training environment it is difficult to separate delivery in a classroom from training in the workplace - both are processes that can closely inter-relate. While the Training Packages articulate strong rules about assessment they say little about delivery beyond the options of multiple pathways to the achievement of competence. Of course, every RTO will recall that the ARF does say a lot about delivery (*National Product/Service Standards for Training Delivery - TD1 and TD2*).

An insight may be gained into auspicings by discarding it in favour of the word partnership. The resulting sentence would then be - All assessment must be conducted by, or in partnership with, a Registered Training Organisation.

Under this umbrella an RTO has a significant contribution to make in *partnership* with any enterprise that provides on-site training for its own staff. For instance, through appropriate arrangements a mutually beneficial training system could evolve in which an enterprise with in-house training focuses on the achievement of Units of Competence and partners with the RTO in workplace assessment for the RTO's students.

The Training Packages open up options by defining outcomes while leaving doors open for delivery pathways. Every RTO is engaged in the development of skills. However, skills are also being developed through other means, and the active RTO will find ways of linking into this activity to expand its relevance to the industry it serves.

The Assessment Guidelines of all Training Packages describe the processes for recognising current competencies, outside of the traditional training and delivery pathway. All RTOs are required, under the ARF, to have Skills Recognition processes in place. Skills Recognition is an alternative pathway to a qualification, with a key principle being acceptance that an individual may gain competencies from many sources.

The Department of Training and Employment has developed the *Skills Recognition Framework for Vocational Education and Training in Western Australia*. All RTOs are required to have Skills Recognition processes in place. (See Associated Policies).

In all delivery of Learning Programs and recognition of skills, cultural and linguistic diversity must be taken into account. The Department of Training and Employment has developed a document “Bridging Diversity”. (See Associated Policies).

What modes of delivery are appropriate?

Training Packages, coupled with the enormous power of the Australian Recognition Framework, now provide a single currency that is the mutually recognised outcome of all training, where Training Packages exist.

The following questions should be considered:

Q U E S T I O N S	A N S W E R S
What delivery / assessment modes could this RTO offer for this qualification?	
Where else are these skills being developed? Have these skills already been developed elsewhere? How can we link in with that process?	
In what ways are delivery and assessment linked?	

3.7 What learning and assessment resources will be used?

The best resource matches the needs of the client.

The endorsed components of the Training Packages have opened up the definition of industry training requirements as widely as possible. One Unit of Competence, with a comprehensive Range of Variables, is capable of addressing the needs of every enterprise within the industry sector, across geographical regions and throughout separate regulatory jurisdictions.

Unfortunately, as part of the non-endorsed components, one author's version of a learning program to gain this competency will almost certainly vary from another.

If the Units of Competence have been customised and contextualised to get to the final version of the qualification, it must be anticipated that there would be a need to take any existing learning materials as a base for *delivery* rather than as a solution for every student's learning needs and each enterprise's training requirements.

Existing materials may form a solid base upon which to build, so do not discard anything until all uses have been exhausted. Remember that one of the aims of Training Packages is to permit multiple learning pathways to be developed to accommodate everyone's different learning style. Cultural and linguistic diversity must also be taken into account when identifying which resources will be used.

Since a skill of a life long learner is to critically use the full array of learning materials, we should not reject resources that appear to be of marginal value - some learners will pick up valuable tips.

Assessors should not assume that validity and reliability checks have been performed on learning and assessment materials developed by others. Before using learning/assessment material prepared by someone else, it is important to check for factors that reduce reliability and validity of training and assessment.

What learning and assessment resources will be used?

The best resource matches the needs of the client.

The following questions should be considered:

Q U E S T I O N S	A N S W E R S
<p>Assessment</p> <p>What are the requirements of the assessment tools?</p> <p>What relevant tools / instruments do we already have?</p> <p>What have been developed / are being developed for this Training Package?</p> <p>What other commercially available tools / instruments can be located?</p> <p>How well do these suit our customisation and contextualisation?</p> <p>How well do these suit our client group?</p> <p>What supplementary tools / instruments are needed?</p> <p>How will these be generated?</p> <p>By whom?</p>	

What learning and assessment resources will be used?

The best resource matches the needs of the client.

The following questions should be considered:

Q U E S T I O N S	A N S W E R S
<p>Learning Resources</p> <p>What are the requirements of the learning resources?</p> <p>What relevant resources do we already have?</p> <p>What have been developed / are being developed for this Training Package?</p> <p>What other commercially available resources can be located?</p> <p>How well do these suit our customisation and contextualisation?</p> <p>How well do these suit our client group?</p> <p>What supplementary materials are needed?</p> <p>How will these be generated?</p> <p>By whom?</p>	

3.8 What literacy, numeracy, key competencies and occupational health and safety requirements will be included?

Units of Competence make reference to Key Competencies and Occupational Health and Safety. General rules of Training Packages, the WA Competency Based Assessment Framework and Workplace Assessor Guidelines all mention the need to address language, literacy and numeracy issues. Good RTOs bring these issues to the fore.

Literacy, numeracy, key competencies and occupational health and safety are included in every Unit of Competence in all Training Packages. Regardless of how explicit these requirements are, the RTO must include their coverage in the delivery and assessment of competence.

Language, literacy, numeracy and **oracy** need to be up front in the considerations an RTO takes in preparation for delivering training based upon Training Packages.

Sometimes, notation relating to these aspects occurs at the Unit of Competence level (See Appendix B).

In some examples, the body of the document devotes a special section. (See Appendix C).

Every Unit of Competence has a section relating to the incorporation of **Key Competencies**. In a couple of cases a separate section within the introductory sections of the Training Package provide additional information. Users of Training Packages should note that the three levels of Mayer Key Competencies referred to in Unit(s) of Competence do not equate to Australian Qualification Framework (AQF) levels. In vague terms we may consider Key Competence Level 1 as somewhere in the AQF level 1 and 2 range, Level 2 as AQF 3-4, and Level 3 as AQF 5-6. (See Appendix C)

Occupational Health and Safety is mentioned in nearly every Unit of Competence. Where it does not get an explicit mention, it is usually picked up in a ‘catch all’ phrase in the Range of Variables or Evidence Guide, such as “comply with State and National legislation and regulations”. (See Appendix B)

This is an issue which all providers must take into account. As an RTO with ultimate responsibility for sign off on competence, the provider must have the wisdom to cover all relevant OH&S and other such overarching requirements in each Unit of Competence. (See Appendix C)

What literacy, numeracy, key competencies and occupational health and safety requirements will be included?

Units of Competence make reference to Key Competencies and Occupational Health and Safety. General rules of Training Packages, the WA Competency Based Assessment Framework and Workplace Assessor Guidelines all mention the need to address language, literacy and numeracy issues. Good RTOs bring these issues to the fore.

The following questions should be considered:

Q U E S T I O N S	A N S W E R S
<p>What are the language, literacy and numeracy requirements of my clients?</p> <p>How will these needs be addressed?</p>	
<p>Which Key Competencies are included in each Unit of Competence?</p> <p>At what levels are these Key Competencies operating?</p> <p>How will delivery include coverage of Key Competencies?</p>	
<p>Does Occupational Health and Safety get explicit mention?</p> <p>Are the OH&S issues not mentioned but in need of identification and coverage?</p> <p>Are there other legislative or regulatory requirements, and what are they?</p>	

4.0 Getting down to detail

This section of the booklet provides some guidance to assist providers to develop their learning programs that will lead learners to the achievement of qualifications from Training Packages.

These are provided as broad steps. The flexibility inherent in the creation of learning programs permits every RTO to take a different approach that matches their strengths and addresses client needs. Therefore, the steps provided over the following pages are not mandated, nor are they necessarily sufficient to cover all aspects. They constitute the first bold steps and each provider will add the unique detail to complete the process.

The need to maintain contact with industry partners cannot be over-emphasised. Nearly all aspects of delivery of a program and assessment of competence require an understanding of the requirements and standards associated with industry and enterprises.

Likewise, an RTO must be aware of their obligations under the *Australian Recognition Framework* (ARF) with its requirements to utilise Training Packages, mutually recognise the work of other RTOs, and take responsibility for the issuance of qualifications and Statement(s) of Attainment.

This section also includes some guidance on customisation, specialisation, advertising, marketing and administering processes (for public providers) so that the provider may work within the bounds while still developing ‘a competitive edge’.

4.1 Preparing to deliver a qualification

Take the following steps when preparing to deliver a qualification:

a) Take a full copy of the qualification outline.

In some Training Packages the structure is such that there is not a defined outline. In this case an outline must be constructed.

b) Highlight

- Core requirements
- Selected electives

c) Add

- Any additional electives from the Training Package itself, agreed to between the RTO and employer/learner (in the case of apprenticeships and traineeships, via the Training Program Outline - TPO)
- Any electives from other Training Packages
- Any extra electives or modules additional to minimum requirements

d) Notate

- General delivery strategies for each Unit of Competence
- Pre / Co-requisites arising from the Training Package
- Pre / Co-requisites arising from the delivery strategies
- An Assessment Plan, identifying assessment requirements for each Unit of Competence

e) Check

- Assessment requirements for each Unit of Competence
- Any assessment requirements related to groups of units

f) Double Check

- All packaging requirements are being met by the selection of units
- All delivery requirements are being met through the strategies
- All assessment guidelines are being met
- All customisation requirements are followed

See Appendix A for examples of qualification structures from Training Packages.

