



Occupational Standards of Competence

Cadetting (Infantry)

Level 3

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Qualification Overview

NVQB

in

Cadetting (Infantry)

Level 3

NVQB in Cadetting (Infantry) Level 3

Qualification Overview

The NVQB in Cadetting (Infantry) is aimed at young people enrolled in the Barbados Cadet Corps.

Candidates at this level must have an understanding of the Barbados Cadet Corps' skills such as commanding a squad and participating in ceremonial activities, basic drill, firearms use, leadership and field training exercises. They may also have limited responsibilities as Training Officers and Administrative Officers.

Like all NVQs this qualification is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. Candidates must plan a programme of development and assessment with their assessor and compile a portfolio of evidence to prove that they are competent in their work role.

Who is this qualification for?

The qualification is designed for candidates at Star 4 Level who may act as Platoon Commanders at their Units/Companies. The qualification may also assist persons who are seeking entry into the Barbados Defence Force. The other skills such as leadership, team work and communication can be used in a variety of other job roles and functions.

A03303 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

CADETTING (INFANTRY) – LEVEL 3

The qualification is made up of sixteen (16) Mandatory units and four (4) Elective units. To achieve a full award, candidates must complete **all** sixteen (16) Mandatory units. Candidates can choose the optional unit which best suits their work situation and job role.

MANDATORY UNITS (ALL MUST BE COMPLETED)	<u>CODES</u>
1. Participate in Corps/workplace communication	U61203
1.1 Obtain and convey workplace information	
1.2 Participate in Corps/workplace meetings	
1.3 Complete relevant work related documents	
2. Practise health, hygiene, safety and security	U56202
2.1 Follow health safety and security practices	
2.2 Deal with emergency situations	
2.3 Maintain safe personal presentation standards	
2.4 Follow hygiene procedures	
2.5 Identify and prevent hygiene risk	
3. Provide basic first aid	U61303
3.1 Plan and prepare for initial first aid response	
3.2 Assess the situation	
3.3 Apply first aid	
3.4 Record and report the incident	
3.5 Clean up	
4. Integrate into the cadet working environment	U61403
4.1 Identify organizational requirements	
4.2 Participate in personal development activities	
5. Work in a team	U61503
5.1 Contribute to team activities	
5.2 Share knowledge and information	
5.3 Give and receive support to/from team members	

MANDATORY UNITS (ALL MUST BE COMPLETED)	<u>CODES</u>
6. Work with equity and diversity	U61603
6.1 Recognize individual differences	
6.2 Demonstrate respect for individual differences	
7. Operate a personal computer	U61703
7.1 Start computer and access basic system and information features	
7.2 Navigate and manipulate desktop environment	
7.3 Organize files using basic directory and folder structures	
7.4 Print information	
7.5 Shut down computer	
8. Operate communication systems and equipment	U61803
8.1 Use communications systems and equipment	
8.2 Transmit and receive communications	
8.3 Maintain communications equipment	
9. Participate in ceremonial activities	U61903
9.1 Prepare for ceremonial activities	
9.2 Participate in ceremonial activities	
10. Command a squad in ceremonial activities	U62003
10.1 Prepare for ceremonial activities	
10.2 Command a squad in ceremonial activities	
11. Demonstrate navigation skills in a controlled environment	U62103
11.1 Plan for navigation	
11.2 Navigate in controlled environments	
11.3 Evaluate navigations	
12. Use and maintain a temporary camp site	U62203
12.1 Make logistical arrangements	
12.2 Select equipment	
12.3 Establish a shelter	
12.4 Maintain a temporary site	
12.5 Evaluate the activity	

MANDATORY UNITS (ALL MUST BE COMPLETED)	<u>CODES</u>
13. Use and maintain a permanent camp site	U62303
13.1 Select equipment	
13.2 Maintain a permanent camp site	
13.3 Evaluate the activity	
14. Plan and execute a field training exercise	U62403
14.1 Plan for field training exercise	
14.2 Select equipment	
14.3 Participate in field training exercise	
14.4 Evaluate field training exercise	
15. Demonstrate basic leadership skills	U62503
15.1 Plan tasks	
15.2 Implement tasks	
15.3 Evaluate tasks	
16. Operate a weapon system	U62603
16.1 Handle a weapon system	
16.2 Maintain a weapon system	
16.3 Operate a weapon system	
16.4 Fire a weapon system	
OPTIONAL UNITS (CHOOSE 1)	CODES
17. Assist emergency personnel	U62703
17.1 Deal with injuries and signs of illnesses	
17.2 Follow emergency procedures	
17.3 Report on the emergency	
17.4 Clean up	
18. Perform stock control procedures	U62803
18.1 Interact with service providers	
18.2 Receive incoming supplies	
18.3 Process incoming supplies	
18.4 Rotate stock	
18.5 Participate in stocktaking	
18.6 Dispatch goods	

19. Perform stores and equipment control procedures **U62903**

- 19.1 Interact with service providers
- 19.2 Receive incoming supplies
- 19.3 Process incoming supplies
- 19.4 Rotate stores
- 19.5 Participate in stocktaking
- 19.6 Dispatch stores

20. Locate and store files in a paper-based system **U63003**

- 20.1 Locate files
- 20.2 Update and store files
- 20.3 Handle returned files

U61203 Participate in Corps/workplace communication

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to gather, interpret and convey information in response to Corps/workplace requirements.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|--|--|
| 1. Obtain and convey workplace information | <p>1.1 Specific and relevant information is accessed from appropriate sources.</p> <p>1.2 Effective questioning, active listening and speaking are used to gather and convey information.</p> <p>1.3 Appropriate medium is used to transfer information and ideas.</p> <p>1.4 Lines of communication with superiors, peers and subordinates are identified and followed.</p> <p>1.5 Defined Corps/workplace procedures are used for the location and storage of information.</p> <p>1.7 Simple written information is recorded for reference.</p> |
| 2. Participate in Corps/workplace meetings and discussions | <p>2.1 Team meetings are attended punctually.</p> <p>2.2 Personal opinions are clearly expressed and those of others are listened to respectfully.</p> <p>2.3 Meeting inputs are consistent with the meeting purpose and established protocols.</p> <p>2.4 Corps/workplace interactions are conducted in a courteous manner.</p> |

- 2.5 Questions are asked and responded to regarding simple routine workplace procedures and matters concerning working conditions of employment.
- 2.6 Meeting outcomes are interpreted and implemented.
- 3. Complete relevant work related documents
 - 3.1 Relevant documentation is completed accurately and legibly.
 - 3.2 Workplace data is recorded on standard workplace forms and documents.
 - 3.3 Basic mathematical processes are used for routine calculation.
 - 3.4 Errors in recording information on forms/documents are identified and properly acted upon.
 - 3.5 Reporting requirements to supervisors are completed according to organizational guidelines

RANGE STATEMENT

All range statements must be assessed:

A. Appropriate sources

- (i) Team members
- (ii) Suppliers
- (iii) Trade personnel
- (iv) Public sector (government)
- (v) Industry

B. Medium

- (i) Memorandum
- (ii) Circular
- (iii) Notice
- (iv) Information discussion
- (v) Follow-up or verbal instruction
- (vi) Face to face communication

C. Storage

- (i) Manual filing system
- (ii) Electronic filing system

D. Protocols

- (i) Organizational policies and procedures
- (ii) Legislation

E. Workplace interactions

- (i) Face to face
- (ii) Telephone
- (iii) Information and communication technology
- (iv) Written (electronic, memos, instructions, forms)
- (v) Non-verbal (gestures, signals, signs, diagrams)

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is effective communication.
2. What are the different modes of communication.
3. How to use the different modes of communication.
4. What are the organizational policies and procedures relating to communication of information.
5. What are the communication procedures and systems for the organization.
6. What technology is relevant to the Corps.
7. How to interpret and provide information in response to Corps/workplace requirements and stakeholder requests.
8. How to complete work related documents.
9. How to communicate with superiors and stakeholders to provide information and feedback.
10. How to use basic literacy and numeracy skills to carry out routine workplace functions.
11. What are the technical and military terms found in Corps pamphlets.
12. Where to find military information relating to the Corps.
13. How to participate in Corps/workplace meetings and discussions.
14. How to use basic ICT resources (fax, telephone, computer).

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence **must** come from a real work environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments, lesson plans)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U56202 Practise health, hygiene, safety and security

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to incorporate the health, hygiene, safety and security requirements needed to function effectively and efficiently. It details the outcomes to comply with regulatory and organizational requirements for health, hygiene safety and security including dealing with emergency situations and maintaining safe personal presentation standards.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|--|---|
| 1. Follow health safety and security practices | 1.1 Correct health, safety and security procedures are followed in line with legislation, regulations and organizational procedures.

1.2 Breaches of health, safety and security procedures are identified and reported according to legislation, regulations and procedures.

1.3 Suspicious behavior or unusual occurrences are reported according to legislation, regulations and procedures. |
| 2. Deal with emergency situations | 2.1 Emergency and potential emergency situations are recognized.

2.2 Appropriate action is taken to deal with recognized emergency situations within the individual's scope of responsibility.

2.3 Assistance is sought from colleagues to resolve or respond to emergency situations.

2.4 Details of emergency situations are reported according to legislation and organizational procedures. |
| 3. Follow hygiene procedures | 3.1 Safe personal standards are identified and followed according to organizational policies. |

- 3.2 Workplace **hygiene procedures** are implemented in line with organizational policies and legislation.
- 3.3 Handling and storage of items are undertaken in line with policies, procedures and legislation as given.
- 4. Identify and prevent hygiene risk
 - 4.1 Potential **hygiene risks** are identified in line with organizational policies and legislation.
 - 4.2 Act responsibly to **minimize** and **remove risks** within the scope of an individual's responsibility.
 - 4.3 Hygiene risks beyond the control of the individual staff members are reported to the appropriate person for follow up.

RANGE STATEMENT

All range statements must be assessed:

A. Health, safety and security procedures

- (i) Use of personal protective clothing and equipment
- (ii) Safe posture while sitting, standing or bending
- (iii) Safe work techniques
- (iv) Safe handling of chemicals and dangerous materials
- (v) Ergonomically sound work stations
- (vi) Emergency, fire and accident
- (vii) Hazard identification and control
- (viii) Security of documents, cash, equipment, people
- (ix) Key control systems

B. Breaches of procedure

- (i) Loss of keys
- (ii) Strange or suspicious persons
- (iii) Broken or malfunctioning equipment
- (iv) Loss of property, goods or materials
- (v) Damaged property
- (vi) Lack of suitable signage
- (vii) Lack of training on health and safety issues
- (viii) Unsafe work practices
- (ix) Bullying
- (x) Harassment

C. Emergency

- (i) Personal/Others injuries
- (ii) Fire
- (iii) Electrocution
- (iv) Natural disasters
- (v) Criminal acts

D. Hygiene procedures

- (i) Regular hand washing
- (ii) Appropriate and clean clothing
- (iii) Avoidance of cross-contamination
- (iv) Handling and disposal of linen and laundry
- (v) Handling and disposal of garbage
- (vi) Cleaning and sanitizing procedures
- (vii) Personal hygiene

E. Hygiene risks

- (i) Infectious linen
- (ii) Cross contamination
- (iii) Personal hygiene practices
- (iv) Poor work practices
 - i. Cleaning
 - ii. Housekeeping
 - iii. Airborne dust

F. Minimize and remove risks

- (i) Auditing staff skills
- (ii) Provide training
- (iii) Organizational policies and procedures
- (iv) Follow up actions for audits or incidents

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the hygiene and control procedures in the industry.
2. How legislation and regulations relate to personal and general hygiene.
3. What factors contribute to workplace hygiene problems.
4. How handling linen, laundry and garbage can cause contamination and cross infection.
5. How to interpret and follow procedures and instructions.
6. When to apply hygiene principles.
7. How to communicate effectively on health, safety, security and hygiene matters.
8. What are the relevant workplace health, safety, emergency and security procedures.
9. What are the relevant personal presentation standards.
10. How to dispose of garbage.
11. How to manage time.
12. When to take or offer alternative steps/methods.
13. How to care for equipment while handling and operating equipment.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **on more than one occasion**. This evidence **must** come from a real work environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments, reports)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U61303

