

## Competency Standards for Caribbean Vocational Qualifications (CVQ)

**CCECC10904**

**Level I in Art and Craft Production - (Textile/Fibre)**

Unit Number	Unit Title	Mandatory /Elective	Hours
ECECOR0011A	Follow health, safety and security procedures	Mandatory	10
ECECOR0121A	Communicate in the workplace	Mandatory	10
ECCCOR0031A	Source and apply industry knowledge	Mandatory	10
ECECOR0031A	Manage own work and learning	Mandatory	10
ECECOR0041A	Work with others	Mandatory	10
ECECOR0051A	Work in a culturally diverse environment	Mandatory	10
ECECOR0061A	Provide quality service to customers	Mandatory	10
ECECOR0081A	Share ideas in the workplace	Mandatory	10
ECECOR0101A	Perform measurements and calculations	Mandatory	20
ECECOR0071A	Use and adapt to changes in technology	Mandatory	10
ECCART0012A	Develop self as an artist(e)	Mandatory	20
ECCACP0201A	Source concept for own work	Mandatory	15
ECEGEN0431A	Deal with emergency situations	Mandatory	10
ECCACP0631A	Apply techniques to produce textile/fibre work	Mandatory	20
ECCACP0501A	Produce textile/fibre work	Mandatory	20
ECCACP0661A	Prepare materials for textile/fibre work	Mandatory	20
ECCGEN0411A	Use simple measuring devices	Mandatory	10
ECCACP0061A	Source and select materials for textile/fibre work	Mandatory	15
ECCACP0671A	Sew and assemble textile/fibre components	Mandatory	20
ECCACP0041A	Store finished work	Mandatory	10
ECCACP0691A	Lay out/mark out textile/fibre material	Mandatory	15
ECCACP0701A	Cut/shape textile/fibre material	Mandatory	15
ECCACP0731A	Decorate textile/fibre work	Mandatory	20
ECCACP0641A	Trim and apply finishing to textile/fibre work	Mandatory	20
ECCACP0481A	Exhibit products	Mandatory	20
ECCACP0101A	Promote and sell products and services	Mandatory	20
ECCACP0681A	Produce embroidered textile/fibre products	Elective	20
ECCACP0771A	Prepare hardanger products	Elective	20
ECCACP0711A	Add reinforcements and attachments to textile/fibre work	Elective	10
ECCACP0781A	Produce crochets	Elective	20
ECCACP0011A	Source information on history and theory for application to own work	Elective	15
ECEGEN0031A	Use drawing techniques to represent the object or idea	Elective	10
ITICOR0011A	Carry out data entry and retrieval procedures	Elective	40
ECCACP0791A	Produce knitted products	Elective	20
ECCGEN0851A	Use and maintain hand and power tools	Elective	20
ECCACP0651A	Operate machines for textile/fibre work	Elective	20
ECCACP0721A	Prepare and transfer patterns to textile/fibre work	Elective	20
ECCACP0801A	Assemble crafted garment	Elective	30

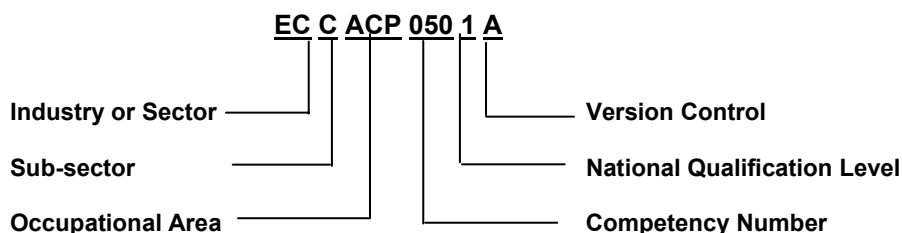
Unit Number	Unit Title	Mandatory /Elective	Hours
ECCACP0742A	Repair and maintain textile/fibre work	Elective	20
ECCACP0752A	Prepare special purpose textile/fibre work	Elective	20
ECCFIN0922A	Process financial transactions	Elective	15
ECCARP0072A	Install and dismantle small exhibitions	Elective	20
ECCART0032A	Produce work which expresses own cultural identity	Elective	20
ECCACP0162A	Develop and articulate concept for own work	Elective	15
ECCACP0172A	Review history and theory for application to artistic practice	Elective	15
ECCACP0762A	Research and experiment with techniques to produce textile/fibre work	Elective	20
BSBSBM0012A	Craft personal entrepreneurial strategy	Elective	50

To be awarded this Caribbean Vocational Qualification (CVQ) all core competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

The nominal training hours are a guide for planning the delivery of Training Programmes.

**Legend to Unit Code:**

**Example: ECCACP0501A**



**KEY:** Man – Mandatory; ECC – Entertainment and Cultural Products (Cultural Products); ECE - Entertainment and Cultural Products (Entertainment); ACP – Art and Craft Production; ITI– Information Technology and Communication (Information Technology); BSB – Business Services (Business); SBM – Small Business Management; FIN – Finance; GEN – General

## ECECOR0011A: Follow health, safety and security procedures

### Competency Descriptor:

This unit deals with the skills and knowledge required to work safely in the workplace and applies to all individuals operating in the Entertainment and Cultural Products Industry.

Competency Field: Entertainment and Culture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Follow workplace health, safety and security procedures	1.1 Health, safety and security procedures are correctly followed and complied with in accordance with enterprise policies, relevant regulations and insurance requirements and safety plan. 1.2 Breaches of health, safety and security procedures are accurately identified and promptly reported. 1.3 All work activities are carried out in a manner that is safe and does not present a hazard to fellow workers and the public. 1.4 Safety symbols and signs are accurately interpreted and safety instructions are followed.
2. Deal with emergency situations	2.1 Potential hazards are promptly recognised and required action is determined and taken within scope of individual responsibility. 2.2 Emergency procedures are correctly followed in accordance with enterprise procedures and guidelines. 2.3 Assistance is promptly sought from colleagues and/or other authorities where appropriate. 2.4 Details of emergency situations are accurately reported in accordance with enterprise policies and guidelines.
3. Maintain personal safety standards	3.1 The appropriate safety clothing, footwear and personal protective equipment are used in accordance with organisation policies and guidelines. 3.2 Appropriate measures are taken to prevent personal injury or impairment resulting from work activities and to control work hazards in accordance with organisation and safety requirements.

- |   |   |     |   |
|---|---|-----|---|
| 4 | Provide feedback on health, safety and security | 3.3 | All manual lifting and handling are done in accordance with legal requirements, enterprise policies and relevant health and safety guidelines.                    |
|   |   | 3.4 | Movements of the body that may cause risk to self are prevented in accordance with safety principles and enterprise requirements.                                 |
|   |   | 3.5 | Appropriate strategies are used to maintain fitness and to counter possible injury from overexertion.   |
|   |   | 3.6 | Adequate rest breaks are planned to maintain work performance and to counter stress and anxiety that may be experienced in working schedule.                      |
|   |   | 3.7 | Contribution and assistance is made towards maintaining the workplace in a safe condition at all times in accordance with organisational and safety requirements. |
|   |   | 4.1 | Health, safety and security issues requiring attention are promptly identified.   |
|   |   | 4.2 | Health, safety and security issues are raised with the designated person in accordance with enterprise and legislative requirements.                              |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to following health, safety and security procedures.

Health, safety and security procedures may include:

- emergency, fire and accident
- hazard identification and control
- use of personal protective clothing and equipment
- safe sitting, lifting and handling
- security of documents, cash, equipment, people
- key control systems
- safe use of electrical equipment
- use of material safety data sheets
- safe use of chemicals and toxic substances
- safe construction of rigs and supports

Emergency situations may include:

- bomb threats
- accidents
- robbery
- fire
- armed hold-up
- floods
- earthquakes
- equipment collapse

Workplace may include:

- established corporations
- home-based operations
- outdoor sites
- cooperatives
- small enterprises
- one-man operations
- venues
- natural or built environment
- institutions

Work hazards may include:

- occupational overuse injury
- back injury
- hearing impairment
- stress
- performance anxiety
- electricity
- noise/sound level
- water and chemicals
- falls
- firearms/ammunition
- animals
- execution of special effects/stunts or action sequences
- adverse weather/lighting conditions
- diving and underwater work

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Areas of the body affected by common injuries may include:

- lower back
- ankle and foot
- knee
- muscles and tendons
- ligaments
- joints
- stress fractures

Personal protective equipment may include:

- safety glasses/goggles
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Measures to prevent injury or impairment may include:

- following all safety procedures accurately
- adopting correct posture
- taking adequate rest breaks
- controlling noise/sound levels and length of exposure to high levels of noise
- using personal protective equipment, e.g. earmuffs
- avoiding eye strain
- correct use of chemical and dangerous substances/equipment
- stress management techniques

Potential hazards may include:

- slippery floors
- unprotected equipment
- unsecured electrical outlets and cables
- obstacles in walkways
- spilled chemicals
- noise and smoke

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to follow health, safety and security procedures in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

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

- following established safety and security procedures and understanding of the implications of disregarding those procedures
- demonstration of knowledge of the industry guidelines and relevant legislative and insurance requirements
- demonstration of understanding of the legal requirement to work in accordance with health, safety and security procedures
- performing work activities in conformance with safety requirements and maintain personal safety
- maintaining safe work environment and report safety and security issues
- accurately interpreting safety symbols and signs
- demonstration of the ability to explain safety procedures to others and deal with emergency situations
- adherence to enterprise policies and procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**

<u>Knowledge</u>	<u>Skills</u>
<p>Knowledge of:</p> <ul style="list-style-type: none"> <li>• relevant industry safety guidelines</li> <li>• relevant Occupational Health and Safety legislation and codes of practice</li> <li>• major safety requirements for work environment</li> <li>• major causes of workplace accidents</li> <li>• workplace hazards</li> <li>• types and usage of personal protective gear and equipment</li> <li>• safety requirements relating to handling and usage of tools, equipment and materials</li> <li>• emergency evacuation procedures</li> <li>• fire hazards and workplace fire hazard minimisation procedures</li> <li>• organisational health, safety and security procedures</li> <li>• symbols used for Occupational Health and Safety signs</li> <li>• designated personnel responsible for Occupational Health and Safety</li> <li>• safety report and safety implementation reports</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• follow health, safety and security procedures</li> <li>• identify major causes of workplace accidents relevant to the work environment</li> <li>• identify and appropriately deal with safety and security risks in the work environment</li> <li>• deal with emergency situations</li> <li>• maintain safe work environment</li> <li>• communicate effectively</li> <li>• perform work activities safely</li> </ul>

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- relevant Occupational Health and Safety acts, regulations and codes of practice
- relevant industry safety guidelines
- enterprise's emergency and Occupational Health and Safety policies and procedures
- relevant protective equipment
- documents for reporting safety breaches and accidents

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work
- testimonials from clients/colleagues
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**ECECOR0121A: Communicate in the workplace**

## Competency Descriptor:

This unit deals the skills and knowledge required to communicate in the workplace and applies to all individuals operating in the Entertainment and Cultural Products Industry.

Competency Field: Entertainment and Culture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gather, convey and receive instructions, information and ideas	1.1 Verbal/written instructions received and responded to with correct actions. 1.2 Information to achieve work responsibilities is collected from appropriate sources. 1.3 Input from internal and external sources is sought and used to develop and refine new ideas and approaches. 1.4 Instructions are accurately conveyed and work signage responded to with correct action. 1.5 The method(s)/equipment used to communicate ideas, instructions and information is appropriate to the audience. 1.6 Effective listening and speaking skills are used in oral communication. 1.7 Instructions or enquiries are responded to promptly and in accordance with enterprise requirements. 1.8 Questions are used to gain extra information and clarification.
2. Carry out face-to-face routine communication	2.1 Communications are conducted in an open, professional and friendly manner. 2.2 Appropriate language and tone is used and the effect of personal body language is considered. 2.3 Active listening and questioning are used to ensure effective two-way communication. 2.4 Cultural and social differences are identified and sensitivity to differences is displayed.

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| 3. Communicate and follow work instructions                                      | 3.1 | Routine instructions, messages and schedules are given or followed.   |
|  | 3.2 | Workplace procedures are accurately interpreted and carried out according to procedures laid down by the enterprise or supervisor.                                    |
|  | 3.3 | Communication is carried out clearly, concisely and effectively so instructions, messages and procedures are understood.  |
|  | 3.4 | Suggestions and information are provided relevant to the planning/conduct of work activities.   |
| 4. Draft routine correspondence  | 4.1 | Written information and ideas are presented in clear and concise language and the information is presented in a manner that is easily understood by the recipient(s). |
|  | 4.2 | Correspondence is drafted and presented within designated timelines.  |
|  | 4.3 | Presentation of written information meets enterprise standards of style, format and accuracy.   |
| 5. Gather information  | 5.1 | Correct sources of information are identified and confirmed.  |
|  | 5.2 | Relevant information is assessed and analysed from a range of sources.  |
|  | 5.3 | Information is selected and sequenced correctly.  |
| 6. Participate in group discussion/meetings to achieve appropriate work outcomes | 6.1 | Participation in on-site meetings/discussions is done in accordance to predetermined procedures.  |
|  | 6.2 | Interaction is carried out to achieve constructive outcome.   |
|  | 6.3 | Responses are conveyed to others in the group.  |
|  | 6.4 | Constructive contributions are made in terms of the work process involved.  |
|  | 6.5 | Goals and aims are communicated clearly.  |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to communicating in the workplace.

Communication type may include:

- oral
- electronic
- written
- non-verbal
- formal
- informal
- direct
- indirect

Communication equipment may include but is not limited to:

- network systems
- telephones
- keyboard equipment including mouse, touchpad, keyboard
- pens, pencils
- information technology components including hardware, software and communication packages
- facsimile machines

Enterprise requirements may be included in:

- quality assurance and/or procedures manual
- goals, objectives, plans, systems and processes
- business and performance plans
- legal and organisation policy/guidelines and requirements
- access and equity principles and practice
- ethical standards
- Occupational Health and Safety policies, procedures and programs
- quality and continuous improvement processes and standards
- defined resource parameters

Correspondence may include but is not limited to:

- memorandums
- messages
- proformas
- emails
- standard/form letters

Information to achieve work responsibilities may include:

- work instructions
- diagrams
- work plans
- information on new developments
- standards
- health and safety requirements
- customer requirements

Oral communication may include but is not limited to:

- answering telephone calls
- requests from colleagues
- use of voice mail
- informal discussions
- answering enquiries from clients

Written information may include but is not limited to:

- handwritten and printed materials
- electronic mail
- internal memos
- briefing notes
- facsimiles
- general correspondence
- telephone messages

Signage may include but are not limited to:

- on-site direction signs
- common site warning signs
- facility or location signs
- traffic signs

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- different sectors of the cultural products industry and their interrelationships
- the roles and functions of industry bodies and professional associations
- roles and functions of trade unions, employer groups and industry regulatory authorities
- interrelationship with other industries
- ethical and legal issues relevant to industry
- industry information sources
- industry standards
- statutory and legal requirements
- local culture and heritage
- role and responsibilities of individuals operating in the industry
- quality assurance requirements
- intellectual property and copyright requirements
- Occupational Health and Safety requirements
- other cultures
- basic information gathering techniques

Skills

The ability to:

- apply questioning techniques to obtain information
- sort and summarise information
- share information with colleagues
- communicate effectively
- read and interpret information
- record information
- relate information on local heritage and culture
- demonstrate awareness of legal and ethical issues
- apply and explain industry knowledge as relevant to area of work
- relate to persons from various cultures

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- sources of information on the industry
- enterprise policies and procedures
- legislative requirements
- industry standards

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of previous work
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

**Method of Assessment (Cont'd)**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work
- testimonials from clients/colleagues
- evaluation of qualifications/portfolio/awards/resume/workplace documents
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**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCCOR0031A: Source and apply industry knowledge**

### Competency Descriptor:

This unit deals with the skills and knowledge required to source, apply and update a general knowledge of the industry, including different industry sectors and relevant information on heritage and cultural practices.

Competency Field: Cultural Products

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Source information on the industry	1.1	Informal and/or formal research is used to update general knowledge of the industry.
		1.2	Specific information on sector of work is accessed and updated.
		1.3	Information is obtained to assist effective work performance within the industry.
		1.4	Information on related industries is sourced.
		1.5	Knowledge of the industry is applied in the correct context to enhance quality of work performance.
		1.6	Information is obtained in accordance with health and safety requirements, intellectual property and copyrights regulations and enterprise policies and guidelines.
2.	Seek and share information on the industry	2.1	Sources of information on the industry are correctly identified and accessed.
		2.2	Information to assist effective work performance within the industry is obtained.
		2.3	Information is shared with customers and colleagues as appropriate and incorporated into day to day working activities.
		2.4	Industry information is correctly applied to day to day work activities.
		2.5	Information is shared in accordance with intellectual property and copyrights regulations and enterprise policies and guidelines.

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|----|--|-----|--|
| 3. | Source and apply information on the legal and ethical issues of the industry | 3.1 | Information on legal and ethical issues is obtained to assist effective work performance.                                |
|    |  | 3.2 | Day-to-day industry activities are conducted in accordance with legal obligations and ethical industry practices.        |
| 4. | Update industry knowledge  | 4.1 | A range of opportunities to update general knowledge of the beauty industry is identified and used.                      |
|    |  | 4.2 | Current issues of concern to the industry are monitored.   |
|    |  | 4.3 | Updated knowledge is shared with clients and colleagues as appropriate and incorporated into day-to-day work activities. |
|    |  | 4.4 | Information is documented in accordance with enterprise policies and procedures.   |

## RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to sourcing and applying entertainment industry knowledge.

Information sources may include but are not limited to:

- media
- reference books
- libraries
- unions
- maps
- resource person
- industry associations
- industry journals
- internet
- personal observation and experience

Information sources and opportunities to update industry knowledge may include:

- unions and other sources of industrial relations information
- industry journals
- media
- Internet
- reference manuals
- policy and procedures manuals
- personal observations and experience
- discussions with industry practitioners and colleagues
- seminars and other professional development opportunities
- industry functions



Other industries with which the industry has relationship may include:

- tourism
- retail
- business services
- entertainment
- hospitality

Issues of concern to the industry may include:

- government initiatives
- labour issues
- industry expansion
- changing nature of the marketplace

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to source and apply industry knowledge in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

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

Demonstrate broad knowledge of the cultural products industry including detailed knowledge of the issues that relate to:

- specific sector
- workplace
- local heritage and cultural practices
- identify information sources and access information on the industry
- share industry information and incorporate knowledge into work practices
- maintain currency of information and knowledge of the issues impacting on industry
- information on legal and ethical issues is obtained and all work is conducted in compliance with those requirements
- correct documentation and updating of information
- compliance with health and safety requirements, intellectual property and copyrights regulations and enterprise policies and procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- different sectors of the cultural products industry and their interrelationships
- the roles and functions of industry bodies and professional associations
- roles and functions of trade unions, employer groups and industry regulatory authorities
- interrelationship with other industries
- ethical and legal issues relevant to industry
- industry information sources
- industry standards
- statutory and legal requirements
- local culture and heritage
- role and responsibilities of individuals operating in the industry
- quality assurance requirements
- intellectual property and copyright requirements
- Occupational Health and Safety requirements
- other cultures
- basic information gathering techniques

Skills

The ability to:

- apply questioning techniques to obtain information
- sort and summarise information
- share information with colleagues
- communicate effectively
- read and interpret information
- record information
- relate information on local heritage and culture
- demonstrate awareness of legal and ethical issues
- apply and explain industry knowledge as relevant to area of work
- relate to persons from various cultures

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- sources of information on the industry
- enterprise policies and procedures
- legislative requirements
- industry standards

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
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- evaluation of previous work
- evaluation of qualifications/portfolio/awards/resume/workplace documents
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**(6) Context of Assessment**

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## CRITICAL EMPLOYABILITY SKILLS

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Levels of Competency		
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Communicate ideas and information	Level 1	
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Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECECOR0031A: Manage own work and learning**

## Competency Descriptor:

This unit deals with skills and knowledge required for the self-management skills needed to perform effectively in the workplace and relates to personal time management and the identification and management of personal learning needs.

Competency Field: Entertainment and Culture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Develop personal time management skills	1.1 Work priorities and deadlines are appropriately established in consultation with others in accordance with organisation procedures. 1.2 Time is managed and work is planned so that tasks are completed according to order of priority and within established deadlines. 1.3 Work is rescheduled and re-prioritised work where necessary to accommodate important variations in the workload. 1.4 Details of work tasks and commitments are accurately documented and work records are maintained according to enterprise requirements. 1.5 All changes and difficulties affecting work requirements are identified through regular reviews of work activities and the appropriate personnel are informed of the effects.
2. Manage own learning	2.1 Own learning needs to achieve set goals are identified in consultation with the appropriate personnel. 2.2 Opportunities to meet learning needs are identified and the appropriate course of action is taken in consultation with the appropriate personnel. 2.3 Appropriate opportunities for on and off-the-job training are pursued and evidence of learning and achievements relevant to the current work role are collected.
3. Receive and act constructively on personal feedback	3.1 Work progress is checked with appropriate persons and suggestions on ways to improve own work is elicited. 3.2 Feedback given on performance is assessed and applied appropriately to improve own work performance.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to managing own work and learning.

Work records may include:

- diary entries
- work schedules
- time sheets
- file notes
- reports
- general in-house correspondence, e.g. memos, notes, email
- records of meetings

Appropriate personnel may include:

- managers
- supervisors
- peers
- mentors
- community representatives

Time planning may include:

- consultation with others
- directions from others
- use of diaries and other work planning
- team meetings

Own learning needs may include:

- knowledge required for present job
- skills development to fulfil career aspirations
- need to obtain competencies to meet current and future organisational objectives

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to manage own work and learning in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

The following evidence is critical to the judgement of competence in this unit:

- demonstrate knowledge of time management, personal development and learning opportunities
- effective application of time management techniques
- plan and organise own work and identify constraints
- assessing learning needs and development opportunities
- communicating effectively with colleagues within the range of situations required for the job role
- receive and act constructively on feedback
- document evidence of learning and maintenance of work records

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- time management techniques
- organising information clearly, concisely and logically
- effective communication techniques
- task management techniques
- dealing with constraints
- general stress management techniques
- career paths within the relevant industry context
- skill requirements for different job roles
- documentation of evidence of learning
- enterprise policies and procedures

Skills

The ability to:

- set personal goals
- assess personal achievement
- plan own work
- communicate effectively and precisely
- perform documentation
- identify learning opportunities
- determine and work towards deadlines

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- information on learning opportunities

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of work plans//previous work/learning needs/training outcomes
- testimonials from clients/colleagues
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**ECECOR0041A: Work with others**

Competency Descriptor:

This unit deals with the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work environment.

Competency Field: Entertainment and culture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Participate in the work/group process	<p>1.1 The relevant work requirements for the group/process are correctly identified.</p> <p>1.2 Own role and role of each individual in meeting work requirements are correctly identified and own role is performed to expectations.</p> <p>1.3 Appropriate assistance is provided to other team members involved in the work group/process as required and constructive contributions are made to meeting work requirements.</p> <p>1.4 Time and resource constraints are accounted for in planning for and fulfilling work requirements.</p> <p>1.5 Work place activities are conducted in compliance with the organization's work policies, procedures and conventions covering acceptable workplace conduct.</p> <p>1.6 Individual differences into are taken into account when performing work activities to achieving work requirements.</p> <p>1.7 Strengths of individuals are utilised to develop others in the group and the sharing of knowledge is incorporated in the group/process activities.</p>
2. Contribute to the flow of information and ideas	<p>2.1 Work outcomes are enhanced by sharing information and ideas relevant to the work activity with others.</p> <p>2.2 Information provided to others is relevant, timely and accurate.</p> <p>2.3 Information and ideas required to assist in the achievement of work requirements are sought from the appropriate persons when required.</p> <p>2.4 Information is recorded in the required detail and in the specified format.</p>

- |    |  |   |
|----|--|---|
|    | 2.5  | Relevant work information is systematically and accurately maintained and filed for easy retrieval.   |
|    | 2.6  | Differences in languages and cultural differences in communication styles are identified and their impact on the work process is accounted for. |
| 3. | Deal effectively with issues, problems and conflicts |   |
|    | 3.1  | Issues, problems and conflicts encountered in the work place are identified and assessed.   |
|    | 3.2  | Issues, problems and conflicts are discussed with team members and solutions are suggested or they are referred to the appropriate person.      |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to working with others.

Work requirements may include:

- goals
- objectives
- priorities
- specified targets or results
- time frames
- coordination with other work processes
- clear role definitions
- application of particular procedures
- organisation of work materials
- roster arrangements or particular approaches to work processes specified by the organisation or work group

Groups may include:

- established or ad hoc work units
- working parties
- task forces
- committees
- self directed teams

Working with others requires individual diversity to be taken into account including:

- cultural, racial and ethnic background
- physical requirements
- gender
- languages
- customs
- religious and traditional beliefs

Working with others may include:

- one-to-one communication in a group or team
- taking part in informal discussions
- following instructions
- consulting with the community
- taking part in meetings
- dealing with conflict

Techniques to resolve issues, problems or conflicts may include:

- problem solving
- negotiation
- conflict resolution
- use of a mediator or conciliator

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to work with others in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

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

- participate in work process and contribute to achievement of goals and objectives
- demonstrate the ability to communicate effectively with others within the range of situations required for the job role
- provide ideas, lend assistance to others and resolve conflicts
- identify and fulfil own role in work process and utilise the strengths of others
- deal effectively with resource and time constraints and personal differences
- prepare for and conduct work operations in accordance with procedures
- demonstrate the ability to work effectively as part of a team
- demonstrate knowledge of effective communication techniques, including active listening, questioning and non-verbal communication

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- individual roles and responsibilities and relationships to others
- techniques for managing own work load such as:
  - meeting deadlines
  - acknowledging if tasks are beyond
  - current capacity
  - handling tasks or problems as far as possible then referring on to others as required
  - acceptable workplace conduct, including
    - regular attendance
    - punctuality
    - maintaining an orderly workspace,
    - appropriate standards of personal presentation and hygiene
    - self-confidence and self-respect
    - acceptance of constructive criticism and a willingness for self-improvement
    - good humoured approach to others and adaptability and flexibility
    - team work principles
    - effective communication techniques
    - conflict resolution techniques
    - Occupational Health and Safety principles

**Skills**

The ability to: (Cont'd)

- apply teamwork principles
- communicate effectively
- manage own work
- work harmoniously with others
- apply listening and questioning skills

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- enterprise policies and procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or previous work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of level of interaction with others in previous work role
- testimonials from clients/colleagues
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECECOR0051A: Work in a culturally diverse environment**

Competency Descriptor:

This unit deals with the skills and knowledge to work successfully in an environment with people from diverse social and cultural backgrounds.

Competency Field: Entertainment

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Communicate with individuals from diverse backgrounds	1.1 Individuals and groups from different backgrounds, cultures and languages are treated with respect and sensitivity.
	1.2 Effective communication and cooperation is established with individuals from different backgrounds in workplace activities.
	1.3 An effort is made to communicate using gestures, simple words and other appropriate methods where language barriers exist.
	1.4 Different traditions and ways of communicating is taken into account in responding to workplace situations.
	1.5 The ability of team members to speak a language other than English and/or their experience of living in other regions or cultures is valued and recognised as an asset.
2. Deal with cross cultural misunderstandings	2.1 Issues, which may cause conflict or misunderstanding in the workplace, are identified.
	2.2 Difficulties are addressed with the appropriate people and assistance is sought from team leaders or others where required.
	2.3 Possible cultural differences are considered when difficulties or misunderstandings occur.
	2.4 Every effort is made to resolve misunderstandings, taking account of cultural considerations.
	2.5 Issues and problems are referred to the appropriate team leader/supervisor for follow-up.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to working in a culturally diverse environment.

Possible cultural differences may include those relating to:

- appropriate ways of greeting and parting
- levels of formality
- work ethics
- family obligations
- customs
- social values
- dress and grooming
- non-verbal behavior, understandings and interpretations
- observance of special religious, feast or other celebratory days
- product preferences

Differences of background and culture may relate to:

- race/ethnic origin
- language
- special needs
- family structure
- gender
- age
- sexual preference

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to work in a culturally diverse environment in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

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

- ability to identify and respond to the cultural context of a given workplace
- the ability to apply knowledge of different cultures and cultural characteristics appropriately in communication with individuals from a range of backgrounds
- identify and resolve misunderstandings appropriately

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- principles that underpin cultural awareness and relevance to individual behaviour in the workplace
- general characteristics of the different cultural groups in the society
- cultures of immigrants and relevant cultural protocols
- principles and techniques for resolution of cross-cultural communication difficulties
- principles of equal employment opportunity and anti-discrimination legislation as they apply to individual employees

Skills

The ability to:

- communicate with people from a range of social and cultural background
- demonstrate sensitivity to cultural differences
- identify and deal with issues in the workplace that may cause conflict/misunderstanding
- use appropriate gestures and phrases to overcome language difficulties

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of work done previously
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.



