

Packaging of Competency Standards for Vocational Qualifications

CCMACM2009 CVQ Level 2 – Ceramic Production

Unit Code	Unit Title	Mandatory/ Elective
MA00101	Prepare for Production	Mandatory
MA00102	Make Production Moulds	Mandatory
MA00103	Cast Greenware	Mandatory
MA00104	Form Clay Ware by Press-Moulding	Mandatory
MA00105	Form Clay Ware by Slabbing	Mandatory
MA00106	Form Clay Ware by Coiling	Mandatory
MA00107	Join Clay Parts	Mandatory
MA00108	Decorate Wares	Mandatory
MA00109	Fire Wares Using Electric Kiln	Mandatory
ECECOR0041A	Work with Others	Mandatory
ECECOR0121A	Communicate In The Workplace	Mandatory
ECECOR0011A	Follow Health, Safety and Security Procedures	Mandatory
ECECOR0101A	Perform Measurements and Calculations	Mandatory
MA00310	Process Customers' Orders for Craft Items	Elective

MA00101: Prepare for Production

Unit Descriptor:

This unit deals with the skills and knowledge required for interpreting work instructions, selecting and preparing materials, equipment and services and preparing the work area

ELEMENTS

Candidates must be able to:

PERFORMANCE CRITERIA

- | | | |
|---|--|---|
| 1 | Interpret work instructions | 1.1 Determine work to be done from the work instructions |
| | | 1.2 Determine the type and quantity of materials, equipment and machinery to be used according to work instructions |
| | | 1.3 Check that the order and method of work to be done complies with work instructions, monitoring and control procedures and with health and safety requirements |
| | | 1.4 Identify, assess and record difficulties with carrying out the work and report to the appropriate person |
| | | 1.5 Determine the schedules for starting and finishing the work in line with company procedures |
| | | 1.6 Identify production times and outputs and the required quality of finished items |
| 2 | Select and prepare materials, equipment and services | 2.1 Select materials according to work instructions |
| | | 2.2 Check that equipment and any machinery selected is in working order appropriate for the work to be done |
| | | 2.3 Prepare and set up equipment and machinery in line with work instructions |
| | | 2.4 Identify any difficulties with materials, machinery or equipment and resolve in line with company policy |
| | | 2.5 Handle and store all materials, machinery and equipment safely, in line with work instructions |
| 3 | Prepare work area | 3.1 Check that the work area is safe in accordance with work instructions and legal requirements |
| | | 3.2 Arrange and set up work area to enable the work |
| | | 3.3 Keep the work area free from obstructions so that products and materials can be safely stored and retrieved |
| | | 3.4 Check that instructions, materials, machinery and equipment |

are available in the work area to enable the work schedule to be met

RANGE STATEMENT

Materials include:

- Clay
- Glaze

Equipment and tools include:

- Kiln
- Casting Table
- Brushes
- Palette knives
- Round Sponges

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

- 1 when and from whom do you receive your work instructions
- 2 why it is important to carry out your work instructions promptly, and in a safe manner
- 3 why it is important that work instructions are clear and accurate
- 4 what health and safety issues are there in your area of work
- 5 what work you are going to do and how you will do it
- 6 what is the rate at which you are expected to work (i.e. how many items within what time)
- 7 what problems could arise when preparing to carry out your work and what actions should you take
- 8 what problems need to be reported urgently and to whom
- 9 what materials and equipment (including machinery) do you need to start work
- 10 why it is important to handle materials and equipment safely
- 11 what are the possible hazards in dealing with the materials and equipment in your work
- 12 how to ensure that materials are of the correct type, quality and quantity
- 13 what problems can arise with materials and equipment and what should you do
- 14 how do you check that machinery is working correctly
- 15 what adjustments are you allowed to make so that items will be produced to the correct quality and output and which ones must be made by someone else (who)
- 16 what are the start-up and shutdown procedures for the machinery you use
- 17 why it is important to ensure your work area is safe before beginning work
- 18 how you organise your work area
- 19 what waste can occur, where does it go in your work area and how it is disposed of
- 20 what materials can be re-cycled and how is this done
- 21 why it is important to keep waste to a minimum
- 22 why it is important to handle and lift materials and equipment safely
- 23 what types of obstruction or hazard could there be in your work area and what action should you take
- 24 who is responsible for the delivery and collection of materials and products, and how is this done

- 25 what are the department's rules on housekeeping and cleanliness
- 26 what are some of the causes of damage to equipment, products, materials and people

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Determine work to be done from the work instructions
- Determine the schedules for starting and finishing the work in line with company procedures
- Select materials according to work instructions
- Arrange and set up work area to enable the work

2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including work samples or simulated workplace activities, direct observation, oral questioning/interview, projects/reports/logbooks, third party reports and authenticated prior achievements and portfolios of evidence. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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.

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.