Provide Basic First Aid

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide basic first aid response, life support, management of casualty and the incident until the arrival of medical personnel.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|----|---|--|
| 1 | Plan and prepare for initial first aid response | <ul style="list-style-type: none"> 1.1 Work activity and first aid documentation are interpreted to ensure accuracy of preparation of the response. 1.2 Potential risks, hazards and environmental issues are identified and addressed through control measures. 1.3 Personal protective equipment appropriate for the response is selected and worn correctly. 1.4 Communication systems with other personnel are identified, selected and maintained during the response. 1.5 Activities are coordinated with others prior to, during and after the response. 1.6 First aid resources are recorded, reported and replenished. |
| 2. | Assess the situation | <ul style="list-style-type: none"> 2.1 Risks and hazards are identified. 2.2 Immediate risks are minimized and control measures implemented. 2.3 Casualty's vital signs and physical conditions are assessed within the scope of the individual providing the initial response. |
| 3 | Apply first aid | <ul style="list-style-type: none"> 3.1 First aid management is provided within the scope of the individual and according to industry requirements. |

- 3.2 Casualty is reassured in a calm, sensitive manner and made comfortable.
 - 3.3 **First aid resources and equipment** are obtained and used correctly as required to control **hazards** and risks and attend to the casualty.
 - 3.4 Casualty's condition is monitored and a timely accurate response is provided in accordance with effective **first aid** principles and workplace procedures.
 - 3.5 Appropriate **emergency services** are sought in a timely manner.
 - 3.7 Management of casualty is finalized.
- 4 Record and report the incident
- 4.1 Details of casualty's physical condition, changes in conditions, management of the situation and response to management are recorded accurately.
 - 4.2 Details of the casualty's condition and management activities are conveyed to relevant emergency services while maintaining sensitivity to the casualty and surroundings.
 - 4.3 Personal effects of **casualty** are safely secured and given to relevant personnel.
 - 4.4 Relevant documentation is prepared and submitted in an appropriate and timely manner, presenting all relevant facts according to established procedures.
 - 4.5 Use of **first aid** resources is recorded and reported accurately.
- 5 Clean up
- 5.1 **First aid** equipment is recovered, if practical, cleaned, inspected/tested, replaced (if necessary) and stored correctly.

- 5.2 Medical waste is disposed of in accordance with industry requirements.
- 5.3 Equipment faults are reported to the appropriate persons.
- 5.4 Appropriate debriefing or evaluation exercises are conducted.

RANGE STATEMENT

All range statements must be assessed:

A. Hazards

- 1) Physical
- 2) Biological
- 3) Chemical
- 4) Manual handling

B. Risks

- 1) Electrical
- 2) Manual
- 3) Substances
- 4) Environmental
- 5) Biological
- 6) Injury
- 7) Proximity
- 8) Vehicles

C. Resources and equipment

- 1) Defibrillation units
- 2) First aid kit
- 3) Auto-injector
- 4) Ventilation chamber/inhaler
- 5) Resuscitation mask
- 6) Spacer device
- 7) Personal protective equipment
- 8) Stretcher
- 9) Communication equipment

D. First Aid

- 1) Cardio-pulmonary resuscitation (CPR)
- 2) Bleeding control
- 3) Basic patient management
- 4) Stabilizing fractures

E. Emergency services

- 1) Ambulance
- 2) Fire
- 3) Police

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the social/legal issues surrounding the provision of first aid.
2. When and how to use defibrillation units.
3. What are the basic occupational health and safety requirements.
4. What are the basic principles and concepts underlying the practice of first aid and how to carry out the associated functions.
5. How, when and which emergency services to call.
6. How to plan an appropriate first aid response.
7. How to use communication, information technology and literacy skills to function in an emergency environment.
8. How and when to prepare the appropriate documentation.
9. What is medical waste and how to dispose of it.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, underpinning knowledge and range on more than one occasion. This evidence must come from a real work environment.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be collected in a variety of ways including:

- Written/oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U61403**Integrate into the cadet working environment**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to integrate young people, often for the first time, into a challenging, military like, work environment.

This environment provides cadets with a range of experiences and challenges that develop skills and values such as team work, leadership, work ethos, self-discipline, self-reliance and initiative.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Identify organizational requirements | 1.1 Protocols are complied with for dealing with local Defence Force and Cadet personnel.
1.2 Compliance with organizational operating procedures is demonstrated.
1.3 Communication within the organization is effective and in accordance with standard procedures .
1.4 Assistance is sought from within the organization as required.
1.5 Personal administration requirements of being a cadet are carried out in accordance with standard procedures .
1.6 Standards of dress and bearing are maintained.
1.7 Local Defence Force and Cadet code of ethical conduct and cadet organization values are applied.
1.8 Knowledge of local Defence Force and Cadet customs and traditions is applied. |
| 2. Participate in personal development activities | 2.1 Effective team work is implemented. |

2.2 Occupational health and safety (OH&S) requirements are recognized and applied at all times.

2.3 Directions from superiors are followed and activities planned to achieve the desired outcome.

2.4 Effective participation in cadet activities is demonstrated.

2.5 Formal and informal performance feedback is regularly sought and acted upon appropriately.

RANGE STATEMENT

All range statements must be assessed:

A. Protocols

- (i) Badges of rank
- (ii) Chain of command
- (iii) Customs of the service

B. Standard Procedures

- (i) Equipment manufacturers' specifications and procedures
- (ii) Corps practices
- (iii) OH&S requirements
- (iv) Organizational instructions and policy
- (v) Regulatory requirements

C. Personal Administration

- (i) Maintaining Cadet Record of Service
- (ii) Pre and post course administration

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to access information.
2. How to follow instructions and directives.
3. How to read and understand organizational policies and guidelines.
4. What are the codes of conduct.
5. What are the local Defence Force and Cadet codes of ethical conduct and cadet organization values.
6. What are the protocols for dealing with local Defence Force and Cadet personnel.
7. What are the local Defence Force and Cadet customs and traditions.
8. What are the employment, equal opportunity, equity and diversity principles.
9. What are the nature of attitudes, values and beliefs.
10. What are the OH&S requirements for the local Defence Force and Cadets.
11. What are the policies and procedures for reporting fraud, corruption, mal-administration, and breaches of ethics.
10. What are the regulatory requirements of the local Defence Force and Cadets.
11. How to encourage team members.
12. What are the techniques for supporting team members.
13. How to effectively work as part of a team and participate in activities.
14. What are the standard procedures for communication within the local Defence Force and Cadets.
15. How to communicate effectively with all personnel.
16. How to follow instructions from superiors.
17. From whom assistance should be sought within the organization when necessary.

18. What are the personal administration requirements of being a cadet.
19. What are the standard procedures for being a cadet.
20. How to achieve the desired outcome for planned activities.
21. How to seek and appropriately act upon formal and informal performance feedback.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge. This evidence must come from a real work environment over a period of time conducting routine tasks. Candidates must show consistency in performance and the ability to work as part of a team.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence may be collected in a variety of ways:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments, lesson plans)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U61503

Work in a team

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to work with others and make a positive contribution to the effectiveness and efficiency of a team in a work environment whilst predominantly under direct supervision. Limited responsibility towards others is required according to role.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|-------------------------------|-----|--|
| 1. | Contribute to team activities | 1.1 | Roles and responsibilities of team members are recognized. |
| | | 1.2 | Contribution is made to identifying team goals and objectives. |
| | | 1.3 | Activities are completed to the required standard within agreed timeframes and in accordance with organizational policies and procedures . |
| | | 1.4 | Assistance in the completion of tasks is requested from other team members where appropriate. |
| | | 1.5 | Team members are assisted to ensure efficient and safe completion of tasks in accordance with organizational policies and procedures . |
| | | 1.6 | Participation by team members is encouraged and acknowledged. |
| | | 1.7 | Changes in allocated role responsibilities are implemented. |
| | | 1.8 | Team meetings are attended regularly and punctually. |

- 2. Share knowledge and information
 - 2.1 Information relevant to work is communicated effectively with team members to enable efficient completion of tasks in accordance with the **organizational policies and procedures**.
 - 2.2 Knowledge and skills are shared between team members.
- 3. Give and receive support to/from team members
 - 3.1 **Feedback**/assistance is given to other team members in an appropriate manner.
 - 3.2 Team members are supported in achieving workplace goals.
 - 3.3 **Feedback** from other team members is acted upon appropriately.

RANGE STATEMENT

All range statements must be assessed:

A. Contribution

- (i) Completion of tasks
- (ii) Achievement of new competencies
- (iii) Development of new skills
- (iv) Attainment of new knowledge
- (v) Personal development

B. Activities

- (i) Working with other members of a team in a work environment or responding in a combat or support role to natural/technological/industrial emergencies
- (ii) Civil emergencies and non-emergency operations including community events
- (iii) Public relations
- (iv) Sporting events
- (v) Parades
- (vi) Festivals

C. Organizational Policies and Procedures

- (i) Legislation relevant to the operation/incident/response
- (ii) Legislation relevant to the organization
- (iii) Corporate and strategic plans
- (iv) Operational procedures and performance standards
- (v) Organizational personnel practices
- (vi) Policies and procedures
- (vii) Organizational quality standards
- (viii) Organizational approach to environmental management and sustainability

D. Feedback

- (i) Acknowledging initiative
- (ii) Aptitude
- (iii) Ideas
- (iv) Performance and assistance
- (v) Providing constructive criticism

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are operational and non-operational communication processes.
2. How to effectively use interpersonal skills.
3. How to listen and use a variety of communication skills.
4. How to provide suggestions and information.
5. How to report information.
6. How to follow instructions.
7. How to communicate relevant information to team members.
8. What is the composition of workplace teams and roles and responsibilities of team members.
9. How to encourage and discipline others and team members.
10. What are the roles and responsibilities of team members and how these can be recognized.
11. What are the techniques for giving and receiving feedback in a constructive manner.
12. What are the techniques for supporting others.
13. How to contribute to identifying team goals.
14. How to request assistance from other team members.
15. How to assist team members to complete tasks efficiently and safely.
16. How to implement changes in allocated roles and responsibilities.
17. What are the organizational policies and procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge. It is essential for this unit that competence be demonstrated in the effective communication and contribution to the achievement of tasks consistent with agreed goals.