**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECECOR0061A: Provide quality service to customers**

Competency Descriptor:

This unit deals with the skills and knowledge required to identify and satisfy customer needs and expectations in a positive and professional manner.

Competency Field: Entertainment and culture

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Identify customer needs	1.1	Appropriate interpersonal skills are employed to ensure that customers' needs are accurately identified.
		1.2	Customer requests are discussed in an articulate, easy to understand manner and all requests are responded to promptly and accurately within policy and procedures.
		1.3	Customers' needs are assessed for urgency so that priorities for service delivery can be identified.
		1.4	Customers are provided with information about available options for meeting their needs and assisted to identify their preferred option.
		1.5	Enterprise products and services are promoted to meet the customer request within policy and procedures.
		1.6	Relevant documentation are completed in accordance with enterprise policies and procedures.
		1.7	Personal limitations in addressing customer needs are identified and where appropriate, assistance is sought from designated person.
2.	Communicate with the customer	2.1	Communication is conducted with customers and colleagues in a polite, professional and friendly manner.
		2.2	Language and tone appropriate to a given situation are used in both written and spoken communication.
		2.3	Appropriate non-verbal communication is used in all situations.
		2.4	Non-verbal communication of colleagues and customers are observed and taken into consideration in the communication process.

- 2.5 Sensitivity is shown to cultural and social differences when communicating with others.
- 2.6 Active listening and questioning are used to facilitate effective two-way communication.
- 2.7 Identify potential and existing conflicts and seek solutions in conjunction with parties involved.
- 3. Establish a relationship with the customer
  - 3.1 Confirm customer identity and details with customer records if appropriate.
  - 3.2 Establish a rapport using active listening and empathy techniques.
- 4. Maintain personal presentation standards
  - 4.1 Appropriate dress, grooming and behaviour are observed in the workplace.
  - 4.2 Personal presentation takes account of workplace environment and impact on different kinds of customer.
- 5. Deliver quality service to customers
  - 5.1 Prompt customer service is provided to meet identified needs in accordance with legislative and organisational requirements.
  - 5.2 Appropriate rapport is established with customers to enable high-quality service delivery.
  - 5.3 All reasonable needs and requests of customers are met within organizational guidelines and timeframes.
  - 5.4 Service is provided to customers respectfully and with sensitivity where cultural differences and special needs exist.
  - 5.5 Customers' complaints are handled sensitively and courteously in accordance with organisational requirements.
  - 5.6 Opportunities to enhance the quality of service and products are identified and taken whenever possible.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to providing quality service to customers

Customers include but not limited to:

- user
- purchaser or beneficiary of a service, product or process
- internal or external clients
- colleagues
- visitors

Interpersonal skills may include:

- using appropriate body language
- summarizing and paraphrasing to check understanding of customer's message
- providing an opportunity for the customer to confirm his/her request
- seeking feedback from the customer to confirm understanding of needs
- questioning to clarify and confirm the customer's needs
- listening actively to what the customer is communicating

Personal presentation may include:

- personal appearance
- correct posture
- use appropriate language and tone
- demeanour
- personality

Delivery quality service may include:

- building rapport
- keeping promises
- keeping the customer informed
- doing it right the first time
- owning the customer's request
- responding to the customer's request with operational efficiency

Active listening involves but not limited to:

- giving your full attention to the persons who are speaking
- responding in a way that lets them know you have listened
- understood their message as they have intended

Customer needs may relate to:

- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing the enterprise's products and services
- returning organisation's products

Grooming to include:

- the use of hygiene aids
- properly laundered garments
- clean shoes
- the range of fashions and hairstyles accepted as appropriate for the workplace

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Legislative requirements may include:

- confidentiality and privacy
- anti-discrimination
- licensing requirements
- fair trade
- adherence to mandatory service and process standards
- Occupational Health and Safety requirements
- environmental regulations

Behaviour which contributes to a safe work environment may include:

- discussing and negotiating problems and tasks with other team members
- sharing knowledge and skills
- identifying and reporting any risks or hazards
- using business equipment according to instructions

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to provide quality customer service in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

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

- demonstrate knowledge of enterprise products and service
- demonstrate knowledge of and adherence to enterprise standards, policies and procedures
- use of appropriate language, tone and phrases in dealing with customers and giving due consideration for special needs and cultural and social differences
- demonstrate clear and concise communication with the customer including use of active listening and questioning techniques
- referral of inquiry in a prompt and efficient manner
- provide various options to the customer when more than one option can satisfy customer need
- deliver service in accordance with enterprise policy and procedures
- projection of a professional image in representing the enterprise

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the enterprise's business structure, products and services
- strategies for excellent customer service
- the organisation's policies and procedures for customer service including handling customer complaints
- customer feedback mechanisms and their special needs teamwork
- enterprise policies, procedures and guidelines
- enterprise culture and values
- enterprise business goals and standards
- business operations and processes
- legislative requirements

Skills

The ability to:

- access and use workplace information
- utilise skills to identify customer needs
- deal with customer enquiries or complaints (problem solving skills)
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- articulate enterprise products and services
- employ questioning and active listening skills to clarify information
- apply customer service skills to satisfy customer requirements and satisfaction
- apply customer service skills to satisfy customer satisfaction
- read and interpret information

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- information on enterprise products and services
- enterprise policies and procedures
- relevant legislations

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or previous service provided and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous service provided/previous work
- testimonials from clients/colleagues
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

**Method of Assessment (Cont'd.)**

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECECOR0081A: Share ideas in the workplace**

Competency Descriptor:

This unit deals with the skills and knowledge required to share idea/s with others in the workplace in a range of contexts within the Entertainment and Cultural Products Industry.

Competency Field: Entertainment and Culture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Clarify idea/s for communication	1.1 Advantages and disadvantages of idea/s are identified. 1.2 Information relevant to the idea/s is gathered with consideration of intellectual property, moral rights and copyright requirements. 1.3 Effects of the idea/s are identified. 1.4 Other possible options are considered based on idea/s.
2. Prepare to communicate idea	2.1 Relevant people to share idea/s with are identified. 2.2 Suitable communication method is selected based on audience. 2.3 Suitable time and place for communication is established in accordance with enterprise policies and procedures. 2.4 Responses to idea/s are anticipated and support for idea/s is developed.
3. Share idea/s	3.1 Idea/s is/are presented in appropriate manner and clearly explained. 3.2 Feedback is sought, discussed and accepted. 3.3 Idea/s is/are modified accordingly.



## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to sharing ideas in the workplace.

The effects will include:

- the people who may be involved
- the resources required
- processes needed to develop and implement the idea/s
- the impact on the workplace

Other options include:

- giving considering other ideas
- being open to make changes to the original idea

Communication methods refer to:

- how and when you will present ideas
- face to face
- team meeting
- informal discussion or one on one with a specific person
- written
- email or telephone

Relevant people may include:

- peers
- supervisor
- area leader
- manager

Seeking, discussing and accepting feedback involve:

- actively listening
- asking questions
- clarifying understanding and evaluating
- accepting and rejecting the opinions and ideas of others' as appropriate

Anticipation of responses may involve:

- visualising the meeting or discussion
- thinking through both positive and negative aspects of the idea
- identifying the questions and viewpoints of others

Modifying ideas may involve:

- making improvements
- developing your idea/s based on the feedback received

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to share ideas in the workplace in accordance with the performance criteria and the range listed within the range of variables statement.

**(1) Critical Aspects of Evidence**

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

- ideas are analyzed and appropriate information is gathered
- ideas are communicated to the relevant parties using most effective methods
- plan and organise occasion to communicate idea/s
- demonstrate the ability to clearly and confidently define an idea/s and express it effectively to others within a work context
- actively listen for both positive and negative feedback and modify idea/s accordingly
- responses to ideas are evaluated and employed to modify ideas
- perform all activities in accordance with enterprise policies and procedures
- compliance with all legislative requirements

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- appropriate communication methods
- enterprise structure
- positions and roles of individuals in the enterprise
- sources of information relevant to ideas
- methods of access and gather information
- define and develop ideas
- presentation techniques
- feedback mechanism
- basic evaluation and review procedures
- enterprise policies and procedures
- intellectual property, moral rights and copyright requirements

Skills

The ability to:

- accept positive and negative feedback
- observe details of people, objects and events
- apply presentation skills
- experiment with ideas and modify them
- recognise limitations and ask for help where needed
- listen to ideas and opinions of others with an open mind
- ask questions and seek clarification
- follow organisational guidelines or work under supervision

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- access to sources of information
- enterprise policies and procedures
- legislative requirements

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or previous work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/ideas shared
- testimonials from clients/colleagues
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECECOR0101A: Perform measurements and calculations**

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively carry out measurements and calculation of work to required tolerance.

Competency Field: Entertainment and culture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Obtain measurements	1.1 Accurate measurements are obtained to job instruction using appropriate measuring devices. 1.2 Instruments are selected and are read to the limit of accuracy of the tool. 1.3 Measurements are correctly identified/recorded without error. 1.4 Quality Assurance requirements associated with enterprise's work operations are recognised and adhered to.
2. Perform simple calculations	2.1 Calculations needed to complete work tasks are performed using the four basic processes of addition, subtraction, multiplication and division. 2.2 Calculations involving fractions, percentages and mixed numbers are used to complete workplace tasks. 2.3 Knowledge of the mathematical relationships between various quantities is demonstrated. 2.4 Calculations are performed accurately using established formulae and the results are applied to work activities. 2.5 Basic statistical calculations are performed using given data. 2.6 Basic calculations involving geometry, algebra and calculus are performed correctly where required. 2.7 The functions of a calculator are used to perform workplace tasks. 2.8 Numerical information is self-checked and corrected for accuracy.

- |    |                                 |     |  |
|----|---------------------------------|-----|--|
| 3. | Estimate approximate quantities | 3.1 | Quantities of materials and resources required to complete a work task are estimated.  |
|    |                                 | 3.2 | Measurements or quantities are estimated (approximately) on worksite or from job instructions.   |
|    |                                 | 3.3 | The time needed to complete a work activity is estimated.  |
|    |                                 | 3.4 | Accurate estimates for work completion are made.   |
|    |                                 | 3.5 | Costs for materials and projects are estimated to be within a reasonable range of the actual costing.  |
| 4. | Interpret charts and graphs     | 4.1 | Information extracted from charts and graphs are correctly interpreted.  |
|    |                                 | 4.2 | Information extracted from charts and graphs are applied in the decision making process.   |
|    |                                 | 4.3 | Information presented in mathematical symbols, diagrams and pictorial representations is recognised, interpreted and used to complete workplace tasks. |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to performing measurements and calculations.

Calculation may include:

- area
- perimeter
- angles
- mass
- scales
- quantities
- ratios (ingredients/elements and triangulation)
- proportion
- volume

Measurements may include:

- linear quantities
- volume
- density
- angular dimensions

Measuring devices and instruments may include:

- rule
- tape measure
- protractor
- square
- plumb line
- stop clock
- containers to measure volumes
- multimeter

Job instruction may involve:

- verbal direction/instruction
- written instruction
- provision of job drawing and details

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Materials may include:

- clothe
- paper
- wood
- metal
- liquids
- chemicals

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability perform measurements and calculations in accordance with the range listed in the range statement, relevant to the work orientation.

### (1) Critical Aspects of Evidence

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

- communicate effectively to enable accurate calculations and measurements
- demonstrate safe and effective use of measuring devices
- accurate measurements taken and recorded
- select appropriate mathematical process and perform calculations to specifications
- estimate quantities and costs to requirements
- interpret charts and graphs
- locate, interpret and apply relevant information
- maintain workplace records

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- drawings and specifications
- materials relevant to the work process
- mathematical operations in geometry, measurement and calculations
- costing relevant to the work activity
- charts and graphs
- units of measurements
- relationship between quantities
- measuring devices and equipment
- application of mathematical procedures including addition, subtraction, multiplication, division, percentages and fractions

**Knowledge**

Knowledge of: (Cont'd)

- metric and where required, imperial measurement systems
- use dial, scale and digital readouts
- calculating devices
- basic statistical calculation
- enterprise policies and procedures
- quality standards
- Occupational Health and Safety requirements

**Skills**

The ability to:

- read and interpret drawings/instructions
- measure and calculate manually
- record measurements
- operate electronic calculating devices
- interpret charts and graphs
- communicate effectively
- manipulate formulae
- use measuring devices and equipment safely

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- relevant measuring devices and equipment
- work instructions/drawing and materials
- enterprise policies and procedures and quality standards
- Occupational Health and Safety requirements

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer



**(5) Method of Assessment (Cont'd.)**

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## ECECOR0071A: Use and adapt to changes in technology

### Competency Descriptor:

This unit describes the skills and knowledge required to evaluate and adapt to a variety of technological changes within the cultural industries. This knowledge underpins effective performance in all sectors and applies to all people working in these industries.

Competency Field: Entertainment

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Evaluate information about new technology	1.1 Where necessary seek information about the current technological changes that apply to the relevant industry.  1.2 Evaluate the information according to the impact it will have on effective work performance within the industry, including information about: <ul style="list-style-type: none"> <li>• changes in any type of equipment or technology used within the industry</li> <li>• likely effects of new technology on current work practices</li> <li>• ways of upgrading skills to include the use of new technology</li> </ul>
2. Adapt to changes in the new technology	2.1 When required, undertake appropriate training of new technology to improve work practices.  2.2 Read any relevant documentation that will assist in the practice of use of the new technology.  2.3 When required, select appropriate equipment that is suitable for the specific uses defined by the new technology.  2.4 Implement the new technology in current work practices.
3. Update knowledge of new technology	3.1 Continually apply informal and/or formal research to update knowledge of any subsequent new technologies that may impact on work practices.  3.2 Monitor current changes in technology and implement those changes when required.  3.3 Share updated knowledge with colleagues as appropriate, and incorporate information into day-to-day work activities.

## RANGE STATEMENT

Information about the new technology may be obtained from the following sources:

- electronic media
- reference books
- libraries
- industry associations and organisations
- industry journals
- publications - newsletters, magazines, bulletins and letters
- computer data, including internet
- induction kits
- organisational policies, procedures and journals
- occupational health and safety laws, regulations, journals
- personal observations and experience
- discussions with current industry practitioners
- discussions with manufacturers technical and sales personnel
- specialist technical publications
- manufacturers' handbooks, manuals promotional material

Industries incorporating new technology may include:

- music
- film
- television
- radio
- interactive multimedia
- entertainment
- arts

New technology may include:

- replacement of analogue systems with digital systems
- video editing software
- music production software and equipment
- sound editing software
- camera equipment
- sound equipment
- projection equipment
- computer technology

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

This unit of competence applies to a range of cultural industries. The focus of assessment will depend on the industry involved.

Assessment must be contextualised/tailored to meet the needs of the particular industry and industry sector in which performance is being assessed. Assessment would only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the industry involved i.e. music, film and television, radio or multimedia.

For generic pre-vocational training, organisations should provide training, which is tailored to meet the needs of the particular industry. It is intended that participants will gain a breadth of industry knowledge, encompassing the full range of industry contexts, with no bias towards individual industry specialisations.

The following evidence is critical to the judgement of competence in this unit:

- demonstration of knowledge of new technology
- incorporation of appropriate new technology into current work practices to achieve most effective outcomes

## (2) Pre-requisite Relationship of Units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is delivered/assessed in conjunction with other operational and technical units.

## (3) Underpinning Knowledge and Skills

### Knowledge

Knowledge of:

- identification of relevant information
- questioning techniques to obtain information

### Skills

The ability to:

- sort and summarise information
- undertake training in new technology and incorporate the use of new technology into current work practices
- to access information about new technology

## (4) Resource Implications

Assessment requires access to a range of relevant and current industry information materials listed in the range of variables statement.

Workplace based assessment should utilise the range of materials current and relevant to that workplace environment.

Simulated workplace activities must be undertaken using an appropriate range of relevant and current material to the industry.

## (5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

#### (6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

### CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECCART0012A:          Develop self as an artist(e)**

Competency Descriptor:

This unit deals with the skills and knowledge required for the development of technical and conceptual skills required to work as a practising artist(e).

Competency Field: Entertainment and Culture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Acquire and develop technical skills	1.1	Strategies to ensure the development of appropriate technical skills in art practice are developed.
		1.2	Art making opportunities are planned for and used to develop and assess the development of technical skills.
		1.3	Practice, feedback, discussion and evaluation opportunities are identified and used to continuously improve technical skills.
		1.4	The capabilities of materials, tools and equipment to develop technical skills are tested.
		1.5	Relevant journals, magazines, catalogues and other media are identified and used to stimulate technical and professional development.
2.	Develop conceptual skills and ideas	2.1	Ideas are discussed with others and the knowledge gained is applied to inform own practice.
		2.2	Work practice is used to gain experience in a range of genres and interpretations.
		2.3	The work of others is studied to stimulate conceptual and technical skills development.
		2.4	A range of opportunities to develop own practice and keep informed about current art practice is identified and used.
3.	Develop own voice	3.1	New ideas are explored and experimented with in making and/or interpreting work.
		3.2	Technology is explored and used where appropriate to expand own practice.

- |    |                             |     |  |
|----|-----------------------------|-----|--|
| 4. | Evaluate own work           | 4.1 | Constructive criticism is sought from others and applied to the improvement of own work.                           |
|    |                             | 4.2 | Own work is evaluated against planned strategy for own art practice.   |
|    |                             | 4.3 | Own work is evaluated in the context of work by others in order to extend own practice.                            |
|    |                             | 4.4 | Work processes and practice are adjusted where necessary to improve technical, conceptual and commercial outcomes. |
| 5. | Research work opportunities | 5.1 | Sources of information relating to work opportunities are correctly identified.                                    |
|    |                             | 5.2 | Networks and promotional opportunities, which may be helpful in developing career opportunities, are identified.   |
|    |                             | 5.3 | Research results and information are incorporated into own work practice and career planning.                      |

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to developing self as an artist(e).

Technical skills may include skills in:

- painting and drawing
- sculpture
- fibre/textile arts, including papermaking/papercasting
- ceramics
- photography, including digital photography
- making jewellery
- designing and making three dimensional objects
- video
- performing
- printmaking
- using information technology, including relevant hardware and software

Strategies for developing self as a designer may include:

- working effectively with assessor/trainer
- participating in professional development and other learning opportunities
- undertaking training courses
- practising
- participating in relevant groups or associations
- experimenting
- communicating with peers
- being involved in a range of relevant art making activities

Opportunities to develop skills may include participation in and/or attendance at some of the following:

- exhibitions
- lectures, seminars, conferences, symposiums
- floor talks at galleries
- competitions
- master classes
- professional organisations

Promotional opportunities may include:

- competitions
- exhibitions
- community events
- participation on websites
- membership of specialisation-specific organisations
- applications to funding bodies

Networks may include:

- professional associations
- alumni organisations
- community organisations
- colleagues and teachers

Developing own voice includes:

- developing repertoire and knowledge
- analysing and researching the work of others relevant to selected area of specialisation
- exploring elements and principles of design
- analysing conventions, practices and customs in art practice

Sources of information may include:

- gallery listings
- job advertisements
- websites
- word of mouth
- art journals
- exhibition catalogues and programmes

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to develop oneself as an artist(e) in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

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

- application of planned strategies to develop appropriate skills in art practice
- use of discussion and evaluation opportunities to inform and develop technical and conceptual skills
- demonstration of work practice which develops own voice through exploring and experimenting with new ideas in making and/or interpreting work



**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- physical properties and capabilities of materials, tools and equipment and their applications
- the elements and principles of design relevant to the area(s) of specialisation(s)
- knowledge about theoretical and historical contexts relevant to the area(s) of specialisation(s)
- awareness of copyright, moral rights and intellectual property issues related to the development of self as artist
- sources of information relating to work opportunities and career planning

Skills

The ability to:

- discern and listen to advice from appropriate colleagues, experts and audiences
- apply literacy skills sufficient to interpret information and communicate ideas
- plan developmental strategies
- produce works of art
- build networks
- evaluate own work
- identify opportunities to develop self
- source and access information

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- project or work activities that allow the candidate the opportunity to use a range of strategies and resources to develop own practice

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

### Method of Assessment (Cont'd)

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of products made/previous work
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

### (6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

### CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0201A: Source concept for own work**

Competency Descriptor:

This unit deals with the skills and knowledge required to source and organise information to assist in the development of the concept for work which encompasses ideas, form and context for the work.

Competency Field: Entertainment and Culture

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Source concept	1.1 Information relevant to ideas for the concept is accurately identified. 1.2 Sources of information are identified and accessed in accordance with relevant enterprise guidelines and legal requirements. 1.3 Information is collected in accordance with relevant enterprise guidelines and legal requirements. 1.4 Collected information is organised in a way which helps the development of the concept.
2. Review information for application to own work	2.1 Information is reviewed to clarify ideas for the concept. 2.2 Options for the concept are developed and expanded upon. 2.3 Final option for the concept is selected based on information. 2.4 Techniques consistent with conceptual vision are identified and applied to work activities in accordance with industry practice.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to sourcing concept for own work.

Information sources may include:

- family stories
- oral history
- myths and legends, including religious
- books, magazines, poems
- photographs and other artworks
- music and/or film/video
- direct observation of the natural or man-made environment

Organising information may include:

- written and/or visual diary
- scrapbook of images
- file

Reviewing information may include consideration of:

- personal interest
- cultural conventions and/or significance
- aesthetic appeal

Legal requirements may include:

- copyright legislations
- Intellectual property rights legislations
- moral rights
- legislations governing culture and religion

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to source concept for own work in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of sources of information to assist the development of the concept for own work, other artists and concept development for their work and legal requirements governing collection and usage of information
- identify and access sources of information assist the development of the concept for own work
- development of a concept for work through the process of collecting, organising and reviewing information
- select and apply techniques relevant with conceptual vision
- demonstrate awareness of and comply with all legal requirements
- follow enterprise guidelines, policies and procedures

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills****Knowledge**

Knowledge of:

- range of sources of information to assist the development of the concept for own work
- basic elements and principles of design to assist the development of the concept for own work
- other artists and concept development for their work
- basic theoretical and historical contexts to assist the development of the concept for own work
- awareness of copyright, moral rights and intellectual property issues relevant to development of concept for own work
- legal requirements for use of information
- basic information management
- technology relevant to accessing information
- enterprise policies and guidelines
- relevant techniques for producing work

**Skills**

The ability to:

- source, organise and review information to assist the development of the concept for own work
- interpret simple technical data which assists the development of the concept for own work
- communicate effectively
- comply with legal requirements
- develop concept from information
- apply numeracy and literacy skills

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- the materials, resources and equipment needed to seek, organise and review information
- enterprise policies and procedures
- relevant legislations on copyright and intellectual property

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of concepts/previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## ECEGEN0431A: Deal with emergency situations

### Competency Descriptor:

This unit deals with the skills and knowledge required to deal with emergency situations that may occur or affect clients and workers.

Competency Field: Entertainment and culture

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Carry out emergency procedures in the event of a fire	1.1	Fire fighting equipment is correctly used in accordance manufacturer's specifications.
		1.2	Appropriate emergency procedures are followed in accordance with enterprise emergency plan.
		1.3	Evacuation procedures are correctly followed in a calmly and orderly.
		1.4	Unexpected situations are dealt with in accordance with established procedures and guidelines.
		1.5	Information is accurately recorded and submitted to the relevant authority in accordance with enterprise policies and procedures.
2.	Carry out emergency procedures in the event of accidents	2.1	Emergency procedures applied are in accordance with given instructions.
		2.2	Appropriate action is taken to ensure safety of injured and uninjured persons in accordance with given guidelines.
		2.3	Comfort and reassurance is given to injured persons.
		2.4	Personal emergency and accidents are reported in an appropriate manner and to the appropriate personnel.
		2.5	Accidents are identified and action taken immediately.
3.	Deal with suspicious items	3.1	Suspicious items and packages are identified and promptly reported to the appropriate personnel.
		3.2	Correct safety and security procedures are followed in a calm and orderly manner.



- |    |   |     |   |
|----|---|-----|---|
| 4. | Deal with suspicious occurrences                                  | 4.1 | Suspicious behaviour and occurrences are promptly identified.   |
|    |   | 4.2 | Any suspicious behaviour or occurrences are promptly reported to the designated person.   |
| 5. | Carry out emergency procedures in the event of a natural disaster | 5.1 | Appropriate steps are taken to protect life and property in the event of a natural disaster.  |
|    |   | 5.2 | Damages to life and property are identified and all relevant documents accurately prepared and dispatched to the appropriate personnel. |
|    |   | 5.3 | Unsafe areas are identified and persons evacuated immediately.  |
|    |   | 5.4 | Correct evacuation procedures are followed in a calm, orderly manner in accordance with enterprise procedures.                          |
|    |   | 5.5 | Unexpected situations are reported and handled in accordance with enterprise procedures.  |
|    |   | 5.6 | Emergency procedures are followed in accordance with statutory and enterprise guidelines.   |
|    |   | 5.7 | Information is documented and communicated clearly and accurately.  |

## RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to dealing emergency situations.

Fire extinguishing equipment and supplies to include:

- extinguishers (A, B & C)
- sand, water
- Wet Blanket

Emergency procedure to include:

- eliminating cause of fire
- use of fire extinguishers
- alerting appropriate personnel
- reassuring client

Types of fire to include:

- fires involving combustible materials (wood, paper, cloth)
- fires involving flammable liquids (gasoline, kerosene, thinner, grease);
- fires involving electrical equipment

Suspicious items or packages:

- all bags
- packages and parcels which have been left unattended for no apparent reason
- unusual deliveries

Accidents involving injury to staff and clients which require basic first aid may include:

- burns
- choking
- cuts
- falls
- electrical shock
- chemical spills

Emergencies that must be reported to include:

- heart attack
- drug overdose
- fainting
- diarrhoea
- vomiting
- food poisoning

Potential hazards resulting from earthquake:

- objects that may fall
- cracks in walls and floors
- exposed electrical wires
- wet floors
- broken sewer mains
- damages to life and property to include death, persons with broken limbs,
- damaged equipment, damaged building

Appropriate action to include:

- eliminating cause of accidents where possible
- rendering first aid
- alerting relevant department or personnel

Safety precautions to include:

- guidelines from the relevant statutory body
- enterprise's emergency plan

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to deal with emergency situations in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of established emergency procedures and appropriate authorities responsible for dealing with emergencies
- correct use of fire extinguishers and application of emergency procedures when dealing with fires
- prompt response to deal with injuries within area of responsibility and to protect self and others
- demonstrate the ability to deal with emergency situations mentioned in the range of instances
- identify situations and carry out correct procedures for dealing with hazards, suspicious items and accidents
- identify and deal appropriately with security threats
- perform required documentation and reporting
- refer emergencies to appropriate authority to deal with promptly
- compliance with all statutory and enterprise emergency policies and procedures

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- types of fire and the requisite fighting equipment
- proper use of fire fighting equipment
- safety precautions and procedures in evacuating a building in which there is fire
- emergency procedures in the event of fire
- cues in identifying suspicious items or packages
- how to deal with emergencies such as heart attack, drug overdose, fainting, diarrhea, vomiting, food poisoning
- emergencies that may occur following and earthquake
- post earthquake safety precautions
- precautionary measures in preparing for an for an impending hurricane.
- roles and function of bodies responsible
- for emergency preparedness and
- responses

Skill

The ability to:

- use fire fighting equipment
- carry out emergency procedures in the event of a fire
- identify suspicious items and packages
- deal with the discovery of suspicious items\packages
- carry out emergency procedures in the event of accidents
- follow emergency procedures in the event of a hurricane
- follow emergency procedures in the event of an earthquake

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- relevant established emergency procedures
- enterprise emergency plan
- procedures from relevant statutory authority dealing with disaster preparedness and emergencies
- enterprise policies and procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of how incidents were handled in the past
- testimonials from clients/colleagues
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0631A:            Apply techniques to produce textile/fibre work**

### Competency Descriptor:

This unit deals with the skills and knowledge required to use techniques, materials and equipment for the production of textile/fibre work.

Competency Field:    Art and Craft Production

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Prepare and maintain physical resources for textile/fibre work	1.1	Tools, equipment and materials required for the production of textile/fibre work are correctly identified and selected.
		1.2	Tools, equipment and materials are prepared, cleaned and maintained in accordance with relevant workplace procedures and safety requirements.
		1.3	Workspace is organized and maintained so that it remains clean and safe accordance with relevant workplace procedures and safety requirements.
		1.4	Tools, equipment and materials are stored in accordance with relevant workplace procedures and safety requirements.
2.	Use and test textile/fibre techniques	2.1	Techniques for the production of textile/fibre work are applied safely and in accordance with industry best practices.
		2.2	Nominated techniques are used and tested to determine the capability of the technique and its application.
3.	Produce the textile fibre work	3.1	Concept for the proposed textile/fibre work is drawn based on own ideas or supplied information.
		3.2	The steps and resources required to produce the proposed textile/fibre work are correctly identified.
		3.3	Appropriate tools, equipment and materials are selected for the specific textile/fibre work.