4.2 Preparing to deliver a Unit of Competence

Take the following steps when preparing to deliver a Unit of Competence:

- a) Take a copy of each Unit of Competence.
- b) Highlight
 - The selected items from the Range of Variables
 - Those aspects of underpinning knowledge and skills that will be covered in the delivery of this specific Unit of Competence (specified in the Evidence Guide for each Unit of Competence)
- c) Add
 - Additional items to the Range of Variables
 - Details of any contextualisation
 - Additional elements that will be covered in this specific Unit of Competence
 - Additional or implied knowledge and skills that will be introduced during the delivery of this specific Unit of Competence
- d) Notate
 - Where other aspects of knowledge and skills pertinent to this specific Unit of Competence will be covered
 - Delivery strategies relevant to each Unit or to each Element
 - Specific documents essential to attainment of the competence
 - Detail of inter / co-related units of competency and holistic delivery and assessment arrangements
- e) Check
 - All knowledge and skills are being developed
 - All performance criteria are being covered
- f) List
 - Essential learning resources
 - Essential equipment
 - Useful learning resources

See Appendix B for examples of Unit(s) of Competence from Training Packages.

4.3 Preparing assessment instruments

Take the following steps when preparing assessment instruments:

- a) Take a copy of each Unit of Competence
- b) Highlight
 - Critical aspects of assessment
 - Elements
 - Performance Criteria
 - Evidence Guide
 - Range of Variables
 - Key Competency requirements
- c) Add
 - Any requirement brought in via contextualisation
- d) Notate
 - How, where and when each Performance Criteria is to be assessed
 - How total achievement of the competence will be assessed
 - How achievement of competence will be demonstrated
 - Selection of suitably qualified assessment staff
- e) List
 - Any existing instruments that may serve as exemplars
- f) Develop
 - All specific assessment instruments
- g) Check
 - All aspects of assessment are being covered for the unit and for any specified combination of units.

Note: All of this needs to be reflected in the overall Assessment Plan.

4.4 Customising Units of Competence/qualifications

Take the following steps when customising Unit(s) of Competency and/or qualifications:

- a) Confirm the characteristics of the client group
- b) Clarify the key features and requirements of the qualification
- c) Determine groupings and sequencing of Units of Competence
- d) Clarify features of assessment strategies
Note the need to assess at the correct AQF level
- e) Determine appropriate learning experiences
 - On-site
 - Off the job
 - Connection to assessment environment
 - Note the need to teach at the correct AQF level
- f) Determine delivery characteristics
 - Time frames
 - Face to face contact time
 - Supervised work
 - Unsupervised learning
 - Employer / supervisor / mentor involvement
 - Work placement / experience
- g) Finalise arrangements
 - sites
 - locations
 - contacts
 - materials

4.5 Customisation, specialisation, advertising and marketing

Customisation occurs when the RTO adjusts a qualification or Unit of Competence within the Training Package guidelines to suit the needs of a client or client group.

The two parameters that dominate this activity are the package guidelines and client requirements.

Package guidelines are generally minimal. Although the Package could make a claim about being relevant to all of industry it may lack clear guidelines on the limits of customisation. The RTO must therefore be guided by the intent of the package and the input of local industry sources.

Step one is to understand fully the content of the package, and to take the widest view of customisation. Where there are conflicting statements an RTO should accept the less restrictive one as the limit to provide the maximum flexibility.

Step two involves the outcomes of step one being modified by local industry advice. As every RTO is expected to maintain good links with its industry client, the time taken for industry consultation should be manageable.

The course originally offered by an RTO should provide a mix of Units of Competence that maximises the employment opportunities of the student, reflects the advice of industry/enterprise and leads to the qualification in the Training Package. A small number of students will accumulate a rare mix of units that falls short of desirable but still meets Training Package requirements. These people are entitled to a qualification.

Client requirements also need to be determined in the assessment process. Frequently a phrase such as 'to industry standard' and/or 'enterprise standard' is found in the document.

Sometimes there is an available generic statement of that standard. Standards bodies and professional associations are examples of such sources. Large firms often reflect expectation in job descriptions. Whatever the source, the RTO needs to document and store its version of the standard to indicate to staff, students, employers, etc that it controls its assessment procedure.

There are other sections in a package where industry/enterprise input is required in customisation. Several units for example contain a Range of Variables composed from a long list. The RTO will need to trim this list while 'maintaining the integrity of the unit'. The history of what was covered before the package existed gives a clue to the required range but industry reinforcement is appropriate.

Wherever customisation occurs, the RTO needs to maintain a record. In fact, record keeping is a major task, showing how the RTO has taken the Units of Competence and converted them into a teaching or curriculum document.

The same issue of records relates to assessment. RTOs need to maintain an assessment plan for each student, or group of students, as well as maintaining the record of each student's performance.

In the past, some RTOs have seen an advantage in having a course with an attractive title from the viewpoint of attracting new enrolments. However, under the principles associated with non-duplication of Training Package qualifications, RTOs are expected to use the qualifications, with their exact titles, from the Training Package.

The issue then arises as to how an RTO targeting a boutique market can indicate their specialisation and unique appeal without contravening agreed principles.

Suppose an RTO develops, or wishes to realign, a course specifically targeted at a tourism market for resorts promoting caving attractions. The old approach may have been to offer a Certificate IV in Cave Tourism or a Certificate III in Tourism and Caving.

Under the National Training Framework, this level of training with the ultimate outcome being a person working in the tourism area will be seen as covered by the Tourism Training Package. Hence, this RTO should offer the Certificate III in Tourism (Guiding), with appropriate selection and customisation of Units of Competence.

It needs to be noted that, as with many other qualifications, this Certificate III in Tourism in its electives section contains the instruction "A minimum of four units selected from...". This permits the RTO to add an additional unit, module or skill, so the specialisation in caving can be provided. This addition can if necessary be reported, under supplementary reporting provisions, or can merely be added to the Statement of Attainment.

The promotion should be along the lines of "Train for a career in Tourism and Caving. Enrol in the Certificate III in Tourism (Guiding) at AlphaBetaGamma School of Tourism".

In this example the AlphaBetaGamma School of Tourism needs to register to provide the Training Package qualification(s). The learning program they use as the pathway to the qualification is part of the support components and does not need registration or accreditation.

4.6 Preparing for administration

The following guidelines provide advice for publicly funded Registered Training Organisations (TAFE colleges) using Training Packages:

a) Context

Enrolment Philosophy

old: Different course/module for every variation or purpose

new: Qualification/Unit of Competence

Qualification/Unit of Competence plus extra support modules

Qualification/Unit of Competence plus concurrent support course

Course Structure

Old system	Course	= sum of modules	= sum of learning outcomes	X many courses
New system	Qualification	= sum of units of competence		X relatively few Training Packages

b) Processes

CMS

A Qualification and its Units of Competence will co-exist with courses composed of modules.

National codes will be added alongside traditional SINS. Nominal hours will be assigned to each Unit of Competence.

CMIS

The download will move qualification data and Unit of Competence data to co-exist alongside module information.

Roll Creation

Rolls will be created for Units of Competence in the same way as for modules.

Enrolment

Enrolment will be into a Unit of Competence within a Qualification.

Attendance

Attendance will be recorded against the Unit of Competence.

Assessment

Performance is assessed against the total competence, not its elements. Results will be recorded against the Unit.

Reporting

Final reporting, in terms of enrolled hours, will be at the Unit of Competence level. From an RTO perspective there is little change. In AVETMISS reporting at aggregated State level, separate identification of Units of Competence hours will measure the extent of progress towards implementation of Training Packages.

4.7 Delivering Units of Competence

GIVEN

1. Nominal Hours are assigned to each Unit of Competence. (Refer to Implementation Kit, available at www.training.wa.gov.au)
2. Funding and Fees are determined by these hours. (Refer to Fees and Charges Policy)
3. Integrity of each Unit of Competence must be maintained.

POSSIBILITIES FOR EFFICIENCIES

1. Clustering (Holistic Assessment)

There are frequently overlapping content and underpinning knowledge and skills, closely related skills and inter-related skills. Eg

Generic Unit of Competency	Specific Unit of Competency
Operate equipment	Operate tractors
Use software package	Use printers

Take advantage of opportunities to cluster Units of Competence for both delivery and assessment. Total required hours will be less than the sum of nominal hours.

2. Subsuming

There are Units of Competence that need to be developed and assessed within the context of activity covered in other Units. Eg

Generic Units of Competence	Specific Unit of Competence
Follow occupational health and safety procedures	Use hand and power tools (General Construction package)
Plan and organise work	

Generic Units of Competence are often found within various qualifications (an example of which appears in the above table). It is often possible to combine the requirements of these Units of Competence within another Unit of Competence specific to the qualification being undertaken. By including the generic content and assessment in with a specific Unit of Competence advantages of both time and effort can be made.

3. Team Teaching

Employ team teaching techniques and skills to professionally cover the subsumed and clustered Units of Competence.

Eg link together Units of Competence such as:

- Construct & install non-load bearing internal partition walls
- Install door frames
- Fix lining and paneling
- Work in teams
- Plan and organise work

Use this approach to handling literacy and numeracy where feasible.

4. Recognising the complete competence

Qualifications frequently permit a much wider range of electives than traditional courses. Take advantage of this factor.

Eg Five electives, two of which can be taken from any endorsed Training Package.

Community Services – Aged Care has ancillary units – clean windows, polish floors etc. Even though it takes four of these to equal one Services unit, many students will be able to demonstrate these competencies.

Utilise what the students can already claim through Skills Recognition.

5. Recognising partial competence (ie individual elements or part thereof)

Find out early what students have already attained, and concentrate on the lesser known and the unknown for training and delivery purposes.

While people's current skills do not necessarily correspond directly with Units of Competence, they often partially meet the requirements. Build upon this.

Eg Work in a socially diverse environment.

People live in this environment and some have lived in very diverse communities, and went to school, sporting, church, social clubs etc that promote these aspirations.

6. Combining Units of Competence Across Packages

Similar Units of Competence are frequently found in several packages.

Eg Provide Customer Service may be found in the Hospitality, Tourism, Retail and Transport Training Packages.

Look for opportunities to combine formal classes, maximising teacher/student ratios. The final assessment to determine competence must be against the appropriate Unit of Competence following the Assessment Guidelines, Evidence Guide and Range of Variables from the relevant Training Package.

7. Assessing

Follow the rule of the Training Package Assessment Guidelines, the WA Framework for Competency Based Assessment and any contractual obligations, not the statements of other parties.