MA00102: Make Production Moulds

Unit Descriptor:

This unit deals with the skills and knowledge required for casting items in plaster and separating items and achieve the desired finish to moulds

ELEMENTS

PERFORMANCE CRITERIA

Candidates must be able to:

- | | | |
|---|--|---|
| 1 | Cast items in plaster | 1.1 Set-up casing and prepare it to make moulds |
| | | 1.2 Mix plaster to the correct consistency for making moulds, following workplace procedures |
| | | 1.3 Produce moulds to the size and thickness specified by work instructions |
| | | 1.4 Apply any necessary treatments to ensure the required standard of quality is achieved |
| | | 1.5 Identify any problems with casing, materials, tools and equipment, and correct where possible |
| | | 1.6 Minimise risk of damage to person(s), casing and environment |
| | | 1.7 Carry out the task within specified work schedule |
| 2 | Separate items to achieve the desired finish to moulds | 2.2 Separate casing and mould parts when they have reached the appropriate condition |
| | | 2.3 Check that the required finish is achieved to plaster moulds |
| | | 2.4 Assemble mould parts in their correct position in line with work instructions |
| | | 2.5 Identify any problems with moulds, tools and equipment, and correct where possible |
| | | 2.6 Minimise risk of damage to person(s), moulds and environment |
| | | 2.7 Check that moulds reach the company's standard of quality |
| | | 2.8 Carry out the task within a specified work schedule |

RANGE STATEMENT

Materials, tools and equipment include:

- Clay
- Plaster Paris
- Glass Casing
- Casting Table

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

- 1 what is the company standard for moulds that you make
- 2 what are the main differences between simple and complex mould production
- 3 what ceramic items are produced from different moulds
- 4 why it is important to produce moulds to the correct standard and what could happen if they were not
- 5 describe the modelling process
- 6 how to soften and use modelling clay
- 7 how to prepare plaster for making mould
- 8 what could affect forming and ware removal from moulds
- 9 what are block and case moulds and how are they made
- 10 describe how moulds are removed from formers and what releasing agents are used
- 11 list some problems and faults that could occur during mould making and the action you should take
- 12 how to dry and store mould
- 13 who would you report to, if you couldn't resolve a problem yourself
- 14 how do you record your daily mould production
- 15 list some common problems you may have with materials and equipment, and what you do if they occurred
- 16 what are the company quality requirements for producing production moulds
- 17 why it is important to ensure production records are completed accurately and on time
- 18 what are your department rules on health and safety and the importance of ensuring the rules are followed
- 19 list any materials that you re-cycle
- 20 why it is important to re-cycle materials where possible
- 21 what should you do with damaged or faulty moulds

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Set-up casing and prepare it to make moulds
- Carry out the task within specified work schedule
- Ensure that moulds reach the company's standard of quality

(2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including work samples or simulated workplace activities, direct observation, oral questioning/interview, projects/reports/logbooks, third party reports and authenticated prior achievements and portfolios of evidence. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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.

(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.

MA00103: Cast Greenware

Unit Descriptor:

This unit deals with the skills and knowledge required for forming greenware, removing greenware from mould and achieving the desired finish to greenware

ELEMENTS

Candidates must be able to:

PERFORMANCE CRITERIA

- | | | |
|---|---|---|
| 1 | Form greenware | 1.1 Prepare and mix slip to the proper consistency to form greenware of the desired thickness |
| | | 1.2 Band mould tightly to prevent slip from seeping |
| | | 1.3 Pour slip into mould and drain excess |
| | | 1.4 Identify any problems with materials, tools and equipment and correct where possible |
| | | 1.5 Minimise risk of damage to person and environment |
| | | 1.6 Carry out the task within specified work schedule |
| 2 | Remove greenware from mould | 2.1 Remove greenware from mould when it has reached the required condition |
| | | 2.2 Identify any problems with greenware and correct where possible |
| | | 2.3 Minimise risk of damage to person, greenware and environment |
| | | 2.4 Check that the greenware meet company standards after forming and removal |
| | | 2.5 Carry out the task within specified work schedule |
| 3 | Achieve the desired finish to greenware | 3.1 Trim and smooth formed greenware to achieve the desired finish |
| | | 3.2 Verify that greenware is in the required condition for the task |
| | | 3.3 Identify any problems or difficulties with greenware and correct where possible |
| | | 3.4 Deal with variations of finished wares from company standards according to company policy |
| | | 3.5 Minimise risk of damage to person(s) and environment |

- 3.6 Check that ware conforms to the company's standard of quality
- 3.7 Carry out the task within specified work schedule

RANGE STATEMENT

Greenware includes:

- Ornamental
- Functional
- Contemporary

Desired finish include:

- Level (Stand firm)
- Free from warp
- Smooth seamline
- No bumps and indents
- Excess clay removed from pour gate