- 3.4 Quantities of materials required are correctly calculated and waste is minimized where possible.
- 3.5 Techniques, tools and materials are safely used to produce the final textile/fibre work in accordance with industry best practices.

## RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to applying techniques to produce textile/fibre work.

Textile/fibre work may include:

- simple objects, e.g. baskets, mats
- woven fabric
- decorated or embellished fabric, e.g. using printing, stitching, embroidery techniques, dyeing, resist dyeing
- knitted objects or garments
- paper
- felt

Techniques used would generally be quite limited in nature and may include:

- weaving, e.g. on and off loom, basket
- stitching, e.g. embroidery, appliqué, patchwork
- tapestry
- hand painting techniques
- printing, e.g. block, silk screen, stamps
- dyeing, e.g. resist, tie-dye, natural/synthetic dyes
- knitting and knotting techniques
- hand paper making techniques, e.g. sheet, cast
- felt making techniques

Tools and equipment may include:

- looms
- bobbins
- needles, e.g. knitting, embroidery
- sewing machines
- printing blocks and screens
- brushes
- paintings
- spoons, spatulas scrapers, squeegees
- hotplates, saucepans
- steamer
- dyeing and casting vats
- moulds and deckles
- blenders
- scales
- measuring containers

Materials may include:

- natural fibres
- fabricated fibres
- fabric lengths or pieces
- found fabrics and fibres
- cellulose fibres
- recycling paper
- cold and hot water dyes
- paints and fabric inks
- printing block and screen materials
- resist dyes
- dye powders
- chemical powders and solutions

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Testing techniques may include:

- exploring techniques by making practice pieces
- making samples applying nominated techniques
- experimenting directly with work in progress

The concept for the proposed textile/fibre work may be influenced by:

- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns
- elements and principles of design

Organization and maintenance of the work space may relate to:

- lighting
- wet and dry areas
- ventilation
- process specific requirements

Drawing may include:

- electronic imaging
- drawings on paper
- drawings or markings directly onto work in progress

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to apply techniques to produce textile/fibre work in accordance with the performance criteria and the range listed within the range of variable statements.



**(1) Critical Aspects and Evidence**

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

- demonstrate knowledge of the techniques, tools, materials and equipment used in textile/fibre work
- identification, selection, preparation, use, maintenance and storage of relevant tools, equipment and material for textile/fibre work
- use, testing and application of nominated techniques in accordance with procedures/best practices
- organisation and maintenance of workspace for textile/fibre work
- production of textile work which demonstrates a command of nominated techniques and which reflects the concept
- read and interpret work instructions and other information
- determine quantities of materials accurately and minimization of waste
- perform all tasks in accordance with enterprise policies and procedures and legislative requirements
- conduct work according to quality and Occupational Health and Safety standards

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills****Knowledge**

Knowledge of:

- physical properties and capabilities of the most commonly used materials, tools and equipment for textile/fibre work
- different styles of textile/fibre work and the work of key practitioners
- formal elements and principles of design
- basic understanding of historical and theoretical contexts for textile/fibre work
- typical workspace and equipment requirements for the production of different types of textile/fibre work
- cleaning and maintenance techniques for tools and equipment used in textile/fibre work
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools, materials and equipment used in textile/fibre work
- organisational and legislative Occupational Health and Safety procedures in relation to textile/fibre work
- industry standards and codes of practice

**Skill**

The ability to:

- read and interpret information
- perform calculation and computations
- work safely
- identify and select appropriate tools, equipment and materials
- test and apply relevant techniques to textile/fibre work
- use, maintain and store tools, equipment and materials safely
- plan and organise workspace
- prepare resources for work
- apply techniques correctly
- produce textile/fibre work to quality requirements

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- materials, resources and equipment needed to produce textile/fibre work
- work instructions
- relevant policies and procedures manuals
- quality standards
- Occupational Health and Safety requirements
- enterprise policies and procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECCACP0501A: Produce textile/fibre work**

Competency Descriptor:

This unit deals with the skills and knowledge required to produce textile/fibre work.

Competency Field: Cultural Products

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Prepare and maintain resources for textile/fibre work	1.1	Equipment, tools and materials required for the production of textile/fibre work are correctly identified and selected.
		1.2	Equipment and tools are cleaned and maintained in accordance with relevant workplace procedures and safety requirements.
		1.3	Materials are prepared in accordance with work specifications and safety requirements.
		1.4	Workspace is organised and maintained so that it remains clean and safe.
		1.5	Tools, equipment and materials are stored in accordance with relevant workplace and safety requirements.
2.	Explore textile/fibre techniques to plan work	2.1	The capabilities of techniques, tools, equipment and materials are assessed for different types of textile/fibre work.
		2.2	Different techniques, tools, equipment and materials are used and/or combined to determine and extend capabilities.
		2.3	The conceptual vision for the proposed textile/fibre work is determined based on exploration of different techniques or from supplied information.
		2.4	The selection of techniques to meet the conceptual vision is based on established criteria.
		2.5	The techniques are selected based on the conceptual vision.
		2.6	Work is planned, identifying all work processes and resource requirements.

- |    |                            |     |   |
|----|----------------------------|-----|---|
| 3. | Realise textile/fibre work | 3.1 | The resources required for the production of the proposed textile/fibre work is organised based on the plan of work.      |
|    |                            | 3.2 | Techniques, tools, equipment and materials are safely used and adapted appropriately to realise the conceptual vision.    |
|    |                            | 3.3 | Potential different approaches that may enhance the final work are identified and are incorporated into the work process. |
|    |                            | 3.4 | Production steps are followed to realise product and reworking is done where necessary to achieved desired outcomes.      |
|    |                            | 3.5 | Finished work is inspected to ensure it conforms to specifications and quality standards.                                 |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to producing textile/fibre work.

Textile/fibre work may include:

- objects, e.g. baskets, mats, containers
- printed fabric lengths
- printed objects, e.g. for home-wear, fashion, interior markets, 2-dimensional and 3-dimensional works
- dyed fabric lengths or objects
- decorated or embellished objects or fabric lengths, e.g. printing, appliqué, tapestry, patchwork, embroidery, stitching
- hand made paper, sheets of paper, cast paper
- felt cloth or objects

Range of techniques which may include:

- weaving, e.g. off loom, backstrap, loom weave, basket
- knitting and knotting techniques
- stitching, e.g. embroidery, appliqué, patchwork
- tapestry
- hand-paper making, e.g. casting, embossing, pulp painting
- hand painting
- resist dyeing techniques, e.g. tie dyeing,
- printing, e.g. block, screen, stamp, stencil, monoprinting

Equipment may include:

- moulds and deckles
- blenders/electric beater, e.g. Hollander
- vacuum table
- press
- hotplate/stove for heating wax, saucepans
- vats for dyeing fabric and casting paper
- looms, e.g. backstrap, table loom
- screens and carousel for printing
- squeegees
- light box for exposing photo emulsion for screen printing
- sewing machine

Tools may include:

- weaving shuttles
- brushes
- weaving, knitting, embroidery needles
- equipment for tie dyeing
- spoons, spatulas, scrapers
- cutting tools

The conceptual vision may be determined by:

- the subject matter or theme for the textile/fibre work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns
- the relationship of the work to a theoretical and historical context
- elements and principles of design

Criteria for the selection of techniques may relate to:

- consistency with the conceptual vision for the proposed textile/fibre work
- personal affinity with the techniques
- ease of application of the techniques
- access to materials, tools and equipment for the techniques

Materials may include:

- synthetic fibres, e.g. plastics
- natural fibres, e.g. vines, willow branches, flexible twigs, pandanus, palm fronds, reeds, bark, wool, cotton, fibre spun or twisted into string
- fabrics, e.g. cotton, linen, silk, synthetic fabrics, tapa cloth
- cellulose fibres - recycled acid free mount board, plant fibres, e.g. pampas grass, banana leaf, flax, kozo
- cold and hot water dyes and necessary chemicals for dyeing fabric
- pigment dyes for paper
- methyl cellulose
- sizing agents for paper
- materials for embedding in paper, e.g. other fibres, magazine images
- water based paints
- drawing materials for colouring (may include watercolour pencils)
- painting materials
- various waxes for resist dyeing
- printing inks
- photo emulsion and stencils for screen printing

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Organisation and maintenance of the work space may relate to:

- wet and dry areas
- light
- ventilation
- process specific requirements

Assessing the capabilities of the techniques, tools and materials may involve:

- systematically testing a range of processes
- producing test pieces or samples
- experimenting directly with work in progress

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to produce textile/fibre work in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of the types of textile/fibre works and the techniques used to produce them
- explore and select techniques based on established criteria
- production of textile/fibre work which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- knowledge of materials and tools and how they are used and extended in textile/fibre work
- compliance with health and safety procedures and standards
- perform all task in accordance with standard operating procedures and enterprise policies and procedures

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- physical properties and capabilities of the range of materials, tools and equipment used in textile/fibre work
- work space requirements for textile/fibre work, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in textile/fibre work
- formal elements and principles of design and their specific application to the production of textile/fibre work
- cleaning and maintenance techniques for tools and equipment used in textile/fibre work
- historical and theoretical contexts for textile/fibre work
- copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in textile/fibre work
- organisational and legislative Occupational Health and Safety procedures in relation to textile/fibre work

Skills

The ability to:

- translate conceptual vision to finished product
- identify and select tools and materials
- interpret work requirements
- explore and assess techniques
- select appropriate techniques
- communicate effectively
- calculate quantities and costs
- read work documents
- work safely



**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- work specifications
- access to the materials, resources and equipment needed to produce textile/fibre
- enterprise quality requirements, policies and procedures
- health and safety procedures and standards

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## ECCACP0661A: Prepare materials for textile/fibre work

### Competency Descriptor:

This unit deals with the skills and knowledge required to prepare the component materials required for the production of textile/fibre products.

Competency Field: Cultural Products

### ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Use job specifications to determine materials and components	1.1	Specified materials are identified in accordance with customer and/or enterprise requirements.
	1.2	Quantities of materials and components are calculated and documented according to job specifications and relevant standards.
	1.3	Materials and component cut sizes are identified from job requirements.
	1.4	Type of finish for each component is identified according to customer and/or enterprise requirements.
	1.5	Discrepancies are reported to designated persons or corrected within own area of responsibility in accordance with enterprise procedures.
2. Apply quality control procedures	2.1	Quality control procedures are applied in accordance with established enterprise requirements.
	2.2	Faulty materials and/or fabrics are identified and removed in accordance with enterprise procedures.
3. Select raw/starting materials	3.1	Raw/starting materials and unprepared components are selected in accordance with customer and enterprise requirements.
	3.2	Raw/starting materials are set out in accordance with working drawings and/or job requirements.
	3.3	Materials and components are pre-prepared to meet with customer and enterprise requirements.

- 3.4 Safety hazards associated with using raw/starting materials are acted on in accordance with manufacturers' instructions and enterprise procedures.
- 4. Select and use basic machines and equipment to prepare materials
  - 4.1 Basic machines and/or equipment are selected and used in accordance with relevant statutory regulations and enterprise procedures.
  - 4.2 Basic machines and/or equipment are set up in accordance with manufacturers' instructions and enterprise requirements.
  - 4.3 Guards, guides and feeding devices are set in accordance with relevant safety regulations.
  - 4.4 Basic machines and/or equipment are checked to ensure safe operation in accordance with manufacturers' operational manuals and relevant safety regulations.
  - 4.5 Basic machines and/or equipment are operated in accordance with manufacturers' operational instructions and relevant statutory regulations.
  - 4.6 Basic machines and/or equipment are monitored to ensure they are not overloaded in accordance with enterprise requirements.
  - 4.7 Materials properties are observed to ensure conformity to job requirements and quality.
- 5. Select and use basic hand and power tools to prepare materials
  - 5.1 Specific purpose hand and portable powered tools are selected for the given task.
  - 5.2 Hand and portable powered tools are checked before use to ensure safe operation in accordance with manufacturers' instructions and relevant safety regulations.
  - 5.3 Hand and portable powered tools are used safely and effectively in accordance with manufacturers' instructions and relevant safety regulations.
  - 5.4 Safety hazards when using hand and portable powered tools are identified and acted on in accordance with relevant safety regulations and enterprise requirements.
  - 5.5 Routine daily maintenance is performed on hand and portable powered tools in accordance with manufacturers' instructions and enterprise requirements.

- |    |                                     |  |
|----|-------------------------------------|--|
|    | 5.6                                 | Damaged and unsafe hand and portable powered tools are repaired or reported to designated person(s) in accordance with enterprise procedures.                        |
|    | 5.7                                 | Hand and portable power are stored safely in accordance with manufacturers' instructions and enterprise requirements when not in use.                                |
|    | 5.8                                 | Work area is cleaned after work is completed, all unused materials are stored safely and waste disposed of in accordance with safety and environmental requirements. |
| 6. | Inspect and store prepared material | 6.1 Prepared material is inspected for conformance with expected properties and quality requirements.  |
|    |                                     | 6.2 All materials which do not meet requirements are removed and recycled where possible.  |
|    |                                     | 6.3 Prepared materials are labelled, stacked and stored in accordance with enterprise requirements.  |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to preparing materials for textile/fibre work.

Textile/fibre work may include:

- objects, e.g. baskets, mats, containers
- printed fabric lengths
- printed objects, e.g. for home-wear, fashion, interior markets, 2-dimensional and 3-dimensional works
- dyed fabric lengths or objects
- decorated or embellished objects or fabric lengths, e.g. printing, appliqué, tapestry, patchwork, embroidery, stitching
- hand made paper, sheets of paper, cast paper
- felt cloth or objects

Raw materials may include:

- vines
- fibres
- unspun cotton
- log
- textile

Unprepared components may include:

- undecorated textile
- discarded fabric
- untreated lumber

Prepared materials may include:

- paper
- textile
- starch
- dyes
- fibres

Hand tools may include:

- mortar and pestle
- grates
- presses
- ladles
- knives

Occupational health and safety policies and procedures may include:

- personal protective wear and equipment is used in accordance with workplace procedures
- safe materials handling practices are correctly followed
- rest breaks are taken in accordance with occupational health and safety including ergonomic requirements
- marked walkways are followed in workplace
- equipment is stored when not in use workstation is kept clean and free of obstacles at all times
- floor and workstation are kept clear of remnants, threads, lint, dust and rubbish

Machines and equipment may include:

- looms
- mills
- grinders
- presses
- vats

Power tools may include:

- power saws
- blenders
- ovens
- boilers

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to prepare materials for textile/fibre work in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- determination of quantities and specifications for materials to be prepared from work requirements
- identification and selection of raw/starting materials and unprepared components
- identifying quality requirements and selection and use of high quality starting material
- selection, checking and setting up of relevant machines, equipment and hand/power tools prior to commencing work
- demonstration of correct use of machines, equipments and tools during the preparation process
- continuous monitoring of work progress and work quality
- carry out minor machine/equipment/tool maintenance in accordance with workplace procedures
- performance of all tasks in accordance with established procedures and standards
- compliance with all occupational and workplace health and safety policies in work operations

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- operating procedures for machines involving different applications
- basic characteristics of typical fibres, fabrics, threads and other materials used in textile/fibre goods production
- quality standards and textile/fibre handling procedures
- safety and environmental aspects of relevant production and assembly processes
- workplace procedures
- reporting procedures
- relevant Occupational Health and Safety legislation, codes of practice, policies and procedures
- relevant raw/starting materials required
- material preparation processes
- maintenance procedures
- tools and equipment required
- quality and properties of finished material
- labelling and storage procedures

Skills

The ability to:

- interpret job requirements
- identify raw/starting materials
- select appropriate preparation process
- select and used correct machines/equipment/tools
- monitor work progress
- carry out work in accordance with Occupational Health and Safety policies and procedures
- meet work specifications
- communicate effectively within the workplace
- interpret and apply defined procedures
- produce high quality work
- repair tools and equipment

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- relevant machines, equipment, hand and power tools
- raw/starting materials and unprepared components
- information on work specifications
- relevant safety procedures and regulations, quality standards and organisation procedures



**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of prepared materials/previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCGEN0411A: Use simple measuring devices**

### Competency Descriptor:

This unit deals with the skills and knowledge required to effectively use and maintain simple measuring devices relevant to area and type of work.

Competency Field: Entertainment and Culture

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Determine and select measuring device	1.1	Measurement requirements are accurately identified from work instructions/drawings.
		1.2	The capabilities of measuring devices are assessed to determine most appropriate device to achieve required outcome.
		1.3	Appropriate measuring device required to perform required measurements is accurately identified.
		1.4	Measuring device is accurately selected based on work requirements.
2.	Maintain measuring devices	2.1	Information on maintenance and storage procedures for measuring device is accessed.
		2.2	Measuring devices are cleaned and all contaminants are removed in accordance with relevant workplace procedures and safety requirements.
		2.3	Measuring devices are maintained in accordance with relevant workplace procedures and safety requirements and manufacturer's specifications.
		2.4	Measuring devices are stored in accordance with relevant workplace and safety requirements and manufacturer's specifications.
3.	Use measuring devices	3.1	Measuring devices are examined for damages prior to use and repairs are made within own area of responsibilities where required in accordance with workplace procedures and manufacturer's specifications

- 3.2 More complex repairs are referred to the appropriate personnel in accordance with enterprise policies and procedures.
- 3.3 Routine allowable adjustments are made to devices where required in accordance with industry practices and manufacturer's specifications.
- 3.4 Appropriate measuring techniques are selected and applied to achieve required outcome.
- 3.5 Measuring devices are read correctly and to the highest degree of accuracy.
- 3.6 Measurements are checked and accurately recorded in accordance with work requirements and enterprise policies and procedures.
- 3.7 Work operations are completed in accordance with quality requirements.
- 3.8 All operations are conducted in accordance with enterprise and Occupational Health and Safety requirements.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to using simple measuring devices.

Measuring devices may include but not limited to:

- squares
- levels
- micrometers
- dial indicators
- thermometers
- measuring tapes
- protractors
- electronic devices
- verniers
- feeler gauges
- pressure gauges

Measurements may include:

- linear dimensions
- volume
- angles
- density
- temperature
- time
- clearance

Maintenance may include:

- securing edges
- replacing power cables and batteries
- lubricating
- removing contaminants

Minor adjustments to devices may include:

- zeroing
- recalibrating
- rebalancing

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to use simple measuring devices in accordance with the range listed in the range of variables statement, relevant to the work orientation.

### (1) Critical Aspects of Evidence

- It is essential that competence be observed in the following aspects:
  - demonstrate knowledge of the capabilities, care and maintenance of measuring devices
  - determine work requirements and determine appropriate device to be used to accomplish tasks
  - identify and select measuring devices in accordance with work requirements
  - demonstrate the ability to use and read measuring devices
  - record measurements in accordance with work requirements
  - perform appropriate cleaning, maintenance, storage and repair activities
  - communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment
  - perform all tasks to specifications and quality requirements
  - compliance with enterprise and Occupational Health and Safety requirements

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- units of measurements
- measure techniques
- capabilities of measuring devices
- usage and maintenance of electrical/electronic measuring devices
- usage and maintenance of manual measuring devices
- repair procedures for measuring devices
- manufacturer's specifications relating measuring devices
- quality assurance
- handling and storage procedures for measuring devices
- enterprise policies and procedures
- Occupational Health and Safety requirements

Skills

The ability to:

- read and interpret work instructions
- clean and maintain measuring devices
- use measuring devices
- adjust measuring devices
- store devices safely
- apply measuring techniques and record measurements
- apply numeracy skills
- work safely
- perform work to quality requirements

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- measuring devices
- work instructions/drawings
- enterprise policies and procedures
- quality standards
- Occupational Health and Safety requirements
- manuals and reference materials

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients/colleagues
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



**ECCACP0061A: Source and select materials for textile/fibre work**

Competency Descriptor:

This unit deals with the skills and knowledge required to source and select the materials required for the production of textile/fibre products.

Competency Field: Cultural Products

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Source materials	1.1 Specified materials required for tasks are accurately identified from job specifications. 1.2 Quantities and quality of materials required are determined in accordance with job requirements. 1.3 Sources of materials are accessed to obtain required supplies in accordance with enterprise policies and procedures. 1.4 Information sources are accessed to obtain information on availability of materials, suppliers/sources and quality of materials. 1.5 Opportunities are taken to establish and maintain contacts with those who may provide useful information on sources of materials. 1.6 Sources of materials are regularly reviewed for availability, reliability and cost.
2. Select materials	2.1 Materials stocks are accessed and carefully examined prior to selection. 2.2 Materials are selected in accordance with job specifications, fitness for purpose and work order instructions. 2.3 The required quantities and quality of materials are selected in accordance with work requirements. 2.4 Alternatives/options with regards to materials are considered if required materials are not readily available.

- 3. Check quality of selection
  - 3.1 Other materials, which may be incorporated into producing items, are identified and compatibility factors to be considered are recorded for inclusion in work plans.
  - 3.2 Properties of materials selected are determined to ensure compliance with work requirements.
  - 3.3 Any faults in the materials are identified and strategies are suggested to overcome/minimise their effects.
  - 3.4 Materials stocks are checked to ensure availability of sufficient quantities of materials to meet job requirements
  - 3.5 Materials are checked to ensure conformance to specifications, descriptions and relevant quality standards.
- 4. Handle and store material
  - 4.1 Appropriate safety procedures and work practices are followed when examining large stocks of materials.
  - 4.2 Safe working practices are followed when handling or moving stock of materials.
  - 4.3 Appropriate lifting equipment is used to lift heavy or awkward loads.
  - 4.4 Appropriate posture and lifting techniques are used for manual handling of materials.
  - 4.5 Assistance in handling materials is sought when necessary.
  - 4.6 Materials are stored in accordance with enterprise standard practices and manufacturer's recommendations.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to sourcing and selecting materials for textile/fibre work.

Textile/fibre work may include:

- objects, e.g. baskets, mats, containers
- printed fabric lengths
- printed objects, e.g. for home-wear, fashion, interior markets, 2-dimensional and 3-dimensional works
- dyed fabric lengths or objects
- decorated or embellished objects or fabric lengths, e.g. printing, appliqué, tapestry, patchwork, embroidery, stitching
- hand made paper, sheets of paper, cast paper
- felt cloth or objects

Sources for materials may include:

- suppliers
- fields
- forests and woodlands
- vendors
- rivers and streams
- other artisans

Materials may include:

- paper
- textile
- starch
- dyes
- fibres

Properties of materials may include:

- aesthetic appeal
- smoothness
- colour
- strength

Information sources may include:

- enterprise records
- suppliers
- other artists
- local inhabitants of the area

Quality of materials may include:

- texture
- shape
- size
- colour

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Occupational health and safety policies and procedures may include:

- personal protective wear and equipment is used in accordance with workplace procedures
- safe materials handling practices are correctly followed
- rest breaks are taken in accordance with occupational health and safety including ergonomic requirements
- marked walkways are followed in workplace
- equipment is stored when not in use workstation is kept clean and free of obstacles at all times
- floor and workstation are kept clear of remnants, threads, lint, dust and rubbish

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to source and select materials for textile/fibre work in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- determination of quantities and specifications for materials required from work requirements
- identification of and access to sources of materials
- selection of materials in accordance with work specifications
- ensuring that selected materials fulfils quality requirements
- demonstration of safe handling and storage of materials
- performance of all tasks in accordance with established procedures and standards
- compliance with all occupational and workplace health and safety policies in work operations

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- materials used for textile/fibre work
- sources of information on materials
- work specifications
- materials handling and storage procedures
- sources of materials
- enterprise quality requirements
- enterprise procedures
- Occupational Health and Safety requirements
- required properties of materials to complete work

Skills

The ability to:

- interpret job requirements
- identify and select materials
- select appropriate sources of materials
- access information sources
- identify quality requirements
- carry out work in accordance with Occupational Health and Safety policies and procedures
- develop information sources
- communicate effectively within the workplace
- handle and store materials

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- relevant information sources
- sources of material
- information on work specifications
- relevant enterprise procedures and quality standards

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of prepared material/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

#### (6) Context of Assessment

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

### CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0671A: Sew and assemble textile/fibre components**

Competency Descriptor:

This unit deals with the skills and knowledge required to collect, sew and assemble components in the production of textile/fibre items.

Competency Field: Cultural Products

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare work pieces/components	1.1 Work pieces are collected and the relevant checks are made to ensure that the correct components and quantities are available in accordance with job specifications. 1.2 Work pieces are checked to ensure that there are no cutting or fabric/fibre faults and that the relevant previous operation/s has been successfully completed in accordance with quality requirements. 1.3 Faults are corrected within own area of responsibility or are referred to the appropriate personnel. 1.4 Work pieces/components are laid out in sequence in accordance with workplace procedures and specifications.
2. Prepare workstation	2.1 Workbench and seating are set up according to workplace safety standards. 2.2 Tools/machines/equipment are cleaned and checked in accordance with workplace procedures. 2.3 Records are kept in accordance with workplace requirements. 2.4 Machines/equipment are set up and adjusted in accordance with workplace procedures and the specifications for the work. 2.5 Attachments and/or parts are checked and worn attachments and/or parts are identified and reported or replaced, in accordance with workplace procedures and manufacturer's instructions.

- 3. Identify and rectify faults
  - 3.1 The performance of the machine/equipment is regularly checked for signs of faulty operation, including evidence from the inspection of finished pieces, in accordance with workplace requirements
  - 3.2 Actions to correct faults are taken within own area of responsibility and in accordance with workplace requirements.
  - 3.3 Complex problems are referred to the appropriate personnel in accordance with enterprise procedures.
- 4. Sew/assemble components
  - 4.1 Pieces/components are sewn/assembled in accordance with the workplace procedures and operational, product, safety and quality requirements.
  - 4.2 Pieces/components are sewn/assembled together to form the whole in accordance with pattern specifications and job requirements.
  - 4.3 Pieces/components are sewn/assembled in time required.
  - 4.4 Speed of operation and work handling are controlled for the type of operations, fabric/s and product type in accordance with workplace procedures.
- 5. Complete work
  - 5.1 Sewn pieces/components are inspected and any faults are identified in accordance with job specifications.
  - 5.2 Appropriate corrective action is taken and finished pieces are checked against quality standards.
  - 5.3 The results of the inspection of finished pieces are recorded in accordance with workplace procedures.
  - 5.4 Action taken to either reject or correct faulty pieces is recorded in accordance with workplace procedures.
  - 5.5 Preventative action taken to avoid any recurrence of defective pieces is recorded in accordance with workplace procedures.
  - 5.6 Completed work is directed to the next operation or stored in accordance with workplace procedures.
  - 5.7 Work area is cleaned upon completion of all operations and waste materials are disposed of in accordance with enterprise policies and procedures.



## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to sewing and assembling textile/fibre components.

Textile/fibre work may include:

- objects, e.g. baskets, mats, containers
- printed fabric lengths
- printed objects, e.g. for home-wear, fashion, interior markets, 2-dimensional and 3-dimensional works
- dyed fabric lengths or objects
- decorated or embellished objects or fabric lengths, e.g. printing, appliqué, tapestry, patchwork, embroidery, stitching
- hand made paper, sheets of paper, cast paper
- felt cloth or objects

Quality of materials may include:

- texture
- shape
- size
- colour

Tools may include:

- needles
- hoops
- thimble
- scissors

Work pieces/components may include:

- fabric
- paper
- fibres
- embroidered fabric

Assembling components may include:

- weaving
- tying
- sewing
- binding

Machines/equipment may include:

- sewing machines
- looms

Machine settings may include:

- correct thread
- needle size and length
- needle guard
- tension setting and attachments

Occupational health and safety policies and procedures may include:

- personal protective wear and equipment is used in accordance with workplace procedures
- safe materials handling practices are correctly followed
- rest breaks are taken in accordance with occupational health and safety including ergonomic requirements
- marked walkways are followed in workplace
- equipment is stored when not in use workstation is kept clean and free of obstacles at all times
- floor and workstation are kept clear of remnants, threads, lint, dust and rubbish

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to sew and assemble textile/fibre components in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of assembling process for textile/fibre work and the characteristics of the required components
- selection and sequential arrangement of pieces/components in accordance with job specifications
- ensuring that the pieces/components meet all requirements and taking appropriate corrective actions to ensure compliance with quality requirements
- preparation of work area, tools/equipment/machines for operations
- set up, operate and monitor performance of machines/equipment according to operational and safety procedures
- sew/assemble components in accordance with enterprise and operational procedures
- ensuring completed work meets quality requirements and apply correct storage procedures
- performance of all tasks in accordance with established procedures and standards
- compliance with all occupational and workplace health and safety policies in work operations

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills****Knowledge**

Knowledge of:

- materials used for textile/fibre work
- work specifications
- product handling and storage procedures
- sources of pieces/components
- enterprise quality requirements
- enterprise procedures
- Occupational Health and Safety requirements
- required properties of materials to complete work
- textile/fibre assembly processes
- operations of tools/equipment/machines
- care and maintenance procedures
- characteristics of fabrics, threads and other materials used in textile/fibre work assembly
- pieces/components handling procedures

**Skills**

The ability to:

- interpret job requirements
- identify and rectify faults
- set up and operate machines/equipment safely
- ensure compliance with quality requirements
- carry out work in accordance with Occupational Health and Safety policies and procedures
- communicate effectively within the workplace
- handle and store finished products
- handle, collect and assemble pieces/components
- maintain accurate work records in accordance with procedures
- meet work specifications
- interpret and apply defined procedures

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- textile/fibre assembly areas, materials, tools and equipment
- information on work specifications
- relevant safety procedures and regulations
- quality standards
- enterprise procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECCACP0041A: Store finished work**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare finished work to be safely stored and performing storage operations for finished work.