ANTA maintains that across all Training Packages only 3% of Units of Competence endorsed MUST be assessed in the workplace. This provides for the use of simulated assessment environments.

Perform much of the assessment in the learning environment, seeking confirmation in the real workplace where feasible, or in a closely replicated work situation.

Use team approaches to assessor qualifications. i.e. assessment MUST be conducted by people who are qualified as workplace assessors, competent at least to the level of the unit being assessed, and have current knowledge of the industry. This does not necessarily have to be one person.

Panels of expertise are one way of providing moderation and validation of assessment outcomes.

8. Teaching/Assessing at AQF Level

Ensure effort stays within the requirements of the AQF level.

Do not expect a Level II person to operate at Level III. Do not teach to a higher level.

For information on resources regarding the AQF see More Information.

5.0 What all RTOs need to know about course accreditation and duplication

If you are seeking accreditation for a new course, or an extension of accreditation for an existing course, it will be necessary to demonstrate that the course does not duplicate qualifications contained in Training Packages. This rule reflects the first National Accreditation Principle for the VET sector, which states:

“Accredited courses shall not duplicate qualifications contained within Training Packages”

Application to accredit such courses needs to:

- Clearly define industry outcomes which cannot be met from Training Package qualifications and their customised versions (this will require endorsement by industry indicating demand for the course);
- Have a title that does not duplicate a qualification from a package;
- Identify the competency standards and assessment guidelines upon which the course is structured.

GUIDELINES:

1. You must not use a title for an accredited course if it is already being used for a Training Package qualification.
2. If a course offers employment outcomes that can be achieved through the customisation of a Training Package qualification, that course should not be accredited.
3. Any course that offers only a small number of competencies/modules, which are additional to those offered in a Training Package qualification, should not be accredited as a separate course. Instead, the additional competencies/modules should be incorporated in the qualification, or listed on a Statement of Attainment and academic record.
4. A course that comprises a sub-set of a Training Package should not be accredited. Instead, Statements of Attainment should be issued, listing the competencies achieved.

5. A course which is comprised of modules which ultimately achieve the competencies for a Training Package should not be re-accredited. Rather, it should be regarded as a learning program for the Training Package qualification.
6. A course which is a combination of Units of Competence from more than one Training Package may be accredited only if there is clear evidence that the resulting qualification meets an unmet demand by an identified industry, enterprise or community group, and is consistent with an AQF descriptor.

6.0 More Information

If you would like more information on any of the documents or organisations mentioned in these Guidelines please contact:

The Department of Training and Employment
Quality Assurance and Recognition Branch
Level 2, 151 Royal Street
EAST PERTH WA 6004

Telephone: (08) 9235-6127

Facsimile: (08) 9235-6142

Email: accrec@royalst.training.wa.gov.au

Website: www.training.wa.gov.au

Many excellent resources are available to assist in implementing Training Packages with more being developed on a regular basis.

BELOW ARE SOME REFERENCES:

Australian Training Products

Australian Training Products Ltd (ATP) is a specialist publisher and distributor, focussed on providing training materials to the vocational education and training sector.

Internet: www.atpl.net.au

Telephone: (03) 9630 9836

Facsimile: (03) 9639 4684

Email: sales@atpl.net.au

Australian National Training Authority

ANTA is responsible for the development of, and advice on, national policy, goals and objectives, a national strategy and Annual National Priorities.

Level 11/10 Eagle Street

PO Box 3120

BRISBANE 4001

Internet www.anta.gov.au

Telephone:(07) 3246 2300

Facsimile:(07) 3246 2490

Level 5/321 Exhibition Street

GPO Box 5347BB

MELBOURNE 3001

Telephone:(03) 9630 9800

Facsimile:(03) 9630 9888

The National Training Information Service (NTIS)

NTIS is a database on vocational education and training in Australia. It contains detailed information on courses, qualifications, Training Packages, competency standards and Registered Training Organisations.

Internet: www.ntis.gov.au

National and State Industry Training Advisory Bodies

A comprehensive list of all National and State Industry Training Advisory Bodies may be found at the following Internet address:

Internet:

www.anta.gov.au/contacts/amconta_national.htm

Department of Training and Employment

The Department of Training and Employment is a State Government Department, responsible for managing the vocational education and training sector in Western Australia on behalf of the Minister for Employment and Training.

The Department of Training and Employment

Level 2, 151 Royal Street

EAST PERTH WA 6004

Telephone: (08) 9235 6222

Facsimile: (08) 9235 6142

Email: Accrec@Royalst.training.wa.gov.au

Website: www.training.wa.gov.au

WA INDUSTRY TRAINING COUNCILS (ITCS)/INDUSTRY TRAINING ADVISORY BODIES (ITABS)

(NOTE: at the time of printing all details listed below for WA ITCs/ITABs are correct.)

Arts, Sport & Recreation Industry Training Council

258 William Street

NORTHBRIDGE WA 6003

(PO Box 108, NORTHBRIDGE 6865)

Internet www.waasritc.com.au

Telephone: (08) 9227 8358

Facsimile: (08) 9227 8350

Email: waasritc@wantree.com.au

Australian Dental Association (WA Branch) Inc

54-58 Havelock Street

WEST PERTH WA 6005

(PO Box 34, WEST PERTH 6872)

Telephone: (08) 9321 7880

Facsimile: (08) 9321 1757

Email: adawa_inc@msn.com.au

Automotive Industry Training Advisory Board

C/- 224 Balcatta Road

BALCATTWA WA 6021

(PO Box 727, BALCATTWA 6914)

Internet www.automotivetraining.org.au

Telephone: (08) 9345 3466

Facsimile: (08) 9345 3465

Email: rgoodlet@mta-wa.com.au

**Building and Construction Industry
Training Council**

1st Floor, 614 Newcastle Street
LEEDERVILLE WA 6007
(PO Box 206, LEEDERVILLE 6903)
Internet www.bcitcwa.com.au
Telephone: 9227 7660
Facsimile: 9227 7652
Email: bcitcwa@bcitcwa.com.au

Chamber of Commerce and Industry

180 Hay Street
EAST PERTH WA 6004
(PO Box 6209, EAST PERTH 6892)
Telephone: (08) 9365 7572
Facsimile: (08) 9365 7550
Email: filkin@cciwa.com

**Community Services, Health and Education
Industry Training Council**

1st Floor, 1152 Hay Street
WEST PERTH WA 6005
(PO Box 1806, WEST PERTH 6872)
Internet www.csheita.org.au
Telephone: (08) 9481 4211
Facsimile: (08) 9481 5226
Email: csheita@highway1.com.au

Elmside Nominees

13a Parker Avenue
Sorrento WA 6020
(PO Box 1408, WEST PERTH 6872)
Telephone: (08) 9447 1987
Facsimile: (08) 9447 1987
Email: gus@syntect.com.au

**Finance, Property and Business Services
Industry Training Council**

Level 6, 8 St Georges Terrace
PERTH WA 6000
Telephone: (08) 9221 4562
Facsimile: (08) 9325 3874
Email: info@fpbsite.com.au

Food Industry Training Council

PO Box 1289
BOORAGOON WA 6954
Internet www.wafitc.org.au
Telephone: (08) 9444 5422 / (0402) 030 688
Facsimile: (08) 9418 5836
Email: terry.richards@gwf.com.au

Forest Industries Federation (WA)

Homebase Expo, 55 Salvado Road
SUBIACO WA 6008
Internet www.fifwa.asn.au
Telephone: (08) 9380 4510
Facsimile: (08) 9380 4477
E-mail: info@fifwa.asn.au

Government Health Training Advisory Board

189 Royal Street
EAST PERTH WA 6004
Telephone: (08) 9222 2109
Facsimile: (08) 9222 2108

Hospitality and Tourism Industry Training Council

4 Ventnor Avenue
WEST PERTH WA 6005
(PO Box 1794, WEST PERTH WA 6872)
Internet: www.wahtitc.com.au
Telephone: (08) 9322 9922
Facsimile: (08) 9322 9933
Email: hosptour@iinet.net.au

Light Manufacturing Industry Training Council

Suite 4, 207 Balcatta Road
BALCATTWA 6021
(PO BOX 577, BALCATTWA 6914)
Telephone: (08) 9240 1048
Facsimile: (08) 9240 1035
Email: limitc@iinet.net.au

Metals, Manufacturing and Services Industry Training Council

Suite 5, 1st Floor, 251-257 Hay Street
EAST PERTH WA 6004
(PO Box 6718, EAST PERTH WA 6892)
Telephone: (08) 9221 1980
Facsimile: (08) 9221 1990
Email: merswa@ozemail.com.au

Minerals Training Council

C/- Chamber of Minerals and Energy
Locked Bag N984
PERTH WA 6844
Internet www.mineralswa.asn.au
Telephone: (08) 9325 2955
Facsimile: (08) 9221 3701
Email: chamber@mineralswa.asn.au

Primary Industry Training Council

100 Bougainvillea Avenue
Forrestfield WA 6058
(PO Box 157, FORRESTFIELD WA 6058)
Telephone: (08) 9359 4000
Facsimile: (08) 9359 4007
Email: admin@waptic.org

Process Manufacturing Industry Training Council

133 Salvado Road
WEMBLEY WA 6014
(PO Box 121, SUBIACO WA 6904)
Internet www.iinet.net.au/~wapmitc
Telephone: (08) 9387 9501
Facsimile: (08) 9387 9507
Email: wapmitc@iinet.net.au

**Transport and Storage Industry
Training Council**

17 Lemnos Street (PO Box 7033)
SHENTON PARK WA 6008
Internet www.tsitc.asn.au/
Telephone: (08) 9388 8781
Facsimile: (08) 9388 8784
Email: itc@tsitc.asn.au

WA Fishing Industry Council

Suite 6, 41 Walters Drive
OSBORNE PARK WA 6017
(PO Box 55, MT HAWTHORN WA 6915)
Telephone: (08) 9244 2933
Facsimile: (08) 9244 2934
Email: wafic@ozemail.com.au

WA Residential Training Advisory Foundation

28 Walters Drive
Herdsman Business Park
OSBORNE PARK WA 6017
(PO BOX 1494, OSBORNE PARK WA 6916)
Telephone: (08) 9244 3222
Facsimile: (08) 9244 4944
Email: l.kruize@hai.asn.au

**WA Information, Electrotechnology and
Utilities Industry Training Council**

Suite 3, 207 Balcatta Road
BALCATTWA WA 6021
(PO BOX 597, BALCATTWA WA 6914)
Internet www.waueeiiitc.iinet.net.au
Telephone: 9240 2688
Facsimile: 9240 2930
Email: waueeiiitc@iinet.net.au

**Wholesale, Retail and Personal Services
Industry Training Council**

110-116 East Parade
EAST PERTH WA 6004
Telephone: 9228 1400
Facsimile: 9228 1500
Email: raasite@wantree.com.au

7.0 Associated policies and resources

This section provides a table of associated policies and resources to assist you in implementing Training Packages, and where to obtain them.