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

- 1 what is the company standard for items of greenware that you cast
- 2 describe briefly how you would prepare and secure simple (1 to 3 parts) and complex (more than 4 parts) production moulds
- 3 list the different types of greenware produced from simple and complex moulds
- 4 what mould checks do you carry out before starting to cast greenware
- 5 what different methods are there when filling moulds and what problems can occur
- 6 what is meant by 'casting times' and what affect they can have on the greenware
- 7 how to decide when formed greenware has reached the appropriate condition to remove from inside the moulds
- 8 what care should you take when removing and handling greenwares from moulds and what could happen if you didn't
- 9 how to use the mould releasing agent
- 10 how is casting slip produced
- 11 list some common problems with slip and the faults that can occur in casting as a result of problem slip; how are faults/losses recorded
- 12 describe briefly the process that follows casting
- 13 when is the slip at a proper consistency to enable pouring
- 14 how do you know if materials and equipment are free from faults and problems
- 15 what kinds of problems that could occur during the casting process, in relation to materials and equipment and what should you do about them
- 16 who would you report to if you couldn't resolve a problem yourself
- 17 what are the company quality standards and production requirements
- 18 describe briefly the fettling and sponging process

- 19 how to trim and smooth greenware when it has reached the appropriate condition to achieve the desired finish
- 20 why it is important to ensure any records are completed accurately, legibly and on time
- 21 describe the safe working practices in your department; why it is important to follow them
- 22 what environmental protection practices are followed in your department and why
- 23 what happens to damaged or faulty greenware

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Prepare and mix slip to the proper consistency to form greenware of the desired thickness
- Remove greenware from mould when it has reached the required condition
- Ensure that the greenware meet company standards after forming and removal
- Verify that greenware is in the required condition for the task

2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including work samples or simulated workplace activities, direct observation, oral questioning/interview, projects/reports/logbooks, third party reports and authenticated prior achievements and portfolios of evidence. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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.

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.

MA00104: Form Clay Ware by Press-Moulding

Unit Descriptor:

This unit deals with the skills and knowledge required for forming press-moulded ware, removing formed ware from moulds and achieving the desired finish to formed ware

ELEMENTS

Candidates must be able to:

PERFORMANCE CRITERIA

1	Form press-moulded ware	1.1 Press clay into moulds to form ware of the desired thickness using methods in line with work instructions
		1.2 Use and handle materials, tools and equipment in line with manufacturers' procedures
		1.3 Identify any problems with materials, tools and equipment, and correct where possible
		1.4 Minimise risk of damage to person(s) and environment
		1.5 Carry out the task within specified work schedule
2	Remove formed ware from moulds	2.1 Remove formed ware from moulds when it has reached the required condition
		2.2 Use and handle materials, tools and equipment according to manufacturers' procedures
		2.3 Identify any problems with ware, materials, tools and equipment, and correct where possible
		2.4 Minimise risk of damage to person(s) and environment
3	Achieve the desired finish to formed ware	3.1 Trim and smooth formed ware to achieve the desired finish
		3.2 Check ware is in the correct condition for the task assigned
		3.3 Use and handle materials, tools and equipment according to manufacturers' procedures
		3.4 Identify any problems with ware, materials, tools and equipment and correct where possible
		3.5 Minimise risk of damage to person(s), ware and environment
		3.6 Check that ware conforms to the company's standard of quality
		3.7 Carry out the task within specified work schedule

RANGE STATEMENT

Materials, tools and equipment include:

Materials

- Clay

Ware includes:

- Flatware
- Sculptural

Moulds include::

- Concave
- Hump

Desired finish includes :

- Level (Stand firm)
- Free from warp
- No bumps and indents

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

- 1 what is the company standard for items of ware that you make
- 2 what different types of moulds are there and what items of ware are produced from them
- 3 what is the difference between ware being shaped and formed inside or on moulds
- 4 how to remove formed ware from moulds once it has reached the appropriate condition
- 5 how to trim and smooth formed ware when it has reached the appropriate condition to achieve the desired finish
- 6 how do you know if materials and equipment are free from faults and what problems can arise with moulds and what should you do about them
- 7 what problems could you have in producing formed items and what should you do about them
- 8 who you would report to if you couldn't resolve a problem
- 9 what are the company quality standards and production requirements
- 10 why it is important to ensure any records are completed accurately, legibly and on time
- 11 describe the safe working practices in your department; why it is important to follow them
- 12 what environmental protection practices are followed in your department and why
- 13 what happens to damaged or faulty ware

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Press clay into moulds to form ware of the desired thickness using methods in line with work instructions
- Carry out the task within specified work schedule
- Remove formed ware from moulds when it has reached the required condition
- Ensure ware is in the correct condition for the task

2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including work samples or simulated workplace activities, direct observation, oral questioning/interview, projects/reports/logbooks, third party reports and authenticated prior achievements and portfolios of evidence. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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.

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.