Competency Field: Art and Craft Production

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Determine requirements for storage of work	1.1 Work which requires storage is identified and selected based on work instructions and enterprise policies and guidelines. 1.2 Storage procedures are correctly identified based on work instructions, nature of the work and other constraints. 1.3 Checks are made to ensure that finished work is ready to be stored and any action to be taken is identified. 1.4 Suitable storage areas for work are identified and conditions, availability and cost are checked.
2. Prepare work for storage	2.1 Materials required to prepare work for storage are determined according to the nature of the work and the proposed storage location. 2.2 Materials required for storage preparation are organised/obtained in accordance with enterprise policies and procedures. 2.3 Procedures to prepare finished work for storage are correctly followed. 2.4 Occupational Health and Safety procedures and environmental issues are taken into account in preparing work for storage.
3. Store work	3.1 Storage area is prepared for finished work in accordance with the nature of the work and enterprise policies and procedures. 3.2 Finished work is safely handled and potential hazards are removed from storage area.

- 3.3 Manual handling procedures are followed according to enterprise practices and procedures and Occupational Health and Safety requirements.
- 3.4 Work is safely stored in required storage area in accordance with the nature of the work and enterprise policies and procedures.
- 3.5 Relevant documentation is completed in accordance with enterprise policies and procedures.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to storing finished work.

Factors which may influence selection of work for storage may include:

- number, quantity and size of work
- quality of work
- usefulness in the future
- available space
- personal affinity to the pieces of work
- exemplar potential of the work
- workplace procedures, e.g. safety, process procedures, use of materials, recycling, cost control, reporting

Work ready to be stored may involve consideration of:

- cleanliness
- completion of process(es)
- identification of damage (and its rectification and stabilisation)
- elements of work missing

Materials for storage may include:

- acid free interleaving or wrapping
- protective wrapping (bubble wrap, cardboard)
- protective enclosure (canisters, tubing, boxes)
- negative sleeves
- folders
- enclosures
- compact disc cases

Condition and availability of storage area may include consideration of:

- dampness
- humidity
- light
- fading
- archival values
- cost
- access to storage facility

Enterprise procedures and practices may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Occupational Health and Safety standards and guidelines may include:

- material handling guidelines
- guidelines for the use of equipment
- lifting and handling procedures
- legislative guidelines

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to store finished work in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of the relevant techniques and materials for storage of work
- determine finished work to be stored and storage requirements for that particular type of work
- assess condition, availability and cost of storage area
- use of appropriate techniques and materials to prepare work for storage
- prepare storage areas and eliminate potential hazards
- handle and store finished work safely and produce relevant documentation
- perform all tasks in accordance with enterprise policies and procedures and legislative requirements
- conduct work according to quality and Occupational Health and Safety standards

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil



**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- archival principles and values
- physical properties of the most commonly used materials for protection and storage
- preparation of work for storage
- potential hazards to stored work
- storage documentation procedures
- environmental issues relevant to the type of work and storage material used
- physical requirements for storage of the finished work relevant to the type of work
- enterprise and legislative Occupational Health and Safety procedures in relation to storage of the finished work
- effect of environmental conditions on finished work
- enterprise policies and procedures
- quality requirements
- industry standards and codes of practice

Skills

The ability to:

- determine storage requirements for finish work
- read and interpret information
- prepare finished work for storage
- prepare storage areas
- apply numeracy skills
- solve problems
- work safely
- determine ambient storage conditions
- identify hazards
- perform relevant documentation

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- finished work
- materials, resources and equipment required to prepare finished work for storage and to protect it and store it safely
- relevant documentation
- enterprise policies and procedures
- Occupational Health and Safety requirements

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of stored works
- testimonials from clients/colleagues
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0691A: Lay out/mark out textile/fibre material**

Competency Descriptor:

This unit deals with the skills and knowledge required to lay out and mark out textile/fibre material in preparation for production of textile/fibre work.

Competency Field: Cultural Products

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare for work	<p>1.1 Specifications, drawings, sketches or diagrams are analysed to determine task requirements.</p> <p>1.2 Amount of floor or table space required to lay out material is determined.</p> <p>1.3 Equipment and tools needed for laying and marking out are selected and set up for use.</p> <p>1.4 Equipment and tools are cleaned and checked for proper operations in accordance with enterprise and operating procedures.</p> <p>1.5 Steps in laying and marking out processes are determined and sequenced for maximum productivity.</p> <p>1.6 Adequate lighting is provided for the laying and marking out processes.</p>
2. Lay out material	<p>2.1 Obstructions and debris are removed from around work area and work table or work surface is cleaned.</p> <p>2.2 Material is obtained and safely moved to the work area in accordance with enterprise procedures.</p> <p>2.3 Materials is rolled or spread out on to the work table or work surface in accordance with job specifications.</p> <p>2.4 Material is layered according to job requirements if necessary.</p> <p>2.5 Material is anchored to prevent movement using appropriate devices and safe working practices.</p> <p>2.6 Templates are correctly placed in position when used.</p>

- 3. Mark out required shapes and features
  - 3.1 Datum point is established in accordance with job requirements.
  - 3.2 Required shapes are plotted and marked out.
  - 3.3 Allowances are made for seams, joins, reinforced edges and other design features.
  - 3.4 Positions of openings, inserts, gussets, reinforcing, attachments and other components are accurately plotted and marked.
  - 3.5 Mark out process maximises material utilisation and minimises waste.
  
- 4. Inspect work
  - 4.1 Work is inspected, any faults identified and appropriate action taken in accordance with workplace procedures to ensure the work meet the required quality standards.
  - 4.2 Subsequent action taken to either reject or correct faulty work is recorded in accordance with workplace procedures.
  - 4.3 Preventative action taken to avoid any recurrence of defective work is recorded in accordance with workplace procedures.
  - 4.4 Marked work is directed to the next operation in accordance with workplace procedures.
  - 4.5 Equipment and tools are cleaned and stored in a safe place in accordance with manufacturers' recommendations and enterprise procedures.
  - 4.6 Work area is cleaned, waste disposed of safely and work area is prepared for the next job in accordance with workplace procedures.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to laying out/mark out of textile/fibre material.

Textile/fibre may include:

- natural fabrics
- paper
- natural fibres
- synthetic fabrics
- plastics
- felt cloth

Laying/mark out operations may include:

- position material on surface
- pinning material firmly
- establishing a uniform surface for marking
- plotting dimensions
- outlining shapes and designs to material

Occupational health and safety policies and procedures may include:

- personal protective wear and equipment is used in accordance with workplace procedures
- safe materials handling practices are correctly followed
- rest breaks are taken in accordance with occupational health and safety including ergonomic requirements
- marked walkways are followed in workplace
- equipment is stored when not in use
- workstation is kept clean and free of obstacles at all times
- floor and workstation are kept clear of remnants, threads, lint, dust and rubbish

Equipment for laying/mark out may include:

- pins
- markers
- powered tools
- measuring devices
- etching/mark out implements

Faults in pieces may include:

- incorrect dimensions
- uneven surfaces
- lack of uniformity

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to lay out/mark out textile/fibre material in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of physical characteristics of textile/fibre and laying out/marketing out techniques
- interpretation of work instructions to determine work specifications including drawings, diagrams and sketches
- interpret dimensions and other relevant specifications of components to be incorporated in marked out design
- preparation of work area, tools and materials for work operations
- selection, usage, maintenance and storage of equipment according to safety and enterprise procedures
- apply lay out and mark out techniques over a range of operations
- ensuring that the finished work meets all requirements and taking appropriate corrective actions to ensure compliance with quality requirements
- document and communicate work related information
- performance of all tasks in accordance with established procedures and standards
- compliance with all relevant safety requirements including safe use of tools and equipment used in handling materials, laying out and marking out

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- work specifications
- operating cutting/shaping equipment
- care and maintenance procedures
- marking and laying out textile/fibre
- textile/fibre characteristics
- quality requirements
- enterprise policies and procedures
- precautions and safe working practices based on relevant OH&S legislation, codes of practice, policies and procedures
- measuring instruments and techniques
- basic mathematical processes, geometry and geometrical shapes
- basic drawing principles and practices
- lay out and mark out principles and practices
- product construction processes
- safety and environmental requirements of relevant industry and enterprise procedures
- general industry housekeeping policies and procedures
- recording and reporting procedures

Skills

The ability to:

- interpret and apply work instructions and established procedures
- interpret drawings, diagrams, sketches and specifications
- select and use appropriate marking out tools and equipment
- handle materials to be marked out
- measure lay out and mark out accurately
- document information
- identify and rectify faults
- use tools and equipment skilfully
- ensure compliance with quality requirements
- carry out work in accordance with Occupational Health and Safety policies and procedures
- communicate effectively within the workplace
- maintain accurate work records in accordance with procedures
- meet work specifications
- interpret and apply defined procedures
- perform cutting/shaping to specification

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- textile/fibre
- facilities necessary for laying out and marking out materials including appropriate benches, tables or floor areas, mark out equipment and plotting tables
- information on work specifications
- relevant safety procedures and regulations
- quality standards
- enterprise procedures



**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## ECCACP0701A: Cut/shape textile/fibre material

Competency Descriptor:

This unit deals with the skills and knowledge required to cut and shape textile/fibre material in preparation for production of textile/fibre work.

Competency Field: Cultural Products

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Prepare work area	1.1 Work area and seating are set up according to workplace safety standards. 1.2 Cutting/shaping equipment is cleaned, checked and basic servicing assessed in accordance with manufacturer's instructions. 1.3 Materials are collected and laid out in correct proximity and sequence in accordance with workplace procedures. 1.4 Cutting table and equipment are set up and adjusted in accordance with workplace procedures and the specifications for the work. 1.5 Blades are checked and equipment faults are identified and reported or rectified, in accordance with workplace procedures and manufacturer's instructions. 1.6 Workplace health and safety policies and procedures are followed. 1.7 Action is taken in accordance with workplace policies and procedures to prevent accidents and to eliminate risks to personal safety.
2. Cut/shape textile/fibre	2.1 Work specifications are accurately interpreted from work sheet/job instructions. 2.2 Markers and lay alignment are checked and textile/fibre is laid out in accordance with workplace procedures and the specifications for the work. 2.3 Textile/fibre is cut/shaped using the cutting implement in accordance with the workplace procedures and requirements for operations.

- 2.4 Cut/shaped work is inspected against the work specification and any identified faults rectified and/or reported in accordance with workplace procedures.
  - 2.5 The performance of the cutting equipment is regularly checked for signs of faulty operation, including evidence from the inspection of cut/shaped pieces, and any required action is taken in accordance with workplace requirements.
3. Inspect pieces
- 3.1 Cut/shaped work is inspected, any faults identified and appropriate action taken in accordance with workplace procedures to ensure the cut/shaped pieces meet the required quality standards.
  - 3.2 The results of the inspection of finished pieces are recorded in accordance with workplace procedures.
  - 3.3 Subsequent action taken to either reject or correct faulty pieces is recorded in accordance with workplace procedures.
  - 3.4 Preventative action taken to avoid any recurrence of defective pieces is recorded in accordance with workplace procedures.
  - 3.5 Cut/shaped work is directed to the next operation in accordance with workplace procedures.
  - 3.6 Work area is cleaned, waste disposed of safely and work area is prepared for the next job in accordance with workplace procedures.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to cutting/shaping of textile/fibre material.

Textile/fibre may include:

- natural fabrics
- paper
- natural fibres
- synthetic fabrics
- plastics
- felt cloth

Cutting/shaping equipment may include:

- scissors
- saws
- guillotine
- knives
- powered tools

Cutting/shaping operations may include:

- cutting shapes
- cutting to specific dimensions
- trimming
- stripping
- perforating

Faults in pieces may include:

- incorrect dimensions
- uneven surfaces
- lack of uniformity

Occupational health and safety policies and procedures may include:

- personal protective wear and equipment is used in accordance with workplace procedures
- safe materials handling practices are correctly followed
- rest breaks are taken in accordance with occupational health and safety including ergonomic requirements
- marked walkways are followed in workplace
- equipment is stored when not in use
- workstation is kept clean and free of obstacles at all times
- floor and workstation are kept clear of remnants, threads, lint, dust and rubbish

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to cut/shape textile/fibre material in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of the physical properties of the textile/fibre and relevant cutting/shaping techniques
- interpretation of work instructions to determine work specifications
- preparation of work area, tools and materials for work operations
- selection, usage, maintenance and storage of equipment according to safety and enterprise procedures
- mark out and align textile/fibre in preparation for cutting/shaping
- perform cutting/shaping in accordance with job specification and quality requirements
- ensuring that the finished product meets all requirements and taking appropriate corrective actions to ensure compliance with quality requirements
- performance of all tasks in accordance with established procedures and standards
- compliance with all occupational and workplace health and safety policies in work operations

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills****Knowledge**

Knowledge of:

- work specifications
- operating cutting/shaping equipment
- care and maintenance procedures
- marking and laying out textile/fibre
- properties of textile/fibre
- quality requirements
- Occupational Health and Safety requirements
- enterprise policies and procedures
- cutting and shaping textile/fibre

**Skills**

The ability to:

- interpret job requirements
- identify and rectify faults
- use cutting/shaping equipment skillfully
- ensure compliance with quality requirements
- carry out work in accordance with Occupational Health and Safety policies and procedures
- communicate effectively within the workplace
- maintain accurate work records in accordance with procedures
- meet work specifications
- interpret and apply defined procedures
- perform cutting/shaping to specification

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- textile/fibre material and appropriate equipment
- information on work specifications
- relevant safety procedures and regulations
- quality standards
- enterprise procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

**(5) Method of Assessment Cont'd.**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of materials/previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECCACP0731A: Decorate textile/fibre work**

Competency Descriptor:

This unit deals with the skills and knowledge required to decorate textile/fibre work as part of the finishing process.

Competency Field: Cultural Products

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Establish decorative requirements	1.1 Customer order or product specifications are accurately interpreted. 1.2 Checks are made to ensure that all materials, tools and equipment are available and are in the correct quantities required. 1.3 Textile/fibre work is correctly identified and inspected for suitability to the decorative process. 1.4 Unsuitable textile/fibre work is reported to the designated person in accordance with enterprise policies and procedures. 1.5 Work area is cleared and cleaned and safe working environment is established. 1.6 Tools, equipment and materials are selected and prepared in accordance with process requirements and enterprise guidelines and procedures. 1.7 Manufacturer's information and safety advice on materials is located where required and applied in the planing of work process. 1.8 Work is organised to maximise safety and productivity in accordance with enterprise policies and procedures.
2. Identify and rectify decorating problems	2.1 Range of routine problems that can occur during the decorating process is identified. 2.2 Routine decorating imperfections are determined and rectified in accordance with procedures.



- 2.3 Faults in tools and equipment are identified and corrected actions taken within own areas of responsibility or faults are reported to designated person.
  - 2.4 Appropriate records and logbooks are maintained to meet procedures.
- 3. Prepare surfaces
  - 3.1 Surfaces of textile/fibre work are inspected for contamination or damage.
  - 3.2 Sources of contamination are identified and eliminated using the correct procedures.
  - 3.3 Surfaces are prepared in accordance with decorating process specifications, work instructions and workplace requirements.
- 4. Decorate textile/fibre work
  - 4.1 Required decorations to meet job order requirements are accurately identified.
  - 4.2 Decoration process, technique and method of application are determined.
  - 4.3 It is ensured that pre-prepared decorations are fit for use where required, and those that are damaged or unusable are set aside in accordance with workplace requirements.
  - 4.4 Decorations are applied in the appropriate locations on the textile/fibre work in accordance with job specifications and enterprise requirements.
  - 4.5 Finished work is inspected and compared with quality specifications for customer delivery.
  - 4.6 Decorated textile/fibre works are sorted and stored in accordance with enterprise procedures.
  - 4.7 Work area is cleaned, wastes are properly disposed of and appropriate housekeeping is performed in accordance with workplace requirements.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to decorating textile/fibre work.

Decorations may include:

- sewn patterns
- weaved patterns
- painted patterns
- attachments

Textile/fibre work may include:

- objects, e.g. baskets, mats, containers
- printed fabric lengths
- printed objects, e.g. for home-wear, fashion, interior markets, 2-dimensional and 3-dimensional works
- dyed fabric lengths or objects
- decorated or embellished objects or fabric lengths, e.g. printing, appliqué, tapestry, patchwork, embroidery, stitching
- hand made paper, sheets of paper, cast paper
- felt cloth or objects

Tools may include:

- weaving shuttles
- brushes
- weaving, knitting, embroidery needles
- equipment for tie dyeing
- spoons, spatulas, scrapers
- cutting tools
- hoops

Decorating process may include:

- surface preparation methods
- copying patterns
- transferring patterns
- pre-preparing attachments

Equipment may include:

- hotplate/stove
- sewing machine
- blenders/electric beater
- looms

Materials may include:

- paint
- thread
- wax
- dyes
- cleaning agents and solvents

Techniques and applications may include:

- painting
- sewing
- weaving
- gluing

Work organisation may include:

- establishing required work sequences
- determining time
- identifying work process stages
- establishing quality controls
- usage of personal protective equipment
- planning order of work

Problems may include:

- variations in materials
- misalignment of decals, transfers or other decorative materials
- humidity, air temperature, radiant heat

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Sources of contamination may include:

- dirt
- grease
- waste from preparation process
- debris

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to decorate textile/fibre work in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of the preparation of textile/fibre work for decoration, decoration techniques and application of decoration to textile/fibre work
- determine decoration required and method of application from work specifications
- determine, select and prepare appropriate tools, materials, equipment and work environment for decoration process
- safe handling, maintenance and usage of tools, equipment and materials
- locate, interpret and apply relevant information to work plan for decoration process
- identify potential situations requiring action and then implementing appropriate corrective action
- prepare textile/fibre work for decorating and ensure suitability of all resources
- select and apply appropriate decoration process in accordance with work specifications and quality requirements
- apply appropriate inspection and storage procedures
- compliance with health and safety procedures and standards
- perform all task in accordance with standard operating procedures and enterprise policies and procedures

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- physical properties and capabilities of the range of materials, tools and equipment used in the decoration of textile/fibre work
- work space requirements for decoration work, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different decoration effects in textile/fibre work
- preparation of surfaces for decoration
- potential problems associated with decorating textile/fibre work
- conditions required for range of decorative processes
- formal elements and principles of design and their specific application to the production of textile/fibre work
- cleaning and maintenance techniques for tools and equipment used in decoration of textile/fibre work
- historical and theoretical contexts for textile/fibre work
- quality assurance processes
- copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in textile/fibre work
- organisational and legislative Occupational Health and Safety procedures in relation to textile/fibre work

Skills

The ability to:

- interpret job requirements
- identify and rectify faults
- apply decoration techniques skilfully
- ensure compliance with quality requirements
- carry out work in accordance with Occupational Health and Safety policies and procedures
- communicate effectively within the workplace
- select and prepare tools, materials and equipment
- identify and rectifying potential problems
- handle and store finished products
- select appropriate decoration methods
- maintain accurate work records in accordance with procedures
- meet work specifications
- interpret and apply defined procedures

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- work specifications
- textile/fibre work
- appropriate tools, materials, equipment and safety gear
- enterprise policies and procedures
- appropriate quality specifications

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0641A: Trim and apply finishing to textile/fibre work**

### Competency Descriptor:

This unit deals with the skills and knowledge required to perform the tasks associated with the trimming and application of finishing to textile/fibre work.

Competency Field: Cultural Products

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare for work	<p>1.1 Job requirement is identified from work order or other instructions, which will include any special requirements for finishing and trimming.</p> <p>1.2 Required materials, textile/fibre components to be trimmed and finished and appropriate tools and equipment are identified from work order.</p> <p>1.3 Workplace health and safety requirements, including personal protection needs, are observed throughout the work.</p> <p>1.4 Items to be trimmed and finished are assembled in an appropriate work area and inspected for appropriate quality.</p> <p>1.5 Appropriate tools, equipment and materials are selected in accordance with work requirements.</p> <p>1.6 Work area is cleared and cleaned and safe working environment is established.</p>
2. Select and make simple trims	<p>2.1 Appropriate materials are selected to reflect requirements of design and quality.</p> <p>2.2 Materials are prepared as required in accordance with design requirements.</p> <p>2.3 Trims are produced in preparation for attachment to textile/fibre work.</p>
3. Trim textile/fibre work	<p>3.1 Trim is attached to the textile/fibre as required to reflect the design.</p>

- |    |                            |  |
|----|----------------------------|--|
|    | 3.2                        | Trimmed or finished article is checked for safety, including potentially dangerous items.                                    |
| 4. | Apply finishing techniques | 4.1 Finishing techniques are applied in accordance with workplace procedures.  |
|    | 4.2                        | Problems are notified following workplace procedures.  |
|    | 4.3                        | Finished textile/fibre item is inspected against work requirement with unsatisfactory finish being redirected for reworking. |
| 5. | Complete work              | 5.1 Finished work is packaged/tagged/stored following workplace procedures.  |
|    | 5.2                        | Any required documentation is completed and processed following workplace procedures.  |
|    | 5.3                        | Tools and equipment used are cleaned, maintained as required and stored in accordance with workplace procedures.             |
|    | 5.4                        | Work area is cleaned with waste and scrap being removed/recycled in accordance with workplace procedures.                    |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to trimming and apply finishing to textile/fibre work.

Textile/fibre work may include:

- objects, e.g. baskets, mats, containers
- printed fabric lengths
- printed objects, e.g. for home-wear, fashion, interior markets, 2-dimensional and 3-dimensional works
- dyed fabric lengths or objects
- decorated or embellished objects or fabric lengths, e.g. printing, appliqué, tapestry, patchwork, embroidery, stitching
- hand made paper, sheets of paper, cast paper
- felt cloth or objects

Trimnings may include:

- ribbon
- braid
- fabric
- flowers
- veiling
- crinoline
- feather
- lace
- ornamentation



Materials may include:

- threads
- ribbons
- fabric
- leather
- lace
- paper
- fibre
- plastic

Finishing techniques may include:

- decorative techniques such as braiding, gimping, close and open studding
- concealed techniques such as straight edge and shark's teeth
- hand sewing techniques such as ruching and the closure of items such as cushions

Manufacture/construction of trims could include:

- hand sewing
- machine sewing
- gluing
- weaving
- braiding

Equipment may include:

- sewing machine
- hot melt glue gun
- looms
- vats

Tools may include:

- a range of needles
- scissors
- cutting and shaping tools
- brushes
- pliers
- staplers

Potentially dangerous items used in trimming may include:

- wiring
- pins
- staples
- flower/trim wires
- dyes
- elastic

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Personal protective equipment may include:

- safety glasses/goggles
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to trim and apply finishing to textile/fibre work in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of types of finishing techniques and their application and the preparation of and the application of trims
- interpret work specifications and determine trim and finishing requirements in accordance with design
- identify materials to be used and any special requirements for the finishing and trimming
- select and prepare tools, equipment materials and work area for application of finishing and trims
- produce and apply appropriate trim to textile/fibre work
- select and apply appropriate finishing technique to specifications
- safe usage, care, maintenance and storage of all tools and equipments
- follow work instructions, operating procedures and inspection practices to maintain required production output and product quality
- take appropriate measures to maintain safe working environment and minimise the risk of injury to self or others
- perform all reporting, documentation and tagging/storage in accordance with requirements
- compliance with all occupational and workplace health and safety policies in work operations

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- work requirements including workplace standards
- techniques and procedures for the finishing processes
- design features of the textile/fibre work in relation to the finishing techniques to be used
- trims, including material types, variety, their application and attachment methods
- trim preparation methods
- tagging and storage procedures
- inspection and checking procedures
- quality standards
- usage and maintenance of tools and equipment
- workplace procedures
- reporting procedures
- enterprise policies and procedures
- relevant Occupational Health and Safety standards and codes of practice

Skills

The ability to:

- interpret job requirements
- identify and rectify faults
- use tools and equipment skilfully
- prepare a variety of trims
- attach/position trims to produce the required outcome
- apply finishing techniques
- plan and organize attach/position trims to produce the required outcome work activities
- ensure compliance with quality requirements
- carry out work in accordance with Occupational Health and Safety policies and procedures
- communicate effectively within the workplace
- handle and store finished products
- care and maintain tools and equipment
- maintain accurate work records in accordance with procedures
- meet work specifications

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- appropriate equipment, tools and materials
- work order and workplace information including work procedures
- enterprise policies and procedures
- enterprise quality requirements
- health and safety procedures and standards

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECCACP0481A: Exhibit products**

Competency Descriptor:

This unit deals with the skills and knowledge required to select and exhibit products for sale or other purposes.

Competency Field: Entertainment and Culture

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Confirm presentation requirements	1.1 Objectives of presentation are determined from enterprise business objectives or work instructions. 1.2 Presentation requirements are identified and documented in accordance with enterprise policies and procedures. 1.3 Type of presentation is identified in accordance with objectives. 1.4 Presentation conditions are identified in accordance with objectives of exhibit. 1.5 Resources to achieve objectives are determined and availability is confirmed. 1.6 Work is organised to meet presentation requirements in accordance with objectives.
2. Select display techniques	2.1 Overall presentation and effect is identified. 2.2 Placement of display for product presentation is determined. 2.3 Display models are prepared for individual items. 2.4 Display techniques are selected for individual items. 2.5 Additional prop requirements are identified.
3. Make preparations for display/stand	3.1 Details of exhibition design, public access and safety and environmental requirements are determined. 3.2 Details of necessary materials, equipment and resources are determined.

- 3.3 Display/stand is organised to meet the needs of the target audience.
- 3.4 Adequate display supplies are selected and organised in accordance with the display plan including transportation arrangements.
- 3.5 Site is clear and clean, necessary alterations are completed and utilities and services are available for installation requirements.
- 4. Create display/stand
  - 4.1 The display/stand is created or dressed making creative use of available materials and supplies.
  - 4.2 Established display techniques are used to maximise the visual appeal of the display and to reflect the nature of the product or service being sold.
  - 4.3 Suitable lighting techniques are selected to meet presentation objectives, presentation type and conditions and individual product displayed where required.
  - 4.4 Display equipment is used correctly and safely.
  - 4.5 Display/stand is inspected to ensure safety of colleagues and customers.
- 5. Select product for display
  - 5.1 Product is selected to meet presentation objectives.
  - 5.2 Product is examined for conformance with presentation standard.
  - 5.3 Adjustments are made to product if required for presentation in accordance with enterprise policies and procedures.
  - 5.4 Suitable storage or delivery of product is arranged.
- 6. Select layout
  - 6.1 Layout of overall presentation is suitable to meet presentation objectives and in accordance with presentation requirements and conditions.
  - 6.2 Individual items are laid out to achieve desired effect.
  - 6.3 Layout tools and techniques are used effectively.

- |    |                                      |     |   |
|----|--------------------------------------|-----|---|
| 7. | Catalogue products                   | 7.1 | Method of cataloguing is identified.  |
|    |                                      | 7.2 | Labels for individual product are prepared as required.                                       |
|    |                                      | 7.3 | Cataloguing of product presentation is prepared as required.                                  |
|    |                                      | 7.4 | Documentation of product presentation is maintained according to workplace procedure.         |
| 8. | Work to quality and safety standards | 8.1 | Workplace quality standards and procedures for specific task are identified.                  |
|    |                                      | 8.2 | Work is conducted to meet workplace quality standards.  |
|    |                                      | 8.3 | Occupational Health and Safety standards and guidelines for the specific task are identified. |
|    |                                      | 8.4 | Work task is conducted according to Occupational Health and Safety guidelines.                |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to exhibiting products.