Specific contact details are included in 6.0 More Information.

Policy / Resource	Available from:
Training Packages	Australian Training Products Industry Training Advisory Bodies - Industry Training Councils Australian National Training Authority (ANTA) Also available on the web: ANTA website www.ntis.gov.au
Training Package Implementation Kits	Quality Assurance and Recognition Department of Training and Employment Also available on the web: www.training.wa.gov.au (go to publications)
Australian Recognition Framework (ARF)	Quality Assurance and Recognition Department of Training and Employment Also available on the ANTA website: www.anta.gov.au
Australian Qualifications Framework (AQF)	Quality Assurance and Recognition Department of Training and Employment Also available on the ANTA website: www.anta.gov.au

Policy / Resource	Available from:
<p>Framework for Competency Based Assessment in Vocational Education and Training in Western Australia</p>	<p>Quality Assurance and Recognition Department of Training and Employment</p> <p>Also available on the web: www.training.wa.gov.au (go to publications)</p>
<p>Skills Recognition Framework for vocational education and training in Western Australia</p>	<p>Quality Assurance and Recognition Department of Training and Employment</p> <p>Also available on the web: www.training.wa.gov.au (go to publications)</p>
<p>Building Diversity</p>	<p>Access and Participation Department of Training and Employment</p> <p>Also available on the web: www.training.wa.gov.au (go to publications)</p>
<p>Fees and Charges Policy</p>	<p>Research and Development Department of Training and Employment</p>
<p>Apprenticeships, Traineeships and the Australian Recognition Framework - Guidelines for Registered Training Organisations</p>	<p>Employment Programs Branch Quality Assurance and Recognition Department of Training and Employment</p> <p>Also available on the web: www.training.wa.gov.au (go to publications)</p>

Appendices

APPENDIX A: Example Qualifications

APPENDIX B: Example Units of Competence

APPENDIX C: Selected Extracts

Appendix A

A-1: General Qualifications

For a qualification in Horticulture which is cross sector, the following rules apply:

Certificate I in Horticulture

Total score required = minimum of 5 points with

- 6 ESSENTIAL units; and
- 5 points from Horticulture Units of Competency at Level 1 or 2.

Certificate II in Horticulture

Total score required = minimum of 30 points with

- 6 ESSENTIAL units;
- 24 points from Horticulture Units of Competency at Level 2 or 3; and
- 6 points from other Horticulture of Agriculture Units of Competency (at any level)

Certificate III in Horticulture

Total score required = minimum of 36 points with

- 6 ESSENTIAL units;
- 30 points from Horticulture Units of Competency at Level 3 or 4; and
- 6 points from other Horticulture of Agriculture Units of Competency (at any level)

Certificate IV in Horticulture

Total score required = minimum of 40 points with

- 6 ESSENTIAL units;
- 32 points from Horticulture Units of Competency at Level 4 or 5; and
- 8 points from other Horticulture of Agriculture Units of Competency (at any level)

Diploma in Horticulture

Total score required = minimum of 50 points with

- 3 ESSENTIAL units;
- 25 points from Horticulture Units of Competency at Level 5 or 6; and
- 25 points from other Horticulture of Agriculture Units of Competency (at any level)

Advanced Diploma in Horticulture

Total score required = minimum of 60 points with

- 3 ESSENTIAL units;
- 30 points from Horticulture Units of Competency at Level 6;
- 30 points from other Horticulture of Agriculture Units of Competency (at any level)

Appendix A

A-2: Table of Units of Competency Against Sectors

Essential Units of Competency (All Sectors)

RUHCORE1A	Meet industry requirements
RUHCORE2A	Meet workplace health and safety requirements
RUHCORE3A	Use hazardous substances safely
RUHCORE4A	Co-operate in the workplace
RUHCORE5A	Act in an emergency
RUHCORE6A	Plan daily work routines

AQF LEVEL 1 UNITS OF COMPETENCY

		Floriculture	Production	Nurseries	Parks/Gardens	Landscaping	Arboriculture	Turf
RUHHRT101A	Provide crop care	X	X					
RUHHRT102A	Plant a crop by hand	X	X					
RUHHRT103A	Provide work site support				X	X	X	
RUHHRT104A	Provide turf care				X	X		X
RUHHRT105A	Pick a crop	X	X					
RUHHRT106A	Provide planted area care				X	X	X	
RUHHRT107A	Provide nursery plant care			X	X			
RUHHRT108A	Provide nursery support			X				
RUHHRT109A	Maintain the work environment	X	X	X	X	X	X	X
RUHHRT110A	Display products			X				
RUHHRT111A	Provide postharvest care	X	X					
RUHHRT112A	Provide propagation support			X				
RUHHRT113A	Operate ride-on vehicles	X	X	X	X	X	X	X
RUHHRT114A	Carry out basic drying operations	X	X					
RUHHRT115A	Carry out basic canopy maintenance	X	X					
RUHHRT116A	Sow plant materials	X	X					
RUHHRT117A	Carry out basic postharvest operations	X	X					

AQF LEVEL 2 UNITS OF COMPETENCY

RUHHRT201A	Treat weeds	X	X	X	X	X		X
RUHHRT202A	Treat pests and diseases	X	X	X	X	X	X	X
RUHHRT203A	Plant trees and shrubs	X	X	X	X	X	X	X
RUHHRT204A	Communicate in the workplace	X	X	X	X	X	X	X
RUHHRT205A	Dig a grave				X			
RUHHRT206A	Operate tractors	X	X	X	X	X		X
RUHHRT207A	Operate equipment and machinery	X	X	X	X	X	X	X

continued

Appendix A

A-3: Certificate IV in Hospitality (Accommodation Services Supervision)

A Certificate IV in Hospitality (accommodation Services Supervision) will comprise:

Core Units	Elective Units
<p>THHCOR01A Work With Colleagues and Customers</p> <p>THHCOR02A Work in a Socially Diverse Environment</p> <p>THHCOR03A Follow Health, Safety and Security Procedures</p> <p>THHCO01A Develop and Update Hospitality Industry Knowledge</p> <p>THHGHS01A Follow Workplace Hygiene Procedures</p> <p>THHGA01A Communicate on The Telephone</p> <p>THHGCS02A Promote Products and Services to Customers</p> <p>THHGCS03A Deal with Conflict Situations</p> <p>THHGTR01A Coach Others in Job Skills</p> <p>THHGA02A Perform Clerical Procedures</p> <p>THHGA07A Control and Order Stock</p> <p>THHGLE01A Monitor Work Operations</p> <p>THHGLE02A Implement Workplace Health, Safety and Security Procedures</p> <p>THHGLE08A Lead and Manage People</p> <p>THHGLE09A Manage Workplace Diversity</p> <p>THHGLE13A Manage Finance Within a Budget</p>	<p>A minimum of twelve (12) additional units from the following areas, including the requirements of a Certificate III in Hospitality (accommodation Services), with at least five (5) units from the hospitality functional areas of Front Office and or Housekeeping:</p> <p>Hospitality Functional Areas:</p> <ul style="list-style-type: none"> • Food & Beverage • Housekeeping • Gaming • Front Office • Security • Commercial Catering • Commercial Cookery • Asian Cookery • Patisserie <p>General Areas:</p> <ul style="list-style-type: none"> • Customer Service, Sales & Marketing • Hygiene, Health, Safety and Security • General Administration • Financial Administration • Computer Technology • Training • Leadership <p>A list of all units in these areas appears on pages 62 – 63</p> <p>Where Tourism Units are selected from the Tourism Training Package the following units may be chosen:</p> <p>Tourism Training Package Units</p> <p>Tourism Core</p> <p>THTTCO01A Develop and Update Industry Knowledge</p> <p>Guiding</p> <p>THTFTG01A Work as a Guide</p> <p>THTFTG03A Develop and Maintain the General Knowledge Required by Guides</p> <p>THTFTG06A Prepare and Present Tour Commentaries</p> <p>Sales And Marketing</p> <p>THHGCS04A Make Presentations</p> <p>THHGCS06A Plan and Implement Sales Activities</p> <p>THHGCS07A Co-ordinate Marketing Activities</p> <p>THHGCS08A Establish and Conduct Business Relationships</p> <p>THTSMA02A Create a Promotional Display/Stand</p> <p>Any units selected must be relevant to the occupational outcomes sought and should be appropriate to the AQF level.</p> <p>Where the competencies involve the service of alcohol, the Unit THHBF09A Provide Responsible Service of Alcohol must be included.</p> <p>Note: This reflects the role of team leaders or supervisors in accommodation services.</p>

Appendix A

A-3: Units of Competence in Hospitality (not complete)