Evidence will need to be gathered **over time in a variety of team situations** including regular work groups and occasional or one-off work groups.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U61603

Work with equity and diversity

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to apply the principles of equity and diversity in the Cadet Corps. It requires the cadet to recognize individual differences in the workplace, to value these differences and to adjust behaviour to account for these differences.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Recognise individual differences | <p>1.1 Differences between colleagues are acknowledged in accordance with workplace equity and diversity principles.</p> <p>1.2 Equity and diversity principles are applied in accordance with workplace requirements.</p> <p>1.3 Legislative and statutory requirements are identified and applied in accordance with workplace requirements.</p> |
| 2. Demonstrate respect for individual differences | <p>2.1 Personal behaviour shows sensitivity to the differences between colleagues in accordance with equity and diversity principles.</p> <p>2.2 Personal conduct complies with an awareness of workplace equity and diversity.</p> <p>2.3 Available support is correctly identified and accessed.</p> <p>2.4 Communication styles are appropriately adjusted to reflect equity and diversity principles.</p> |

RANGE STATEMENT

All range statements must be assessed:

A. Differences

- (i) Age
- (ii) Gender
- (iii) Ethnicity
- (iv) Cultural background
- (v) Sexual orientation
- (vi) Political or religious belief
- (vii) Education level
- (viii) Nationality

B. Colleagues

- (i) Peers
- (ii) Subordinate staff
- (iii) Senior staff
- (iv) Internal/External stakeholders/clients/customers

C. Equity and Diversity Principles

- (i) Consulting persons on policies and decisions that affect them
- (ii) Eliminating artificial, unfair and inappropriate barriers to workplace participation
- (iii) Making judgments genuinely based on fairness and merit
- (iv) Providing appropriate means to monitor and address discrimination and harassment
- (v) Providing opportunities for flexibility when meeting organizational requirements
- (vi) Recognizing all people as individuals and valuing differences
- (vii) Treating each other with respect and dignity
- (viii) Using the different contributions that people can make to the team

E. Workplace requirements

- (i) Working without supervision
- (ii) Working under general guidance on progress and outcomes
- (iii) Supervision of others
- (iv) Guiding and facilitating teams
- (v) Responsibility for and limited organization of the work of others

F. Legislative and statutory requirements

- (i) Laws of your country relevant to equity and diversity
- (ii) Local Defence Act

G. Available support

- (i) Advisors
- (ii) Legal/Medical officers
- (iii) Psychologists
- (iv) Supervisors
- (v) Training materials
- (vi) Operational Procedures/Guidelines

H. Communication styles

- (i) Written
- (ii) Verbal
- (iii) Non-Verbal

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is cross-cultural communication.
2. How to apply cross-cultural and interpersonal communication.
3. What are the non-operational and operational communication processes.
4. How to use a variety of verbal and non-verbal communication techniques including, language style and active listening.
5. How to follow instructions and report information.
6. How to read and interpret job instructions, workplace forms and reports.
7. How to write to the level required to complete workplace forms and reports.
8. What are unacceptable behaviour guidelines.
9. How to apply the guidelines related to unacceptable behaviour.
10. What are the principles of equity and diversity and how these are applied.
13. What are the compositions of teams, roles and responsibilities of team members.
14. What are the principles of team work, team aims and objectives.
15. What are the techniques for supporting others/team members.
16. What are the techniques for giving and receiving feedback in a constructive manner.
17. How to encourage other team members and provide suggestions.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge. Competency should be demonstrated in a range of actual or simulated work contexts.

Assessment must confirm the ability to:

- Work in an acceptable and non-discriminatory manner while establishing rapport and good working relationships with all colleagues
- Recognize differences in the workplace
- Apply principles of equity and diversity in all aspects of work
- Adjust communication styles to reflect the equity and diversity in the workplace

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U61703

Operate a personal computer

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to start up a personal computer or business computer terminal, correctly navigate the desktop environment and use a range of basic functions.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---|-----|--|
| 1. | Start computer and access basic system information and features | 1.1 | Computer is started or user logged on according to user procedures. |
| | | 1.2 | Basic functions and features are identified using operating system information. |
| | | 1.3 | Desktop configuration is customized in a manner suitable to meet individual requirements or special needs and according to company guidelines. |
| | | 1.4 | Storage devices are accessed and information organized using the correct procedures. |
| | | 1.5 | Basic help functions are identified and used as required. |
| 2. | Navigate and manipulate desktop environment | 2.1 | Desktop icons are correctly selected, opened and closed to access features. |
| | | 2.2 | Different roles and parts of the desktop window are identified for particular functions. |
| | | 2.3 | Opening, resizing and closing of desktop windows for navigation purposes are followed using correct procedures. |
| | | 2.4 | Shortcuts from desktop are created if necessary, with assistance from appropriate persons. |

3. Organize basic directory and folder structures
 - 3.1 Directories/folders with subdirectories/subfolders are created and named according to established guidelines.
 - 3.2 Directory/folder attributes are identified.
 - 3.3 Sub-directories/folders are moved between directories/folders following correct and appropriate procedures.
 - 3.4 Directories/folders are renamed as required.
 - 3.5 Directories/folders and subdirectories/folders are accessed via different paths.
4. Organize files for use
 - 4.1 Commonly used files in a directory/folder are identified.
 - 4.2 Files are created and suitably named when required.
 - 4.3 Groups of files are selected, opened and renamed as required.
 - 4.4 Files are copied or cut and pasted across directories.
 - 4.5 Files are copied to storage devices where necessary.
 - 4.6 Deleted files are restored as necessary.
 - 4.7 **Software** tools are used to locate files.
5. Print information
 - 5.1 Information printed is from installed printer.
 - 5.2 Progress of print jobs is reviewed or deleted as required.
 - 5.3 Default printer is changed from installed list if available.
6. Shutdown computer
 - 6.1 All open applications are closed using correct procedures.

- 6.2 Computer is shutdown in accordance with user procedures.

RANGE STATEMENT

All range statements must be assessed:

A. Storage Devices

- (i) CDs
- (ii) USB Flash drives
- (iii) External hard drives

B. Functions

- (i) Print
- (ii) Help
- (iii) Format
- (iv) Edit
- (v) Search

C. Software

- (i) Word processing
- (ii) Spread sheet
- (iii) Graphical
- (iv) Imaging
- (v) Internet Access

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify work requirements, comprehend basic workplace documents and interpret basic user manuals.
2. What relevant legislation affects business operations with regard to occupational health and safety, environmental issues, industrial relations, equal opportunity and anti-discrimination.
3. How to identify lines of communication, request advice, question effectively, follow instructions and receive feedback.
4. How to solve routine problems in the workplace.
5. What are the organizational benchmarks for keyboarding.
6. What are the basic ergonomics of keyboard and computer use.
7. What are the main types of computers and basic features of different operating systems.
8. What are the main parts of a computer.
9. How to access various types of storage devices.
10. What are the different types of storage devices and basic categories of memory.
11. How to use equipment safely while under direction and how to apply basic keyboard and mouse manipulation skills.
12. How to utilize logging procedures relating to accessing a PC.
13. What are the relevant types of software.
14. What are the suitable file naming conventions.
15. What are viruses and how they affect operating systems.
16. What are the general security practices, privacy legislation and copyright laws.
17. How to relate to people from a range of social, cultural and ethnic backgrounds and abilities.

EVIDENCE GUIDE

All range statements must be assessed:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge in actual or simulated workplace environments.

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

- Ability to perform start up and filing procedures, file name convention
- Navigation and manipulation of the desktop environment within the range of assigned workplace tasks
- Indication of compliance with organizational policies and procedures
- Performance of all tasks in accordance with standard operating procedures
- Use of software tools
- Communication with others to ensure a safe and effective workplace

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U61803

Operate communication systems and equipment

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to transmit and receive communications in routine and operational situations using the Corps' communication systems and equipment.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|----|---|---|
| 1. | Use communication systems and equipment | 1.1 Communication equipment and techniques including verbal communication and voice procedures are selected appropriate to the task, context and needs of the situation. |
| | | 1.2 Equipment is operated safely to support communication consistent with Corps policies and procedures. |
| | | 1.3 Communication systems are correctly utilized to facilitate transmission and reception. |
| 2. | Transmit and receive communications | 2.1 Information is transmitted concisely and clearly to facilitate accurate reception of the message. |
| | | 2.2 Contact is acknowledged, communication confirmed and action initiated. |
| | | 2.3 Communication faults and deficiencies are reported to the appropriate person. |
| | | 2.4 Alternative communication strategies are employed to address identified faults and deficiencies. |
| | | 2.5 Communication is correctly processed and recorded. |
| 3. | Maintain communication equipment | 3.1 Communication equipment is inspected to ensure operational readiness. |
| | | 3.2 Fault finding techniques are applied and basic maintenance is conducted effectively. |

- 3.3 Faulty equipment is identified and noted for repair and documentation completed accurately.

RANGE STATEMENT

All range statements must be assessed:

A. Communication equipment

- (i) Computers
- (ii) Facsimiles
- (iii) Radio
- (iv) Signaling devices
- (v) Telephones (mobile, landline and satellite)

B. Verbal communication

- (i) Call signs
- (ii) Coded messages
- (iii) Emergency procedures
- (iv) Phonetic alphabet
- (v) Pro-words
- (vi) Use of abbreviations

C. Voice Procedures

- (i) Corrections
- (ii) Pitch
- (iii) Repetitions
- (iv) Rhythm
- (v) Sentences
- (vi) Speed
- (vii) Volume

D. Communication Systems

- (i) Communication protocols
- (ii) Communication software
- (iii) Organizational networks
- (iv) Verbal communication procedures

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the Corps' communication systems.
2. What is the range of communication equipment available to the Corps.
3. How to maintain communication equipment according to Corps' operational procedures.
4. How to operate the different communication equipment required by the Corps.
5. What are the verbal communication procedures consistent with the Corps' communication system and how they are used.
6. What are the fault-finding techniques.
7. How to report communication faults and deficiencies according to Corps' procedures.
8. How to utilize the Corps' communication processes and systems.
9. What are the Corps' policies and procedures relevant to the operation of communication equipment e.g.
 - operational performance standards
 - relevant legislation
 - safety practices and guidelines
 - Corps' quality standards
 - Corps' approach to environmental management and sustainability
10. How to acknowledge contact, confirm communication and initiate action.
11. How to inspect communication equipment to ensure operational readiness.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a period of time** in a range of actual or simulated workplace environments.

Assessment must confirm the ability to:

- Use communication equipment under non-operational and operational conditions
- Accurately transmit and receive communications using the Corps' communication systems and equipment.

The underpinning knowledge may be assessed with the use of table top exercises.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony
- Interviewing the candidate
- Journals and workplace documentation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U61903

Participate in Ceremonial Activities

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to perform ceremonial drill movements and participate in ceremonial activities.

It includes employability skills such as team work, planning and organising activities and communication. This unit of competency would typically apply to any agency where ceremonial activities are performed individually, usually as part of a team and under orders.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|--|
| 1. Prepare for ceremonial activities | 1.1 Clothing, accessories and equipment for drill and ceremonial activities are prepared in accordance with standard procedures .

1.2 Ceremonial drill movements are practiced under supervision to achieve the required standards. |
| 2. Participate in ceremonial activities | 2.1 Clothing, accessories and equipment are worn in accordance with standard procedures .

2.2 Drill movements for the relevant ceremonial activity are executed correctly and precisely in accordance with standard procedures . |

RANGE STATEMENT

All range statements must be assessed:

A. Clothing, accessories and equipment

- (i) Bayonets
- (ii) Ceremonial uniform
- (iii) Firearms
- (iv) Medals, badges and accoutrements
- (v) Slings
- (vi) Webbing

B. Ceremonial activities

- (i) Beating the retreat
- (ii) Birthday, graduation and passing out parades
- (iii) Freedom of entry to towns or cities
- (iv) Funerals
- (v) Guards
- (vi) Presentation of colours, guidons or banners
- (vii) Unit parades

C. Standard procedures

- (i) Ceremonial manual
- (ii) Defence instructions
- (iii) Doctrine pamphlets
- (iv) Work health and safety regulations
- (v) Procedure manuals
- (vi) Relevant legislation
- (vii) Procedure manuals
- (viii) Routine orders
- (ix) Standing orders for dress
- (x) Written and verbal orders and instructions

D. Ceremonial drill movements

- (i) Advance in review order
- (ii) Change from slow to quick time and quick to slow time
- (iii) Change step in slow and quick time
- (iv) Forms in slow and quick time and at the halt
- (v) Form two ranks from three and three ranks from two
- (vi) March in line in slow and quick time

- (vii) Marching in quick time
- (viii) Marching in slow time
- (ix) Open and close order at the halt
- (x) Open and close order on the march
- (xi) Paying compliments
- (xii) Turns at the halt
- (xiii) Turns on the march
- (xiv) Wheels

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to apply turns and inclines at the halt.
2. How to apply turns and inclines on the march in quick time.
3. How to change from slow to quick march and quick to slow march.
4. How to conduct drill with arms.
5. How to turn eyes right and left in slow and quick time, open and close order on the march in slow time while marching in line.
6. How to form ranks, stand at ease and stand easy.
7. How to march and halt in quick time.
8. How to march, halt, turn and incline in slow time.
9. How to march in line, change direction by forming at the halt and on the march in slow and quick time.
10. How to move on parade and advance in review order.
11. How to number, prove and right dress.
12. How to participate in a ceremonial parade or activity.
13. How to perform as a member of a ceremonial parade.
14. How to perform drill to the drum.
15. How to perform paces, close order and officer on parade dismissed.
16. How to perform salutes.
17. What are fronts and flanks.
18. What are generic parade sequences.
19. What are the words of command used in various ceremonial activities.
20. How to prepare clothing and equipment in accordance with Standing Orders for Dress.
21. What is the purpose of drill.
22. What types of ceremonial activities are employed in drill.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge. Competency must be demonstrated during the preparation and conduct of a ceremonial activity.