Objectives of display may include:

- introduce new range
- promote service
- display era of product
- display fashion options for product
- sell products
- exhibit products

Presentation requirements may include:

- number of presentation required
- style of product required
- cataloguing requirements
- timing requirements
- designer information
- pricing information
- type of displays
- required features

Type of presentation may include:

- exhibition
- visual merchandising
- show
- window display
- photography session

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting



Presentation conditions may include:

- venue
- space
- competitive factors
- context
- display rules
- ability to use resources
- promotion

Adjustments to product may include:

- attachment features for display use
- insertion of weights
- stiffening devices

Layout tools may include:

- pins
- staples
- wire
- tape
- glue
- lines
- boards

Occupational Health and Safety standards and guidelines may include:

- ergonomic standards
- guidelines for the use of equipment
- workplace work and reporting procedures
- legislative guidelines

Lighting techniques may include:

- use of spotlights
- use of coloured lights
- use of diffused lighting
- use of multiple lights
- use of mirrors or glass

Display techniques may include:

- use of models
- use of props
- use of suspension
- use of blocks and other supports
- creation of settings

Method of cataloguing may include:

- individual labelling
- booklets
- pamphlets
- indexes
- notice boards
- menus

Display resources may include:

- display cases
- stands
- plinths
- drawers
- racks
- tracks

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to exhibit products in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of presentation techniques and creating effective display
- organise work activities for product presentations
- prepare products and display items
- select presentation techniques to achieve desired outcome
- organise presentation process
- demonstrate the ability to create a display or dress a promotional stand to meet specific objectives using accepted display techniques
- manage and handle difficulties effectively
- create displays to achieve desired effect
- catalogue items
- perform all tasks in accordance with enterprise policies and procedures
- conduct work according to quality and Occupational Health and Safety standards

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- types of presentations
- presentation requirements and conditions
- cataloguing requirements in presenting products
- operational knowledge of a range of lighting, layout and display techniques
- different types of presentations
- design techniques
- historical context of product style to be presented
- enterprise policies, standards and guidelines
- industry standards and codes of practice
- legislative and regulatory requirements
- industry, workplace and product processes
- tools and equipment in displaying products
- Occupational Health and Safety requirements
- quality standards
- preparation and presentation of display

Skills

The ability to:

- select appropriate products for displays
- plan and organise activities
- determine resource requirements
- work safely
- select and apply appropriate display techniques
- prepare displays
- document and catalogue displayed items
- present products according to required conditions and objectives
- communicate effectively

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- product
- required display tools, materials and equipment
- models and props
- relevant Occupational Health and Safety standards
- quality standards
- enterprise policies and procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of exhibits/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

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Levels of Competency		
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0101A: Promote and sell products and services**

Competency Descriptor:

This unit deals with the skills and knowledge required to use product knowledge and selling techniques to promote and sell products and services.

Competency Field: Entertainment and culture

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Apply product and service knowledge	1.1	Knowledge of the use and application of relevant products and services is demonstrated.
		1.2	Experienced authority or product information source is consulted to increase own product and service knowledge.
		1.3	Accurate information about products and services is offered to customers.
2.	Promote products and services	2.1	Products and services are promoted in accordance with current enterprise goals and promotional focus.
		2.2	Promotional documentation and materials are appropriate to presentation of the enterprise's products and services
		2.3	Characteristics of products and services are identified and recommendations to customers on products and services are in line with enterprise requirements.
		2.4	Customer feedback is passed on to relevant personnel to be used to evaluate products, services and promotional initiatives.
3.	Determine customer needs	3.1	Questioning and listening techniques are applied to determine customer requirements.
		3.2	Verification is obtained from the customer that his/her needs are fully understood.
		3.3	Non-verbal communication cues are interpreted and clarified.
		3.4	Customer is dealt with in a helpful and polite manner.

- 4. Approach customer
  - 4.1 Timing of customer approach is determined and applied.
  - 4.2 Effective sales approach is identified and applied.
  - 4.3 Positive impression is conveyed to arouse customer interest.
  - 4.4 Techniques are appropriately employed to put customer at ease.
  - 4.5 Knowledge of customer buying behaviour is demonstrated.
  - 4.6 Approach and sales techniques are used which encourages customer's interest in enterprise's products and services.
- 5. Promote the features and benefits of the products and services
  - 5.1 Customer needs are matched to appropriate products and services.
  - 5.2 Explanations given to customer regarding features and benefits of products/services are thorough and are communicated clearly to customers.
  - 5.3 Product use and safety requirements are accurately described to customers.
  - 5.4 Routine customer questions are accurately and honestly answered and customer is referred to appropriate personnel for further details where required.
- 6. Deal with objections
  - 6.1 Responses to customer's objections demonstrate respect.
  - 6.2 Efforts made to interest customers in alternate products/services is tactful and do not result in harassment.
  - 6.3 Customers are treated cordially at all times.
  - 6.4 A pleasant and friendly appearance is maintained at all times.

- |                                 |  |
|---------------------------------|--|
| 7. Close sale                   | 7.1 Customer buying signals are identified and responded to appropriately.                             |
|                                 | 7.2 Customer is encouraged to make purchase decisions.   |
|                                 | 7.3 Appropriate method of closing sale is selected and correctly applied.                              |
|                                 | 7.4 Commitment to purchase the organization's product is successfully negotiated with the customer.    |
|                                 | 7.5 Relevant records are kept accurately and neatly.   |
|                                 | 7.6 Sincere appreciation is extended to the customer for doing business with enterprise.               |
| 8. Maximise sales opportunities | 8.1 Opportunities for making additional sales are recognized and applied.                              |
|                                 | 8.2 Customer is advised of complementary products or services according to customer's identified need. |
|                                 | 8.3 Questions/proposals are directed to the customer in a manner that encourages additional purchases. |
|                                 | 8.4 Personal sales outcomes are reviewed with relevant personnel to improve future performance.        |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to promoting and selling products and services

Products may include:

- craft items
- souvenirs
- food items
- entertainment packages
- accommodations
- materials

Services may include:

- repair and maintenance
- entertainment
- information
- tours and transportation
- organizing events
- hospitality



Customers may include:

- local residents
- tourists
- merchants
- guests
- other industry professionals
- other enterprises
- people from a range of social and cultural backgrounds

Routine customer questions about merchandise may include:

- price
- price reductions
- quality
- usage

Enterprise policies and guidelines may include:

- quality assurances and/or procedures manuals
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- confidentiality and security requirements
- access and equity principles and practices
- ethical standards
- customer service standards
- pricing and discount policies
- replacement and refund policy and procedures
- payment and delivery options
- filing and documentation storage processes
- information dissemination policies

Sources of information on products and services may include:

- discussions with colleagues
- reading enterprise information
- research of product and service information brochures
- general media
- industry publications
- Internet

Sales techniques include:

- up selling
- persuasive selling
- direct sales strategy
- indirect sales strategy

Promotional activities may include:

- media announcements
- employee functions
- client functions
- product launches
- advertisements
- web pages

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to promote products and services in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

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

- source and apply product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales
- use questioning, listening and observation skills to accurately determine customer requirements
- provide excellent customer service in promoting and selling products and services
- consistently apply appropriate techniques in regard to selling products and services
- maximise sales opportunities without causing duress
- consistently apply industry codes of practice in regard to promoting and selling products and services to customers
- evaluating personal sales performance to maximise future sales
- perform all tasks in accordance with standard operating procedures and enterprise policies and procedures
- compliance with all legislative and Occupational Health and Safety requirements

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the importance of product and service knowledge to the selling process
- promotional techniques
- communication skills
- tactics for up-selling
- importance of thanking the customer for choosing product/service
- inhibitions that may affect the sales effort

Points to observe for effective selling :

- smile
- use of customers name
- establishing and maintaining eye contact
- keeping accurate records
- maintaining a neat well groomed appearance
- giving each customer undivided attention
- remaining calm
- following up on promises
- questioning techniques
- deal with difficult and indecisive customers
- information sources
- industry standards and codes of practice
- Occupational Health and Safety requirements
- enterprise policies and procedures
- customer services

Skills

The ability to:

- apply verbal and non verbal communications
- apply questioning, listening and observation techniques
- handle difficult customers
- negotiate effectively
- apply problem solving skill
- apply product knowledge
- approach customer
- gather information
- sell benefits and deal with objections
- close sale and maximise sales opportunities

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- products and services
- relevant information sources
- relevant legislative requirements
- enterprise policies and procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of promotional material/sales records
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0681A: Produce embroidered textile/fibre products**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare embroidered textile/fibre products.

Competency Field: Cultural Products

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Select and transfer pattern	<p>1.1 Pattern is identified and selected taking into account aesthetic appeal, job specification and type of material involved in the work.</p> <p>1.2 Suitable pattern templates are selected in accordance with pattern specification and transferability.</p> <p>1.3 Pattern is accurately transferred to work material in accordance with job specifications.</p>
2. Plan work and prepare work area	<p>2.1 Work is organised to maximise safety and productivity in accordance with enterprise policies and procedures.</p> <p>2.2 Work area is cleared and cleaned and safe working environment is established.</p>
3. Select tools and materials	<p>3.1 Advice is obtained regarding appropriate thread to be used with regard to thread material.</p> <p>3.2 Advice is obtained regarding appropriate needle to suit type of thread.</p> <p>3.3 Condition of needle is checked to ensure it is sharp and smooth.</p>
4. Perform embroidery work	<p>4.1 Material is laid out on working table or other suitable surface or supported in situ in preparation for stitching process.</p> <p>4.2 Appropriate type of stitch is chosen to suit the particular application.</p> <p>4.3 Stitching is properly started in accordance with style of application and material type.</p>

- 4.4 Hand stitching is performed to achieve the desired outcome.
- 4.5 Last stitch is properly tied off and thread is carefully cut.
- 4.6 Finished work is inspected to ensure it conforms to specification.
- 5. Inspect work
  - 5.1 Completed work is inspected to verify that it meets job specifications and relevant enterprise and industry quality standards.
  - 5.2 Any areas in need of rework or rectification are identified and accurately marked.
  - 5.3 Rework is performed or other appropriate action is arranged in accordance with enterprise policies and procedures.
  - 5.4 Completed product is labelled or tagged and any necessary documentation completed in accordance with enterprise procedures.
- 6. Store tools and clean up
  - 6.1 Needles and threads are stored in a dry and safe place in accordance with manufacturers' recommendations and enterprise procedures.
  - 6.2 Worn or damaged needles are disposed of in accordance with safe working practice.
  - 6.3 Work area is cleaned and tools are placed back in storage in accordance with enterprise policies and procedures.

## **RANGE STATEMENT**

This unit applies to activities associated with the essential operations linked to producing embroidered textile/fibre products.

Work material may include:

- even weave canvas
- even weave fabric
- cotton
- linen
- synthetic linen
- paper
- hardanger fabric

Embroidery work may include:

- free embroidery
- canvas-work (tapestry)
- counted threadwork

Transferring pattern may include:

- tracing outline of pattern to material
- use of dressmaker's carbon paper
- indicating spots for stitching on fabric using marks
- enlarging/reducing pattern

Pattern may include:

- self-drawn motif
- copied patterns
- patterns from suppliers

Thread may include:

- tapisserie wools
- matt cotton thread
- knitting wools
- metallic threads
- silks
- stranded cotton

Tools may include:

- crewel needles
- chenille needles
- metal or wooden hoops
- stands
- scissors

Stitches may include:

- petit point stitch
- herringbone stitch
- cross-stitch
- half-cross stitch
- french knot
- satin stitch
- shadow work
- lazy daisy stitch

Preparation of material for work may include:

- blocking and pressing material
- cutting out
- hemming
- separating thread
- mounting on frame



Occupational health and safety policies and procedures may include:

- personal protective wear and equipment is used in accordance with workplace procedures
- safe materials handling practices are correctly followed
- rest breaks are taken in accordance with occupational health and safety including ergonomic requirements
- marked walkways are followed in workplace
- equipment is stored when not in use workstation is kept clean and free of obstacles at all times
- floor and workstation are kept clear of remnants, threads, lint, dust and rubbish

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to produce embroidered textile/fibre products in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of appropriate materials, needles and threads for embroidery work and embroidery techniques
- selection and transfer of pattern to work material in accordance with job specifications
- preparation of work area, tools, and materials for work operations
- selection, usage, maintenance and storage of needles and threads according to safety and enterprise procedures
- perform embroidery in accordance with job specification and particular application
- ensuring that the finished product meets all requirements and taking appropriate corrective actions to ensure compliance with quality requirements
- performance of all tasks in accordance with established procedures and standards
- compliance with all occupational and workplace health and safety policies in work operations

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- materials used for embroidery work
- work specifications
- product handling and storage procedures
- usage and storage of needles
- enterprise quality requirements
- enterprise procedures
- Occupational Health and Safety requirements
- types of embroidery threads
- embroidery making processes
- embroidery styles
- transferring patterns
- care and maintenance of needles and threads
- characteristics of fabrics, threads and other materials used in embroidery work
- embroidery making techniques

Skills

The ability to:

- interpret job requirements
- identify and rectify faults
- use needles skillfully
- ensure compliance with quality requirements
- carry out work in accordance with Occupational Health and Safety policies and procedures
- communicate effectively within the workplace
- handle and store finished products
- care and store needles and threads
- maintain accurate work records in accordance with procedures
- meet work specifications
- interpret and apply defined procedures

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- appropriate work material, needles and thread
- information on work specifications
- relevant safety procedures and regulations
- quality standards
- enterprise procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECCACP0771A: Produce hardanger products**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare hardanger products.

Competency Field: Cultural Products

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Select work material and pattern	1.1	Job specification is determined and all requirements are identified.
	1.2	Pattern is identified and selected taking into account style of work, job specification and type of material involved in the work.
	1.3	Work material is selected and prepared in accordance with job specification and style.
2. Plan work and prepare work area	2.1	Work is organised to maximise safety and productivity in accordance with enterprise policies and procedures.
	2.2	Work area is cleared and cleaned and safe working environment is established.
3. Select tools and threads	3.1	Appropriate needle is selected and the condition of needle is checked to ensure it is sharp and smooth.
	3.2	Appropriate thread is selected in accordance with style and job specification.
	3.3	Appropriate size hoop(s) is/are selected taking into account pattern size.
4. Perform hardanger work	4.1	Material is properly laid out on hoops or supported in situ in preparation for stitching process.
	4.2	Threads of work material are carefully removed in accordance with pattern specification and industry practice.
	4.3	Appropriate type of stitch is chosen to suit the particular application.

- 4.4 Stitching is properly started in accordance with style of application and material type.
  - 4.5 Hand stitching is performed to achieve the desired outcome.
  - 4.6 Finished work is inspected to ensure it conforms to specification.
- 5. Inspect work
  - 5.1 Completed work is inspected to verify that it meets job specifications and relevant enterprise and industry quality standards.
  - 5.2 Any areas in need of rework or rectification are identified and accurately marked.
  - 5.3 Rework is performed or other appropriate action is arranged in accordance with enterprise policies and procedures.
  - 5.4 Completed product is labelled or tagged and any necessary documentation completed in accordance with enterprise procedures.
- 6. Store tools and clean up
  - 6.1 Needles and threads are stored in a dry and safe place in accordance with manufacturers' recommendations and enterprise procedures.
  - 6.2 Worn or damaged needles are disposed of in accordance with safe working practice.
  - 6.3 Work area is cleaned and tools are placed back in storage in accordance with enterprise policies and procedures.

**RANGE STATEMENT**

This unit applies to activities associated with the essential operations linked to producing hardanger products.

Hardanger products may include:

- napkins
- towels
- pillow cases
- garment pieces
- tablecloth
- place mats
- handkerchiefs

Work material may include:

- linen
- cotton
- synthetic linen
- woven wool
- silk

Tools may include:

- needles
- metal or wooden hoops
- stands
- scissors
- tape measure

Thread may include:

- embroidery thread
- crochet thread
- stranded cotton thread
- silk threads

Stitches may include:

- herringbone stitch
- window stitch
- festooning stitch
- 3 tie stitch
- 6 tie stitch
- 5 tie Nancy stitch
- 8 tie Nancy stitch

Preparation of material for work may include:

- blocking and pressing material
- cutting out
- hemming
- mounting on frame

Occupational health and safety policies and procedures may include:

- personal protective wear and equipment is used in accordance with workplace procedures
- safe materials handling practices are correctly followed
- rest breaks are taken in accordance with occupational health and safety including ergonomic requirements
- marked walkways are followed in workplace
- equipment is stored when not in use workstation is kept clean and free of obstacles at all times
- floor and workstation are kept clear of remnants, threads, lint, dust and rubbish

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to produce hardanger products in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of appropriate materials, needles and threads for hardanger work and hardanger techniques
- selection of pattern and removal of threads of work material in accordance with job specifications
- preparation of work area, tools and materials for work operations
- selection, usage, maintenance and storage of needles and threads according to safety and enterprise procedures
- perform hardanger work in accordance with job specification and particular application
- ensuring that the finished product meets all requirements and taking appropriate corrective actions to ensure compliance with quality requirements
- performance of all tasks in accordance with established procedures and standards
- compliance with all occupational and workplace health and safety policies in work operations

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil



**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- materials used for hardanger work
- work specifications
- product handling and storage procedures
- usage and storage of needles
- enterprise quality requirements
- enterprise procedures
- Occupational Health and Safety requirements
- types of threads used in hardanger work
- history and cultural practices associated with hardanger craft
- hardanger making processes and styles
- stitching techniques
- producing patterns in work material
- care and maintenance of needles and threads
- characteristics of fabrics, threads and other materials used in hardanger work
- hardanger making techniques

Skills

The ability to:

- interpret job requirements
- identify and rectify faults
- use needles skillfully
- ensure compliance with quality requirements
- carry out work in accordance with Occupational Health and Safety policies and procedures
- communicate effectively within the workplace
- handle and store finished products
- care and store needles and threads
- maintain accurate work records in accordance with procedures
- meet work specifications
- interpret and apply defined procedures

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- appropriate work material, needles and thread
- information on work specifications
- relevant safety procedures and regulations
- quality standards
- enterprise procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0711A: Add reinforcements and attachments to textile/fibre work**

Competency Descriptor:

This unit deals with the skills and knowledge required to add reinforcements and attachments to textile/fibre work.

Competency Field: Cultural Products

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Select procedures and organise work	1.1 Required accessories, attachments and reinforcements and nature of the materials involved are ascertained from work instructions. 1.2 Appropriate procedures for adding the accessories, attachments and reinforcements are ascertained from work instructions. 1.3 Work is sequenced to maximise safety and productivity.
2. Prepare for work	2.1 Safe working environment is established in accordance with enterprise guidelines and procedures. 2.2 Appropriate tools, equipment and associate power requirements are determined from work requirements. 2.3 Work piece is set out in accordance with work requirements. 2.4 Required accessories, attachments and reinforcements are prepared where required or checks are made for availability. 2.5 Safe handling and lifting procedures are followed at all times in accordance with health and safety requirements.
3. Select, use and store tools/equipment	3.1 Appropriate hand and power tools/equipment are selected for the job. 3.2 Tools/equipment are examined for damage, missing components or other defects. 3.3 Extension power cables are checked for knots and insulation damage and electrical tools/equipment are connected safely to power supply where necessary.

- 3.4 Safety equipment is used during tool/equipment operation in accordance with Occupational Health & Safety requirements.
- 3.5 Required tasks are performed using tools/equipment in accordance with safe working practices.
- 3.6 Tools/equipment are located in a safe position when not in use in accordance with enterprise guidelines and procedures.
- 3.8 Tools/equipment and power cords are cleaned and stored in accordance with industry and enterprise safe working practices
- 4. Mark out workpiece
  - 4.1 Items to be added are obtained, checked for correct features and operation, and prepared for fitting or attachment.
  - 4.2 Datum points are located in accordance with work instructions
  - 4.3 Locations of accessories, attachments, reinforcements or openings are marked out on the workpiece in accordance with work instructions.
- 5. Fit accessories, attachments and reinforcements
  - 5.1 Required accessories, attachments and reinforcements are selected in accordance with design requirements.
  - 5.2 Required accessories, attachments and reinforcements are checked for defects and unsuitable items are set aside.
  - 5.3 Items are inserted or fitted by appropriate means in accordance with enterprise requirements, customer requirements and accepted industry practice.
  - 5.4 Work is checked for safety including potentially dangerous protrusions and corrective actions taken where necessary.
  - 5.5 Workplace health and safety requirements, including personal protection needs, are observed throughout the work.
- 6. Inspect and label work
  - 6.1 Completed work is carefully inspected to check for conformance with quality requirements.
  - 6.2 Rework is performed or other appropriate action arranged where necessary.

- |    |                                       |   |
|----|---------------------------------------|---|
|    | 6.3                                   | Completed product is labelled or tagged and any necessary documentation completed in accordance with enterprise procedures                      |
| 7. | Clean up and maintain tools/equipment | 7.1 Work area is cleaned, waste is discarded and tools/equipment are stored away following polices, guidelines and procedures.                  |
|    | 7.2                                   | Maintenance which is within own area of responsibility is performed in accordance with manufacturer's specifications and enterprise guidelines. |
|    | 7.3                                   | Relevant party is informed of any abnormal conditions needing maintenance or repair in accordance with enterprise policies and procedures.      |

## **RANGE STATEMENT**

This unit applies to activities associated with the essential operations linked to adding reinforcements and attachments to textile/fibre work.

Textile/fibre work may include:

- objects, e.g. baskets, mats, containers
- printed fabric lengths
- printed objects, e.g. for home-wear, fashion, interior markets, 2-dimensional and 3-dimensional works
- dyed fabric lengths or objects
- decorated or embellished objects or fabric lengths, e.g. printing, appliqué, tapestry, patchwork, embroidery, stitching
- hand made paper, sheets of paper, cast paper
- felt cloth or objects

Accessories, attachments and reinforcements may include:

- zippers
- straps
- buckles
- eyelets
- shorteners
- lugs
- webbing
- velcro tags
- gussets
- corner pieces
- structural support

Tools may include:

- a range of needles
- scissors
- cutting and shaping tools
- brushes
- pliers
- staplers
- lifting/hoisting equipment
- measuring equipment
- spanners
- screwdrivers
- hacksaws
- hammers
- files

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Equipment may include:

- sewing machine
- hot melt glue gun
- drills
- electric staple guns
- pop-riveting guns

Means of attachment may include:

- stitching
- riveting
- gluing
- stapling

Personal protective equipment may include:

- safety glasses/goggles
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to add reinforcements and attachments to textile/fibre work in accordance with the performance criteria and the range listed within the range of variables statement.

**(1) Critical Aspects and Evidence**

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

- demonstrate knowledge of typical reinforcements and attachments used in textile/fibre works and ways in which they are used and fitted
- understand work orders including simple drawings and attachment instructions
- understand basic fitting instructions for attachment and materials
- perform preparation and simple marking out of work piece for addition of specified items
- select and fit specified items in accordance with work requirements and quality requirements
- perform normal organization and maintenance of work area to enable work to be conducted safely and efficiently
- document and communicate work related information including reporting of faults and other problems
- follow work instructions, operating procedures and inspection practices to maintain required production output and product quality
- take appropriate measures to maintain safe working environment and minimise the risk of injury to self or others
- comply with all relevant safety requirements including safe use of hand and power tools and electrical equipment
- perform all tasks in accordance with operating procedures and enterprise policies and procedures

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil



**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- typical attachments and accessories for textile/fibre work and some of the ways in which they may be used and fitted
- typical reinforcing materials used in textile/fibre work and some of the ways in which they may be used and fitted
- typical hand tools and power tools used in fitting accessories, attachments and reinforcements
- preparation of reinforcements and attachments
- maintenance and storage procedures for tools and equipment
- preparation of work pieces for attachments and reinforcements
- relevant quality standards for attachment of reinforcements and associated products
- safety and environmental requirements of relevant industry and enterprise procedures
- general housekeeping policies and procedures
- recording and reporting procedures
- precautions and safe working practices based on relevant Occupational Health & Safety legislation, codes of practice, policies and procedures

Skills

The ability to:

- apply work instructions and established procedures
- understand basic installation information relating to attachments and reinforcing materials
- use relevant hand and power tools
- prepare attachments and reinforcements
- organize work
- apply cleaning, maintenance and storage procedures
- solve problems
- insert/attach reinforcements and attachments
- maintain work area
- apply all relevant safety practices
- communicate effectively within the workplace
- document information

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- appropriate equipment, tools, materials and work pieces
- required accessories, attachments and reinforcements
- work order and workplace information including work procedures
- enterprise policies and procedures
- enterprise quality requirements
- health and safety procedures and standards

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECCACP0781A: Produce crochets**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare crochets to specifications.

Competency Field: Cultural Products

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Plan work and prepare work area	1.1	Job specification and requirements are determined from written job sheet and/or verbal instructions.
	1.2	Pattern is selected to meet job specifications.
	1.3	Appropriate style is determined in accordance with job specifications.
	1.4	Work is organised to maximise safety and productivity in accordance with enterprise policies and procedures.
	1.5	Work area is cleared and cleaned and safe working environment is established.
2. Select tools and materials	2.1	Appropriate yarn is selected taking into account the characteristics of the yarn, style and job size.
	2.2	Appropriate crochet hook to suit type of yarn is selected.
	2.3	Condition of crochet hook is checked to ensure it is undamaged and it is of adequate length to be manipulated easily.
3. Perform crocheting	3.1	Foundation row is correctly constructed through the making of the initial slipstitch and the addition of chains.
	3.2	Appropriate techniques are used to create stitches in accordance with job specifications.
	3.3	Appropriate combination of stitches is chosen to suit the particular application.

- 3.4 Crocheting is performed to achieve the desired outcome.
- 3.5 Last stitch is properly tied off and the yarn is carefully cut.
- 3.6 Finished work is inspected to ensure it conforms to specification.
- 4. Inspect work
  - 4.1 Completed work is inspected to verify that it meets job specifications and relevant enterprise and industry quality standards.
  - 4.2 Any areas in need of rework or rectification are identified and accurately marked.
  - 4.3 Rework is performed or other appropriate action is arranged in accordance with enterprise policies and procedures.
  - 4.4 Completed product is labelled or tagged and any necessary documentation completed in accordance with enterprise procedures.
- 5. Store tools and clean up
  - 5.1 Needles and threads are stored in a dry and safe place in accordance with manufacturers' recommendations and enterprise procedures.
  - 5.2 Worn or damaged needles are disposed of in accordance with safe working practice.
  - 5.3 Work area is cleaned and tools are placed back in storage in accordance with enterprise policies and procedures.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to producing crochets.

Crochets may include:

- tablecloth
- bandanas
- shawls
- sweaters
- bags

Tools may include:

- crochet hooks
- afghan hooks
- scissors

Type of yarns may include:

- bulky
- chunky
- worsted weight
- baby/fingering
- sport/baby

Characteristics of the yarn may include:

- thickness or weight
- ply
- fiber content
- colour

Occupational health and safety policies and procedures may include:

- personal protective wear and equipment is used in accordance with workplace procedures
- safe materials handling practices are correctly followed
- rest breaks are taken in accordance with occupational health and safety including ergonomic requirements
- marked walkways are followed in workplace
- equipment is stored when not in use workstation is kept clean and free of obstacles at all times
- floor and workstation are kept clear of remnants, threads, lint, dust and rubbish

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to produce crochets in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of crochet styles and crochet making techniques
- interpretation of work instructions to determine appropriate pattern and style
- preparation of work area, tools and materials for work operations
- selection, usage, maintenance and storage of crochet hooks and yarns according to safety and enterprise procedures
- perform crocheting in accordance with job specification and particular application
- ensuring that the finished product meets all requirements and taking appropriate corrective actions to ensure compliance with quality requirements
- performance of all tasks in accordance with established procedures and standards
- compliance with all occupational and workplace health and safety policies in work operations

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- types of crochets
- work specifications
- product handling and storage procedures
- usage and storage of crochet hooks
- enterprise quality requirements
- enterprise procedures
- Occupational Health and Safety requirements
- types of yarns
- crochet making processes
- crochet styles
- crochet patterns
- care and maintenance of crochet hooks and yarns
- characteristics of fabrics, threads and other materials used in crochet work
- crochet making techniques

Skills

The ability to:

- interpret job requirements
- identify and rectify faults
- use crochet hooks skillfully
- ensure compliance with quality requirements
- carry out work in accordance with Occupational Health and Safety policies and procedures
- communicate effectively within the workplace
- handle and store finished products
- care and store crochet hooks and yarns
- maintain accurate work records in accordance with procedures
- meet work specifications
- interpret and apply defined procedures

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- appropriate crochet hooks and yarns
- information on work specifications
- relevant safety procedures and regulations
- quality standards
- enterprise procedures



**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0011A: Source information on history and theory for application to own work**

Competency Descriptor:

This unit deals with the skills and knowledge required to source information on history and theory and to apply that information to one's own area of work.