MA00105: Form Clay Ware by Slabbing

Unit Descriptor:

This unit deals with the skills and knowledge required for assembling slabs to form ware and achieving the desired finish to formed ware

ELEMENTS

PERFORMANCE CRITERIA

Candidates must be able to:

1	Assemble slabs to form ware	1.1	Assemble slabs when they have reached the required condition to form ware of the required size and shape
		1.2	Use and handle materials, tools and equipment according to manufactures' procedures
		1.3	Identify any problems with slabs, materials, tools and equipment and take action in line with company policy
		1.4	Minimise risk of damage to property and people
		1.5	Check ware conforms to the company's standard of quality
		1.6	Carry out the task within specified work schedule
2	Achieve the desired finish to formed ware	2.1	Trim and smooth formed ware to achieve the desired finish
		2.2	Check that ware is in the required condition for the task
		2.3	Use and handle materials, tools and equipment according to manufacturers' procedures
		2.4	Identify any problems with ware, tools and equipment and take action in line with company policy
		2.5	Minimise risk of damage to ware, property and people
		2.6	Check that ware conforms to the company's standard of quality
		2.7	Carry out the task within specified work schedule

RANGE STATEMENT

Size includes:

- Small
- Average sized
- Large

Tools and equipment include:

- Casting Table
- Knives
- Sponges

Desired finish includes:

- Minimal treatment
- Extensive finishing.

- Mixers

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

- 1 what is the company standard for items of ware that you make
- 2 what types of ware are produced from slabbing
- 3 how to trim and smooth formed ware when it has reached the appropriate condition to achieve the desired finish
- 4 how do you know if materials and equipment are free from faults
- 5 what problems could you have in producing formed items and what should you do about them
- 6 who would you report to if you couldn't resolve a problem
- 7 what are the company quality standards and production requirements
- 8 why it is important to ensure any records are completed accurately, legibly and on time
- 9 describe the safe working practices in your department; why it is important to follow them
- 10 what environmental protection practices are followed in your department and why
- 11 what happens to damaged or faulty ware

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Assemble slabs when they have reached the required condition to form ware of the required size and shape
- Ensure ware conforms to the company's standard of quality Carry out the task within specified work schedule
- Ensure ware is in the required condition for the task
- Ensure ware conforms to the company's standard of quality

2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including work samples or simulated workplace activities, direct observation, oral questioning/interview, projects/reports/logbooks, third party reports and authenticated prior achievements and portfolios of evidence Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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.

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.

MA00106: Form Clay Ware by Coiling

Unit Descriptor:

This unit deals with the skills and knowledge required for producing clay coils, assembling coils to form ware and achieving the desired surface and finish to formed ware

ELEMENTS

Candidates must be able to:

PERFORMANCE CRITERIA

1	Produce clay coils	1.1 Produce clay coils of the required size and thickness using the methods in line with work instructions 1.2 Use and handle materials, tools and equipment in line with manufacturers' procedures 1.3 Identify any problems with materials, tools and equipment, and take action in line with company policy 1.4 Minimise risk of damage to property and people 1.5 Check that coils conform to the company's standard of quality 1.6 Carry out the task within specified work schedule
2	Assemble coils to form ware	2.1 Assemble clay coils to form ware of the required shape and size 2.2 Use and handle materials, tools and equipment in line with manufacturers' procedures 2.3 Identify any problems with ware, materials, tools and equipment, and take action in line with company policy 2.4 Minimise risk of damage to ware, property and people 2.5 Check that coils conforms to the company's standard of quality 2.6 Carry out the task within specified work schedule
3	Finish formed ware	3.1 Finish formed ware to the desired surface using the required methods and work instructions 3.2 Use and handle materials, tools and equipment according to manufacturers' procedures 3.3 Identify any problems with ware, materials, tools and equipment, and take action in line with company policy 3.4 Minimise risk of damage to ware, property and people

- 3.5 Check that ware conforms to the company's standard of quality
- 3.6 Carry out the task within specified work schedule

RANGE STATEMENT

Methods include:

- extrude
- use of hand-held tool
- roll by hand
- other

Ware includes:

- Hollowware
- Flatware
- Sculptural

Size includes:

- Small
- Average sized
- Large

Surface and finish include:

- Minimal treatment
- Extensive finishing

Tools and Equipment include:

- Casting Table
- Knives
- Sponges
- Mixers

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

- 1 what is the company standard for items of ware that you make
- 2 what types of ware are produced from coiling
- 3 how to assemble formed ware when it has reached the appropriate condition to achieve the desired finish
- 4 how do you know if materials and equipment are free from faults
- 5 what problems could you have in producing formed items and what should you do about them
- 6 who would you report to if you couldn't resolve a problem
- 7 what are the company quality standards and production requirements
- 8 why it is important to ensure any records are completed accurately, legibly and on time
- 9 describe the safe working practices in your department; why it is important to follow them
- 10 what environmental protection practices are followed in your department and why
- 11 what happens to damaged or faulty ware

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Produce clay coils of the required size and thickness using the methods in line with work instructions
- Ensure coils and ware conforms to the company's standard of quality Carry out the task within specified work schedule
- Assemble clay coils to form ware of the required shape and size
- Achieve the required surface and finish to formed ware using the appropriate methods in line with work instructions
- Use and handle materials, tools and equipment in line with manufacturers' procedures

2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including work samples or simulated workplace activities, direct observation, oral questioning/interview, projects/reports/logbooks, third party reports and authenticated prior achievements and portfolios of evidence Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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.