The underpinning knowledge may be assessed with the use of table top exercises.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

CI 10**Command a squad in Ceremonial Activities**

Unit Descriptor:

This unit describes knowledge, skills and attitudes required to command a squad in ceremonial activities.

It includes employability skills such as leadership, team work, planning and organising activities and communication. This unit of competency would typically apply to any agency where ceremonial activities are conducted whilst leading a team.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--|-----|---|
| 1. | Prepare for ceremonial activities | 1.1 | Clothing, accessories and equipment for drill and ceremonial activities are prepared in accordance with standard procedures . |
| | | 1.2 | Clothing, accessories and equipment of the squad are prepared and inspected in accordance with standard procedures . |
| | | 1.3 | Faults are detected and corrected appropriately. |
| 2. | Command a squad in ceremonial activities | 2.1 | Clothing, accessories and equipment are worn in accordance with standard procedures . |
| | | 2.2 | Personal drill movements are executed correctly and precisely in accordance with standard procedures . |
| | | 2.3 | Words of command are clear, precise and accurate. |

RANGE STATEMENT

All range statements must be assessed:

A. Clothing, accessories and equipment

- (i) Bayonets
- (ii) Ceremonial uniform
- (iii) Firearms
- (iv) Medals, badges and accoutrements
- (v) Slings
- (vi) Webbing

B. Standard procedures

- (i) Ceremonial manual
- (ii) Defence instructions
- (iii) Doctrine pamphlets
- (iv) Work health and safety regulations
- (v) Procedure manuals
- (vi) Relevant legislation
- (vii) Routine orders
- (viii) Standing orders for dress
- (ix) Written and verbal orders and instructions

C. Ceremonial drill movements

- (i) Advance in review order
- (ii) Change from slow to quick time and quick to slow time
- (iii) Change step in slow and quick time
- (iv) Forms in slow and quick time and at the halt
- (v) Form two ranks from three and three ranks from two
- (vi) March in line in slow and quick time
- (vii) Marching in quick time
- (viii) Marching in slow time
- (ix) Open and close order at the halt
- (x) Open and close order on the march
- (xi) Paying compliments
- (xii) Turns at the halt
- (xiii) Turns on the march
- (xiv) Wheels

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the standard procedures for ceremonial activities.
2. What words of command are used in various ceremonial activities.
3. How to give a command.
4. What is the purpose of drill.
5. What types of ceremonial activities are employed in drill.
6. How to turn and incline at the halt and on the march in slow and quick time.
7. How to change from slow to quick march and quick to slow march.
8. How to conduct drill with arms.
9. How to turn right and left in slow and quick time, open and close order on the march in slow time while marching in line.
10. How to form ranks, stand at ease and stand easy.
11. How to march and halt in quick time.
12. How to march, halt, turn and incline in slow time.
13. How to march in line, change direction by forming at the halt and on the march in slow and quick time.
14. How to move on parade and advance in review order.
15. How to number, prove and right dress.
16. How to participate in a ceremonial parade or activity.
17. How to perform drill to the drum.
18. How to perform paces, close order and officer on parade dismissed.
19. How to perform salutes.
20. What are fronts and flanks.
21. What are generic parade sequences.

22. How to prepare clothing and equipment in accordance with Standing Orders for Dress.
23. How to conduct an inspection.
24. How to identify and correct faults.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge. Competency must be demonstrated during the preparation and conduct of a ceremonial activity.

You must be observed issuing a **range of commands over a period of time** during **three (3) different ceremonial activities**.

No more than one simulation may be used.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Oral questioning
- Written evidence (case study, projects, assignments, parade script)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U62003**Command a squad in Ceremonial Activities**

Unit Descriptor:

This unit describes knowledge, skills and attitudes required to command a squad in ceremonial activities.

It includes employability skills such as leadership, team work, planning and organising activities and communication. This unit of competency would typically apply to any agency where ceremonial activities are conducted whilst leading a team.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|--|-----|---|
| 1. | Prepare for ceremonial activities | 1.1 | Clothing, accessories and equipment for drill and ceremonial activities are prepared in accordance with standard procedures . |
| | | 1.2 | Clothing, accessories and equipment of the squad are prepared and inspected in accordance with standard procedures . |
| | | 1.3 | Faults are detected and corrected appropriately. |
| 2. | Command a squad in ceremonial activities | 2.1 | Clothing, accessories and equipment are worn in accordance with standard procedures . |
| | | 2.2 | Personal drill movements are executed correctly and precisely in accordance with standard procedures . |
| | | 2.3 | Words of command are clear, precise and accurate. |

RANGE STATEMENT

All range statements must be assessed:

A. Clothing, accessories and equipment

- (i) Bayonets
- (ii) Ceremonial uniform
- (iii) Firearms
- (iv) Medals, badges and accoutrements
- (v) Slings
- (vi) Webbing

B. Standard procedures

- (i) Ceremonial manual
- (ii) Defence instructions
- (iii) Doctrine pamphlets
- (iv) Work health and safety regulations
- (v) Procedure manuals
- (vi) Relevant legislation
- (vii) Routine orders
- (viii) Standing orders for dress
- (ix) Written and verbal orders and instructions

C. Ceremonial drill movements

- (i) Advance in review order
- (ii) Change from slow to quick time and quick to slow time
- (iii) Change step in slow and quick time
- (iv) Forms in slow and quick time and at the halt
- (v) Form two ranks from three and three ranks from two
- (vi) March in line in slow and quick time
- (vii) Marching in quick time
- (viii) Marching in slow time
- (ix) Open and close order at the halt
- (x) Open and close order on the march
- (xi) Paying compliments
- (xii) Turns at the halt
- (xiii) Turns on the march
- (xiv) Wheels

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the standard procedures for ceremonial activities.
2. What words of command are used in various ceremonial activities.
3. How to give a command.
4. What is the purpose of drill.
5. What types of ceremonial activities are employed in drill.
6. How to turn and incline at the halt and on the march in slow and quick time.
7. How to change from slow to quick march and quick to slow march.
8. How to conduct drill with arms.
9. How to turn right and left in slow and quick time, open and close order on the march in slow time while marching in line.
10. How to form ranks, stand at ease and stand easy.
11. How to march and halt in quick time.
12. How to march, halt, turn and incline in slow time.
13. How to march in line, change direction by forming at the halt and on the march in slow and quick time.
14. How to move on parade and advance in review order.
15. How to number, prove and right dress.
16. How to participate in a ceremonial parade or activity.
17. How to perform drill to the drum.
18. How to perform paces, close order and officer on parade dismissed.
19. How to perform salutes.
20. What are fronts and flanks.
21. What are generic parade sequences.

22. How to prepare clothing and equipment in accordance with Standing Orders for Dress.
23. How to conduct an inspection.
24. How to identify and correct faults.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge. Competency must be demonstrated during the preparation and conduct of a ceremonial activity.

You must be observed issuing a **range of commands over a period of time** during **three (3) different ceremonial activities**.

No more than one simulation may be used.

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Observation
- Oral questioning
- Written evidence (case study, projects, assignments, parade script)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation may be used.

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to navigate in controlled environments where there are significant landmarks.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | | |
|----|-------------------------------------|---|
| 1. | Plan for navigation | <ul style="list-style-type: none"> 1.1 Map(s) are obtained and reviewed for the activity. 1.2 Symbols and information contained on the map are identified and used in navigation. 1.3 Information contained on the map is applied and an efficient route or course is planned considering all relevant factors. 1.4 Features of a compass are identified and used to maintain a designated course. 1.5 Grid and magnetic bearings are calculated accurately using a map and compass. 1.6 Additional information is obtained to assist in navigation from the map. 1.7 Emergency or contingency escape routes are identified. |
| 2. | Navigate in controlled environments | <ul style="list-style-type: none"> 2.1 Map is oriented in relation to surroundings accurately with and without the use of a compass. 2.2 Route is followed in controlled environments, demonstrating use of navigation aids according to relevant legislation and organizational policies and procedures. 2.3 Techniques for estimating distance travelled are applied correctly. |

- 2.4 Compass course is maintained, while bypassing **obstacles**, where necessary.
 - 2.5 Unknown features in the field are identified using **map** and compass.
 - 2.6 Route or course for the surroundings and conditions is appropriately selected.
3. Evaluate navigations
- 3.1 **Relevant aspects** are evaluated accurately.
 - 3.2 Improvements for future navigations are identified.

RANGE STATEMENT

All range statements must be assessed:

- A. Map or Maps**
- (i) Cadastral and topographic maps
 - (ii) Guide books and diagrams
- B. Symbols and information**
- (i) Grid lines and numbers
 - (ii) Contour lines
 - (iii) Scale
 - (iv) Map legend
 - (v) Topographic features
 - (vi) Markers and beacons
 - (vii) Water depth
- C. Relevant factors**
- (i) Type of terrain and gradient
 - (ii) Weather conditions
 - (iii) Experience
 - (iv) Hazards
 - (v) Access to required resources, facilities and areas
- D. Additional Information**
- (i) Altitude gain or loss
 - (ii) Distance
 - (iii) Gradient
 - (iv) Travelling time
 - (v) Magnetic bearings
 - (vi) Water depth
- E. Surroundings**
- (i) Ground or terrain
 - (ii) Bodies of water
 - (iii) Beacons and markers
 - (iv) Natural formations landmark
 - (v) Man-made features
- F. Controlled Environments**
- (i) Areas marked on maps or charts
 - (ii) Areas on the ground or water

Navigation Aids**G.**

- (i) Track and creek junctions and crossings
- (ii) Survey and track markers
- (iii) Beacons
- (iv) Cairns
- (v) Paths
- (vi) Lines
- (vii) Signs
- (viii) Arrows
- (ix) Compass
- (x) Man-made objects or features
- (xi) Transits

H. Relevant legislation

- (i) Occupational health and safety
- (ii) Permits and permission for access
- (iii) Environmental regulations

I. Organizational policies and procedures

- (i) Occupational health and safety
- (ii) Maintenance and use of equipment
- (iii) Communication protocols
- (iv) Code of ethics

J. Techniques for estimating distance

- (i) Time
- (ii) Observation of surroundings
- (iii) Pacing

K. Obstacles

- (i) Rivers
- (ii) Logs
- (iii) Rocks
- (iv) Gullies
- (v) Trees
- (vi) Exposed Areas

L. Relevant Aspects

- (i) Objectives
- (ii) Planning Process

- (iii) Activity Site
- (iv) Weather
- (v) Equipment selection
- (vi) Clothing selection
- (vii) Food selection
- (viii) Instructional technique
- (ix) Assessment technique
- (xi) Group feedback
- (xiii) Directing techniques
- (xiv) Rescue techniques employed

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the different types of maps, their features and how to read and interpret them.
2. How to follow instructions and procedures.
3. What are the features of a compass, its uses and factors that affect compass accuracy.
4. What is route planning, how to route plan and what factors should be considered, such as weather and type of terrain.
5. What are the navigation techniques to be used in controlled environments to determine distance, location, direction and potential hazards.
6. How to obtain and use navigation equipment to plan a route or course.
7. How to use communication skills to interact with team leader and peers to maintain a positive and safe environment while navigating.
8. How to use numeracy skills to navigate and calculate grid and magnetic bearings and distances using a map and compass.
9. What are the legislation and organizational policies and procedures to enable safe conduct of all activities.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out all of the elements, meeting **all** the performance criteria, underpinning knowledge and range as indicated **over a period of time** in a real workplace environment or simulated workplace environment.