Competency Field: Cultural Products

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Collect information on history and theory	<p>1.1 Relevant sources of information on history and theory are identified and accessed in a culturally appropriate way.</p> <p>1.2 Information on ideas and approaches from other practitioners relevant to history and theory is accessed and collected with consideration of intellectual property, moral rights and copyright requirements.</p> <p>1.3 Information on new approaches to work and quality standards in own area of interest is obtained and assessed.</p> <p>1.4 The capabilities of new or existing techniques and trends in the area of work are assessed based on research data.</p> <p>1.5 Knowledge of new materials, tools, equipment or technology for the achievement of different effects is updated and maintained.</p> <p>1.6 Information on safety or environmental issues associated with the use of different techniques and theories are assessed.</p> <p>1.7 Information is gathered and organised systematically.</p> <p>1.8 Research and collating of information is conducted in accordance with Occupational Health and Safety procedures and enterprise policies and procedures.</p>
2. Apply information to own area of work	<p>2.1 Information is assessed as it relates to artistic practice in general and to a particular area of work.</p> <p>2.2 Information which is relevant to own area of work is selected and adopted into own work in accordance with legal requirements.</p> <p>2.3 Relevant information is used appropriately to increase understanding of the history and theory applicable to own area of work.</p>

- 2.4 The capabilities of new or existing techniques consistent with history and theory of own areas of work are assessed.
- 2.5 Conceptual visions for work are formulated based on a knowledge and understanding of history and theory applicable to own area of work.
- 2.6 The work is completed using techniques and media identified from research and experimentation.
- 2.7 Information is shared with clients and colleagues.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to sourcing information on history and theory for application to own work.

Sources of information may include:

- cultural texts
- historical texts
- scientific texts
- journal articles
- oral histories
- performances
- images, objects
- film, video, web
- technical or medium specific information
- religious and spiritual texts
- stories
- performances/presentations

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Gathering and collating involves systematically organizing information by means of:

- files
- scrapbooks
- diaries
- mind maps
- diagrams
- charts
- sketches

Information may relate to:

- world histories
- histories of art, craft and design
- histories of performance/presentations and related skills
- cultural issues
- spiritual concerns
- aesthetics
- politics
- gender and identity issues
- land and place
- criticism
- new technologies

Understanding of own work may be enhanced by review of information on:

- the work of artists generally
- the work of others in a particular field
- historical developments in a particular area
- current trends

Information may be:

- written
- oral
- performance-based
- stories

Artistic practice may involve one, or more than one, area of the arts including:

- visual arts and contemporary craft
- design
- photo imaging
- arts administration
- music
- dance
- multimedia
- writing

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to source information history and theory for application to own work in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of sources of information on history and theory for arts practice and own particular area of arts practice and organization of information
- source, access and organize information on theory and practice
- assess and interpret information on theory and history
- application of selected information about history and theory to the increase understanding of own area of work
- demonstrate basic knowledge of aspects of art history/theory as they apply to a particular area of work
- maintain knowledge of techniques and their capabilities, new approaches, resources and tools/equipment based on research
- develop and realize conceptual visions through experimentations influence by researched information
- compliance with environmental and Occupational Health and Safety procedures and standards
- perform all task in accordance with standard operating procedures and enterprise policies and procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- sources of information on history and theory for arts practice and own area of arts practice
- organisation of information relating to history and theory and how to apply this information to own area of work
- copyright, moral rights and intellectual property issues and legislation as it relates to using information in own work
- history and theory relating to own area of work
- ideas and approaches from other practitioners
- the role of experimentation in developing and refining concepts for work
- materials, tools, equipment or technology relevant to own area of work
- techniques relevant to own area of work and their capabilities
- trends in own area of work
- environmental and safety issues relevant to own area of work
- information gathering tools and technology
- quality standards
- enterprise policies and procedures
- Occupational Health and Safety requirements

Skills

The ability to:

- access information
- collect and organize information
- read and interpret information
- analyse, evaluate and present information
- apply new knowledge on theory and practice to own work
- develop conceptual visions
- work safely
- communicate effectively
- use relevant technology to access information
- perform work in compliance with legal requirements

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- history and theory information sources
- technology to access information
- enterprise policies and procedures
- legal requirements including intellectual property, moral rights and copyright requirements
- Occupational Health and Safety requirements

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning/written test
- evaluation of information collected
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>
Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



## **ECEGEN0031A: Use drawing techniques to represent the object or idea**

Competency Descriptor:

This unit describes the skills and knowledge required to visually represent objects or ideas.

Competency Field: Entertainment and culture

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare for drawing	<p>1.1 Requirements and purpose of drawing are determined from work concept/customer requirements/work specifications and associated documents.</p> <p>1.2 Work area is set up in accordance with safety and workplace requirements.</p> <p>1.3 Tools and materials required for basic drawing techniques are correctly identify.</p> <p>1.4 Appropriate tools and materials are selected for basic drawing techniques.</p>
2. Use basic drawing techniques	<p>2.1 Surface on which drawing will be made is prepared and set out.</p> <p>2.2 Measurements are performed using appropriate scales .</p> <p>2.3 Alphabet of lines is identified and applied with all lines distinct, easily read and of the appropriate line weight and type.</p> <p>2.4 A range of techniques is applied to represent the object or idea.</p> <p>2.5 Tools and materials are used correctly and handled safely.</p>
3. Produce drawing	<p>3.1 The drawing is produced which illustrates three views of specified object/idea with correct line representation/correct view orientation.</p> <p>3.2 Appropriate geometric, pictorial and orthographic representations are constructed.</p> <p>3.3 All major features on the drawing are appropriately dimensioned to correct specification.</p>

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|    | 3.4                     | Commonly used symbols and abbreviations are used.  |
|    | 3.5                     | Necessary dimensions are shown and instructions and/or information conveyed by appropriate use of notes. |
| 4. | Prepare freehand sketch | 4.1 Sketch correctly drawn with appropriate views where applicable.                                      |
|    | 4.2                     | Necessary dimensions are shown and instructions and/or information conveyed by appropriate use of notes. |
| 5. | Check drawing           | 5.1 Finished drawing is examined to ensure that all necessary details and information are shown.         |
|    | 5.2                     | The finished drawing is neat, clear of smudges and conforms to quality requirements.                     |
|    | 5.3                     | The finished drawing is neatly and appropriately labelled and stored safely.                             |
|    | 5.4                     | All tools and materials are stored in accordance with enterprise policies and procedures.                |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to using drawing techniques to represent the object or idea.

The object or idea may include :

- piece of jewellery or other wearable object
- sculpture
- mural
- ceramic piece
- fibre/textile work
- technical solution
- design solution
- story or narrative
- developing concept
- movement sequence/s
- room layout
- stage set-up
- prop/set/costume

Techniques may include:

- linear marks of differing character
- tonal ranges to produce illusion of form in space
- linear marks to produce illusion of form in space
- simple linear perspective
- application of pigment

Materials and tools may include:

- a range of graphite pencils
- colour pencils
- pastels and chalks
- charcoal
- natural ochre's
- pigments
- a range of papers
- board
- wood/bark
- measuring tools
- drafting equipment
- sticks
- rags
- drafting kit
- CAD workstation
- drafting paper
- drawings/modules/photographs

Geometric construction to include:

- circles
- regular polygons with four, six and eight sides
- pentagon inscribed within measured circle
- ellipse
- triangles with specified angles
- arcs thru three points; tangent to two circles

Pictorial (3-D) drawing to include:

- isometric corner with left and right side lines each 30 degrees up from horizontal and third line at a vertical, with all three lines joining in a common intersection
- full scale (1:1) basic isometric drawing

Alphabet of line may include:

- object line
- hidden line
- centre line
- section line
- dimension
- extension line
- cutting line
- short break line
- phantom line

Measurement systems include:

- imperial
- metric(SI) system

Multi-view (orthographic 2-D) drawings may include:

- full scale (1:1) orthographic 3-view drawing using third angle projection with top, front and right side view – show all hidden features and centrelines

Dimension drawings may include:

- dimensioning styles and methods: co-ordinate, linear/datum
- dimensioning 2-D drawing
- dimensioning complex shapes: spheres, cylinders, tapers, pyramids

Enterprise policies and procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to use drawing techniques to represent the object or idea in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

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

- demonstrate knowledge of drawing techniques, elements and principles of design and application of tools and materials in the drawing process
- determine specifications for drawing and type of representation
- prepare work area and drawing surfaces as required
- identify, select and safely use appropriate tools and material in the drawing process
- demonstrate the ability to produce drawings which represents the object or idea and which shows command of the basic technique/s used
- produce work which has required information and conforms with quality requirements
- store completed work, tools and materials safely
- compliance with all occupational and workplace health and safety policies in work operations
- perform all tasks in accordance with enterprise policies and procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- physical properties and capabilities of the most commonly used materials and tools for drawing
- different approaches to drawing and the work of other practitioners in relation to using drawing to represent an object or idea
- copyright, moral rights and intellectual property issues and legislation in relation to drawing
- elements and principles of design
- environmental and occupational health and safety issues associated with the tools and materials used in drawing work
- constructing geometric, orthographic and pictorial drawings
- symbols and abbreviations
- system of measurements and scales
- quality standards
- enterprise policies and procedures
- Occupational Health and Safety requirements

Skills

The ability to:

- perform measurements
- select, use and handle drawing tools and materials
- work safely
- apply appropriate drawing techniques
- produce drawings which represents idea or object
- use appropriate scale, symbols and abbreviations
- determine specifications for drawings
- use appropriate dimensions and notes to convey details
- apply literacy and numeracy skills

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- appropriate drawing tools and material
- customer requirements/work specifications and associated documents
- object or idea
- relevant safety procedures and regulations
- enterprise policies and procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/drawings/sketches
- testimonials from clients/colleagues
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## ITICOR0011A: Carry out data entry and retrieval procedures

### Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field: Information Technology and Communications - Operations

### ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
	1.2	The hardware components of the computer and their functions are correctly identified.
	1.3	Equipment is powered up correctly.
	1.4	Access codes are correctly applied.
	1.5	Appropriate software is selected or loaded from the menu.
2. Enter data	2.1	Types of data for entry correctly identified and collected.
	2.2	Input devices selected and used are appropriate for the intended operations.
	2.3	Manipulative procedures of Input device conform to established practices.
	2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	2.5	Computer files are correctly located or new files are created, named and saved.
	2.6	Data is accurately entered in the appropriate files using specified procedure and format.
	2.7	Data entered is validated in accordance with specified procedures.
	2.8	Anomalous results are corrected or reported in accordance with specified procedures.
	2.9	Back-up made in accordance with operating procedures.



- 3. Retrieve data
  - 3.1 The identity and source of information is established.
  - 3.2 Authority to access data is obtained where required.
  - 3.3 Files and data are correctly located and accessed.
  - 3.4 Integrity and confidentiality of data are maintained.
  - 3.5 The relevant reports or information retrieved using approved procedure.
  - 3.6 Formats to retrieved report or information conform to that required.
  - 3.7 Copy of the data is printed where required.
- 4. Amend data
  - 4.1 Source of data/information for amendment is established.
  - 4.2 Data to be amended is correctly located within the file.
  - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
  - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
  - 5.1 Requirements for document are verified where necessary.
  - 5.2 The given format and layout are appropriately applied.
  - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
  - 5.4 Data manipulating facilities are used correctly.
  - 5.5 Format reflects accuracy and completeness.
- 6. Monitor the operation of equipment
  - 6.1 The system is monitored to ensure correct operation of tasks.
  - 6.2 Routine system messages are promptly and correctly dealt with.
  - 6.3 Non-routine messages are promptly referred in accordance with operating requirements.

- |   |     |   |
|---|-----|---|
|   | 6.4 | Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported.                         |
|   | 6.5 | Output devices and materials are monitored for quality.   |
| 7. Access and transmit information via the Internet | 7.1 | Access to the Internet is gained in accordance with the provider's operating procedures.  |
|   | 7.2 | Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated. |
|   | 7.3 | E-Mail is sent and retrieved competently.   |
| 8. Close down computer system                       | 8.1 | The correct shut down sequence is followed.   |
|   | 8.2 | Problem with shutting down computer is reported promptly.   |
|   | 8.3 | All safety and protective procedures are observed.  |
|   | 8.4 | The system integrity and security are preserved.  |
| 9. Maintain computer equipment                      | 9.1 | Cleaning materials and/or solutions used meet specified recommendation.   |
|   | 9.2 | The equipment is cleaned as directed.   |
|   | 9.3 | Wear and faults identified are promptly reported to the appropriate personnel.  |

## RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

### Equipment:

- install supplied computer
- install supplied peripherals

### Work environment:

- equipment
- furniture
- cabling
- power supply

## Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

## Software systems to include for:

- word processing
- spread sheet
- internet access

## Files save on:

- network
- magnetic media
- personal PC

## Data:

- textual
- numerical
- graphical

## File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

## Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

**(4) Resource Implications**

Files saved on network, magnetic media, personal Computer

Input devices: Keyboard, mouse, other selection devices

**(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.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECCACP0791A: Produce knitted products**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare knitted products to specifications.

Competency Field: Cultural Products

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Plan work and prepare work area	1.1	Job specification and requirements are determined from written job sheet and/or verbal instructions.
	1.2	Pattern is selected to meet job specifications.
	1.3	Appropriate style is determined in accordance with job specifications.
	1.4	Work is organised to maximise safety and productivity in accordance with enterprise policies and procedures.
	1.5	Work area is cleared and cleaned and safe working environment is established.
2. Select tools and materials	2.1	Appropriate yarn is selected taking into account the characteristics of the yarn, style and job size.
	2.2	Appropriate knitting needles to suit type of yarn are selected.
	2.3	Condition of knitting needles is checked to ensure it is undamaged and it is of adequate length to be manipulated easily.
3. Perform knitting	3.1	Cast-on row is correctly constructed through the making of the cast one stitch and the addition of knit stitches.
	3.2	Appropriate techniques are used to create stitches in accordance with job specifications.
	3.3	Knitting is performed to achieve the desired outcome.
	3.4	Binding off is completed properly and the yarn is carefully cut.
	3.5	Finished work is inspected to ensure it conforms to specification.

- |    |                          |     |   |
|----|--------------------------|-----|---|
| 4. | Inspect work             | 4.1 | Completed work is inspected to verify that it meets job specifications and relevant enterprise and industry quality standards.    |
|    |                          | 4.2 | Any areas in need of rework or rectification are identified and accurately marked.  |
|    |                          | 4.3 | Rework is performed or other appropriate action is arranged in accordance with enterprise policies and procedures.                |
|    |                          | 4.4 | Completed product is labelled or tagged and any necessary documentation completed in accordance with enterprise procedures.       |
| 5. | Store tools and clean up | 5.1 | Needles and yarns are stored in a dry and safe place in accordance with manufacturers' recommendations and enterprise procedures. |
|    |                          | 5.2 | Worn or damaged needles are disposed of in accordance with safe working practice.   |
|    |                          | 5.3 | Work area is cleaned and tools are placed back in storage in accordance with enterprise policies and procedures.                  |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to producing knitted products.

Knitted products may include:

- tablecloth
- bandanas
- shawls
- sweaters
- bags

Tools may include:

- knitting needles
- yarn needle
- scissors

Type of yarns may include:

- bulky
- chunky
- worsted weight
- baby/fingering
- sport/baby

Characteristics of the yarn may include:

- thickness or weight
- ply
- fiber content
- colour

Occupational health and safety policies and procedures may include:

- personal protective wear and equipment is used in accordance with workplace procedures
- safe materials handling practices are correctly followed
- rest breaks are taken in accordance with occupational health and safety including ergonomic requirements
- marked walkways are followed in workplace
- equipment is stored when not in use workstation is kept clean and free of obstacles at all times
- floor and workstation are kept clear of remnants, threads, lint, dust and rubbish

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to produce knitted products in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of knitting styles and knit making techniques
- interpretation of work instructions to determine appropriate pattern and style
- preparation of work area, tools and materials for work operations
- selection, usage, maintenance and storage of knitting needles and yarns according to safety and enterprise procedures
- perform knitting in accordance with job specification and particular application
- ensuring that the finished product meets all requirements and taking appropriate corrective actions to ensure compliance with quality requirements
- performance of all tasks in accordance with established procedures and standards
- compliance with all occupational and workplace health and safety policies in work operations

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil



**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- types of knitting
- work specifications
- product handling and storage procedures
- usage and storage of knitting needles
- enterprise quality requirements
- enterprise procedures
- Occupational Health and Safety requirements
- types of yarns
- knitting making processes
- knitting styles
- knitting patterns
- care and maintenance of knitting needles and yarns
- characteristics of fabrics, threads and other materials used in knitting work
- knit making techniques

Skills

The ability to:

- interpret job requirements
- identify and rectify faults
- use knitting needles skillfully
- ensure compliance with quality requirements
- carry out work in accordance with Occupational Health and Safety policies and procedures
- communicate effectively within the workplace
- handle and store finished products
- care and store knitting and yarns
- maintain accurate work records in accordance with procedures
- meet work specifications
- interpret and apply defined procedures

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- appropriate knitting needles and yarns
- information on work specifications
- relevant safety procedures and regulations
- quality standards
- enterprise procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCGEN0851A: Use and maintain hand and power tools**

Competency Descriptor:

This unit deals with skills and knowledge required to select, use and maintain appropriate hand and power tools in the completion of work activities.

Competency Field: Entertainment and culture

<b>ELEMENT OF COMPETENCY</b>		<b>PERFORMANCE CRITERIA</b>	
1.	Identify hand and power tools	1.1	Work operations requiring the use of hand and power tools are recognised.
		1.2	Types of hand and power tools and their functions are identified.
		1.3	Sources of and access to power supply are recognised.
2.	Select hand tools	2.1	Occupational Health and Safety requirements for using hand tools are recognised and adhered to during work operations.
		2.2	Appropriate personal protective equipment are selected, correctly fitted and used.
		2.3	Hand tools are selected consistent with needs of the job.
		2.4	Tools checked for serviceability and safety and any faults are reported to appropriate personnel.
		2.5	Equipment are selected to hold or support material for hand tools application where applicable.
3.	Use hand tools	3.1	Hand tools are used to produce desired outcomes to job specifications.
		3.2	Material is located and held in position for hand tool application.
		3.3	Workplace health and safety requirements, including personal protection needs, are observed throughout the work.
		3.4	All damages and faults arising from immediate use are repaired within own area of responsibility or are marked for repair according to designated procedures.

- 3.5 Hand tools are cleaned and stored safely in appropriate location according to enterprise guidelines and manufacturer's recommendations.
  - 3.6 Work area is cleaned, all waste is removed and properly disposed of.
- 4. Select power tools
  - 4.1 Occupational Health and Safety (OH&S) requirements for using power tools recognised and adhered to.
  - 4.2 Appropriate personal protective equipment selected, correctly fitted and used.
  - 4.3 Power tools and leads/hoses are selected consistent with needs of job in accordance with conventional work practice.
  - 4.4 Power tools and leads/hoses visually checked for serviceability/safety in accordance with OH&S requirements and any faults are reported to the appropriate personnel.
  - 4.5 Equipment are selected to hold or support materials for power tool application where applicable.
- 5. Establish power/air supply to work location
  - 5.1 Route is identified for safe placement of leads/hoses and is cleared of all hazards.
  - 5.2 Electric power leads is run out to power supply and is supported overhead to be clear of traffic or is covered if presenting possible trip hazard.
  - 5.3 Electric power leads are connected to supply and power board or directly to power tool.
  - 5.4 Air hoses are run out to compressed air supply and are covered if presenting possible trip hazard.
  - 5.5 Hoses are connected to power tool and air supply in accordance with manufacturer's specifications.
- 6. Use power tools
  - 6.1 Power tools are used following a determined sequence of operations to produce desired outcomes.
  - 6.2 Workplace health and safety requirements, including personal protection needs, are observed throughout the work.
  - 6.3 Unsafe or faulty tools are identified and marked for repair according to established procedures.

- |    |                               |  |  |
|----|-------------------------------|--|--|
|    | 6.4                           | Power tools are cleaned and stored safely in appropriate location according to standard workshop procedure and manufacturer's recommendations. |  |
|    | 6.5                           | Work area is cleaned, all waste is removed and properly disposed of.   |  |
| 7. | Maintain hand and power tools | 7.1  | Maintenance procedures are identified.   |
|    |                               | 7.2  | Routine maintenance of hand and power tools is performed in accordance with enterprise guidelines and manufacturers' specifications. |
|    |                               | 7.3  | Repair needs are documented and reported to the appropriate personnel.   |
|    |                               | 7.4  | Hand and power tools are safely stored under the conditions recommended by the manufacturers.  |
|    |                               | 7.5  | Documentation is completed in accordance with enterprise procedures.   |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to using and maintaining hand and power tools.

Hand tools include, but are not limited to:

- wire strippers
- chisels
- saws
- scissors
- hammers
- measuring tapes
- pliers
- sealant gun
- hoops
- spirit level, straight edge
- screwdrivers

Power tools include:

- drills
- nail guns
- staplers
- screwdrivers
- sanders
- circular saw

Personal protective equipment may include:

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

Maintenance may include:

- cleaning
- sharpening
- lubricating
- repairing

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Occupational Health and Safety requirements may include:

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

Power supply to include but not limited to:

- electricity
- compressed air

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to use and maintain hand and power tools in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

It is essential that competence be 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

Pre-requisite for this unit is

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

knowledge of:

- workplace and equipment safety requirements
- portable power tools
- hand tools and equipment
- materials
- materials handling whilst operating tools
- work shop procedures
- maintenance procedures
- storage procedures
- Occupational Health and Safety requirements

Skills

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
- interpret safety requirements
- maintain tools
- store tools correctly

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- personal protective equipment
- safety and maintenance procedures
- hand and power tools

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of tools and maintenance records
- testimonials from clients/colleagues
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.



**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0651A: Operate machines for textile/fibre work**

Competency Descriptor:

This unit deals with the skills and knowledge required to operate machines to produce textile/fibre work.

Competency Field: Cultural Products

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Prepare work pieces/materials	1.1 Work pieces/materials are prepared, checked and any follow up action assessed in accordance with workplace procedures. 1.2 Quality of received component parts is assessed in accordance with workplace procedures. 1.3 Work pieces/materials are laid out in correct sequence in accordance with workplace procedures and specifications.
2. Prepare work area	2.1 Work area is arranged to achieve operator comfort and to minimise fatigue. 2.2 Machines are cleaned and checked in accordance with workplace and manufacturer's procedures. 2.3 Records are kept in accordance with workplace requirements.
3. Setup machine	3.1 Machine is set up and adjusted in accordance with manufacturer's instructions, workplace requirements and specifications for the work. 3.2 Machine tools and attachments and checked, set and changed as necessary. 3.3 Guides are appropriately selected and adjusted when required. 3.4 Machine is tested for correct operation prior to commencement of work operations.

- 4. Perform machine operation
  - 4.1 Pieces/materials are selected in accordance with specifications.
  - 4.2 Pieces/materials are appropriately positioned on machine in accordance with operating requirements.
  - 4.3 Machine is operated in accordance with machine and enterprise standards.
  - 4.4 Finished product is checked against specifications.
- 5. Identify poor machine performance
  - 5.1 The performance of the machine is regularly checked for signs of faulty operations.
  - 5.2 Appropriate action is taken to rectify fault within own area of responsibility in accordance with workplace procedures.
  - 5.3 Complex faults are referred to the appropriate personnel in accordance with enterprise policies and procedures.
- 6. Dispatch finished work
  - 6.1 Pieces are inspected for compliance with quality requirements and are bundled in accordance with workplace procedures.
  - 6.2 Pieces are stacked, stored or dispatched in accordance with workplace procedures.
  - 6.3 Work area is cleaned after operations and all unused material are stored in accordance with workplace procedures.
  - 6.4 Records are completed in accordance with workplace procedures.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to operating machine for textile/fibre work.

Machines may include but not limited to:

- sewing
- edging
- trimming
- branding
- embossing
- folding
- beading
- punching
- perforating
- eye-letting
- stapling

Textile/fibre work may include:

- objects, e.g. baskets, mats, containers
- printed fabric lengths
- printed objects, e.g. for home-wear, fashion, interior markets, 2-dimensional and 3-dimensional works
- dyed fabric lengths or objects
- decorated or embellished objects or fabric lengths, e.g. printing, appliqué, tapestry, patchwork, embroidery, stitching
- hand made paper, sheets of paper, cast paper
- felt cloth or objects

Work pieces may include:

- garment pieces
- embroidered material
- painted fabric
- knitted material

Materials may include:

- synthetic fibres
- fabrics
- natural fibres
- cellulose fibres

Organisation and maintenance of the work space may relate to:

- seating
- safety
- light
- ventilation
- adequacy of space
- process specific requirements

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Occupational health and safety policies and procedures may include:

- personal protective wear and equipment is used in accordance with workplace procedures
- safe materials handling practices are correctly followed
- rest breaks are taken in accordance with occupational health and safety including ergonomic requirements
- marked walkways are followed in workplace
- equipment is stored when not in use workstation is kept clean and free of obstacles at all times
- floor and workstation are kept clear of remnants, threads, lint, dust and rubbish

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to operate machines for textile/fibre work in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- determine work requirements and workplace standards
- prepare workstation and work prior to commencing operations
- apply machine operation techniques involve limited or a range of operations
- operate machine for operations where the positioning of work may be controlled by machine guides or where there is uncomplicated handling of work pieces
- carry out minor machine maintenance in accordance with workplace procedures
- apply workplace health and safety policies in work operations and maintain accurate records

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- operating procedures for machines involving different applications
- basic characteristics of typical fibres, fabrics, threads and other materials used in textile/fibre goods production
- quality standards and textile/fibre handling procedures
- safety and environmental aspects of relevant production and assembly processes
- workplace procedures
- reporting procedures
- relevant Occupational Health and Safety legislation, codes of practice, policies and procedures
- machine operations where the positioning of work pieces may be controlled by machine guides or where there is uncomplicated handling of work pieces

Skills

The ability to:

- receive and handle pieces and components
- prepare pieces/material for machine work
- maintain accurate work records in accordance with procedures
- carry out machining tasks to specifications
- carry out work in accordance with Occupational Health and Safety policies and procedures
- meet work specifications
- communicate effectively within the workplace
- interpret and apply defined procedures

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- machine and work area for preparation/production work
- work pieces/materials and equipment
- information on work specifications
- relevant safety procedures and regulations, quality standards and organisation procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients/colleagues
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.



## **ECCACP0721A: Prepare and transfer patterns to textile/fibre work**

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare patterns and transfer them to textile/fibre work.

Competency Field: Cultural Products

### **ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Identify work requirements	1.1	Work instructions are used to identify material to be used for application of design or pattern.
	1.2	Pattern or design to be produced or transferred is accurately identified.
	1.3	Processes required to complete work tasks are identified from work instructions.
	1.4	Items to which pattern or design is to be applied are identified from work instructions.
	1.5	Workplace health and safety requirements for application of patterns and designs to textile/fibre work, including personal protection needs, are observed throughout the work.
	1.6	Tools and equipment suitable to the work method are identified.
	1.7	The process for applying patterns and designs to surfaces of textile/fibre work is identified.
2. Prepare for work	2.1	Work sequence is planned in a logical order to suit the job.
	2.2	Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition.
	2.3	Pattern or design template (if required) is produced from plan or design or drafted from existing design or pattern.

- 2.4 Procedures are identified for checking quality requirements for each stage of the application process and quality of materials and items produced.
- 3. Apply pattern or design to surface
  - 3.1 Surface of textile/fibre work is prepared for application of pattern or design in accordance with work requirements.
  - 3.2 Pattern or design template is applied or surface is masked with appropriate materials where necessary.
  - 3.3 Pattern or design is applied to surface in accordance with workplace procedures or industry practice.
  - 3.4 Problems occurring during operation are identified and reported to appropriate persons in accordance with workplace procedures.
  - 3.5 Any authorised changes in working procedures are followed.
- 4. Complete work
  - 4.1 Product is inspected for quality of work and defects are corrected as required in accordance with workplace procedures.
  - 4.2 Completed work is stored and all documentation completed as required.
  - 4.3 Waste and scrap material is removed for disposal or recycling as required.
  - 4.4 Work area is cleaned and rubbish disposed of as appropriate.
  - 4.5 Workplace documentation is completed as required.
  - 4.6 Tools and equipment are cleaned and stored following workplace procedures.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to preparing and transferring patterns to textile/fibre work.