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.

MA00107

Join Clay Parts

Unit Descriptor

This unit deals with the skills and knowledge required for cutting and shaping ware and clay parts to be joined and joining clay parts

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | | |
|---|-----------------------------------|-----|---|
| 1 | Cut and shape ware and clay parts | 1.1 | Cut and shape ware and clay parts in line with work instructions |
| | | 1.2 | Carry out any necessary 'finishing' on clay parts and ware before they are joined |
| | | 1.3 | Use and handle materials, tools and equipment in line with manufacturers' procedures |
| | | 1.4 | Identify any problems with ware, materials, tools and equipment, and correct where possible |
| | | 1.5 | Minimise risk of damage to person(s) and environment |
| | | 1.6 | Check that ware and clay parts conform to the company's standard of quality |
| 2 | Join clay parts | 2.1 | Join clay parts securely in the correct position according to job specifications |
| | | 2.2 | Smooth joint to ensure that dividing line cannot be seen |
| | | 2.3 | Use and handle materials, tools and equipment in line with manufacturers' procedures |
| | | 2.4 | Identify any problems with ware, materials, tools and equipment, and correct where possible |
| | | 2.5 | Minimise risk of damage to ware, property and people |
| | | 2.6 | Check that ware conforms to the company's standard of quality |
| | | 2.7 | Carry out the task within specified work schedule |

RANGE STATEMENT

Clay parts include:

- Handles
- Spouts
- Lugs
- Foot rings
- Feet
- Knobs

Tools and Equipment include:

- Casting Table
- Knives
- Sponges
- Mixers

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

- 1 how to cut and shape clay parts and ware ready to be joined (e.g. making straining holes in teapots, cutting spouts to fit ware etc).
- 2 describe briefly the correct condition of items which are ready for joining
- 3 how to join clay parts
- 4 how to achieve the desired finish to joined ware.
- 5 what problems could you have when joining items and who would you report them to
- 6 what are the company's quality standards for items that you have joined
- 7 list some common causes of faults and damage to joined items;
- 8 what are the materials and equipment suitable and correct for the job
- 9 why it is important to position pieces correctly
- 10 what media do you use to stick items together
- 11 what are your department's health and safety rules
- 12 what happens to faulty or damaged ware
- 13 what materials do you re-cycle

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Cut and shape ware and clay parts in line with work instructions
- Carry out any necessary 'finishing' on clay parts and ware before they are joined
- Check that ware and clay parts conform to the company's standard of quality
- Join clay parts securely in the correct position on ware
- Smooth joint so that dividing line cannot be seen
- Carry out the task within specified work schedule

2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including work samples or simulated workplace activities, direct observation, oral questioning/interview, projects/reports/logbooks, third party reports and authenticated prior achievements and portfolios of evidence. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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.

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.

MA00108: Decorate Wares

Unit Descriptor:

This unit deals with the skills and knowledge required for decorating greenware by cutting or altering surface, decorating ware to applying colour, metal or transfer-print, applying glaze to ware and monitoring the decorating process

ELEMENTS

PERFORMANCE CRITERIA

Candidates must be able to:

1	Decorate greenware by cutting or altering surface	1.1	Check that ware is in the required condition for the task
		1.2	Cut and pierce the required decoration into greenware following established procedures
		1.3	Alter the surface of greenware, if applicable using the surface treatments specified by work instruction
		1.4	Check that the desired finish conforms to company's standard of quality
2	Decorate ware to apply colour, metal or transfer-print	2.1	Check that ware is in the required condition for the task
		2.2	Apply colour to ware using methods and materials required to achieve the desired finish
		2.3	Apply precious metal, lithograph or transfer-print to ware if applicable, in accordance with established procedures
		2.4	Check the desired finish conforms to company's standard of quality
3	Apply glaze to ware	3.1	Check that ware is in the required condition for the task
		3.2	Glaze items of ware using method specified by work instructions
		3.3	Check the desired finish conforms to company's standard of quality
		3.4	Report variations from desired finish according to company policy
		3.5	Identify difficulties with glazing items to the required quantity and quality and adjust or report according to company policy
4	Monitor the decorating process	4.1	Use materials and equipment that are serviceable and appropriate for each task

- 4.2 Use and handle materials, tools, and equipment in line with manufacturers' procedures
- 4.3 Minimise risk of damage to person(s), ware and environment
- 4.4 Identify problems with materials and equipment and resolve promptly, in line with company policy
- 4.5 Decorate wares in accordance with production schedules and company's safety guidelines

RANGE STATEMENT

Surface Treatments include:

- Burnishing
- Scoring
- Scraffito
- Combing
- Impressing
- Fluting

Methods for applying colour include:

- Sprayed
- Banded
- Trailed
- Sponged
- Painted

Tools, Materials and Equipment include:

- Casting Table
- Knives
- Sponges
- Mixers
- Slips
- Under-glaze colour
- On-glaze colour

Ware include:

- Greenware (Raw clay ware)
- Biscuit (Bisque) ware
- Glaze ware

Glazing Methods include:

- Dipped
- Poured
- Sprayed
- Brushed-on
- Sponged

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

- 1 how to apply the materials to ware to create decorative effects
- 2 what is the company's standard for items of ware you decorate
- 3 what are the difference ways to decorate simple and complex shapes
- 4 why it is important to ensure lithographs/prints are positioned correctly particularly on ware to be gilded or banded
- 5 what are the differences between applying lithographs to biscuit (bisque) and glost (glazed) ware

- 6 what preparation of ware needs to be carried out before applying prints/lithographs to glost (glazed) /biscuit (bisque) ware
- 7 what problems could arise when decorating ware and what should you do
- 8 what variations could occur in items you have decorated and what action should you take
- 9 why it is important to ensure that colour or precious metal are applied correctly, particularly on pre-decorated ware
- 10 what the company's standards are for items of ware that you glaze
- 11 what are the different methods used to apply glaze to simple and complex ware
- 12 describe briefly the glaze manufacturing and quality checking processes (including pint weight, viscosity etc.)
- 13 what condition should the ware be in before you begin glazing
- 14 why it is important to ensure correct and even glaze coverage
- 15 list some common glazing faults and variations, their causes and the action you should take to prevent them
- 16 what are some common faults that can occur during biscuit and glost firing
- 17 describe methods of repairing glaze faults
- 18 what faults can occur in decorated ware
- 19 how to check if the materials and equipment used serviceable and appropriate for the job
- 20 why it is important to produce items 'right first time'.
- 21 what problems could you have with the materials you use (i.e. glaze & ware)
- 22 what problems could you have with the equipment you use (i.e. tanks, spray guns, machines etc)
- 23 what should you do about any problems or faults with materials and equipment
- 24 what the company's quality standards and production requirements are
- 25 what records do you keep and why it is important to make sure they are legible and accurate
- 26 why it is important not to allow sub standard work to be passed on to the next process
- 27 what are your department's rules on health and safety
- 28 why it is important to follow health and safety rules, what could happen if you didn't
- 29 what are the company's rules on the disposal of waste and surplus glaze
- 30 what materials do you recycle and why it is important to recycle materials
- 31 what happens to damaged or faulty ware

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Check that ware is in the required condition for the task
- Check that the desired finish conforms to company's standard of quality
- Glaze items of ware using method specified by work instructions
- Check that the desired finish conforms to company's standard of quality
- Use materials and equipment that are serviceable and appropriate for each task
- Use and handle materials, tools, and equipment in line with manufacturers' procedures

2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including work samples or simulated workplace activities, direct observation, oral questioning/interview, projects/reports/logbooks, third party reports and authenticated prior achievements and portfolios of evidence. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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.

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.

MA00109: Fire Wares Using Electric Kiln

Unit Descriptor:

This unit deals with the skills and knowledge required for loading and unloading the kiln and carrying out the firing process.

ELEMENTS

Candidates must be able to:

PERFORMANCE CRITERIA

- | | | | |
|---|------------------------------|-----|---|
| 1 | Load the kiln | 1.1 | Load items of ware into the kiln taking into consideration the needs and special requirements of certain shapes and methods of firing |
| | | 1.2 | Load the kiln making use of kiln space, in accordance with established procedures |
| | | 1.3 | Position any necessary temperature-measuring devices in the kiln or set temperature control where applicable |
| | | 1.4 | Use and handle any necessary materials appropriate tools and equipment in line with manufacturers' procedures |
| | | 1.5 | Identify any problems with ware and equipment, and resolve if within scope of responsibility |
| | | 1.6 | Check that the kiln is loaded according to company's requirements |
| 2 | Carry out the firing process | 2.1 | Position any vents in preparation for firing in line with manufacturers' procedures |
| | | 2.2 | Check that the kiln is set up according to company requirements and safety requirements |
| | | 2.3 | Start the kiln using the methods in line with manufacturers' procedures |
| | | 2.4 | Monitor the temperature of the kiln to ensure the required temperature is reached and maintained at different stages of the firing |
| | | 2.5 | Plug peepholes once the required stage and temperature of the firing has been reached, to create a reduced atmosphere |
| | | 2.6 | Cool the kiln as required using the methods in line with manufacturers' procedures |
| | | 2.7 | Use and handle the materials, tools and equipment in line with manufacturers' procedures |
| | | 2.8 | Identify any problems with the kiln, tools and equipment, and resolve within scope of responsibility |