Evidence of the following is essential:

- Application of a relevant process to plan a route in controlled environments and demonstration of navigation techniques to orientate and follow directions.
- Advice and feedback sought from superior(s) to improve skills and ensure safety of self and team
- Evaluation and reflection on own navigation performance to identify strengths, weaknesses and areas that need improvement

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation may be used.

U62203

Use and maintain a temporary camp site

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to establish, use and maintain a temporary camp site. Temporary camp sites include sites used for rest stops, overnight camping and emergency shelters.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|------------------------------|-----|--|
| 1. | Make logistical arrangements | 1.1 | Local area knowledge and information are accessed and used to identify suitable temporary sites . |
| | | 1.2 | Factors affecting site selection are identified according to relevant legislation and organizational policies and procedures . |
| | | 1.3 | Relevant sources are consulted to interpret detailed weather and environmental information . |
| | | 1.4 | Hazards and potential human impact practices associated with the activity are identified. |
| | | 1.5 | Risk minimization is applied as advised by the superior. |
| | | 1.6 | Food and water requirements are identified and planned according to principles of nutrition and the duration of the activity. |
| | | 1.7 | Perishability of various foods, packaging, cooking, and storage considerations are addressed when menu planning. |
| | | 1.8 | Emergency food and water requirements are identified and planned for appropriately. |
| 2. | Select equipment | 2.1 | Equipment is selected according to contextual issues and its serviceability checked. |

- 2.2 Appropriate personal clothing and footwear are selected using approved design and construction features.
- 3. Establish a shelter
 - 3.1 **Shelter** is arranged according to prevailing weather and conditions to ensure comfort and safety.
 - 3.2 **Shelter** is erected in a manner to reduce the impact on the **natural environment** according to **relevant legislation** and **organizational policies and procedures**.
- 4. Maintain a temporary site
 - 4.1 Appropriate measures to remove or avoid **hazards** and minimize risk at the temporary site are taken.
 - 4.2 Consequences of unhygienic practices are identified and recommended procedures to mitigate potential health risks are applied.
 - 4.3 Individual and shared utensils are cleaned according to **organizational policies and procedures**.
 - 4.4 Sanitation practices are appropriately identified and applied to the site and health problems and environmental impact are minimized.
 - 4.5 Area is packed up and cleaned when leaving according to **relevant legislation** and **organizational policies and procedures**.
- 5. Evaluate the activity
 - 5.1 **Relevant aspects** of using and maintaining an overnight site are accurately evaluated.
 - 5.2 Improvements for future overnight stays are identified.

RANGE STATEMENT

All range statements must be assessed:

A. Information

- (i) Maps
- (ii) Guide books
- (iii) Land managers and agencies

B. Temporary sites

- (i) Rest stops
- (ii) Activity sites
- (iii) Temporary shelter

C. Relevant legislation

- (i) Occupational health and safety
- (ii) Permits or permission for access
- (iii) Environmental regulations
- (iv) Marine Regulations

D. Organizational policies and procedures

- (i) Occupational health and safety
- (ii) Use and maintenance of equipment
- (iii) Camp fire regulations
- (iv) Emergency procedures
- (v) Code of ethics

E. Relevant Sources

- (i) Meteorological Office
- (ii) Media
- (iii) Land managers or agencies
- (iv) Local knowledge

F. Weather and environmental information

- (i) Satellite images
- (ii) Daily and weekly forecasts
- (iii) Maximum and minimum temperatures
- (iv) Weather warnings
- (v) Event warnings
- (vi) River levels
- (vii) Synoptic charts
- (viii) High and low tide predictions

G. Hazards

- (i) Temperature extremes
- (ii) Slippery or unstable terrain
- (iii) Dangerous animals and insects
- (iv) Stinging trees and nettles
- (v) Dense vegetation
- (vi) Group management hazards

H. Human Impact

- (i) Pollution
- (ii) Physical damage
- (iii) Alteration to the environment
- (iv) Visual
- (v) Noise
- (vi) Damage to cultural heritage
- (vii) Crowding

I. Risk

- (i) Hypothermia
- (ii) Dehydration
- (iii) Heat exhaustion
- (iv) Hyperthermia
- (v) Injuries and illness
- (vi) Insect bites and stings
- (vii) Food poisoning
- (viii) Lost team or team member
- (ix) Falling trees and branches

J. Food and water requirements

- (i) Menu planning and preparation
- (ii) Range of foods:
 - a. Perishability
 - b. Packaging
 - c. Storage
 - d. Cooking methods

K. Principles of nutrition

- (i) Food groups
- (ii) Dietary guidelines
- (iii) Essential nutrients
- (iv) Food preparation
 - a. methods of cooking
 - b. safe food handling and hygiene practices

- (v) Individual food requirements and allergies

L. Equipment

- (i) Torch
- (ii) Tent
- (iii) Poles
- (iv) Tarp
- (v) Sleeping bag
- (vi) Cooking system and utensils
- (vii) Pots and pans
- (viii) Ropes
- (ix) Plastic bags for rubbish
- (x) First aid kit
- (xi) Activity-specific equipment

M. Contextual issues

- (i) Weather conditions, including times
- (ii) Season
- (iii) Transport
- (iv) Location
- (v) Trip distance and duration
- (vi) Group Objectives
- (vii) Group size

N. Shelter

- (i) Tents
- (ii) Bivvies
- (iii) Lean-to

O. Natural environment

- (i) Soil
- (ii) Plants
- (iii) Water
- (iv) Geology
- (v) Wildlife

P. Relevant aspects

- (i) Objectives
- (ii) Planning process
- (iii) Activity site
- (iv) Weather
- (v) Equipment selection

- (vi) Clothing selection
- (vii) Food selection
- (viii) Instructional content
- (ix) Instructional technique
- (x) Assessment technique
- (xi) Group feedback
- (xii) Directing techniques
- (xiii) Rescue techniques employed

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the legislation and organizational policies and procedures to enable safe conduct of camping activities.
2. How to read and interpret legislation and organizational policies and procedures.
3. How to interact with peers and work as a team to set up camp.
4. How to analyze weather and environmental information.
5. What equipment, clothing, footwear, food and water are required for the duration of an activity.
6. What are the minimal impact camping and walking codes to ensure protection of environment.
7. How to apply minimal impact camping techniques.
8. What packing and maintenance techniques are to be used before, during and after the activity.
9. How to allocate and select equipment for overnight stay.
10. How to establish and erect shelter at an appropriate site.
11. What are the principles of nutrition to maintain health and energy during activity.
12. How to preserve food and water in emergency situations and how these accessed to maintain health for prolonged periods.
13. What are the food preparation and cooking methods used in outdoor environments.
14. How to handle and prepare food hygienically.
15. What are the sanitation procedures to be used in outdoor environments.
16. How to deal with unforeseen circumstances.
17. How to keep warm and sheltered during environmental adversities or loss of equipment.
18. What are the first aid and emergency response techniques and how these are applied.
19. What are the different types and purposes of shelters.
20. How to access and interpret weather and environmental information.
21. What are the potential hazards and emergency procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a period of time** in a range of actual or simulated workplace environments.

Evidence of the following is essential:

- Logistical arrangements based on knowledge of the area, selected equipment and supply requirements according to the conditions and duration of the activity.
- Camping techniques and adaptability to contingencies that may arise
- Precautions to maintain physical well-being of self and team.
- Evaluation and reflection on performance

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Written or verbal self- evaluation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to use and maintain a permanent site. Permanent sites include military bases and schools.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | | |
|----|------------------------------|---|
| 1. | Make logistical arrangements | 1.1 Relevant sources are consulted to interpret detailed weather and environmental information . |
| | | 1.2 Hazards and potential human impact practices associated with the activity are identified. |
| | | 1.3 Risk minimization is applied as advised by the superior. |
| | | 1.4 Food and water requirements are identified and planned according to principles of nutrition and the duration of the activity. |
| | | 1.5 Perishability of various foods, packaging, cooking, and storage considerations are addressed when menu planning. |
| | | 1.6 Emergency food and water requirements are identified and planned for appropriately. |
| 2. | Select equipment | 2.1 Equipment is selected according to contextual issues and its serviceability checked. |
| | | 2.2 Appropriate personal clothing and footwear are selected using approved design and construction features. |
| 3. | Maintain a permanent site | 3.1 Appropriate measures to remove or avoid hazard and minimize risk at the permanent site are taken. |

- 3.2 The consequences of unhygienic practices are identified and recommended procedures to mitigate potential health risks are applied.
 - 3.3 Individual and shared utensils are cleaned according to **organizational policies and procedures.**
 - 3.4 Sanitation practices are appropriately identified and applied to the site and health problems and environmental impact are minimized.
 - 3.5 Area is packed up and cleaned when leaving according to **relevant legislation and organizational policies and procedures.**
4. Evaluate the activity
- 4.1 **Relevant aspects** of using and maintaining a permanent site are accurately evaluated.
 - 4.2 Improvements for future stays are identified.

RANGE STATEMENT

All range statements must be assessed:

A. Relevant legislation

- (i) Occupational health and safety
- (ii) Permits or permission for access
- (iii) Environmental regulations
- (iv) Marine Regulations

B. Organizational policies and procedures

- (i) Occupational health and safety
- (ii) Use and maintenance of equipment
- (iii) Camp fire regulations
- (iv) Emergency procedures
- (v) Code of ethics

C. Relevant Sources

- (i) Meteorological Office
- (ii) Media
- (iii) Land managers or agencies
- (iv) Local knowledge

D. Weather and environmental information

- (i) Satellite images
- (ii) Daily and weekly forecasts
- (iii) Maximum and minimum temperatures
- (iv) Weather warnings
- (v) Event warnings
- (vi) Synoptic charts
- (vii) High and low tide predictions

E. Hazards

- (i) Temperature extremes
- (ii) Slippery or unstable terrain
- (iii) Dangerous animals and insects
- (iv) Stinging trees and nettles
- (v) Dense vegetation
- (vi) Group management hazards

F. Human Impact

- (i) Pollution
- (ii) Physical damage
- (iii) Alteration to the environment
- (iv) Visual
- (v) Noise
- (vi) Damage to cultural heritage
- (vii) Crowding

G. Risk

- (i) Hypothermia
- (ii) Dehydration
- (iii) Heat exhaustion
- (iv) Hyperthermia
- (v) Injuries and illness
- (vi) Insect bites and stings
- (vii) Food poisoning
- (viii) Lost team or team member
- (ix) Falling trees and branches

H. Food and water requirements

- (i) Menu planning and preparation
- (ii) Range of foods:
 - a. Perishability
 - b. Packaging
 - c. Storage
- (iii) Water supply

I. Principles of nutrition

- (i) Food groups
- (ii) Dietary guidelines
- (iii) Essential nutrients
- (iv) Food preparation
 - a. Methods of cooking
 - b. Safe food handling and hygiene practices
- (v) Individual food requirements and allergies

J. Equipment

- (i) Torch
- (ii) Tent
- (iii) Poles
- (iv) Tarp

- (v) Sleeping equipment
- (vi) Cooking system and utensils
- (vii) Ropes
- (viii) Plastic bags for rubbish
- (ix) First aid kit
- (x) Activity-specific equipment
- (xi) Radios and phones
- (xii) Computers

K. Contextual issues

- (i) Weather conditions, including times
- (ii) Season
- (iii) Transport
- (iv) Location
- (v) Trip distance and duration
- (vi) Group Objectives
- (vii) Group size

L. Natural environment

- (i) Soil
- (ii) Plants
- (iii) Water
- (iv) Geology
- (v) Wildlife

M. Relevant aspects

- (i) Objectives
- (ii) Planning process
- (iii) Activity site
- (iv) Weather
- (v) Equipment selection
- (vi) Clothing selection
- (vii) Food selection
- (viii) Instructional content
- (ix) Instructional technique
- (x) Assessment technique
- (xi) Group feedback
- (xii) Directing techniques
- (xiii) Rescue techniques employed

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the legislation and organizational policies and procedures to enable safe conduct of camping activities.
2. How to read and interpret legislation and organizational policies and procedures.
3. How to interact with peers and work as a team to set up camp.
4. How to analyze weather and environmental information.
5. What equipment, clothing, footwear, food and water are required for the duration of an activity.
6. What are the minimal impact camping and walking codes to ensure protection of environment.
7. How to apply minimal impact camping techniques.
8. What packing and maintenance techniques are to be used before, during and after the activity.
9. How to allocate and select equipment for stay.
10. What are the principles of nutrition to maintain health and energy during activity.
11. How to preserve food and water in emergency situations and how to access them to maintain health for prolonged periods.
12. What are the food preparation and cooking methods used.
13. How to handle and prepare food hygienically.
14. What are the sanitation procedures.
15. How to deal with unforeseen circumstances.
16. How to keep warm and sheltered during environmental adversities or loss of equipment.
17. What are the first aid and emergency response techniques and how these are applied.
18. How to access and interpret weather and environmental information.
19. What are the potential hazards and emergency procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a period of time** in a range of actual or simulated workplace environments.