Textile/fibre work may include:

- objects, e.g. baskets, mats, containers
- printed fabric lengths
- printed objects, e.g. for home-wear, fashion, interior markets, 2-dimensional and 3-dimensional works
- dyed fabric lengths or objects
- decorated or embellished objects or fabric lengths, e.g. printing, appliqué, tapestry, patchwork, embroidery, stitching
- hand made paper, sheets of paper, cast paper
- felt cloth or objects

Patterns/designs may include:

- floral designs
- shapes
- etchings
- motif
- 

Material may include:

- thread
- paper
- carbon paper
- tracing paper
- paint

Tools may include:

- pencils
- markers
- needles
- hoops
- stencils
- brushes

Equipment may include:

- sewing machine
- stapling gun
- hot glue gun

Application method may include:

- tracing
- perforation
- gluing and pasting
- stapling
- stitching

Preparation of surface may include:

- removing grease
- removal of dirt
- smoothing surface
- creating even and flat surface

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Personal protective equipment may include:

- safety glasses/goggles
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to prepare and transfer patterns to textile/fibre work in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of procedures, techniques and means of applying patterns and designs to textile/fibre work
- interpret work instruction accurately and determine work requirements in accordance with design
- identify pattern/design, application method and items to which patterns/designs will be applied
- select and prepare tools, equipment materials and work area for application of pattern/design
- perform pre-application and surface preparation operations as required
- produce and apply appropriate patterns or design to textile/fibre work
- safe usage, care, maintenance and storage of all tools and equipments
- follow work instructions, operating procedures and inspection practices to maintain required production output and product quality
- take appropriate measures to maintain safe working environment and minimise the risk of injury to self or others
- perform all reporting, documentation and storage in accordance with requirements
- compliance with all occupational and workplace health and safety policies in work operations

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the qualities and characteristics of textile and fibre materials, including the hazards and handling requirements
- procedures, techniques and means of applying patterns and designs to textile/fibre work
- workplace safety requirements related to the application of patterns and designs to textile/fibre surfaces
- workflow in relation to other stages of the work process
- usage and maintenance of tools and equipment
- inspection and checking procedures
- quality standards
- surface preparation for application of patterns/designs
- producing patterns
- workplace procedures
- reporting procedures
- enterprise policies and procedures
- relevant Occupational Health and Safety standards and codes of practice

Skills

The ability to:

- interpret job requirements
- plan and organize work
- determine work requirements
- prepare surfaces for application of patterns/designs
- produce patterns
- use tools and equipment
- transfer patterns/designs to textile/fibre work
- ensure compliance with quality requirements
- carry out work in accordance with Occupational Health and Safety policies and procedures
- communicate effectively within the workplace
- handle and store finished products
- care and maintain tools and equipment
- maintain accurate work records in accordance with procedures
- meet work specifications

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- appropriate equipment, tools and textile/fibre work
- work order and workplace information including work procedures
- enterprise policies and procedures
- enterprise quality requirements
- health and safety procedures and standards

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of patterns/previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECCACP0801A: Assemble crafted garment**

## Competency Descriptor:

This unit deals with the skills and knowledge required to assemble and fit custom-made or crafted garments.

Competency Field: Cultural Products

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Prepare for work	1.1	Work requirements are determined from design sketches, customer requirements and other work documentation.
		1.2	Equipment, tools and materials required for the production of garment assembly work are correctly identified and selected.
		1.3	Equipment and tools are cleaned and maintained in accordance with relevant workplace procedures and safety requirements.
		1.4	Materials are prepared in accordance with work specifications and safety requirements.
		1.5	Workspace is organised and maintained so that it remains clean and safe.
2.	Prepare garment pieces	2.1	Garment pieces are prepared in accordance with design, pattern and style of the work.
		2.2	Appropriate patterns and designs are positioned on fabric pieces in accordance with design specifications.
		2.3	Fabric pieces and linings are pinned or sewn together as required and appropriately hung in readiness for assembly.
		2.4	First fitting is conducted with the customer where possible and necessary changes are made as required.
3.	Assemble garment	3.1	Pieces are sewn together to form the whole garment in accordance with design specifications.
		3.2	Work is carefully examined for compliance with design and quality requirements and flaws are corrected where required.



- 3.3 Garment is pressed in accordance with requirements.
  - 3.4 Additional fittings and modifications are determined in consultation with the client where necessary.
- 4. Finish garment
  - 4.1 Sewing is assessed and trims are applied in accordance with design requirements.
  - 4.2 Finished garment is checked for safety, including potentially dangerous items.
  - 4.3 Checks are made to ensure that garment meets potential clients' satisfaction and confirm to correct sizing, look and wearer's comfort.
  - 4.4 Garment is finished to meet specifications and appropriate labels are attached.
  - 4.5 Garment is stored in accordance with enterprise policies and procedures.
- 5. Complete work
  - 5.1 All relevant paperwork and documentation is prepared in accordance with enterprise procedures
  - 5.2 Work area is cleaned and rubbish disposed of as appropriate.
  - 5.3 Waste and scrap material is removed for disposal or recycling as required.
  - 5.4 Tools and equipment are cleaned and stored following workplace procedures.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to assembling crafted garment.

Garment pieces and that assembled to include:

- skirt
- dress
- shirt
- blouse
- pants
- shorts
- trousers

Assembling include:

- pockets (patch/inseam)
- waist band
- seams
- cuff
- collar (shirt, convertible)
- fullness control (darts, tucks, pleats, gathers)
- openings and fasteners (zipper, plackets, fly, buttons & button holes, snaps)

Worksite environment may include:

- work conducted in a large scale production or small business situation
- types of fabrics being used
- tools
- complexity of design
- safety procedures and practices
- documentation procedures
- quality requirements

Tools may include:

- a range of needles
- scissors
- measuring instruments
- hoops
- pins
- thimble

Sources of information/documents may Include:

- work specifications
- design drawings/sketches
- garment construction instructions
- organisation work procedures
- organisational or external personnel
- customer/s requirements

Patterns and design may include:

- embroidery
- handranger
- patchwork
- knitting
- tie dying

Finishing includes:

- trimming and inspecting
- pressing
- folding
- hanging
- tag
- identifying and correcting faults

Equipment may include:

- sewing machine
- iron
- vats

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Documentation include:

- specification sheet
- log sheet

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to assemble crafted garment in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

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

- demonstrate knowledge of garment assembly methods for various garment pieces
- interpret work instructions accurately and determine resources required
- prepare tools, equipment and worksite for work
- prepare and assemble pieces for garment
- conduct fittings where possible
- demonstrate the ability to prepare and assemble garments to design specifications
- communicate effectively and interact with the customer where required
- finish garment, press garment and store appropriately
- apply workplace health and safety policies in work operations
- maintain accurate records and clean up after work completion
- perform work in accordance with assembly procedures and enterprise quality requirements

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- preparation of pieces for garment assembly
- marking and cutting
- garment assembly methods
- fabric grains
- types and characteristics of fabrics
- usage and maintenance of tools and equipment
- capabilities of tools, equipment and materials used in assembly process
- handling fabrics during garment construction
- safety and environmental aspects of relevant enterprise activities
- enterprise policies and procedures
- industry standards
- Occupational Health and Safety requirements

Skills

The ability to:

- organise and prepare for work
- read and interpret work instructions
- perform alterations
- fit garment
- prepare and assemble garment pieces
- use and maintain tools and equipment
- sew and apply trims
- work safely
- communicate effectively
- maintain records and document
- complete all tasks to specifications

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- work specifications/customer requirements
- access to the materials, resources and equipment needed to assemble garment
- enterprise quality requirements, policies and procedures
- health and safety procedures and standards

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0742A: Repair and maintain textile/fibre work**

### Competency Descriptor:

This unit deals with the skills and knowledge required to assess textile/fibre work for maintenance or repair requirements and to undertake the required maintenance and repairs.

Competency Field: Cultural Products

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Determine requirements	1.1 Job requirement is identified from work order or other instructions which will include any special requirements for repair and maintenance. 1.2 Textile/fibre work is assessed or examined to determine repair and maintenance requirements. 1.3 Repair/maintenance procedures required to complete work tasks are identified from assessment and work instructions. 1.4 Material required and appropriate tools and equipment for maintenance or repair of textile/fibre work are determined. 1.5 Costs are calculated to determine feasibility of repair in accordance with enterprise guidelines and procedures.
2. Prepare for work	2.1 Work sequence is planned in a logical order to suit the job. 2.2 Workstation is set up in accordance with safety and workplace requirements. 2.3 Materials and/or equipment required for the task are assembled. 2.4 Tools, equipment and materials are selected and checked prior to use to ensure that they are appropriate for the work, serviceable and in a safe condition. 2.5 Workplace health and safety requirements, including personal protection needs, are observed throughout the work.

- 3. Prepare textile/fibre work
  - 3.1 Areas for repairs are clearly marked and sections to be replaced are carefully removed in accordance with work requirements.
  - 3.2 Textile/fibre work is prepared in appropriate manner for maintenance or repair.
  - 3.3 All surface areas not being repaired/maintained are properly protected from damage and contamination.
- 4. Undertake repair/maintenance
  - 4.1 Cleaning or laundering of textile/fibre work is performed following the correct procedures.
  - 4.2 Repair/maintenance is undertaken to textile/fibre work to optimum condition and in accordance with work requirements.
  - 4.3 Finished work is inspected for conformance with quality requirements and defects are corrected as required in accordance with workplace procedures.
- 5. Complete work
  - 5.1 Finished work is packaged/tagged/stored following workplace procedures.
  - 5.2 Any required documentation is completed and processed following workplace procedures.
  - 5.3 Tools and equipment used are cleaned, maintained as required and stored in accordance with workplace procedures.
  - 5.4 Work area is cleaned with waste and scrap being removed/recycled in accordance with workplace procedures.



## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to repairing and maintaining textile/fibre work.

Textile/fibre work may include:

- objects, e.g. baskets, mats, containers
- printed fabric lengths
- printed objects, e.g. for home-wear, fashion, interior markets, 2-dimensional and 3-dimensional works
- dyed fabric lengths or objects
- decorated or embellished objects or fabric lengths, e.g. printing, appliqué, tapestry, patchwork, embroidery, stitching
- hand made paper, sheets of paper, cast paper
- felt cloth or objects

Repair may include:

- invisible mending
- resizing
- machine sewing
- hand sewing
- blind hemming
- replacing a section
- replacement of attachments and reinforcements
- redecorating
- patching

Maintenance may include:

- spot cleaning
- dry cleaning
- laundering
- repainting
- redecorating
- re-dyeing
- vacuuming

Tools may include:

- a range of needles
- scissors
- cutting and shaping tools
- brushes
- pliers
- staplers
- hoops

Preparation of textile/fibre work for repairing/maintenance may include:

- removing grease
- removal of dirt
- creating even and flat surface
- masking
- removal of attachments

Material may include:

- cleaning agents
- paint
- thread
- glue
- staples
- pins

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Personal protective equipment may include:

- safety glasses/goggles
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

Equipment may include:

- sewing machine
- stapling gun
- hot glue gun
- button sewing machine
- darning machine

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to repair and maintain textile/fibre work in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of repair and maintenance techniques for textile fibre work and their application
- interpret work instruction accurately and determine work requirements
- assess textile/fibre work for maintenance or repair requirements
- select and prepare tools, equipment materials and work area for repair/maintenance operations
- calculate costs and determine feasibility of repair/maintenance
- safe usage, care, maintenance and storage of all tools and equipments
- prepare textile/fibre work appropriately for repair/maintenance operations
- apply appropriate maintenance techniques
- repair and restore textile/fibre work to optimum condition
- follow work instructions, operating procedures and inspection practices to maintain required production output and product quality
- take appropriate measures to maintain safe working environment and minimise the risk of injury to self or others
- perform all reporting, documentation and storage in accordance with requirements
- compliance with all occupational and workplace health and safety policies in work operations

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills****Knowledge**

Knowledge of:

- fabrics/materials and how they react to laundering, dry cleaning or spot cleaning
- cost assessment
- cleaning agents and the effect they have on a range of fabrics/materials, including those that are fragile and easily damaged
- textile/fibre repair techniques and their application
- textile/fibre maintenance techniques and their application
- techniques for preparation of textile/fibre work for maintenance/repair
- assessment of repair and maintenance requirements
- usage, maintenance and storage of tools and equipment
- quality requirements
- workplace procedures
- reporting procedures
- enterprise policies and procedures
- safety and environmental aspects of relevant enterprise activities
- workplace procedures and reporting processes
- relevant Occupational Health & Safety legislation and codes of practice

**Skills**

The ability to:

- carry out textile/fibre maintenance and repair techniques to the required industry standard
- communicate effectively in the workplace
- maintain records and document and transfer information
- interpret and carry out established procedures
- solve problems
- assess maintenance and repair requirements
- ensure compliance with quality requirements
- use tools and equipment
- handle and store finished products
- prepare textile/fibre work for maintenance/repair
- interpret job requirements
- plan and organize work
- carry out work in accordance with Occupational Health and Safety policies and procedures
- determine cost and resource requirements

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- materials, tools and equipment
- information on work specifications
- relevant safety procedures and regulations
- quality standards
- customer requirements
- enterprise policies and procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/repaired product
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0752A: Prepare special purpose textile/fibre work**

### Competency Descriptor:

This unit deals with the skills and knowledge required to design and prepare special purpose textile/fibre work to special requirements.

Competency Field: Cultural Product

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Determine requirements for specialised textile/fibre work	1.1 Design sketches and other work documentation are interpreted and customer is liaise with to determine the requirements for specialised textile/fibre work.
	1.2 Research is undertaken to establish the broad parameters for specialised textile/fibre work construction, including availability of materials.
	1.3 Research material is used to appropriately adapt styles for the particular preparation process.
2. Determine specifications for specialised textile/fibre work	2.1 The conceptual vision for the proposed textile/fibre work is determined based on exploration of different techniques or from supplied information.
	2.2 The techniques are selected based on the conceptual vision.
	2.3 Equipment, tools and materials required for the production of specialised textile/fibre work are correctly determined.
	2.4 Correct quantity and cost of materials required for construction are determined with consideration of efficient use of resources.
	2.5 Accurate working drawings and specifications for specialised textile/fibre work is produced.
3. Prepare for work	3.1 Work is planned, identifying all work processes and resource requirements.
	3.2 Work area is cleared and cleaned and safe working environment is established.

- 3.3 Equipment and tools are cleaned and maintained in accordance with relevant workplace procedures and safety requirements.
  - 3.4 Faults in tools and equipment are identified and corrected actions taken within own area of responsibility or faults are reported to designated person.
  - 3.5 Materials are prepared in accordance with work specifications and safety requirements.
  - 3.6 Manufacturer's information and safety advice on materials is located where required and applied in the planning of work process.
  - 3.7 Procedures are identified for checking quality requirements for each stage of the application process and quality of materials and items produced.
4. Construct specialised textile/fibre work
- 4.1 Design and pattern shapes are appropriately developed to meet specifications.
  - 4.2 It is ensured that the design is practical and appropriate for the purpose of the textile/fibre work.
  - 4.3 Tools, equipment and materials are selected in accordance with process requirements and enterprise guidelines and procedures.
  - 4.4 Techniques, tools, equipment and materials are safely used and adapted appropriately to realise the conceptual vision.
  - 4.5 Potential different approaches that may enhance the final work are identified and are incorporated into the work process.
  - 4.6 Specialised textile/fibre work is constructed in accordance with requirements and design specifications.
  - 4.7 Appropriate support, decorations and finishing are incorporated into the production process.
  - 4.8 Workplace health and safety requirements for preparation of specialised textile/fibre work, including personal protection needs, are observed throughout the work.

5. Complete work
- 5.1 Product is inspected for quality of work and defects are corrected as required in accordance with workplace procedures.
  - 5.2 Completed work is stored and all documentation completed as required.
  - 5.3 Waste and scrap material is removed for disposal or recycling as required.
  - 5.4 Work area is cleaned and rubbish disposed of as appropriate.
  - 5.5 Workplace documentation is completed as required.
  - 5.6 Tools and equipment are cleaned and stored following workplace procedures.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to preparing special purpose textile/fibre work.

Textile/fibre work may include:

- objects, e.g. baskets, mats, containers
- printed fabric lengths
- printed objects, e.g. for home-wear, fashion, interior markets, 2-dimensional and 3-dimensional works
- dyed fabric lengths or objects
- decorated or embellished objects or fabric lengths, e.g. printing, appliqué, tapestry, patchwork, embroidery, stitching
- hand made paper, sheets of paper, cast paper
- felt cloth or objects

Special purpose may include:

- religious
- ceremonial
- cultural
- nationalistic
- ritualistic
- ethnic
- symbolic
- historical
- political



## Equipment may include:

- moulds and deckles
- blenders/electric beater, e.g. Hollander
- vacuum table
- press
- hotplate/stove for heating wax, saucepans
- vats for dyeing fabric and casting paper
- looms, e.g. backstrap, table loom
- screens and carousel for printing
- squeegees
- light box for exposing photo emulsion for screen printing
- sewing machine

## Materials may include:

- synthetic fibres, e.g. plastics
- natural fibres, e.g. vines, willow branches, flexible twigs, pandanus, palm fronds, reeds, bark, wool, cotton, fibre spun or twisted into string
- fabrics, e.g. cotton, linen, silk, synthetic fabrics, tapa cloth
- cellulose fibres - recycled acid free mount board, plant fibres, e.g. pampas grass, banana leaf, flax, kozo
- cold and hot water dyes and necessary chemicals for dyeing fabric
- pigment dyes for paper
- methyl cellulose
- sizing agents for paper
- materials for embedding in paper, e.g. other fibres, magazine images
- water based paints
- drawing materials for colouring (may include watercolour pencils)
- painting materials
- various waxes for resist dyeing
- printing inks
- photo emulsion and stencils for screen printing

## Tools may include:

- weaving shuttles
- brushes
- weaving, knitting, embroidery needles
- equipment for tie dyeing
- spoons, spatulas, scrapers
- cutting tools

## The conceptual vision may be determined by:

- the subject matter or theme for the textile/fibre work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns
- the relationship of the work to a theoretical and historical context
- elements and principles of design
- purpose of work
- customer requirements

## Criteria for the selection of techniques may relate to:

- consistency with the conceptual vision for the proposed textile/fibre work
- personal affinity with the techniques
- ease of application of the techniques
- access to materials, tools and equipment for the techniques

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Personal protective equipment may include:

- safety glasses/goggles
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to prepare special purpose textile/fibre work in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of the types of special purpose textile/fibre works and the techniques used to produce them
- explore and select techniques based on established criteria
- production of specialised textile/fibre work which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- safe handling, maintenance and usage of tools, equipment and materials
- develop design in keeping with requirements and specifications
- determine, select and prepare appropriate tools, materials, equipment and work environment for production process
- prepare item in accordance with work specifications and quality requirements
- knowledge of materials and tools and how they are used and extended in specialised textile/fibre work
- perform all task in accordance with standard operating procedures and enterprise policies and procedures
- apply appropriate inspection and storage procedures
- compliance with health and safety procedures and standards

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- physical properties and capabilities of the range of materials, tools and equipment used in specialised textile/fibre work
- work space requirements for textile/fibre work, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in specialised textile/fibre work
- formal elements and principles of design and their specific application to the production of specialised textile/fibre work
- cleaning and maintenance techniques for tools and equipment used in specialised textile/fibre work
- historical and theoretical contexts for textile/fibre work
- quality assurance processes
- enterprise policies and procedures
- copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in textile/fibre work
- organisational and legislative Occupational Health and Safety procedures in relation to textile/fibre work

#### Skills

The ability to:

- translate conceptual vision to finished product
- identify and select tools and materials
- interpret work requirements
- explore and assess techniques
- select appropriate techniques
- communicate effectively
- calculate quantities and costs
- read work documents
- work safely
- produce specialised textile/fibre work
- maintain accurate work records in accordance with procedures
- meet work specifications
- determine work requirements

### (4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- equipment, tools and materials used for construction of specialised textile/fibre work
- work order and workplace information including work procedures
- enterprise policies and procedures
- enterprise quality requirements

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECCFIN0922A: Process financial transactions**

## Competency Descriptor:

This unit deals with the skills and knowledge required to process and balance financial transactions in a range of tourism and hospitality contexts.

Competency Field: Entertainment and culture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Process receipts and payments	1.1 Cash float is received and accurately checked using correct documentation. 1.2 Cash received is accurately checked and correct change is given. 1.3 Receipts are accurately prepared and issued when required. 1.4 Non-cash transactions are processed in accordance with enterprise and financial institution procedures. 1.5 Transactions are correctly and promptly recorded. 1.6 When payments are required, documents are checked and cash is issued according to enterprise procedures. 1.7 All transactions are conducted in a manner which meets enterprise speed and customer service standards.
2. Process sales	2.1 Sale transactions are completed according to enterprise policy. 2.2 Price/total/amount of cash received is stated verbally to customer. 2.3 Information is entered into point of sale equipment/calculated accurately and in accordance with Occupational Health and Safety requirements. 2.4 Correct change is tendered. 2.5 Enterprise procedures are identified and applied in regard to exchanges, returns and refund.

3. Reconcile takings
  - 3.1 Balancing procedures are performed at the designated times in accordance with enterprise policy.
  - 3.2 Cash float is separated from takings prior to balancing procedure and secured in accordance with enterprise procedures.
  - 3.3 Register/terminal reading or print out is accurately determined where appropriate.
  - 3.4 Cash and non-cash documents are removed and transported in accordance with enterprise security procedures.
  - 3.5 Cash is accurately counted.
  - 3.6 Non-cash documents are accurately calculated.
  - 3.7 Balance between register/terminal reading and sum of cash and non-cash transactions is accurately determined.
  - 3.8 Takings are recorded in accordance with enterprise procedures.

## RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to processing financial transactions.

Documents may include:

- receipts and invoices
- purchase requisition and orders
- accounting records/statements
- payments records
- vouchers
- time sheets
- purchase slips
- deposit books/slips payment rates
- delivery docketts
- credit notes
- cheques
- petty cash vouchers
- petty cash books
- bank statements

Transactions may include but are not limited to:

- credit cards
- cheques
- deposits
- advanced payments
- vouchers
- cash
- company charges
- refunds
- travellers cheques
- foreign currency

Enterprise procedures to include:

- processing financial information
- handling financial documents
- security procedures for handling cash and non-cash transactions
- documentation of financial information
- sales processes

Information to be entered/calculated may include:

- price
- quantity of items
- discounts
- taxes
- exchange rates

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to process financial transactions in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of basic cash handling principles and security procedures
- demonstrate the ability to conduct accurate and secure financial transactions within acceptable enterprise timeframes
- process sales, payments and receipts in accordance with established procedures
- provide quality customer service in regards to financial transactions
- interpret and process information accurately and produce relevant documentation
- compliance with Occupational Health and Safety requirements, enterprise quality requirements, policies and procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil



**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- cash counting procedures
- sales procedures
- preparation of financial documents
- procedures for processing cash and non-cash transactions
- enterprise policies and procedures
- customer service procedures
- operating point of sale equipment
- currencies and exchange rates
- relevant legislative requirements
- basic accounting procedures
- calculations and computations
- goods and services provided by the enterprise and relevant prices
- quality requirements
- legislative and statutory requirements
- Occupational Health and Safety requirements
- security procedures for cash
- and other financial documentation

Skill

The ability to:

- prepare receipts
- manage cash float
- process non-cash transactions
- make cash payments
- perform balancing procedures
- maintain cashier records
- provide excellent customer service
- process sales
- apply literacy and numeracy skills

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- relevant documents and point of sale equipment/tool
- enterprise policies and procedures
- quality standards
- Occupational Health and Safety requirements
- relevant legislative and statutory requirements

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of financial documents
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCARP0072A: Install and dismantle small exhibitions**

### Competency Descriptor:

This unit deals with the skills and knowledge required to prepare sites for small exhibitions, prepare hardware and object supports and to install and dismantle small exhibitions.

Competency Field: Entertainment and Culture

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Establish and confirm details of exhibition specifications	1.1 Details of exhibition design, public access and safety and environmental requirements are determined from work instructions.  1.2 Details of necessary materials, equipment and other resources are determined and confirmed with relevant personnel.  1.3 Details of procedures and responsibilities are determined and confirmed with relevant personnel.  1.4 Project timeline is verified with all interested parties.
2. Prepare exhibition site and hardware	2.1 Site is clear and clean, necessary alterations are complete and checks are made to ensure that all utilities and services are available for installation requirements.  2.2 It is ensured that site is environmentally suitable and secure in accordance with technical specifications.  2.3 Exhibition hardware is prepared in accordance with specifications and professional standards and is tested for conformance with quality requirements.  2.4 All necessary construction required prior to installation of exhibit is completed in accordance with established procedures and Occupational Health and Safety requirements.  2.5 Object/product supports are prepared in accordance with exhibition requirements.

3. Install exhibition
  - 3.1 Exhibition hardware is installed and all utilities and support services required for use are available.
  - 3.2 Objects/products are obtained, unpacked, moved and handled according to agreed installation plan and guidelines for best practice.
  - 3.3 The objects'/products' integrity is maintained, prompt action is taken in the event of accidents and unforeseen circumstances and documented as required.
  - 3.4 Objects/products, associated graphics, signs, lighting, sound and special effects are installed according to the installation specifications.
  - 3.5 Finishing, detailing and any other work required after objects/products are installed are completed according to plan.
  - 3.6 Resource constraints and safety considerations are met.
4. Prepare to dismantle exhibition
  - 4.1 Procedures for dismantling exhibition is reviewed and clarified with all relevant personnel.
  - 4.2 Roles and responsibilities of all parties involved in the dismantling process are clarified.
  - 4.3 Resources, equipment and facilities required for dismantling are obtained and prepared.
5. Dismantle exhibition
  - 5.1 Dismantling is carried out according to plan and unexpected events are resolved promptly.
  - 5.2 Objects/products are removed and safely returned to appropriate locations and hardware is stored and/or disposed of appropriately.
  - 5.3 Files, documents and records are updated and amended as required and in accordance with enterprise procedures and practices.
  - 5.4 Site is cleaned and restored to required condition.

- |    |  |     |   |
|----|--|-----|---|
| 6. | Apply safe working practices and handling procedures | 6.1 | Objects/products and resources are handled safely in accordance with best practice guidelines.  |
|    |  | 6.2 | Work is conducted safely in accordance with enterprise practices and procedures and Occupational Health and Safety requirements.                      |
|    |  | 6.3 | Manual lifting and handling procedures are followed according to enterprise practices and procedures and Occupational Health and Safety requirements. |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to installing and dismantling small exhibitions.

Purpose of exhibition may include:

- introduce new range of products/objects
- promote service
- display collection
- display options for products
- display information
- introduce new services
- sell products
- exhibit products/objects
- educational purposes

Exhibition hardware may include:

- structural support
- stands
- display cases
- racks

Procedures for dismantling exhibition may include procedures for:

- exhibition's contents
- packing
- inventory
- transportation
- safety and manual handling
- object/product handling
- hardware storage and/or disposal

Exhibition utilities may include:

- light fittings
- sound outlets
- film and video screens
- electronic devices e.g. timers
- computer equipment
- environmental monitoring and control systems
- special exhibition features
- customised supports
- hanging system supports

Object/product may include:

- art
- craft items
- paintings
- promotional items
- information material

Occupational Health and Safety standards and guidelines may include:

- ergonomic standards
- guidelines for the use of equipment
- workplace work and reporting procedures
- legislative guidelines

Enterprise procedures and practices may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Exhibition features may include:

- objects/products
- exhibition furniture
- display equipment
- electronic support material
- text
- graphics

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to install and dismantle small exhibits in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of presentation techniques and creating effective display for exhibitions
- determine work activities for installing and dismantling exhibitions
- interpret design and other specifications for exhibitions
- determine materials, equipment and resources requirements, timelines and roles and responsibilities of other relevant parties
- prepare sites, exhibition hardware and objects/products support in accordance with installation requirements
- demonstrate the ability to install exhibitions to meet specific objectives using accepted display techniques
- manage and handle difficulties effectively
- prepare for and dismantle exhibitions in accordance with established procedures and own responsibilities
- handling objects/products with care and precision and in safe working practices and manual handling
- conduct all reporting, documentation and record maintenance according to policies and procedures
- perform all tasks in accordance with enterprise policies and procedures and legislative requirements
- conduct work according to quality and Occupational Health and Safety standards

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- enterprise functions
- enterprise fabrication, installation and dismantling procedures
- design and construction techniques
- safe object handling techniques
- safe work practices and manual handling
- operational knowledge of a range of lighting, layout and display techniques
- different types of exhibitions
- exhibition design techniques
- quality assurance processes
- materials, equipment and resources for installing and dismantling exhibition
- tools and equipment usage and operations
- preparation of exhibition features and fitting
- utilities and service requirements for exhibitions
- transportation and storage procedures for objects/products
- site and hardware preparation techniques
- Occupational Health and Safety requirements

Skills

The ability to:

- interpret exhibition designs, plans and specifications
- determine resource requirements
- interpret and follow work instructions
- communicate effectively
- solve problems
- apply literacy and numeracy skills
- prepare and maintain reports and documentation
- install and dismantle exhibits
- apply construction and preparation techniques
- work safely
- use equipment
- work collaboratively in a team
- apply manual dexterity when working with objects/products
- employ safe work practices and manual handling



**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- materials, equipment and resources
- design and specifications for exhibits
- work instructions
- relevant policies and procedures manuals
- quality standards
- Occupational Health and Safety requirements

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

**(5) Method of Assessment**

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of exhibits/previous work
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

**CRITICAL EMPLOYABILITY SKILLS**

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**ECCART0032A: Produce work which expresses own cultural identity**

## Competency Descriptor:

This unit deals with the skills and knowledge required to appropriately express own cultural identity through artistic practice.