	COMMON CORE		
THHCOR01A	Work with colleagues and customers	THHBFO09	Provide club reception services
THHCOR02A	Work in a socially diverse environment	THHBFO10	Provide porter services
THHCOR03A	Follow health, safety and security procedures		
	HOSPITALITY CORE		HOUSEKEEPING
THHHCO01A	Develop and update hospitality industry knowledge	THHBH01	Provide housekeeping services to guests
		THHBH03/4	Prepare rooms for guests
		THHBH05	Launder linen and guests clothes
		THHBH06	Provide valet service
	FOOD & BEVERAGE		SECURITY
THHADFB01A	Provide specialist advice on food	THHADTHS01A	Plan and conduct evacuation of premises
THHADFB02A	Provide specialist wine service	THHADTHS02A	Provide for safety of VIP's
THHADFB03	Prepare and serve cocktails	THHBTHS01	Maintain the security of premises and property
THHADFB06/9A	Provide gueridon service	THHBTHS02	Determine and use reasonable security forces to control Access to and exit from premises
THHADFB07A	Provide silver service		Maintain safety of premises and personnel
THHBFB01A	Clean and tidy bar area	THHBTHS03	Manage intoxicated persons
THHBFB01A	Operate a bar	THHBTHS04	Operate basic security equipment
THHBFB02/3A	Provide a link between kitchen and table services areas	THHBTHS05	Apprehend offenders
		THHBTHS06	Screen baggage and people to minimise security risk
THHBFB02/3A	Provide food and beverage service	THHBTHS07	Escort and carry valuables
THHBFB04A	Provide a table service of alcoholic beverages	THHBTHS08	Control crowds
THHBFB05A	Operate cellar systems	THHBTHS09	Employ batons and handcuffs
THHBFB06A	Complete retail liquor sales	THHBTHS10	Interpret information from advanced security
THHBFB08A	Provide room service	THHBTHS11	Operate central monitoring / communication station
THHBFB09A	Provide responsible service of alcohol	THHBTHS12	Monitor field staff activity from control room
THHBFB10A	Prepare and serve non - alcoholic beverages	THHBTHS13	Operate security vehicle
THHBFB11A	Develop and update food and beverage knowledge	THHBTHS14	Manage dogs for patrol
		THHBTHS15	Provide lost and found facility
		THHBTHS16	Observe and monitor people
		THHBTHS17	
	GAMING		GENERAL AREAS
THHADG01	Analyse and report on gaming machine data		Customer Service, Sales, Marketing
THHADG02	Provide responsible gaming services	THHGCS01A	Develop and update local knowledge
THHBG02	Operate a gaming location	THHGCS02A	Promote products and services to customers
THHBG02	Operate a TAB outlet	THHGCS03A	Deal with conflict situations
THHBG03	Conduct a keno game	THHGCS04A	Make presentations
		THHGCS05A	Organise functions
		THHGCS06A	Plan and implement sales activities
		THHGCS08A	Establish and conduct business relationships
		THHGCS08A	Establish and conduct business relationships
	FRONT OFFICE		
THHBFO01	Receive and process reservations		
THHBFO02/3	Provide accommodation reception services		
THHBFO04	Manage financial records		
THHBFO05	Process financial transactions		
THHBFO06	Perform clerical procedures		
THHBFO07	Communicate on the telephone		
THHBFO08	Conduct night audit		

Hygiene, Health, Safety & Security

THHGHS01A Follow workplace hygiene procedures
 THHGHS02A Clean premises and equipment
 THHGHS03 Provide first aid

General Administration

THHBF007A Communicate on the telephone
 THHGGA02A Perform clerical procedures
 THHGGA03 Source and present information
 THHGGA04 Prepare business documents
 THHGGA05 Plan and manage meetings
 THHGGA06 Receive and store stock
 THHGGA07A Control and order stock
 THHGGA08 Plan and establish systems and procedures
 THHGGA09 Manage projects

Financial Administration

THHBFA05 Manage payroll records
 THHGFA01 Process financial transactions
 THHGFA02 Maintain financial records
 THHGFA03 Audit financial procedures
 THHGFA04 Prepare financial statements

Computer Technology

THHGCT01 Access and retrieve computer data
 THHGCT02 Produce documents on computer
 THHGCT03 Design and develop computer documents, reports and worksheets

Training

THHGRT04 Deliver training
 THHGRT05 Conduct assessment
 THHGRT06 Review and promote training
 THHGTR01A Coach others in job skills
 THHGTR02A Train colleges in the workplace
 THHGTR03 Prepare for training

Leadership

THHGLE01A Monitor work operations
 THHGLE02A Implement workplace health, safety and security procedures
 THHGLE03 Develop and implement operational plans
 THHGLE04 Establish and maintain a safe a secure workplace
 THHGLE05A Roster staff
 THHGLE06 Provide mentoring support to business colleagues
 THHGLE06A Monitor staff performance
 THHGLE07A Recruit and select staff
 THHGLE07A Recruit and select staff

THHGLE08A Lead and manage people
 THHGLE09A Manage workplace diversity
 THHGLE10 Manage workplace relations
 THHGLE11A Manage quality customer service
 THHGLE12 Develop and Manage marketing strategies
 THHGLE13A Manage finance within a budget
 THHGLE14 Prepare and monitor budgets
 THHGLE15 Manage Financial Operations
 THHGLE16 Manage physical assets
 THHGLE17 Manage and purchase stock
 THHGLE18 Monitor and maintain computer systems
 THHGLE19A Develop and implement a business plan
 THHGLE20 Develop and maintain the legal knowledge required for business compliance

COMMERCIAL COOKERY

THHADCC01 Prepare pates and terrines
 THHADCC02 Plan, prepare and display a buffet
 THHADCC04 Prepare portion controlled meat cuts
 THHADCC05 Handle and serve cheese
 THHADCC06 Prepare chocolate
 THHADSC Select, prepare and serve specialist cuisines
 THHADSF Select, prepare and serve specialised food items
 THHBCC01 Use basic methods of cookery
 THHBCC02 Prepare appetisers and salads
 THHBCC02A Prepare sandwiches
 THHBCC03 Prepare stock and sauces
 THHBCC03A Prepare soups
 THHBCC04 Prepare vegetables, eggs and farinaceous dishes
 THHBCC05 Prepare and cook poultry and game
 THHBCC06 Prepare and cook seafood
 THHBCC07 Identify and prepare meat
 THHBCC08 Prepare hot and cold sweets
 THHBCC09 Prepare pastry, cakes and yeast goods
 THHBCC10 Plan and prepare food for buffets
 THHBCC11 Implement food safety procedures
 THHBCC12 Prepare diet based and preserved foods
 THHBCC13 Plan and control menu based catering
 THHBCC14 Organise bulk cooking operations
 THHBCC15 Organise food service operations
 THHBKA01A Organise and prepare food
 THHBKA02 Present food
 THHBKA03 Receive and store stock
 THHBKA04 Clean and maintain premises
 THHS2CC1 Monitor catering and revenue and costs
 THHS2CC2 Establish and maintain quality control
 THHS2CC3 Develop a food safety plan

Refer to Training Package.

Appendix B

B-0: What do competency standards look like?

Unit Code: THHCORE3A

FOLLOW HEALTH SAFETY AND SECURITY PROCEDURES

Unit Descriptor

This unit deals with the skills and knowledge required to follow health, safety and security procedures. This unit applies to all individuals working in tourism and hospitality. It does not cover hygiene of first aid which are found in separate units.

Element

1 Follow workplace procedures on health, safety and security

2 Deal with emergency situations

3 Maintain safe personal presentation standards

Performance Criteria

- Health, safety and security procedures are correctly followed in accordance with enterprise policy and relevant legislation and insurance requirements.
- Breaches of health, safety and security procedures are identified and promptly reported...
- Emergency and potential emergency situations are promptly recognised and required action is determined and taken with scope of individual responsibility.
- Emergency procedures are correctly followed in accordance with enterprise procedures...
- Personal presentation takes account of the workplace environment and hygiene and safety issues including:
 - Appropriate personal grooming and hygiene
 - Appropriate clothing and footwear

Unit Code

Indicates the unit level

Unit Title

Statement of what you do in the workplace

Unit Descriptor

Provides additional general information about the unit

Elements

The building blocks which make up the unit

Performance Criteria

The level of performance that is required for each element.

These are used as the tools for assessment.

Element	Performance Criteria
4 Provide feedback on health, safety and security	<ul style="list-style-type: none"> • Issues requiring attention are promptly identified • Issues are raised with the designated person in accordance with enterprise and legislative requirements

Range of Variables

- This unit applies to all hospitality and tourism sectors
- Health, Safety and Security procedures may include but are not limited to procedures for
 - Fire prevention
 - Evacuation procedures
 - Safe sitting, lifting and handling

Range of Variables

Provides guidelines on different situations and contexts

Evidence Guide

Underpinning Skills and Knowledge

- To demonstrate competence, evidence of skills and knowledge in the following is required
 - Industry/sector insurance & liability requirements

Evidence Guide

Shows the underpinning knowledge and skills needed for this unit

Context of Assessment

- This unit may be assessed on or off the job. Assessment should include...

Provides guidelines for assessment

Critical Aspects of Assessment

- Evidence should include a demonstrated understanding of the importance of working in accordance with health, safety and security procedures and of the...

Linkages to Other Units

- This is a core unit than underpins effective performance in all other units. It is recommended that this unit is assessed/trained in conjunction with operational and service units.