Evidence of the following is essential:

- Selection of equipment and supply requirements according to the conditions and duration of the activity.
- Camping techniques and adaptability to contingencies that may arise
- Precautions to maintain physical well-being of self and team.
- Evaluation and reflection on performance

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Written or verbal self-evaluation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U62402

Plan and execute a field training exercise

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to plan and execute a field training exercise and associated activities.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|---|---|
| 1. Plan for a field training exercise | <ul style="list-style-type: none"> 1.1 Food and water requirements are identified according to principles of nutrition. 1.2 Activity location is identified according to relevant legislation and organizational policies and procedures. 1.3 Appropriate map is selected and relevant landmarks and features are identified. 1.4 Relevant resources are accessed to interpret weather and environmental information. 1.5 Potential hazards associated with the activity are identified |
| 2. Select equipment | <ul style="list-style-type: none"> 2.1 Equipment is selected, fitted and adjusted to ensure comfort and safety according to contextual issues and organizational policies and procedures. 2.2 Pack weight is apportioned according to body weight and level of fitness. 2.3 Appropriate personal clothing and footwear are selected using approved design and construction features. |
| 3. Participate in a field training exercise | <ul style="list-style-type: none"> 3.1 Appropriate posture is adopted when lifting and carrying backpack. 3.2 Obstacles and hazards are approached in a safe manner and risks to self and group are minimized. 3.3 Ascending and descending techniques are applied on slopes. |

- 3.4 Route in tracked or easy untracked areas is followed using appropriate **navigation aids**.
- 4. Evaluate the field training exercise
 - 4.1 **Relevant aspects** of the exercise are evaluated.
 - 4.2 Improvements for future exercises are identified.

RANGE STATEMENT

All range statements must be assessed:

A. Food and water requirements

- (i) Menu Planning
- (ii) Range of foods
- (iii) Emergency food and water

B. Principles of nutrition

- (i) Food groups
- (ii) Dietary guidelines
- (iii) Essential nutrients
- (iv) Individual food requirements and allergies

C. Relevant legislation

- (i) Occupational health and safety
- (ii) Permits or permission for access
- (iii) Environmental regulations

D. Organizational policies and procedures

- (i) Occupational health and safety
- (ii) Use and maintenance of equipment
- (iii) Communication protocols
- (iv) Emergency procedures
- (v) Code of ethics

E. Relevant Sources

- (i) Meteorological Office
- (ii) Media
- (iii) Land managers or agencies
- (iv) Local knowledge

F. Weather and environmental information

- (i) Satellite images
- (ii) Maximum and minimum temperatures
- (iii) Daily and weekly forecasts
- (iv) Weather warnings
- (v) Event warnings
- (vi) River levels
- (vii) Synoptic charts
- (viii) High and low tide predictions

G. Hazards

- (i) Temperature extremes
- (ii) Slippery or unstable terrain
- (iii) Dangerous animals and insects
- (iv) Stinging trees and nettles
- (v) Dense vegetation
- (vi) Group management hazards

H. Equipment

- (i) Field training equipment
- (ii) Navigation equipment
- (iii) Safety and first aid equipment
- (iv) Overnight equipment

I. Contextual issues

- (i) Weather conditions, including times
- (ii) Season
- (iii) Transport
- (iv) Location
- (v) Trip distance and duration
- (vi) Group Objectives
- (vii) Group size

J. Obstacles

- (i) Rivers
- (ii) Logs
- (iii) Rocks
- (iv) Gullies
- (v) Exposed areas

K. Risk

- (i) Hyperthermia
- (ii) Hypothermia
- (iii) Dehydration
- (iv) Heat exhaustion
- (v) Injuries and illness
- (vi) Insect bites and stings
- (vii) Food poisoning
- (viii) Lost team or team member
- (ix) Falling trees and branches
- (x) Equipment failure

L. Ascending Techniques

- (i) Zig-Zagging
- (ii) Placing feet down flat with a deliberate step

- (iii) Resting heels on any available projections

M. Descending Techniques

- (i) Placing toes against projections to avoid over striding
- (ii) Avoiding placing feet down heavily
- (iii) Using flat-footed or stiff-heeled technique

N. Navigation aids

- (i) Map
- (ii) Compass

O. Relevant aspects

- (i) Objectives
- (ii) Planning process
- (iii) Activity site
- (iv) Weather
- (v) Equipment selection
- (vi) Clothing selection
- (vii) Food selection
- (viii) Instructional content
- (ix) Instructional technique
- (x) Assessment technique
- (xi) Group feedback
- (xii) Directing techniques
- (xiii) Rescue techniques employed

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the legislation and organizational policies and procedures to enable safe conduct of basic adventure activities.
2. What are the contextual issues that affect the planning of basic adventure activities.
3. How to plan and organize a basic adventure.
4. What are the types of equipment, their characteristics and the technology used in a basic adventure.
5. What are the factors affecting selection of equipment.
6. What equipment, clothing, footwear, food and water are required for the duration of an activity.
7. What are the packing techniques and how to use level of fitness and body weight to calculate pack weight.
8. What packing and maintenance techniques are to be used before, during and after the activity.
9. What is the correct posture for lifting and carrying a backpack.
10. What are the ascending and descending techniques.
11. What are the minimal impact walking codes to ensure protection of environment.
12. How to use appropriate navigation aids.
13. How to navigate and follow a route using a map.
14. What are the navigation techniques in tracked or easy untracked areas to determine location, direction and potential hazards.
15. What basic weather and environmental information is relevant to conditions that may affect the activity.
16. How to analyze weather and environmental information.
17. What are the emergency procedures and potential hazards relevant to the location to ensure minimization of risk to self and group.
18. What are the first aid and emergency response skills needed for the activity.
19. What are the principles of nutrition and food and water requirements.
20. How to evaluate the exercise, identify and implement improvements for future exercises.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a period of time** in a range of actual or simulated workplace environments.

Evidence of the following is essential:

- Application relevant to the process of planning equipment and supply requirements according to the conditions and duration of the adventure.
- Participation in a field training exercise in tracked and untracked areas that reflect local conditions.
- Demonstration of field training techniques including ascending and descending techniques.
- Seeking of advice and feedback from superior to improve skills and ensure safety to self and group.
- Evaluation and reflection on field training exercise to identify strengths and weaknesses and areas that need improvement

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Written or verbal self-evaluation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U62503

Demonstrate basic leadership skills

Unit Descriptor:

This unit describes knowledge, skills and attitudes required for a cadet to provide direction to members of the team and to motivate and support them to achieve both team objectives and individual work objectives.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | |
|--------------------|--|
| 1. Plan tasks | <ul style="list-style-type: none"> 1.1 Objectives of the team are clearly identified and communicated. 1.2 Briefing techniques are demonstrated appropriately. 1.3 Team members are encouraged to participate in planning of tasks to achieve objectives. 1.4 Individual tasks are assigned accordingly. 1.5 Tools and equipment needed to effectively complete tasks are correctly identified. |
| 2. Implement tasks | <ul style="list-style-type: none"> 2.1 Team members are encouraged to achieve individual tasks as they contribute to the success of team objectives. 2.2 Team members are encouraged to complete individual tasks and support provided where necessary. 2.3 Team members are empowered to develop creativity and innovation during implementation of tasks. 2.4 Team members are encouraged to take the lead when they have the expertise and knowledge and willingness to follow this lead is demonstrated. 2.5 Team members are motivated through difficult and challenging times. |

- 2.6 Challenges are dealt with accordingly.
- 3. Evaluate task
 - 3.1 Completion of individual tasks successfully meet the objectives of the team.
 - 3.2 **Feedback** is provided to **team members** in an appropriate manner.
 - 3.3 **Feedback** from other **team members** is encouraged and acted upon accordingly.
 - 3.4 Improvements for future tasks are identified.

RANGE STATEMENT

All range statements must be assessed:

A. Team members

- (i) Superiors
- (ii) Peers
- (iii) Subordinates

B. Feedback

- (i) Acknowledge initiative
- (ii) Aptitude
- (iii) Ideas
- (iv) Performance and assistance
- (v) Provide constructive criticism

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to identify and communicate objectives.
2. What are the types of briefs and briefing tools and how to apply them.
3. What is motivation and how to motivate team members.
4. How to interact with peers and work as a team.
5. How to assign tasks to team members.
6. How to identify and select tools and equipment for specific tasks.
7. How to recognize when team members need support and how to provide it.
8. How to identify and deal with challenges appropriately.
9. How to empower team members and encourage them to take the lead in activities.
10. How to provide and receive feedback from team members.
11. How to identify and implement improvements for future tasks.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a period of time** in a range of actual or simulated workplace environments.