- | | | | |
|---|-----------------------|-----|--|
| 3 | Unload the fired kiln | 3.1 | Unload ware when it has reached the temperature specified by work instructions |
| | | 3.2 | Use and handle any materials, tools and equipment in line with manufacturers' procedures |
| | | 3.3 | Identify any problems with ware, materials, tools and equipment, and resolve if within scope of responsibility |
| | | 3.4 | Minimise risk of damage to person, ware and environment |
| | | 3.5 | Check that ware conforms to the company's standard of quality |
| | | 3.6 | Complete unloading within specified work schedule |

RANGE STATEMENT

Methods of firing include:

- Bisque firing
- Oxidised glaze firing
- Reduction
- Glaze firing
- Raku firing

Methods of monitoring temperature include:

- Cones
- Program controller

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

- 1 what is the process that the ware goes through immediately before firing
- 2 what are the common faults in ware to be fired,
- 3 what are the methods of handling and placing ware
- 4 what are the consequences of incorrect handling
- 5 what are the reasons for positioning of different types of ware in different parts of the kiln
- 6 what is the acceptable condition of kiln
- 7 how to load the kiln with ware ready for firing.
- 8 what are the correct dimensions, methods of measuring, and reasons for ensuring safe and accurate loading
- 9 how to position any vents appropriately.
- 10 how are kilns used in-company fired, and who is responsible for controlling the firing processes
- 11 what happens to ware whilst it is being fired
- 12 what are the methods of checking and monitoring the firing process, frequency of checks, the importance of doing so, and the possible consequences of not carrying out appropriate checks at the appointed times
- 13 what are the company's recording procedure

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- Position any necessary temperature-measuring devices in the kiln or set temperature control where applicable
- Identify any problems with ware and equipment, and resolve if within scope of responsibility
- Check that the kiln is set up according to company requirements and safety requirements
- Monitor the temperature of the kiln to ensure the required temperature is reached and maintained at different stages of the firing
- Identify any problems with the kiln, tools and equipment, and resolve within scope of responsibility
- Identify any problems with ware, materials, tools and equipment, and resolve if within scope of responsibility
- Check that ware conforms to the correct standard of quality

2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including work samples or simulated workplace activities, direct observation, oral questioning/interview, projects/reports/logbooks, third party reports and authenticated prior achievements and portfolios of evidence. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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.

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.

MA00310: Process Customers' Orders for Craft Items

Unit Descriptor:

This unit deals with the skills and knowledge required to process customers' orders. It includes the ability to collate, inspect, package and despatch orders for customers

ELEMENTS

PERFORMANCE CRITERIA

Candidates must be able to:

Collate and inspect craft items for despatch

- 1.1 Obtain all relevant details of the customers' order for craft items
- 1.2 Collate all items and support materials necessary to fulfil the order
- 1.3 Check that the support material matches the items
- 1.4 Inspect each item and ensure that it conforms to the agreed specification
- 1.5 Separate the rejected items from those to be despatched and inform the relevant persons
- 1.6 Confirm that the items and materials are ready for packaging

Package and despatch customers' orders

- 2.1 Select the appropriate packaging materials for the items in the order
- 2.2 Package the items and support material, using the appropriate
- 2.3 Complete order with sufficient time to meet the delivery schedule agreed with the customers.
- 2.4 Despatch the goods to the customers in accordance with company requirements and customer instructions
- 2.5 Confirm that the specified transportation arrangements are used, to meet the agreed delivery schedule

RANGE STATEMENT

Support materials include:

- product aids
- product information

Inspect includes:

- visual
- functional

Packaging materials include:

- for presentation
- for protection
- labelling

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. how to interpret the customers' order
2. how to recognise the appropriate products from the order information
3. what are the company regulations and procedures for storing finished goods and support materials
4. what support materials accompany the different products
5. what are quality standards and how to maintain them
6. what are safe lifting and handling techniques
7. what are the factors, which determine the type of transportation used
8. what is the importance of checking that the goods ready for despatch are packaged and ready for dispatch in accordance with company requirements and customer instructions

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

Evidence should include the ability to:

- carry out inspection procedures
- adhere to company quality standards

2) Method of Assessment

Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including work samples or simulated workplace activities, direct observation, oral questioning/interview, projects/reports/logbooks, third party reports and authenticated prior achievements and portfolios of evidence. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. 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.

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.