Appendix B

B-1: BCG1005A: Use hand and power tools

Element of Competency	Performance Criteria
1. Identify hand and power tools	<ul style="list-style-type: none">1.1 Regular power tool applications in workshop operations recognised.1.2 Types of hand and power tools and their functions identified.1.3 Sources of power supply recognised.1.4 OH&S requirements for using power tools recognised, adhered to.
2. Select hand tools	<ul style="list-style-type: none">2.1 OH&S requirements for using hand tools recognised, adhered to.2.2 Appropriate personal protective equipment selected, correctly fitted and used.2.3 Hand tools selected consistent with needs of job.2.4 Tools checked for serviceability and safety and any faults reported to supervisor.2.5 Equipment selected to hold or support material for power tools application where applicable.
3. Use hand tools	<ul style="list-style-type: none">3.1 Material located and held in position for hand tool application.3.2 Hand tools safely and effectively used according to their intended use.3.3 Hand tools safely located when not in immediate use.
4. Select power tools	<ul style="list-style-type: none">4.1 Appropriate personal protective equipment selected, correctly fitted and used.4.2 Power tools and leads/hoses selected consistent with needs of job in accordance with conventional work practice.4.3 Power tools and leads/hoses visually checked for serviceability / safety in accordance with OH&S requirements and any faults reported to the supervisor.4.4 Equipment selected to hold or support materials for power tool application where applicable.
5. Establish power supply to work location	<ul style="list-style-type: none">5.1 Route identified for safe placement of leads/hoses clear of hazards.5.2 Electric power leads run out to power supply and supported overhead clear of traffic or covered if presenting possible trip hazard.5.3 Electric power leads connected to supply and powerboard or direct to power tool.5.4 Air hoses run out to compressed air supply and covered if presenting possible trip hazard.5.5 Hose connected to power tool and air supply.
6. Use power tools	<ul style="list-style-type: none">6.1 Material located and held in position for power tool application where applicable.6.2 Power tools safely and effectively used in application processes.6.3 Power tools safely located when not in use.
7. Clean up	<ul style="list-style-type: none">7.1 Power tools cleaned, maintained and stored.7.2 Power leads/hoses cleaned, visually checked and stored.7.3 Equipment cleaned, maintained and stored.7.4 Work area cleared and waste removed.

Range of Variables

Hand tools include, but are not limited to:

- adjustable spanners
- bars (crow and pinch)
- bolt cutters
- brooms
- chisels
- hacksaws
- handsaws
- hammers
- measuring tapes
- nips
- picks/mattocks
- pliers
- sealant gun
- shovel / spades
- sledge hammers
- spanners and wrenches
- spirit level, straight edge
- string lines
- trowels and floats
- wire cutters
- paint brushes / rollers
- spatula / putty knives

Power supply to include:

- electricity
- compressed air

Power tools include:

- drills
- nail guns
- staplers
- screwdrivers
- sanders
- angle grinders
- pneumatic wrenches
- circular saw
- jig saws
- planers
- routers

Personal protective equipment may include:

- overalls
- boots
- hard hat/cap
- safety glasses / goggles
- gloves
- ear plugs / muffs
- face masks / respirators

OH&S requirements may include:

- workshop / worksite safe working practices
- use of tools and equipment
- use of power tools
- safe handling and storage of materials

Reporting of faults may be verbal or written.

Evidence Guide

Competency is to be demonstrated by the safe and effective operation of particular power and hand tools listed within the range of variables statement relevant to the work orientation.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including Quality Assurance requirements
- adopt and carry out correct procedures prior to and during use of hand tools and power tools
- demonstrate safe and effective operational use of tools and equipment
- interactively communicate with others to ensure safe and effective operations

(2) Pre-requisite Relationship of Units

Competency in this unit may be determined concurrently based upon integrated project work using the following units:

- BCG1001A Carry out OH&S requirements
- BCG1006A Use plant and equipment

- BCG1004A Carry out measurements and calculations
- BCG1011A Handle construction materials and safe disposal of waste
- BCG1012A-BCG1019A Prepare for the construction process (relative to work orientation)

(3) Underpinning Knowledge and Skills

A knowledge of:

- workplace and equipment safety requirements and OH&S legislation
- portable power tools
- hand tools and equipment
- materials
- materials handling whilst operating tools

The ability to:

- work safely to instructions
- apply appropriate hand-eye co-ordination in the use of tools
- handle/hold materials during operation of tools
- select appropriate tools for material usage
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- general construction materials
- hand and power tools appropriate to the construction process
- plant and equipment appropriate to the construction process
- suitable work area appropriate to the construction process
- appropriate OH&S safety resources

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria.

(6) Context of Assessment

Competency shall be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

Key Competencies

Collect, analyse and organise ideas and information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Solve problems	Use mathematical ideas and techniques	Use technology
1	1	1	1	1	1	1

Appendix B

B-2: BSATEC202B Operate a computer to gain access to and retrieve data

This Unit covers using a keyboard to use standard software to open, print, save and close a file.

This unit can be assessed alone or in combination with other units making up a job role.

Element of Competency	Performance Criteria
Operate computer equipment	<ul style="list-style-type: none">• Computer is turned on in accordance with manufacturer's instructions• Log-on procedures are followed where necessary• Keyboard is operated within <i>designated speed and accuracy requirements</i>• OHS guidelines relating to screen based equipment and ergonomic workstations are observed
Open file	<ul style="list-style-type: none">• Software appropriate for the task is selected• File is correctly identified and opened
Retrieve and print data	<ul style="list-style-type: none">• Data to be retrieved is located within the file• Copy of the data is printed as required
Close file	<ul style="list-style-type: none">• File is saved and closed• Program is exited in accordance with <i>designated procedures</i>• Data is stored in accordance with <i>designated procedures</i>

Range of Variables

Manufacturer's instructions for turning on the computer may include:

- ensuring all parts of the computer are properly connected
- turning on both the computer and the screen

Log-on procedures may include:

- entering a username
- entering a password

Designated speed and accuracy requirements may include:

- efficient use of keyboard and mouse
- minimum standard set by organisation (number of keystrokes, percentage accuracy)

- level set in government standards (Standards Australia)
- ability to touch-type
- identifying and editing errors as text is keyed in

OHS guidelines may include:

- equipment and posture
- layout of workstation
- radiation from computer screens
- lighting
- noise

Range of Variables continued...

Appropriate software may include:

- word processing packages
- spreadsheet packages
- database packages
- desktop publishing packages

Correctly identifying and opening files may include:

- opening the appropriate software application
- identifying the file path and name
- selecting the file
- using the open-file command

Locating data may include:

- selecting the relevant
 - section
 - page
 - paragraph
 - table
- utilising keyboard commands to navigate around the document

Printing a copy of the data may include:

- choosing what data to print
- previewing the parts to be printed
- ensuring margins are correct

- choosing a printer
- choosing the number of copies to be printed
- using the correct paper tray for the particular print job
- cancelling a print job

Saving and closing file may include:

- using menu commands
- using a short cut
- clicking on an icon on the tool bar

Designated procedures for exiting programmes may include:

- manufacturer's guidelines
- company guidelines
- a specified order (when shutting down multiple programmes)
- programmes that should not be shut down
- ensuring all data is saved before exiting programmes

Procedures for storing data may include:

- electronic
- hard copy
- floppy disk
- microfiche/microfilm
- a combination of the above

Evidence Guide

Critical aspects:

- computer equipment is operated correctly according to operating manuals and enterprise *requirements*
- log-on procedures are followed correctly according to enterprise *policies and procedures*
- keyboard is operated within *designated speed and accuracy requirements*
- understanding of the OHS hazards of using a computer is demonstrated and computer is operated the according to OHS requirements
- own workstation complies with OHS requirements
- the different purposes of types of software are identified correctly
- available disks are stored in accordance with *enterprise procedures*
- appropriate software is selected to carry out given task
- demonstrates an understanding of enterprise electronic file management system and identifies and opens correct file
- necessary data is retrieved and printed as required within *designated timelines*
- printed data meets requirements including
- correct data

Evidence Guide continued...

- correct paper
- file is saved without losing information according to enterprise *policies and procedures*
- applications are exited according to enterprise *policies and procedures* before shutting down computer
- log-off procedure is followed correctly, if necessary and the operating system exited as required

Resource implications:

The assessor must have access to appropriate documentation and resources normally found in the work environment and required to allow the job or task to be properly performed. These may include:

- computer equipment including relevant software
- workplace manuals and reference materials such as computer and software user manuals, company policy and procedural manuals

Consistency in performance:

This unit of competency will require evidence to be collected across a range of events, eg. dealing with different office requirements, and over a period of time to ensure that situational variables are consistently achieved.

Context of assessment:

Evidence of competency can be met in different situations, including:

- on the job assessment
- off the job assessment
- placement in an enterprise
- participation in a New Apprenticeship (traineeship) arrangement
- use of a Practice Firm or simulated work environment
- flexible delivery methods used by training providers to cater for distance education students
- Recognition of Prior Learning, Recognition of Current Competencies (in skill areas where there has been no significant change to work practice in recent times)

Evidence gathering methods may include:

- demonstration
- questioning
- workplace performance
- projects/assignments
- written tests (verbal usage and verbal comprehension)
- portfolio of work documents
- third party reports

Underpinning knowledge and skills

Knowledge

- a range of functions of computer equipment and software
- log-on and log-off procedures
- shut down procedures
- application of enterprise *policies and procedures* across the full range of tasks required

Skills

- literacy: reads and understands operating and procedural manuals; chooses and compares appropriate software applications; follows sequenced instructions regarding equipment use
- communication; listens to short, explicit instructions regarding use of equipment in the workplace; performs a series of routine tasks given clear directions; clarifies information in regard to the use of a computer system
- keyboarding and computer skills

Key Competencies

Utilisation of the Key Competencies required in the performance of this unit

Communicating ideas and information	Collecting, analysing and organising information	Planning and organising activities	Working with others in a team	Using mathematical ideas and techniques	Solving problems	Using technology
*	*	1	1	1	1	1

Performance levels:

Level 1

- carries out established processes
- makes judgements of quality using given criteria

Level 2

- manages processes
- selects the criteria for the evaluation process

Level 3

- establishes principles and processes
- evaluates and reshapes processes
- establishes criteria for evaluation of processes

Appendix B

B-3: SFIAQUA504A Plan ecologically sustainable aquacultural practices

Functional area **Aquaculture operations**

Prerequisite unit/s **nil**

Descriptor

This unit involves planning and implementing strategies and systems for sustainable ecological and socio-economic aquacultural practices in the workplace.