Evidence of the following is essential:

- Leading of a team during an activity.
- Encouragement of team members
- Provision of feedback to team members.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Written or verbal self- evaluation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U62602

Operate weapon system

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to operate a weapon system on a legal range. It involves the ability to safely handle, maintain, operate and fire the weapon systems.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | |
|----|--------------------------|--|
| 1. | Handle a weapon system | <ul style="list-style-type: none"> 1.1 Occupational health and safety (OH&S) requirements and recognized safety precautions are applied throughout the operation. 1.2 Weapon systems are handled and carried safely in accordance with Army Operational Shooting Policy. 1.3 Ammunition is identified, selected and handled safely in accordance with Army Operational Shooting Policy. 1.4 Weapon systems are secured in accordance with Corps' policies and procedures. |
| 2. | Maintain a weapon system | <ul style="list-style-type: none"> 2.1 Weapon systems are stripped and assembled correctly and in safe manner. 2.2 Weapon systems and associated equipment are cleaned and serviced correctly according to manufacturers' specifications. 2.3 Defects are accurately identified and rectified within limits of authority or reported to superior. 2.4 Documentation is completed in accordance with Corps' policies and procedures. |
| 3. | Operate a weapon system | <ul style="list-style-type: none"> 3.1 Weapon drills are conducted accurately. |

- 3.2 **Marksmanship principles** are applied in accordance with **Army Operational Shooting Policy**.
 - 3.3 **Weapon equipment** is employed as required.
 - 4.1 Weapon system is safely fired in accordance with **Army Operational Shooting Policy**.
 - 4.2 Range safety brief is complied with when firing a weapon system.
 - 4.3 Problems when firing are recognized and actions are taken and reported to the range safety officer.
 - 4.4 Targets are identified and engaged accurately.
 4. Fir a weapon system

RANGE STATEMENT

All range statements must be assessed:

A. Army Operational Shooting Policy

- (i) Doctrine instructions
- (ii) Job guides and other publications
- (iii) Manufacturers' handbooks, industry specifications and technical instructions
- (iv) Occupational Health and Safety regulations
- (v) Organizational policies and procedures
- (vi) Procedure manuals
- (vii) Relevant legislation
- (viii) Routine orders
- (ix) Standing Orders
- (x) Tests on Elementary Training (TOETs)

B. Ammunition

- (i) Ball
- (ii) Drill rounds
- (iii) Blank

C. Defects

- (i) Broken cocking handle
- (ii) Burrs
- (iii) Bulging
- (iv) Corrosion
- (v) Cracks
- (vi) Damaged firing pin
- (vii) Damaged sighting system
- (viii) Faulty trigger mechanism
- (ix) Out of date or missing fully functional classification label

D. Weapons drills

- (i) Degrees of weapon readiness
- (ii) Immediate action and stoppage
- (iii) Safety precautions (checking clearances)

E. Marksmanship principles

- (i) Position and hold must be firm enough to support the weapon
- (ii) Weapon must point naturally at the target without undue physical effort
- (iii) Aim and sight alignment must be correct
- (iv) Shot must be released and followed through without disturbance of the aim

F. Weapon equipment

- (i) Complete Equipment Schedule (CES) such as:
 - a. Cleaning kit
 - b. Magazines
 - c. Slings
- (ii) Weapon siting systems

G. Problems

- (i) Stoppages
- (ii) Unauthorized movement on range

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the Occupational health and safety requirements and safety precautions relevant to operating a rifle.
2. What is the Army Operational Shooting Policy.
3. What are the Corps policies and procedures relevant to securing a rifle.
4. What are Tests on Elementary Training (TOETs) and their importance.
5. What is the Range Safety Brief.
6. How to handle weapon systems safely.
7. How strip and assemble weapons systems correctly and safely.
8. How to accurately identify and rectify defects within limits of own authority.
9. How to conduct weapons drills accurately.
10. How to interpret fire control orders.
11. How to apply recognized safety precautions.
12. How to recognize problems when firing and take appropriate action.
13. What are the characteristics and limitations of the rifle and ammunition.
14. What are the degrees of weapon readiness.
15. What are the marksmanship principles.
16. What are the types of targets and how these should be engaged.
17. How to complete relevant documentation in accordance with Corps policies and procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge **over a period of time** using live ammunition on a live firing range.

(2) Methods of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **must not be used**.

U62703

Assist emergency personnel

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide assistance to emergency personnel safely and effectively during accidents and other emergencies.

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Deal with injuries and signs of illnesses	1.1 Casualty is protected quickly and safely. 1.2 Other persons involved are protected from further risk or injury . 1.3 Appropriately qualified assistance is summoned to the scene. 1.4 Reassurance and comfort are provided to all those involved, in an appropriate and sensitive manner. 1.5 Required information is given to the appropriate personnel clearly, accurately and in a timely manner. 1.6 Organizational procedures are followed and the correct strategies used to maintain calm throughout the emergency .
2. Follow emergency procedures	2.1 Persons involved are clearly informed about the correct emergency procedures. 2.2 Emergency procedures are followed correctly, safely and in a calm manner. 2.3 Safety of the persons involved is maintained throughout the emergency. 2.4 Personal effects of casualty are safely secured and given to relevant personnel.

3. Report on the emergency
 - 3.1 Clear and accurate **reports** about the emergency are made according to organizational procedures and legislation.
 - 3.2 Documents are completed accurately, legibly and in a timely manner and submitted to the relevant personnel.
4. Clean up
 - 4.1 First aid equipment is recovered, if practical, cleaned, inspected/tested, replaced (if necessary) and stored correctly.
 - 4.2 Medical waste is disposed of in accordance with industry requirements.
 - 4.3 Equipment faults are reported to the appropriate persons.
 - 4.4 Appropriate debriefing or evaluation exercises are conducted.

RANGE STATEMENT

All range statements must be assessed:

A. Casualty

- (i) Adults
- (ii) Children and young people
- (iii) Persons with special needs

B. Injury

- (i) Minor, which can be treated on-site
- (ii) Major, requiring outside medical attention

C. Qualified assistance

- (i) On-site first aider
- (ii) Emergency services

D. Emergency

- (i) Fires
- (ii) Security incidents
- (iii) Missing persons
- (iv) Accidents/ other incidents

E. Persons involved

- (i) Adults
- (ii) Children
- (iii) Persons with special needs

F. Reports

- (i) Spoken
- (ii) Written

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What are the common types of injuries and illnesses which may occur in the particular work area and during an emergency and why these need to be reported to the relevant personnel.
2. How to identify and deal with any injuries and illnesses before qualified assistance arrives.
3. How to decide whether to contact the on-site first aider or immediately call the emergency services.
4. Who is the on-site first aider and how to contact them.
5. How to call the emergency services and what information to communicate to them immediately and why.
6. Why is it important to protect the casualty and others from further harm and how to do so.
7. Why is it important to provide comfort and reassurance to the casualty and others involved and how to do so for the range of different casualties, injuries and illnesses.
8. What are the procedures for dealing with major and minor injury and illnesses.
9. How to provide clear and accurate reports of the emergency situation and casualties and to whom should they be made.
10. What types of difficulties may occur during emergency procedures and why these need to be reported to relevant personnel.
11. Why and how to remain calm and keep others calm during an emergency.
12. How to communicate with the casualties.
13. What are the organizational policies and procedures for dealing with emergencies.
14. How to follow emergency procedures.
15. What is medical waste and how to dispose of it.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria range and underpinning knowledge on more than one occasion. This evidence must come from a real work environment.

(2) Method of Assessment

Assessors should gather evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments, clinical cards)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

U62803

Perform stock control procedures

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to handle stock. It includes the receiving, unpacking and dispatching of goods and participating in stocktaking under supervision.

ELEMENT**PERFORMANCE CRITERIA**

To be competent you must achieve the following:

- | | | | |
|----|---------------------------------|-----|--|
| 1. | Interact with service providers | 1.1 | Service providers are greeted in a courteous manner. |
| | | 1.2 | Service providers are communicated with courteously and in manner that makes them feel valued and respected. |
| | | 1.4 | Behaviour is adapted to respond to different service providers' behaviour. |
| | | 1.5 | Needs and wants of service providers are responded to appropriately. |
| 2. | Receive incoming supplies | 2.1 | Cleanliness and orderliness in receiving bay is maintained according to Corps' policy. |
| | | 2.2 | Supplies are unpacked using correct techniques and equipment in line with Corps' policy. |
| | | 2.3 | Packing materials are removed and disposed of promptly according to environmental safety practices. |
| | | 2.4 | Incoming supplies are accurately checked and validated against purchase orders and delivery documentation. |
| | | 2.5 | Items are received, inspected and recorded. |
| 3. | Process incoming supplies | 3.1 | Stock levels are accurately recorded where required. |
| | | 3.2 | Goods are stored securely. |

- 3.3 Stock is dispatched to appropriate area.
- 3.4 Stock price and code labels are applied where required.
- 4. Rotate stock
 - 4.1 Stock rotation procedures are carried out routinely and accurately.
 - 4.2 Excess stock is placed in storage or disposed of in accordance with Corps' policy.
 - 4.3 Safe lifting and carrying techniques are used.
- 5. Participate in stock take
 - 5.1 Assistance is provided with **stocktaking** and cyclical counts as required.
 - 5.2 **Stock records** documentation is accurately completed.
 - 5.3 Discrepancies in stock are recorded, reported and promptly brought to the attention of relevant persons.
 - 5.4 Electronic recording equipment is operated and maintained according to manufacturer's specifications.
 - 5.5 Reconciliation of stock and cash is accurately performed.
- 6. Dispatch goods
 - 6.1 Goods to be returned to the supplier are identified and labelled with date, supplies and reason for return or referred to superior if required.
 - 6.2 Credit request documentation is completed according to Corps procedures.
 - 6.3 Goods are securely stored while awaiting dispatch.
 - 5.4 Delivery documentation is completed according to established procedures.
 - 5.5 Special delivery instructions are noted.
 - 5.6 Items are packed safely and securely to avoid damage in transit.

RANGE STATEMENT

All range statements must be assessed:

A. Stocktaking

- (i) Cyclical
- (ii) Compliance

B. Stock recording

- (i) Manual
- (ii) Electronic

C. Discrepancies

- (i) Damaged items
- (ii) Incorrect items
- (iii) Incorrect number/amount of items

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to greet and treat service providers in a courteous manner.
2. How to adapt behaviour to be able to respond appropriately to service providers.
3. What are the Corps' policies and procedures relevant to stock control.
4. What are the routines and procedures relevant to stock control and how to follow them.
5. What is establishment stock control.
6. What is the labelling policy.
7. What are the product quality standards.
8. How to maintain cleanliness and orderliness in the receiving bay.
9. How to unpack goods and remove and dispose of packaging materials.
10. How to check and validate incoming stock.
11. How to receive, inspect and record items.
12. How to identify and record various stock levels.
13. How and when to complete stock requisition forms or electronic orders.
14. How to recognize stale, missing or damaged stock.
15. What equipment is used for stock handling.
16. How to arrange secure storage of goods.
17. How to dispatch stock.
18. What is stock rotation and how to carry out stock rotation procedures.
19. How to dispose of waste.
20. What are the methods of storage.
21. What are the delivery, stock record and dispatch documentation.

22. How to complete relevant documentation.
23. How to maintain safe lifting and carrying techniques.
24. What are the electronic labelling equipment and resources and how these are used.
25. How to operate and maintain electronic recording equipment.
26. How and when to reconcile stock and cash.
27. How to handle perishable items.
28. How to assist with stocktaking and cyclical counts.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge.

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

- Application of Corps' policies and procedures in regard to stock control.
- Application of safe work practices in the manual handling and moving of stock.
- Interpretation and application of manufacturers' instructions with regard to handling stock and using relevant equipment.
- Receipt and processing of incoming goods and dispatching of outgoing goods according to Corps' policies and procedures.
- Stock rotation, stock reordering and maintenance of stock levels according to Corps' policies and procedures
- Interpretation and processing of information accurately and responsibly.

(2) Methods of Assessment

Assessors should gather evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to handle stores and equipment. It includes receiving, unpacking and dispatching of stores and participating in stocktaking under supervision.

ELEMENT	PERFORMANCE CRITERIA
	<i>To be competent you must achieve the following:</i>
1. Interact with service providers	1.1 Service providers are greeted in a courteous manner. 1.2 Service providers are communicated with courteously and in a manner that makes them feel valued and respected. 1.4 Behaviour is adapted to respond to different service providers' behaviours. 1.5 Needs and wants of service providers are responded to appropriately.
2. Receive incoming supplies	2.1 Cleanliness and orderliness in receiving bay is maintained according to Corps' policy. 2.2 Supplies are unpacked using correct techniques and equipment in line with Corps' policy. 2.3 Packing materials are removed and disposed of promptly according to environmental safety practices. 2.4 Incoming supplies are accurately checked and validated against delivery documentation . 2.5 Items are received, inspected and recorded and delivery documentation updated.
3. Process incoming supplies	3.1 Stores levels are accurately recorded where required. 3.2 Goods are stored securely.

- 3.3 Stores are dispatched to appropriate area.
- 4. Rotate stores
 - 4.1 Stores rotation procedures are carried out routinely and accurately.
 - 4.2 Excess stores are placed in storage or disposed of in accordance with Corps' policy.
 - 4.3 Safe lifting and carrying techniques are used.
- 5. Participate in stocktaking
 - 5.1 Assistance is provided with **stocktaking** and cyclical counts as required.
 - 5.2 **Stores records** documentation is accurately completed.
 - 5.3 **Discrepancies** in stores are recorded, reported and promptly brought to the attention of relevant persons.
 - 5.4 Electronic recording equipment is operated and maintained according to manufacturer's specifications.
- 6. Dispatch goods
 - 6.1 Goods to be returned to the supplier are identified and labelled with date, supplies and reason for return or referred to superior if required.
 - 6.2 Goods are securely stored while awaiting dispatch.
 - 6.3 **Delivery documentation** is completed according to established procedures and updated accurately.
 - 6.4 Special delivery instructions are noted.
 - 6.5 Items are packed safely and securely to avoid damage in transit.