Competency Field: Cultural Products

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Examine protocol for the production of cultural works	1.1 Appropriate sources of information on cultural identity and the ways in which it can be expressed are identified in the culturally appropriate manner. 1.2 Appropriate knowledge permitted for cultural expressions is determined according to community guidelines. 1.3 Appropriate protocols for the production of cultural works, including copyright and intellectual property, were researched and followed.
2. Develop concept for work that expresses cultural identity	2.1 Cultural information is evaluated and used in an appropriate way in developing a concept for work in accordance with cultural requirements. 2.2 Cultural information and identity is taken into account in the development of concept, with due consideration of cultural protocols. 2.3 Means of expression for production of work consistent with cultural context and concept are selected in accordance with community guidelines.
3. Produce work using cultural knowledge	3.1 Work, which appropriately expresses cultural context and locates own identity is produced in accordance with own cultural heritage. 3.2 Work is produced in accordance with cultural, copyright and intellectual property requirements.

**RANGE STATEMENT**

This unit applies to activities associated with essential operations linked to producing work, which expresses own cultural identity.

Cultural information may relate to:

- history (pre - European contact and post-European contact)
- traditional life and culture
- traditional food
- art and music
- dance
- bush medicine
- tools and implements
- custodianship of land
- cultural sites

Cultural expression may include:

- art
- dance
- music
- ceremony
- storytelling
- cultural interpretations

**EVIDENCE GUIDE**

Competency is to be demonstrated by the ability to produce work, which expresses own cultural identity in accordance with the performance criteria and the range listed within the range of variables statements.

**(1) Critical Aspects of Evidence**

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

- demonstrate knowledge of the ways in which cultural information and context can be applied within art practice
- demonstrate the ability to produce work which appropriately expresses cultural context and identity
- demonstrate knowledge of cultural protocols covering accessing and disseminating information
- compliance with copyright, moral and intellectual property requirements

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- cultural protocols in relation to the production, presentation and distribution of works which express own cultural identity
- own culture
- copyright, moral rights and intellectual property requirements for specific types cultural artwork, including issues of appropriation
- protocols for the sharing of information and the expression of information pertaining to cultural works
- cultural expressions

Skills

The ability to:

- source and access information
- observe appropriate protocols
- evaluate information
- produce cultural works
- express aspects of own culture

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- involvement of approved personnel from the relevant community

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of products made/previous work
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

### CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0162A:            Develop and articulate concept for own work**

Competency Descriptor:

This unit deals with the skills and knowledge required to develop and articulate the concept for own work which encompasses ideas, form and context for the work.

Competency Field:    Cultural Products

### **ELEMENT OF COMPETENCY    PERFORMANCE CRITERIA**

1.	Generate initial ideas	1.1	Ideas in the context of the work are explored.
		1.2	The nature of the target audience, its tastes and expectations are evaluated.
		1.3	The purpose, scope and objectives of the work are determined based on artistic vision.
		1.4	Broad parameters for the work are developed based on overall objectives, audience tastes and artistic vision.
2.	Conduct research	2.1	Relevant research is undertaken to identify the historical, cultural and other influences that impact on concept development.
		2.2	Sources and references are critically analysed to inform concept development.
		2.3	Appropriate specialists who may be able to contribute to the concept are identified and sourced.
		2.4	Relevant ideas from other practitioners or works are explored and adapted with consideration of intellectual property, moral rights and copyright requirements.
		2.5	Research and collating of information is conducted in accordance with Occupational Health and Safety procedures and enterprise policies and procedures.
3.	Develop and expand concept	3.1	Ideas are developed and expanded in response to research findings in the context of the work.
		3.2	Appropriate storylines and interpretive messages are identified, selected and developed based on outcomes of research, audience needs and artistic vision.

- |    |                    |   |
|----|--------------------|---|
|    | 3.3                | Possible concepts for work are developed and evaluated based on artistic vision.                                    |
|    | 3.4                | Own ideas are challenged and tested and appropriate approaches to achieve desired effects are explored.             |
|    | 3.5                | Final concept is selected based on collected information, ideas and intentions for own work and industry practices. |
|    | 3.6                | Concept proposal is completed in an appropriate format.   |
| 4. | Articulate concept |   |
|    | 4.1                | An appropriate method of presenting the concept is selected based on nature of work and context for communication.  |
|    | 4.2                | Information is clearly provided to others about the concept including details on the information and ideas used.    |
|    | 4.3                | Feedback is sought on concept and feedback is reviewed for inclusion into concept improvement process.              |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to developing and articulating concept for own work.

Information sources may include:

- stories
- oral history
- myths and legends (including religious)
- books, magazines, poems
- photographs and other artworks
- music and/or film/video
- direct observation of the natural or built environment

Organising information may include maintaining:

- written and/or visual diary
- scrap book of images
- file (paper-based/digital)
- diagrams
- charts
- sketches

The concept may include:

- the subject matter or theme for the work, e.g. the body, identity, land and place, political, cultural or social issues, spiritual concerns
- elements and principles of design
- a relationship to a theoretical and historical context

Reviewing collected information may involve:

- personal interest
- cultural conventions and/or significance
- aesthetic appeal
- thinking beyond established boundaries



The context for communication may relate to:

- the audience
- how the concept is being presented
- why the concept is being presented
- cultural issues surrounding presentation
- physical limitations

Communication method may include:

- oral
- visual and oral
- written and visual
- written

Own work may involve one, or more than one, area of the arts including:

- visual arts and contemporary craft
- design
- photoimaging
- arts administration
- video and web-based media
- performing arts
- multimedia
- writing

Reviewing feedback may involve:

- making notes
- discussion with others
- assessment of critical reviews

Parameters of work may include:

- style
- size
- media
- genre

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to develop and articulate concept for own work in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of sources of information, works of other practitioners and specialists and concept development
- determine target audience, audience tastes and anticipated effects and responses to own work
- generate and explore ideas for work and establish objectives for own work
- develop the concept through the process of collecting, organising and reviewing information to select final option for the concept
- effectively communicate with others about the development of the concept
- application of sound research and analytical skills to inform concept development
- demonstrate the ability to generate creative ideas, storylines and concepts for own work
- review feedback and incorporate findings to improve concept
- compliance with environmental and Occupational Health and Safety procedures and standards
- perform all task in accordance with standard operating procedures, industry practices and standards and enterprise policies and procedures

**(2) Pre-requisite Relationship of Units**

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- sources of information to assist in the development of the concept for own work
- suitable communication methods to present the concept for own work
- elements and principles of design to assist in the development of the concept for own work
- other artists and concept development for their own work
- theoretical and historical contexts to assist in concept development for own work
- copyright, moral rights and intellectual property issues
- information gathering tools and technology
- organisation of information
- target audience and its tastes and expectations
- factors influencing concept development
- basic research methodologies
- current styles, practices and movements in field of interest
- means of gaining feedback on concept
- concept presentation
- desired effects and objectives of artistic work
- factors influencing
- industry standards and codes of practice
- enterprise policies and procedures
- Occupational Health and Safety requirements

Skills

The ability to:

- access information
- collect and organize information
- read and interpret information
- analyse, evaluate and present information
- generate and explore ideas
- apply knowledge from research to own work
- develop and articulate concept for own work
- seek and review feedback
- work safely
- communicate effectively
- use relevant technology to access information
- perform work in compliance with legal requirements

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- materials, resources and equipment needed to seek, organise and review information for the development of the concept for own work
- appropriate resources suitable to present the concept for own work
- industry standards and codes of practice
- enterprise policies and procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0172A: Review history and theory for application to artistic practice**

Competency Descriptor:

This unit deals with the skills and knowledge required to source and review information on history and theory and to incorporate that knowledge into one's own practice.

Competency Field: Cultural Products

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Source information on history and theory	1.1 Appropriate sources of information on history and theory is identified and accessed with consideration of intellectual property, moral rights and copyright requirements. 1.2 Information on history and theory is assessed for relevance and currency in accordance with industry trends. 1.3 Information is gathered and organised systematically. 1.4 Research and collating of information is conducted in accordance with Occupational Health and Safety procedures and enterprise policies and procedures.
2. Review information on history and theory	2.1 Information relevant to particular areas of interest is selected. 2.2 Selected information is reviewed and used to develop ideas and concepts. 2.3 Information on ideas and approaches from other practitioners relevant to particular area of interest are reviewed and incorporated into development of ideas and concepts with consideration of intellectual property, moral rights and copyright requirements. 2.4 Key ideas and concepts are extracted for possible relevance to own work. 2.5 Key ideas and concepts are evaluated for potential to be incorporated into own work.

- |    |                               |     |  |
|----|-------------------------------|-----|--|
| 3. | Apply information to own work | 3.1 | Own ideas on the specific ways in which information may be used within work is formulated.   |
|    |                               | 3.2 | Conceptual visions and ideas for work developed based on knowledge and understanding of history and theory are evaluated and extended through experimentation. |
|    |                               | 3.3 | The capabilities of new or existing techniques consistent with history and theory of own area of work are evaluated and extended through experimentation.      |
|    |                               | 3.4 | Knowledge of new developments in theoretical concepts, materials and technology is assimilated and incorporated in work processes.                             |
|    |                               | 3.5 | Ideas developed are integrated into the development of own work.   |
|    |                               | 3.6 | The work is realised using techniques and media selected from research and experimentation.  |

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to reviewing history and theory for application to artistic practice.

Sources of information may include:

- cultural texts
- historical texts
- scientific texts
- journal articles
- oral histories
- performances
- images, objects
- film, video, web
- technical or medium specific information
- religious and spiritual texts
- stories
- presentations
- dance
- song
- drama
- re-enactment

Information may relate to:

- world histories
- histories of art, craft and design
- histories of performance/presentations and related skills
- cultural issues
- spiritual concerns
- aesthetics
- politics
- gender and identity issues
- land and place
- criticism
- new technologies

Gathering and collating involves systematically organizing information by means of:

- files
- scrapbooks
- diaries
- database
- indices
- mind maps
- diagrams
- charts
- sketches

Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

Information may be:

- written
- oral
- performance-based
- stories

Artistic practice may involve one, or more than one, area of the arts including:

- visual arts and contemporary craft
- design
- photo imaging
- arts administration
- video
- web-based media
- performing arts
- multimedia
- writing

Understanding of own work may be enhanced by review of information on:

- the work of artists generally
- the work of others in a particular field
- historical developments in a particular area
- current trends

Key ideas and concepts may involve consideration of:

- the subject matter or theme relevant to work in own area of arts practice and this may involve the following; the body, identity land and place, political, cultural, social issues, spiritual concerns
- the relationship of the work to a theoretical and historical context in own area of arts practice
- elements and principles of design pertaining to own area of arts practice
- technical characteristics/qualities of specific work by others in own area of arts practice
- cultural traditions

Ideas on specific ways in which information may be used may relate to:

- shared philosophies with other artists
- current trends in practice
- deliberate contrast to current trends
- the use or adaptation of particular techniques
- the use of contrasting techniques

Evaluating may involve:

- comparing
- contrasting
- reflecting
- considering merit
- considering constraints/parameters of key ideas and concepts
- discussion and debate

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to review history and theory for application to artistic practice in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects and Evidence

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

- demonstrate knowledge of history and theory and the ways in which it may be used within own work
- source, access and organize information on theory and history
- review and evaluate information on theory and history
- application of selected information about history and theory to the development of ideas and concepts
- demonstration of effective use of information within own arts practice
- formulate ways to use information effectively in own work
- integrate ideas and concepts from relevant information on history and theory into own practice
- develop and realize conceptual visions through experimentations influence by researched information
- compliance with environmental and Occupational Health and Safety procedures and standards
- perform all task in accordance with standard operating procedures and enterprise policies and procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil



**(3) Underpinning Knowledge and Skills**

<u>Knowledge</u> Knowledge of:	<u>Skills</u> The ability to:
<ul style="list-style-type: none"> <li>• sources of information on history and theory for arts practice and own area of arts practice</li> <li>• organisation of information relating to history and theory and how to apply this information to own area of work</li> <li>• copyright, moral rights and intellectual property issues and legislation as it relates to using information in own work</li> <li>• history and theory relating to own area of work</li> <li>• ideas and approaches from other practitioners</li> <li>• integration of information into own practice</li> <li>• the role of experimentation in developing and refining concepts for work</li> <li>• materials, tools, equipment or technology relevant to own area of work</li> <li>• techniques relevant to own area of work and their capabilities</li> <li>• trends in own area of work</li> <li>• environmental and safety issues relevant to own area of work</li> <li>• information gathering tools and technology</li> <li>• quality standards</li> <li>• enterprise policies and procedures</li> <li>• Occupational Health and Safety requirements</li> </ul>	<ul style="list-style-type: none"> <li>• access information</li> <li>• collect and organize information</li> <li>• read and interpret information</li> <li>• analyse, evaluate and present information</li> <li>• apply new knowledge on theory and practice to own work</li> <li>• develop conceptual visions and ideas</li> <li>• work safely</li> <li>• communicate effectively</li> <li>• use relevant technology to access information</li> <li>• perform work in compliance with legal requirements</li> </ul>

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- materials resources and equipment needed to identify, select, gather and evaluate information
- resources to assist the integration of the selected information into the development of the work
- enterprise policies and procedures
- legal requirements including intellectual property, moral rights and copyright requirements

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> <li>Carries out established processes</li> <li>Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Manages process</li> <li>Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>Establishes principles and procedures</li> <li>Evaluates and reshapes process</li> <li>Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

## **ECCACP0762A: Research and experiment with techniques to produce textile/fibre work**

### Competency Descriptor:

This unit deals with the skills and knowledge required to research and experiment with various techniques and media for the realisation of textile/fibre work.

Competency Field: Cultural Products

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Inform work through experimentation with textile/fibre techniques and media	<p>1.1 The potential for new approaches to textile/fibre work is evaluated based on capabilities of techniques already used.</p> <p>1.2 New materials, tools, equipment or technology are selected, adapted or introduced for the achievement of different effects.</p> <p>1.3 The capabilities of textile/fibre techniques are extended through experimentation to inform practice.</p> <p>1.4 Particular safety or environmental issues associated with the use of different techniques and media are assessed.</p> <p>1.5 Relevant ideas and approaches from other practitioners are researched, adapted and used with consideration of intellectual property, moral rights and copyright requirements.</p>
2. Develop and refine a conceptual vision for textile/fibre work	<p>2.1 A conceptual vision for textile/fibre work is developed based on a knowledge and understanding of different textile/fibre techniques.</p> <p>2.2 The criteria for selecting techniques, material, tools and equipment are considered based on results of experimentation.</p> <p>2.3 Criteria which are most likely to facilitate the achievement of the conceptual vision are established.</p> <p>2.4 Approach to work which meets established criteria is selected.</p>

- 2.5 The conceptual vision is refined based on ongoing experimentation and analysis of textile/fibre techniques.
- 3. Determine and organise resource requirements for new work
  - 3.1 Specific resource requirements which arise from the use of techniques and experimental approaches are assessed.
  - 3.2 Potential sources of supply for textile/fibre resources are researched and accessed.
  - 3.3 Cost or other constraints which may impact on the development of work are evaluated.
  - 3.4 Resources are organised or coordinated in accordance with safety or other workplace requirements.
- 4. Realise textile/fibre work
  - 4.1 The textile/fibre work is realised using techniques and media selected from research and experimentation to meet the conceptual vision.
  - 4.2 Potential for changes in the use of techniques, materials, tools or equipment are responded to and evaluated.
  - 4.3 The conceptual vision is refined based on ongoing experiences with the production of work.
  - 4.4 Safe working practices are used throughout the production of textile/fibre work.
  - 4.5 Issues of presentation are considered and appropriate action is taken accordingly.

## RANGE STATEMENTS

This unit applies to activities associated with the essential operations linked to research and experiment with techniques to produce textile/fibre work.

Textile/fibre work may include:

- objects, e.g. baskets, mats, containers, screens
- fabric lengths
- printed, dyed, painted fabric lengths
- printed objects, e.g. for home wear, fashion, interior markets, 2-dimensional and 3-dimensional work, installation
- decorated or embellished objects, fabric lengths, e.g. using printing, stitching, painting techniques
- sheets of handmade/cast paper
- felt cloth or objects

Materials for weaving, knitting and knotting and embroidery techniques may include:

- synthetic and natural fibres including grasses, vines, twigs, reeds, etc.
- found materials
- twine, wool, synthetic threads
- metal threads, wire
- fabric fragments and lengths, e.g. cotton, silk, synthetic, etc.
- beads, sequents, metal fragments

Materials for resist dyeing may include:

- cotton or silk lengths
- cold and hot water dyes (natural and synthetic)
- wax
- salt, resist salt
- soda ash
- urea
- caustic soda

Techniques may include:

- weaving, e.g. off loom, back strap, loom weave, basket
- knitting and knotting techniques
- embroidery and stitching
- tapestry
- hand papermaking, e.g. casting, embossing, pulp painting
- resist dyeing, e.g. batik, tie dying, shibori, tritik
- dyeing
- printing, e.g. block, screen, photographic techniques, stamp, combined printing techniques

Materials for papermaking may include:

- recycled pulp
- plant fibres
- caustic soda
- dyes
- objects for embedding and embossing
- objects for casting

Materials for printing and painting may include:

- dyes and inks
- matrix materials such as lino, wood, screens
- stencils, e.g. paper, plastic
- photographic processes

Tools and equipment for papermaking and painting may include:

- blenders
- stainless steel cooking utensils for plant fibre preparation
- pulp baths
- moulds and deckles
- press for water extraction
- drying racks tables boards
- couching bards and blankets
- brushes
- containers

Tools and equipment for printing and painting may include:

- rollers
- brushes
- spatulas
- ink mixing surface, e.g. glass, perspex
- pressing tools and equipment
- padded table
- carousel
- screens
- light box
- measuring containers
- vacuum table

Particular safety or environmental issues may include:

- Federal, State and Territory legislation, regulations and standards
- personal protection
- safe disposal of waste
- recycling

Tools and equipment for weaving, knitting and knotting and embroidery techniques may include:

- loom
- frames
- needles for weaving, embroidery and knitting
- bobbins
- sewing machine

Tools and equipment for resist dyeing may include:

- tjantings
- brushes
- hotplate, stove
- metal wax melting containers
- hagers
- dye and rinse baths
- vats
- twine for tie dying
- stirrers
- container

Research may involve:

- seeking out information in books, journals, newspapers
- visiting exhibitions, museums
- conducting material and technical experiments and tests
- attending lectures and talks
- approaching individuals with relevant expertise

Intellectual property, moral rights and copyright requirements may relate to:

- protocols for the adaptation of work by others
- extent to which the work may be used
- procedures for seeking permission to use the work of others, including systems for the administration of copyright

Refining the conceptual vision may include:

- no change
- adjustment to utilize the extended capabilities of the technique
- adjustment to subject matter or theme
- adjustment to consideration of elements and principles of design

Cost and other constraints may relate to:

- budgeting
- sponsorship
- timeframe
- availability of materials and tools

Issues of presentation may include:

- presentation context
- practical considerations
- cost
- timeframe
- availability of space

The conceptual vision may be determined by:

- the subject matter or theme for the textile/fibre work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns
- the relationship of the work to a theoretical and historical context
- elements and principles of design

Sources of supply may include:

- commercial outlets
- manufacturing or factory waste
- found objects or materials
- nature

Workplace requirements may include:

- lighting
- ventilation
- wet and dry areas
- drying space
- process specific requirements

Taking action for presentation may involve:

- selecting and preparing work for presentation
- deciding on presentation method
- seeking external assistance, e.g. engaging a model, plinth construction



## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to research and experiment with techniques to produce textile/fibre work in accordance with the performance criteria and the range listed within the range of variable statements.

### (1) Critical Aspects and Evidence

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

- production and presentation of textile/fibre work which demonstrates a highly developed command of the selected techniques and which is consistent with the conceptual vision
- demonstrate knowledge of techniques, materials and tools and the ways they may be adapted and extended for textile/fibre work
- research and access sources of information to inform experimentation in textile/fibre work
- analyse and evaluate techniques, new approaches, tools, equipment and material to inform work
- assess safety or environmental issues associated with the use of different techniques and media and incorporate them into work
- researched, adapted and employ relevant ideas and approaches from other practitioners in accordance with legal requirements
- develop and refine a conceptual vision for textile/fibre work and establish criteria for selection of resources and techniques
- determine and organise resources for new work with due consideration for costs and availability of resources
- compliance with environmental and Occupational Health and Safety procedures and standards
- perform all task in accordance with standard operating procedures and enterprise policies and procedures

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- the role of experimentation in developing and refining concepts for textile/fibre work
- physical properties and capabilities of the range of materials and tools used in textile/fibre work
- the characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for textile/fibre work
- sources of information to inform experimentation in textile/fibre work
- historical and theoretical contexts for textile/fibre work and how this may be used to inform own artistic practice
- ideas and approaches from other practitioners
- copyright, moral rights and intellectual property issues and legislation associated with textile/fibre work
- sources of raw, part-processed and processed materials and other resources for textile/fibre work
- work space requirements for textile/fibre work, including selection and set up of work space for particular types of work
- environmental issues associated with the tools and materials used in textile/fibre work, including the potential issues associated with new approaches
- organisational and legislative Occupational Health and Safety procedures in relation to textile/fibre work
- quality standards
- enterprise policies and procedures

**Skill**

The ability to:

- research and access sources of information to inform experimentation in textile/fibre work
- adapt and use techniques for textile/fibre work
- analyse, evaluate and apply information
- develop concept for textile/fibre work
- determine tool, equipment and resource requirements
- establish criteria and procedures
- work in accordance with legislative requirements
- source raw, part-processed and processed materials and other resources for textile/fibre work
- assess and evaluate environmental and safety issues
- assess and evaluate approaches and ideas, capabilities of techniques and resource requirements
- determine work space requirements for textile/fibre work, including selection and set up of work space for particular types of work
- communicate effectively
- follow organisational and legislative Occupational Health and Safety procedures in relation to textile/fibre work
- read and interpret information and material about the work of other textile/fibre artists
- apply numeracy skills including evaluation of resource costs and to calculate material requirements

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- materials and resources needed to produce textile/fibre
- information sources and works of other artists
- relevant Occupational Health and Safety standards
- quality standards
- enterprise policies and procedures
- legal requirements including intellectual property, moral rights and copyright requirements

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should include direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of previous work/research information/experimental works/products made
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

Assessment may take place on the job, off the job or a combination of both of these. However, assessment of this unit would most effectively be undertaken on the job due to the specific workplace environment requirements. Off the job assessment must be undertaken in a closely simulated workplace environment.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> <li>• Carries out established processes</li> <li>• Makes judgement of quality using given criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Manages process</li> <li>• Selects the criteria for the evaluation process</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes principles and procedures</li> <li>• Evaluates and reshapes process</li> <li>• Establishes criteria for evaluation</li> </ul>

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

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

**BSBSBM0012A: Craft personal entrepreneurial strategy**

## Competency Descriptor:

This unit deals with the skills and knowledge required to craft an entrepreneurial strategy that fits with the attitudes, behaviours, management competencies and experience necessary for entrepreneurs to meet the requirements and demands of a specific opportunity.

Competency Field: Small Business Operations

**ELEMENT OF COMPETENCY PERFORMANCE CRITERIA**

1. Demonstrate knowledge of the nature of entrepreneurship	1.1	Concepts associated with entrepreneurship are clearly defined.
	1.2	Factors which influence entrepreneurship in and outside of Jamaica are correctly identified and explained.
	1.3	The importance of entrepreneurship to economic development and employment is explained clearly.
	1.4	The findings of research conducted on entrepreneurial ventures and successes in the Caribbean region are clearly presented in an appropriate format.
	1.5	Differences between wage employment and entrepreneurial ventures are correctly stated.
2. Identify and assess entrepreneurial characteristics	2.1	Relevant research is carried out and required entrepreneurial characteristics identified.
	2.2	Entrepreneurial characteristics identified are assessed and ranked.
	2.3	An understanding of the process and discipline that enable an individual to evaluate and shape choices and to initiate effective action is correctly demonstrated.
	2.4	Factors that will help an entrepreneur to manage the risk and uncertainties of the future, while maintaining a future orientated frame of mind, are identified.

- |    |                                   |     |   |
|----|-----------------------------------|-----|---|
| 3. | Develop self-assessment profile   | 3.1 | Self-assessment tools/methods to identify personal entrepreneurial potential are identified and properly used.  |
|    |                                   | 3.2 | The ability to apply creativity, problem-solving techniques and principles to solve business related problems are demonstrated.   |
|    |                                   | 3.3 | Feedback from others for the purpose of becoming aware of blind spots and for reinforcing or changing existing perceptions of strengths/ weaknesses is appropriately obtained.  |
| 4. | Craft an entrepreneurial strategy | 4.1 | A profile of the past that includes accomplishments and preferences in terms of life and work styles, coupled with a look into the future and an identification of what one would like to do is developed.                |
|    |                                   | 4.2 | Commitment, determination and perseverance; orientation towards goals; taking initiative and accepting personal responsibility; recognizing management competencies and identifying areas for development are determined. |
|    |                                   | 4.3 | Written guidelines to obtain feedback that is solicited, honest, straightforward, and helpful but not all positive or negative are developed to facilitate reviews.   |
|    |                                   | 4.4 | Framework and process for setting goals which demand time, self-discipline, commitment, dedication and practice are developed.  |
|    |                                   | 4.5 | Goals established are specific and concrete, measurable, relate to time, realistic and attainable.  |
|    |                                   | 4.6 | Priorities, including identifying conflicts and trade-offs and how these may be resolved are established.   |
|    |                                   | 4.7 | Potential problems, obstacles and risks in meeting goals are identified.  |
|    |                                   | 4.8 | Specified action steps that are to be performed in order to accomplish goals are identified.  |
|    |                                   | 4.9 | The method by which results will be measured is indicated.  |

- 4.10 Milestones for reviewing progress and tying these to specific dates on a calendar are established.
- 4.11 Sources of help to obtain resources are identified.
- 4.12 Evidence of the ability to review process and periodically revise goals is demonstrated.

## RANGE STATEMENT

At this stage of the entrepreneurial process the entrepreneur must be able to conduct a self-assessment profile, examine the frame work for self assessment, develop a personal entrepreneurial strategy, identify data to be collected in the self-assessment process and learn about receiving feedback and setting goals.

Concepts associated to include:

- risk
- entrepreneurship
- macro-screening
- micro-screening
- competition
- wage employment

Influencing factors to include:

- market conditions
- markets – demand/supply
- global trends
- level of economic activities
- funding
- economic stability
- social stability
- resources availability



The entrepreneur must be able to:

- understand the extreme complexity in predicting or aligning him/herself to specific careers in an environment of constant change
- determine the kind of entrepreneur he or she wants to become based on attitudes, behaviours, competencies, experience and how these fit with the requirements and demands for a specific opportunity
- evaluate thoroughly his or her attraction to entrepreneurship
- effectively develop personal plan
- utilize available information that will enhance his or her ability to achieve success

The entrepreneur may encounter setbacks if the planning process is not effectively pursued.

Pitfalls may include:

- proceeding without effective planning which may result in commitment to uncertainty
- commitment to a premature path with the desirability of flexibility can lead to disaster
- personal plans fail for the same reasons as business plans including frustration if the plan appears not to be working immediately and the challenges of changing behaviour from an activity-oriented routine to one that is goal oriented
- developing plans that fail to anticipate obstacles, and those that lack progress milestones and reviews

## EVIDENCE GUIDE

Competency is to be demonstrated when the entrepreneur is able to undertake a personal entrepreneurial assessment exercise to determine if he or she possesses the necessary credentials to be a successful entrepreneur. This stage of the entrepreneurial process is critical since experience has shown that the founder is one of the deciding forces if the venture is to succeed and prosper.

### (1) Critical Aspects of Evidence

The entrepreneur will be assessed by his/her action in developing an orchestrated plan in order to effectively pursue the business concept.

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- personal entrepreneurial profile systems
- effective management systems: marketing, operations/productions, finance, administration, law
- how to measure feedback
- the method of developing a personal plan and a business plan
- understanding the difference between entrepreneurial culture and management culture

Skills

The ability to:

- determine barriers to entrepreneurship
- minimize exposure to risk
- exploit any available resource pool
- tailor reward systems to meet a particular situation
- effectively plan and execute activities
- use computer technology to undertake assessments

**(4) Resource Implications**

The following resources should be made available:

Personal computer with access to the internet and appropriate software that will enable one to conduct the necessary analysis using the internet

**(5) Method of Assessment**

A useful method of assessment is to determine if the venture can stand up to the test of critical evaluation.

**(6) Context of Assessment**

This stage of the entrepreneurial process is assessed when comparisons are made between actual outcomes and plans/projections.

## CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.