**ECECOR0041A: Work with others**

Competency Descriptor:

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

Competency Field: Entertainment and culture

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



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

RANGE STATEMENT

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

Working with others may include:

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

Work requirements may include:

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

Groups may include:

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

Techniques to resolve issues, problems or conflicts may include:

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



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

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

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

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

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

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- individual roles and responsibilities and relationships to others
- techniques for managing own work load such as
 - meeting deadlines
 - acknowledging if tasks are beyond current capacity
 - handling tasks or problems as far as possible then referring on to others as required

**(3) Underpinning Knowledge and Skills Contd'.**Knowledge

Knowledge of: (Cont'd)

- acceptable workplace conduct, including
 - regular attendance
 - punctuality
 - maintaining an orderly workspace,
 - appropriate standards of personal presentation and hygiene
 - self-confidence and self-respect
 - acceptance of constructive criticism and a willingness for self-improvement
 - good humoured approach to others and adaptability and flexibility
- team work principles
- effective communication techniques
- conflict resolution techniques
- Occupational Health and Safety principles

Skills

The ability to:

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

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of work done/products made
- testimonials from clients

**(5) Method of Assessment**

- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

**ECECOR0121A: Communicate in the workplace**

Competency Descriptor:

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

Competency Field: Entertainment and Culture

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



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



RANGE STATEMENT

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

Communication type may include:

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

Information to achieve work responsibilities may include:

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

Communication equipment may include but is not limited to:

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

Oral communication may include but is not limited to:

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

Enterprise requirements may be included in:

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

Written information may include but is not limited to:

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

Correspondence may include but is not limited to:

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

Signage may include but are not limited to:

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



Range of information sources may include:

- instructions: oral/memos
- signage
- work schedules/work bulletins
- diagrams
- books and magazines
- Internet

Standards may include:

- standards set by work group
- organisational policies and procedures
- specified work standards
- legislation
- Occupational Health and Safety standards

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

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

- demonstrate knowledge of principles of effective communication in relation to listening, questioning and non-verbal communication and correct spelling, grammar and punctuation
- receive and convey information accurately and interact with other team members
- communicate information about work activities and processes and demonstrate literacy in relation to work requirements
- communication methods used are appropriate to the audience
- participate in group discussion/meetings to achieve appropriate work outcomes and provide ideas
- messages and written communication are clear, concise and correct
- information is accessed, gathered and promptly provided in a clear and concise format
- correspondence produced is relevant to request and in accordance with quality requirements

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

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

Knowledge of:

- organisation's policies, plans and procedures
- standard turnaround times
- correct spelling, grammar and punctuation
- principles of effective communication in relation to listening, questioning and non-verbal communication
- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- types of communication
- usage of communication tools/equipment
- sources of information on work processes
- relevant signs and symbols commonly used in the workplace

Skills

The ability to:

- identify work requirements and understand and process basic, relevant workplace documentation
- request advice, receive feedback and work with a team
- organise work priorities and arrangements
- display problem solving skills to solve routine problems
- select and use technology appropriate to a task
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- convey meaning clearly, concisely and coherently
- apply questioning and active listening techniques
- communicate non-verbally in a clear and precise manner
- demonstrate literacy skills in regard to basic workplace documents

(4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- access to relevant sources of information
- instructions, information, messages and signage
- appropriate communication tools/equipment
- enterprise policies and procedures
- relevant standards

**(5) Method of Assessment**

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

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

Evidence may be collected in a variety of ways including:

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

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

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

**ECECOR0011A: Follow health, safety and security procedures**

Competency Descriptor:

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

Competency Field: Entertainment and Culture

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



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

RANGE STATEMENT

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

Health, safety and security procedures may include:

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

Emergency situations may include:

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



Workplace may include:

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

Work hazards may include:

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

Workplace procedures may relate to:

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

Personal protective equipment may include:

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

Measures to prevent injury or impairment may include:

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

Potential hazards may include:

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



Areas of the body affected by common injuries may include:

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

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

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

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

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

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

Knowledge of:

- relevant industry safety guidelines
- relevant Occupational Health and Safety legislation and codes of practice
- major safety requirements for work environment
- major causes of workplace accidents
- workplace hazards
- types and usage of personal protective gear and equipment
- safety requirements relating to handling and usage of tools, equipment and materials
- emergency evacuation procedures
- fire hazards and workplace fire hazard minimisation procedures
- organisational health, safety and security procedures
- symbols used for Occupational Health and Safety signs
- designated personnel responsible for Occupational Health and Safety
- safety report and safety implementation reports

Skills

The ability to:

- follow health, safety and security procedures
- identify major causes of workplace accidents relevant to the work environment
- identify and appropriately deal with safety and security risks in the work environment
- deal with emergency situations
- maintain safe work environment
- communicate effectively
- perform work activities safely

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

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

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

Evidence may be collected in a variety of ways including:

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

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

Simulated activities must closely reflect the workplace.

(6) Context of Assessment

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

CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

**ECECOR0101A: Perform measurements and calculations**

Competency Descriptor:

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

Competency Field: Entertainment and culture

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



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

RANGE STATEMENT

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

Calculation may include:

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

Measuring devices and instruments may include:

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

Measurements may include:

- linear quantities
- volume
- density
- angular dimensions

Job instruction may involve:

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



Workplace procedures may relate to:

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

Materials may include:

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

EVIDENCE GUIDE

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

(1) Critical Aspects of Evidence

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

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

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

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



Knowledge

Knowledge of: (Cont'd)

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

Skills

The ability to:

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

(4) Resource Implications

The following resources should be made available:

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

(5) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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