Element of Competency	Performance Criteria
1. Prepare and implement strategies	<ul style="list-style-type: none"> 1.1 Statutory and local government requirements for farm location, construction and operation are identified 1.2 Sound, environmental and aesthetic values are assessed as part of site selection process 1.3 Financial resources are identified and allocated for environmental management within the enterprise 1.4 Environmental management strategies, that will ensure compliance with legislative requirements, are developed using available resources and with due consideration of the enterprise’s management policies 1.5 Strategies are assessed for their effectiveness in reducing environmental impacts from the enterprise whilst being consistent with the enterprise’s business and operational plans and recognised environmental management best practice 1.6 Newly available technologies are incorporated into environmental management strategies if found practicable and feasible, to take advantage of and to ensure ongoing reduction of waste, adverse impacts with wildlife and other resource users, as well as energy and water efficiency 1.7 Professional assistance is obtained, appropriate to the complexity of the task and financial risk involved, appropriate bodies consulted 1.8 Environmental management plan is designed, based on the environmental management strategies assessed previously 1.9 Environmental management plan reflects the requirements of the business plan, production plan and other farm plans and is achievable with the enterprise’s resources and budget 1.10 Water quality and ongoing environmental monitoring plans are developed, documented and areas of responsibility communicated to staff 1.11 Any community concerns are identified and addressed in the development of strategies.

2. Design a waste management system	<p>2.1 All planning parameters which affect the design of a waste management system are identified</p> <p>2.2 Waste management system ensures collection, treatment, storage and re-use of stock wastes in the most efficient manner with minimal off-site movement except for mortalities and biofouling waste</p> <p>2.3 Where appropriate, materials and consumables obtained by the enterprise, are from recycled or re-useable materials and obtained in amounts that result in packaging and waste reduction</p> <p>2.4 Composting, shredding, re-using and recycling are used as and when appropriate, according to enterprise procedures</p> <p>2.5 Waste disposal contractors are identified, terms negotiated and business is awarded according to the plan</p> <p>2.6 Performance of the contract is monitored and action taken where variance is identified.</p>
3. Conserve energy resources	<p>3.1 Machinery management policy and procedure reflects efficient use of machinery to reduce fuel usage and emissions or discharges</p> <p>3.2 Energy used for heating, cooling, lighting and operation of remote appliances is efficient and uses alternative sources where appropriate to the use and to management practices</p> <p>3.3 Design of buildings and structures takes into consideration the use of passive energy for lighting, heating, and shelter, where possible, and is in line with enterprise procedures.</p>
4. Conserve water resources	<p>4.1 Water is managed to optimise its use, according to enterprise procedures and legislative guidelines</p> <p>4.2 Contamination of water effluent with chemicals or wastes is minimised through sound utilisation strategies</p> <p>4.3 Settlement ponds, effluent treatment works and waste reduction processes are used appropriately according to enterprise procedures</p>
5. Minimise adverse interactions with wildlife and other resource users	<p>5.1 Potential interactions with wildlife and other resource users are identified and regularly assessed for level of adverse impacts</p> <p>5.2 Strategies are developed to mitigate adverse interactions according to enterprise procedures and legislative guidelines</p>
6. Undertake an environmental audit	<p>6.1 Environmental audit takes into consideration relevant factors</p> <p>6.2 A report is prepared according to enterprise procedures and client and legal requirements</p>

Range of Variables

The Range of Variables places the competency in context and allows for differences between enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole. The following variables may be present.

Environmental impacts

- flora and fauna
- other resource users
- effluent water
- run off from:
 - ground water
 - water supply
 - irrigation systems
 - rain
 - stormwater
 - inefficient or defective drains
 - cooling systems
- farm wastes, including:
 - biofouling residue
 - nutrients
 - waste feed
 - processing wastes (such as oyster shells, blood water)
 - mortalities
 - faecal matter
 - paper
 - plastics
 - metals
 - green waste
 - chemical
 - glass
- construction waste
- water and energy use
- noises, lights, smells
- chemicals, including:
 - fertiliser
 - chemicals
 - antifoulants
 - therapeutants
 - disinfectants
 - detergents
 - petroleum products
- escaped stock
- disease
- bacteria.

Wildlife

- native fauna
- native flora
- protected species
- protected areas
- introduced species

Other resource users/uses

- commercial and recreational shipping
- commercial and recreational fishing
- divers, swimmers, water skiers, botanists
- owners of neighbouring land or housing
- naturalists

Other resource users/uses

- heritage areas, national parks, marine parks
- Aboriginal and other community groups
- farmers, agriculturists

Appropriate bodies for consultation

- statutory bodies
- councils
- consultants
- governments

Environmental management plan

- provision for the evaluation of environmental assets for insurance purposes

Planning parameters

Access to:

- land
- water
- stock type and numbers
- culture type
- quarantine requirements
- stock transfer/movement
- exotic stock regulations

- minimise escapes
- minimise genetic interaction
- soil and water type
- topography
- climate
- whole farm planning
- financial resources
- labour resources
- availability of water
- proximity to neighbours
- ground water levels
- intensity of operations
- area available for waste distribution/storage/carrying capacity
- disease status within the stock
- future increases in stock numbers and individual sizes
- future increases in supplementary feeding
- chemical use
- stock flow alterations
- volume of waste currently produced
- siting of culture structures in relation to areas where waste water will be applied
- water re-use dams
- relevant legislation and regulations relating to waste management

Waste water management systems

- recycling
- integrated aquaculture/agriculture
- filter feeding species and aquatic plants/seaweeds
- self-composting toilets
- septic tanks
- sewerage lagoons
- spreading on to paddocks, crops or trees
- composting and worm farms.

Efficiency

- cost effectiveness
- labour relations
- environmental friendliness
- resource utilisation efficiency
- efficiency in overall design and operation
- effective conservation of waste into a useable form

- maximising benefit from recycled wastes
- meeting the legal requirements

Emissions and discharges

- noise
- light
- odour
- gas
- smoke
- vapour
- liquids and solids
- particulates
- fumes.

Alternative energy sources

- wind generators
- solar generators
- solar tubing
- water generators
- air flow.

Elements for inclusion in buildings and structure design

- self-composting toilets
- windbreaks
- location and construction of windows
- building materials
- orientation of building or structure
- planting surrounding the building or structure
- use of colour
- cavity sizes
- workplace services for employees
- waste disposal.

Relevant factors

- topography and characteristics of area, including:
 - climate
 - heritage
 - geology
 - ambience
 - hydrology
 - oceanography
 - biology
 - flora and fauna
 - overburden

- water use
- current policies and practices
- energy use
- noise control
- surrounding vegetation and wildlife
- surrounding human activities
- presence of protected species
- legal obligations, including:
 - local government
 - state government
 - federal government
 - regulations
 - by-laws
 - body corporate agreements
 - title restrictions or encumbrances

Evidence Guide

Each unit of competency has an Evidence Guide that relates directly to the Performance Criteria and the Range of Variables. Its purpose is to guide assessment of the unit in the workplace and/or training program. The following components provide information to assist this purpose.

Underpinning knowledge

The essential knowledge and understanding a person needs to perform work to the required standard includes:

- energy flows and food webs
- coastal processes
- effect of effluent of plants, animals, environment
- nutrient cycling
- noise control
- principles of integrated and sustainable agriculture and aquaculture systems
- principles of composting and waste management
- environmental control standards
- legislative requirements including occupational health & safety, HAZCHEM, duty of care, dangerous goods
- soil testing processes and procedures and results interpretation
- pesticide and herbicide resistance
- risk identification and reduction.

Practical skills

The essential skills a person needs to perform work to the required standard include:

- preparing and implementing strategies
- minimising waste
- conserving energy resources
- managing water use
- undertaking an environmental audit
- communicating with work teams and management.

Literacy skills used for:

- interpreting technical documents
- interpreting aquaculture engineering publications.

Numeracy skills used for:

- formulae for design criteria (water flows, pump effectiveness, temperature control, oxygen injection).

Critical aspects of evidence

Assessment must confirm the ability to develop environmental management strategies and systems that use available resources and meet enterprise procedures and legislative requirements, and to communicate these to staff.

Knowledge of:

- regulations impacting on aquaculture
- effects of chemicals, water quality on aquatic organisms
- aquaculture systems.

Interdependent assessment of units

This unit may be assessed after/with:

- SFIAQUA507A Plan and design water supply and disposal systems.

Context of assessment

Assessment is to be based around an actual aquaculture enterprise or simulated through a detailed case study.

Method of assessment

The following assessment methods are suggested:

- written or oral short answer testing
- work-based project
- case study.

Resources required for assessment

Resources may include:

- models, farm hatchery components
- work-based scenario or case study

Key Competencies

Collect, analyse and organise ideas & information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Solve problems	Use mathematical ideas and techniques	Use technology
3	3	3	3	3	3	3

Appendix B

B-4: ICAITB070A Create code for applications

Description

This unit describes the competency required to produce commercial grade program code and capture and handle errors which occur as part of the program operation.