RANGE STATEMENT

All range statements must be assessed:

A. Stocktaking

- (i) Cyclical
- (ii) Compliance

B. Stores recording

- (i) Manual
- (ii) Electronic

C. Discrepancies

- (i) Damaged items
- (ii) Incorrect items
- (iii) Incorrect number/amount of items

D. Delivery documentation

- (i) 1033s
- (ii) 1157s
- (iii) Bin Cards

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. How to greet and treat service providers in a courteous manner.
2. How to adapt behaviour to be able to respond appropriately to service providers.
3. What are the Corps' policies and procedures relevant to stores control.
4. What are the routines and procedures relevant to stores control and how these should be followed.
5. What is the labelling policy.
6. How to maintain cleanliness and orderliness in the receiving bay.
7. How to unpack goods and remove and dispose of packaging materials.
8. What are 1033s, 1157s and Bin Cards and their importance.
9. How to complete relevant delivery documentation.
10. How to check and validate incoming stores.
11. How to receive, inspect and record items.
12. How to identify and record various stores levels.
13. How and when to complete stores requisition forms or electronic orders.
14. How to recognize missing or damaged stores.
15. What equipment is used for stores handling.
16. How to arrange secure storage of stores.
17. How to dispatch stores.
18. What is stores rotation and how to carry out stores rotation procedures.
19. How to dispose of unserviceable stores and equipment.
20. What are the methods of storage.
21. How to maintain safe lifting and carrying techniques.

22. What are the electronic labelling equipment and resources and how these are used.
23. How to operate and maintain electronic recording equipment.
24. How to assist with stocktaking and cyclical counts.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge.

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

- Application of Corps' policies and procedures in regard to stores control.
- Application of safe work practices in the manual handling and moving of stores.
- Interpretation and application of manufacturers' instructions with regard to handling stores and using relevant equipment.
- Receipt and processing of incoming goods and dispatching of outgoing goods according to Corps' policies and procedures.
- Stores rotation, stores reordering and maintenance of stores levels according to Corps' policies and procedures
- Interpretation and processing of information accurately and responsibly.

(2) Methods of Assessment

Assessors should gather evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.

Simulation **may be used**.

Unit Descriptor:

This unit describes knowledge, skills and attitudes required to locate and store files in a simple paper-based filing system.

ELEMENT

PERFORMANCE CRITERIA

To be competent you must achieve the following:

- | | |
|---------------------------|---|
| 1. Locate files | <ul style="list-style-type: none"> 1.1 Correct procedures are followed to locate files. 1.2 Problems with files are identified and reported to relevant persons. 1.3 Files and their contents are kept safe and intact. 1.4 Requested files are delivered on time to relevant persons requesting. 1.5 Confidentiality is maintained in handling files in accordance with Corps' policy. 1.6 Procedures for issuing and circulating files are correctly followed. |
| 2. Update and store files | <ul style="list-style-type: none"> 2.1 New items to be filed are added as instructed or according to Corps' policy. 2.2 Files and contents are checked for completeness. 2.3 Files are stored within time frame established. 2.4 Files are stored in the correct location using established index system. 2.5 Correct procedures for storing files are followed. |
| 3. Handle returned files | <ul style="list-style-type: none"> 3.1 Procedures for handling returned files are followed accordingly. |

- 3.2 Returned **files** are replaced within the established time frame.

RANGE STATEMENT

All range statements must be assessed:

A. Files

- (i) Mail files
- (ii) Cadet Personal files
- (iii) Company/Unit files

B. Relevant persons

- (i) Superiors
- (ii) Peers
- (iii) Person requesting files

UNDERPINNING KNOWLEDGE AND SKILLS

You need to know and understand:

1. What is the Company/Unit filing system and how this should be followed.
2. What are the Company/Unit policies and procedures relevant to the filing system.
3. What are the Company/Unit policies regarding confidentiality when handling files.
4. How to locate, issue, return and store files.
5. How to use filing equipment.
6. What are the safety and security procedures.
7. What is the importance of a tracer or out guide system and how is it used.
8. What is cross-referencing and how is it applied.
9. What is the Corps' retention policy.
10. How to dispose of items following the Corps' retention policy.
11. What is the Company/Unit's indexing system and how this should be used.
12. What is vertical and lateral filing and how is it performed.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

Candidates have to prove that they can carry out **all** of the elements, meeting **all** the performance criteria, range and underpinning knowledge in actual or simulated workplace environments.

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

- Ability to follow instructions
- Identification and reporting of problems
- Maintenance of an efficient and neat filing system
- Use of Company/Unit's filing system
- Use of indexes
- Safety of files and their contents
- Locating of files and returning them within established time frames
- Handling of confidential information
- Understanding and use of retention policy
- Use of filing equipment and storage
- Use of tracer guide or guide system

(2) Methods of Assessment

Assessors should gather evidence that is valid, sufficient, current and authentic.

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation
- Written evidence (case study, projects, assignments)
- Witness testimony

Questioning techniques should not require language, literacy or numeracy skills beyond those required in this unit of competency.

(3) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. Where assessment occurs off the job, that is, the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials. **Simulation may be used.**

Assessment methods

The methods which can be used to determine competence in performance and underpinning knowledge.

Assessors

The Assessor's role is to determine whether evidence presented by a candidate for assessment within the programme meets the required standard of competence in the relevant unit or element. The Assessor needs to be competent to assess to national standards in the area under assessment.

Approved Centre

Organization/Centre approved by the TVET Council to offer full National Vocational Qualifications (NVQs).

Case Studies

In situations where it is difficult for workplace assessment to take place, case studies can offer the candidate an opportunity to demonstrate potential competence.

A case study is a description of an actual or imaginary situation presented in some detail. The way the case study is presented will vary depending upon the qualification, but the most usual methods are written, taped or filmed.

The main advantage of a case study is the amount of evidence of underpinning knowledge it can generate and the specific nature of the evidence produced.

Competence

In the context of vocational qualifications, competence means the ability to carry out prescribed activities to nationally pre-determined standards in an occupation. The definition embraces cognitive, practical and behavioural skills, underpinning knowledge and understanding and the ability to react appropriately in contingency situations.

Element

An element is a description of an action, behaviour or outcome which the candidate should be able to demonstrate.

Explanation of NVQ Levels

NVQs cover five (5) levels of competence, from entry level staff at Level 1 through to senior management at Level 5.

Level 1 - Entry Level

Recognizes competence in a range of varied work activities performed in a variety of contexts. Most work activities are simple and routine. Collaboration with others through work groups or teams may often be a requirement. Substantial supervision is required especially during the early months evolving into more autonomy with time.

Level 2 - Skilled Occupations:

Recognizes competence in a broad range of diverse work activities performed in a variety of contexts. Some of these may be complex and non-routine and involve some responsibility and autonomy. Collaboration with others through work groups or teams and guidance of others may be required.

Level 3 - Technician and Supervisory Occupations:

Recognizes competence in a broad range of complex, technical or professional work activities performed in a wide variety of contexts, with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources are often a requirement. The candidate is capable of self-directed application, exhibits problem-solving, planning, designing and supervisory capabilities.

Level 4 - Technical Specialist and Middle Management Occupations:

Recognizes competence involving the application of a range of fundamental principles and complex techniques across a wide and unpredictable variety of contexts. It requires substantial personal autonomy and often significant responsibility for the work of others, the allocation of resources, as well as personal accountability for analysis, diagnosis, design, planning, execution and evaluation.

Level 5 - Chartered, Professional and Senior Management Occupations:

Recognizes the ability to exercise personal professional responsibility for the design, development or improvement of a product, process, system or service. It also recognizes technical and management competencies at the highest level and includes those who have occupied positions of the highest responsibility and made outstanding contribution to the promotion and practice of their occupation.

External Verifier

The External Verifier is trained and appointed by the TVET Council and is competent to approve and ensure an approved Centre's quality of provision.

Internal Verifier

The Internal Verifier acts in a supporting role for Assessors to ensure consistent quality of assessment and competence. They need to be competent to assess to national standards in the area under assessment.

NVQ

National Vocational Qualifications (NVQs) are work-based qualifications that assess an individual's competence in a work situation and certify that the candidate can perform the work role to the standards expected in employment.

NVQs are based on national occupational standards of competence drawn up by standards-setting bodies known as Industry Lead Bodies. The standards describe the level and breadth of performance that is expected of persons working in the industry or sector covered by the NVQ.

NVQ Coordinator

This is the contact person within each approved Centre offering NVQs who has overall responsibility for the operation and administration of the NVQ system.

Observation

Observation of the candidate carrying out his/her job in the workplace is the assessment method recommended in the vast majority of units and elements. Observation of staff carrying out their duties is something that most supervisors and managers do every day.

Performance criteria

Performance criteria indicate the requirements for the successful achievement of an element. They are descriptions of what would be expected in competent performance.

Product of Work

This could be items produced during the normal course of work, which can be used for evidence purposes such as reports, menus, promotional literature, training plans, etc.

Questioning

Questioning is one of the most appropriate ways to collect evidence to assess a candidate's underpinning knowledge and understanding.

Questioning can also be used to assess a candidate in those areas of work listed in the range which cannot be assessed by observation. Guidance on when this assessment method can be used is given in the assessment guidance of each individual element.

As an assessment method, questioning ensures the Assessor has all of the evidence about a candidate's performance. It also allows the Assessor to clarify situations.

Range statements

The range puts the element of competence into context. The range describes the range of situations to which an element and its performance criteria should be applied.

Range statements are prescriptive, therefore each category must be assessed.

Role-plays

Role-plays are simulations where the candidate is asked to act out a situation in the way he/she considers “real” people would behave. By using role-play situations to assess a candidate Assessors are able to collect evidence and make a judgment about how the candidate is most likely to perform. This may be necessary if the range specified includes a situation in which the candidate is unlikely to find himself/herself in the normal course of his/her work, or where the candidate needs to develop competence, before being judged competent, for example, in a disciplinary situation,

Simulations

Where possible, assessment should always be carried out by observing **natural performance** in the workplace. **Simulated performance**, however, can be used where specified to collect evidence about an aspect of the candidate’s work which occurs infrequently or is potentially hazardous, for example, dealing with fires.

By designing the simulated situation, briefing the candidate and observing his/her performance, the Assessor will be able to elicit evidence which will help you judge how a candidate is **most likely** to perform in a real life situation.

Supplementary evidence

Supplementary evidence can be used to confirm and support performance evidence. Types of supplementary evidence include witness testimonies, reports, journals or diaries, records of activities, personal statements, and simulation (see note in glossary).

Underpinning knowledge

Underpinning knowledge indicates what knowledge is **essential** for a candidate to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more than one activity which forms a significant part of an candidate’s work. Units are accredited separately but in combination, can make up a vocational qualification. There are two (2) categories of units:

Mandatory units - are core to a qualification and must to be completed.

Optional units - candidates must choose the required number of individual units specified in the qualification structure, to achieve the qualification.

Work-based projects

Work-based projects are a useful way for the candidate to collect evidence to support any decision made about their performance. They are particularly appropriate in determining the level of a candidate's underpinning knowledge and understanding where it may be insufficient to rely only on questioning or observation.

A project often involves the identification of a solution to a specific problem identified by the Assessor and/or the candidate (such as looking at ways to redress a recent drop in sales), or may be a structured programme of work built around a central situation or idea (such as the introduction of a new job rostering process).