Related Competency

The project lifecycle and the IT methodology employed will determine which

Standards

Particular Units of Competency are relevant to this unit, some include the Analysis and Design, Project Management, Test, Implement, the team work functional areas and documentation

Element of Competency	Performance Criteria
1. Declare and assign variables	<ol style="list-style-type: none"> 1 Naming conventions are correctly employed 2 Variables are declared according to scope requirements ie global, instance, local. 3 Dynamic variables are garbage collected after use.
2. Develop structure of code sections	<ol style="list-style-type: none"> 1 Class instances or code modules are developed or specified. 2 Modules meet cohesion and coupling standards 3 Dynamic arrays, tables and memory structures are developed
3. Unit test each module	<ol style="list-style-type: none"> 1 Testing routines are developed to verify the code produced actually fulfils the requirement 2 Memory structures eg arrays, are tested for boundary violations. 3 Control structures or loops are terminated.
4. Identify range of exceptions	<ol style="list-style-type: none"> 1 The coding areas where exceptions may occur are determined 2 The system areas where exceptions may occur, eg file opening are determined. 3 A global approach to exception handling is prepared
5. Determine handling and propagation procedures for exceptions	<ol style="list-style-type: none"> 1 An exception handling code is developed 2 All exceptions are caught 3 All try and catch routines with specific traces are documented
6. Use debugging and error handling techniques	<ol style="list-style-type: none"> 1 Debugging techniques eg set jump are disabled for live running 2 Specific documentation for error handling methods such as assert and exit is developed 3 External (eg Use of Database) error handling methods remain highly cohesive and loosely coupled

Range of Variables

Systems environment	May involve LAN✓, WAN, stand alone✓, peer to peer.
Languages used	Will vary from traditional third generation languages to modern object oriented languages. <i>COBOL, Visual Basic,</i>
Level of Supervision	May be limited or minimum supervision.
Hardware	Variables may include but are not limited to: networks✓, stand✓alone and mainframes.
Revision	Depending on the budgetary constraints, revision may be repeated a number of times.
Procedures	Procedures are those prescribed during the project development phase and are based on client organisational requirements and project development requirements.
Application under	Can vary from large system that will impact thousands of users in a large development organisation to one used by a handful of people. Will also vary in complexity, size and operational characteristics.
Standards and	Will vary from formal procedures that must be adhered to with check procedures points and sign offs throughout development to less formal or Client User non-existent standards. <i>Use of APT methodology</i> May be a department with the organisation or a third party and so the relation and ease of access will vary.
Development	Will vary from the traditional Systems Development life cycle with little methods/tools or no formalisation to a very well structured CASE tool.
Documentation and reporting	Audit trails, naming standards, version control.
OH&S Standards	As per company, statutory and vendor requirements. Ergonomic and environmental factors must be considered during the demonstration of this competency. <i>PS standards</i>
Organisational standards	May be based upon formal, well documented methodologies or non-existent. For training delivery purposes best practice examples from industry will be used.
Quality process	Some organisations may be quality certified and have well documented standards for addressing quality while others will not.
Metrics and planning method	Will vary depending upon whether the organisation uses a formal method for development. In some sites there will be no guidelines to follow.

National modules to be used

<i>ITA402</i>	<i>3GL program design</i>
<i>ITA403</i>	<i>Programming concepts 1</i>
<i>ITA404</i>	<i>Programming concepts 2</i>
<i>ITA 405</i>	<i>Programming techniques 1</i>
<i>ITA406</i>	<i>Programming techniques 2</i>
<i>ITA507</i>	<i>Algorithms & data structures - sorting & searching</i>
<i>ITA509</i>	<i>Algorithms & data structures - linked lists and tests</i>

For curriculum ↑ *see for learning outcomes etc*

Evidence Guide

Critical aspects of evidence	Assessment must confirm the ability to write code which is verifiable against the specification, the code will be verifiable against the actual running of the program and the testing regime.
Interdependent	This unit may be assessed with any of the following: ICAITT077A, assessment of units ICAITT083A, ICAITAD041A, ICAITAD042A, ICAITB059A, ICAITAD054A, ICAITAD048A, ICAITAD049A, ICAITAD057A, ICAITAD058A. The interdependence of Units of Competency for assessment will vary with the particular project or scenario.
Underpinning knowledge	<ul style="list-style-type: none"> • Detailed knowledge development methodologies. • Broad knowledge of the client business domain, for example when declaring variables and assigning valuables and when debugging and error handling techniques are deployed. • Broad knowledge base incorporating theoretical concepts of programming languages, procedural languages two or more and OO languages three or more. • Detailed knowledge of the operating system. • Broad knowledge base incorporating theoretical concepts of real-time programming. • Broad knowledge base incorporating theoretical concepts of Input/Output drivers. • A broad knowledge base incorporating current industry accepted hardware and software products with broad knowledge of general features and capabilities and detailed knowledge in some areas. • Broad knowledge base incorporating theoretical concepts of software development configuration management processes. • Broad knowledge base incorporating theoretical concepts of size estimation.
Underpinning skills in	<ul style="list-style-type: none"> • Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives, for example when testing routines are developed to verify the code produced actually fulfils the requirement. • Algorithms skills in relation to analysis, evaluation and identification of solutions. • Project planning skills in relation to scope, time, cost, quality, communications and risk management.
Resources	This competency can be assessed in the workplace or in a simulated environment. Peers and supervisors for obtaining information on the extent and quality of the contribution made.
Consistency	Competence in this unit needs to be assessed using formative assessment to ensure consistency of performance in a range of contexts.
Context	Assessment of this Unit of Competence will usually include observation of real or simulated work processes and procedures; quality projects, questioning on underpinning knowledge and skills. The questioning of team members will provide valuable input to the assessment.

Key Competencies

Collect, analyse and organise ideas & information	Communicate ideas and information	Plan and organise activities	Work with others and in teams	Solve problems	Use mathematical ideas and techniques	Use technology
2	2	2	2	2	2	2

All major assignments will reflect real work applications. Assessment will cover development processes, testing procedures, final application performance plus adherence to specification and quality of documentation.

Additional assessment via paper based knowledge tests and final verification for work placements.

Appendix C

C-1: Introduction RUA 98 – Key Competencies and the Workplace

1. Language, Literacy and Numeracy

Whilst it is not compulsory, well developed language, literacy and numeracy skills are desirable for anyone working in this industry.

Particularly in areas such as occupational health and safety, farm chemicals or machinery and vehicle operation, individuals who are unable to demonstrate literacy up to the required level should make arrangements to rectify the deficiency. This can either be achieved through bridging language, literacy and numeracy training or through the use of an interpreter to minimise both personal and community danger.

2. The relationship of Key Competencies to the Industry Competencies

All areas of employment related competencies are, to some degree, required as an inherent part of the competencies expressed for the Beef Cattle industry. Because they form an integral part of the competencies, they are identified in table form and a brief resume of how they reflect on that unit is also included at the end of each unit of competency.

a) Collecting, analysing & organising information

Sound observational skills backed with a broad knowledge of the beef cattle industry are required on a daily basis for personnel to accurately collect and report information on the livestock in their care.

This may also include information on the beef herd as well as herd health monitoring which is then accurately recorded and reported for use as the basis for husbandry or management.

b) Communicating ideas and information

There has been little involvement by the industry in this area in the past due to a pre-occupation with the achievement of both technical and programmed skills and the need as small business people to maintain a competitive edge on other producers.

This overall philosophy still predominates but with the changes in technology and the people and business pressures currently facing the industry, the need for improved language and communication skills and staying in touch with new techniques and technologies is becoming more and more important.

This is particularly so in areas such as that of communicating within the industry network, to other farmers and professionals such as veterinary surgeons or basic literacy skills in reading labels and instructions.

c) Using mathematical ideas and techniques

Well developed traditional mathematical skills are required in many of the daily routines on rural properties. These range from defining and calculating feeding quantities or drench volumes through to business management.

d) Using technology

A wide range of technologies are of increasing use in this industry and competence is required in their use, ranging from computers for record keeping, silicone chips for animal identifications to a range of equipment used to carry out daily routines on the property.

e) Working with others and in teams

Teamwork is the basis of work in more rural industry sectors. Not only are participants in this industry increasingly required to interact with a wide range of industry and service personnel but the close cooperation of other personnel employed on the property.

Like communication, the development of such abilities is crucial to both progression and success in this industry. It is important that all those entering the industry quickly develop an appreciation of the beef cattle industry and overcome the broad community prejudice that is often apparent.

f) Solving problems

Because working in this industry involves interaction with live animals, a wide range of problem solving skills are continually required.

The ability of individuals to make decisions based on sound reasoning and to be resourceful in their actions, are also underlying requirements to competency in this industry.

Three levels of utilising key competencies are indicated as follows

- “1” Describes the competence needed to undertake activities efficiently and with sufficient self management to meet the explicit requirements of the activity and to make judgements about quality of outcome against established criteria.
- “2” Describes the competence needed to manage activities requiring the selection, application and integration of a number of elements, and to select from established criteria to judge quality of process and outcome.
- “3” Describes the competence needed to evaluate and reshape processes, to establish and use principles in order to determine appropriate ways of approaching activities, and to establish criteria for judging quality of process and outcome.

Appendix C

C-2: Introduction RUA 98 – Occupational Health and Safety and the Beef Cattle Production Industry

“A job performed safely and without risk to health is likely to be the most efficient way of carrying out a work task. In this way, high standards of occupational health and safety (OHS) are linked with increased productivity, efficiency and competitiveness.

Prevention of occupational injury and disease relies on the competence of the Australian workforce to identify OHS risks and control them.”

Recent regulatory changes have shifted the emphasis for managing workplace health and safety away from government to enterprise level.

The beef cattle industry, together with other rural industries, experiences high rates of work related injury and illness and consequently increased costs to the industry. Development of OHS skills and knowledge is needed across all levels of the rural workforce from employee to farm owner/manager.

Occupational Health & Safety processes

In order to provide a healthy and safe farm workplace, employers and employees must work together to ensure processes are in place to:

1. Identify hazards – what hazards are present in the workplace’
2. Assess risks – what is the likelihood of, and severity of, injury or disease which may result from identified hazards
3. Control risk – how can the risk be eliminated or minimised?

The most effective approach to control of risk, involves consideration of the hierarchy of control, ranging from the most effective control approaches to the least effective.

1. Eliminate the hazard altogether, looking for alternatives eg reducing the need to spray hazardous substances
2. Substitute the hazard for a less hazardous process
3. Design or engineer control to reduce risk
4. Change work practices
5. Use of personal protective clothing or equipment

Control of risk associated with each identified hazard then must consider the range of options, their relative cost effectiveness and the urgency of risk control requirements.

This process underpins each State's OHS legislation and accompanying regulations and/or codes of practice.

(It should also be noted that others share responsibility for OHS on cattle properties – including machinery designers and manufacturers and suppliers of plant and hazardous substances.)

using training packages

