



## Packaging of Competency Standards for Vocational Qualifications

CCPSFD1004

CVQ Level 1 – Fabric Design

Unit Code	Unit Title	Mandatory /Elective
PS00026	Perform Block Printing Techniques	Mandatory
PS00027	Apply Tie-Dye Techniques	Mandatory
PS00028	Apply Dye Extraction Techniques	Mandatory
PS00029	Apply Stencilling Techniques by Hand	Mandatory
PS00030	Perform Appliqué Techniques	Mandatory
PS00031	Perform Hand Painting On Textiles	Mandatory
PS00032	Apply Batik Techniques	Mandatory
PS00033	Cost And Market Textile Items	Mandatory
ECECOR0121A	Communicate in the Workplace	Mandatory
ECECOR0101A	Perform Measurements and Calculations	Mandatory
ECECOR0011A	Follow Health, Safety and Security Procedures	Mandatory

**PS00026: Perform Block Printing Techniques**

**Unit Descriptor:**

This unit deals with the skills and knowledge required for performing block printing techniques. It includes the skills and knowledge required for selecting suitable material for block printing, applying paints to blocks and maintaining the blocks after use.

<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Candidates must be able to:			
1	Select material and pattern for block printing	1.1	Select suitable <b>material</b> for block printing according to the required task
		1.2	Design a motif for block printing adhering to basic design principles
2	Apply paints to block	2.1	Prepare paints for application to block according to manufacturer's specifications
		2.2	Apply paint on block using required <b>tool</b> and according to approved procedures
		2.3	Use prepared block to print textile to create a <b>pattern</b> according to the required task
3	Maintain printing blocks after use	3.1	Remove excess paint from block according to approved <b>clean up procedures</b>
		3.2	Store printing block securely in a dry, cool area to prevent damage according to work instructions

**RANGE STATEMENT**

**Material** relates to **PC1.1** and includes:

**Select 1**

- Wood - Soft wood  
Hard wood
- Lino

**Tool** relates to **PC2.2** and includes:

**Select 1**

- brush
- foam
- roller

**Pattern** relates to **PC2.3** and includes:

**Clean up procedures** relate to **PC3.1** and include:

- Set design
- All-over
- Engineered design
- Wiping-off excess paint
- Mixing and applying a cleaning solution

## UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

- 1 what is the difference between hard and soft wood
- 2 how to create a motif suitable for block printing
- 3 how to transfer and cut a design onto a block
- 4 what are the safety precautions associated with the use of tools and paints
5. how to prepare paints on plate
- 6 how to apply paint to a block (brush, foam or roller) and the block on textile
- 7 how to remove excess paint from block
- 8 how to apply a cleaning solution
- 9 what is the procedure for the proper storing of a block
- 10 how to transfer a design on to a block
- 11 what are 5 different types of surface patterns

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Competency must be demonstrated in the ability to perform consistently at the required standards. In particular, assessors should look to see that the candidate:

- selects required material for block printing
- prepares and applies paints to blocks
- uses blocks to create patterns
- removes excess paints from blocks
- maintains and stores blocks appropriately after use
- adheres to required safety standard
- reports problems according to established 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 direct observation, supervisor's reports, project work, samples and questioning. 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.

PS00027: Apply Tie-Dye Techniques

Unit Descriptor:

This unit deals with the skills and knowledge required for preparing dyes and dye fabrics. It includes the skills and knowledge required for mixing dyes using both hot and cold methods, performing different types of ties and dyeing textiles using one colour or multiple colours.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Select dye and mix dye bath	1.1	Select <b>dye</b> and fabric for tie-dyeing to achieve desired effect
		1.2	Mix dyes according to formula and using approved <b>methods</b> to create colours
2	Perform different types of ties and dye in one colour	2.1	Make different types of ties using tying <b>material</b> to achieve desired effect
		2.2	Prepare textile for dye bath to achieve desired effect
		2.3	Dye fabric according to work instructions to achieve desired design
		2.4	Rinse, untie and dry textile after dye application according to approved procedures
3	Dye textile using more than one colour	3.1	Select two colours for dyeing which are harmonious to achieve the desired effect
		3.2	Mix dye according to manufacturer's specifications
		3.3	Tie textile and dye using dye mixture according to approved <b>methods</b>
		3.4	Rinse and untie textile to remove excess dye according to approved procedures
		3.5	Select ties for the second dye bath to achieve the desired effect

- 3.6 Dye in second colour using dye mixture according to approved **methods**
- 3.7 Rinse and untie textile to complete desired design according to approved procedures

## RANGE STATEMENT

**Dye** relates to **PC1.1** and includes:

- Cold water dyes
- Hot water dyes

**Methods** relate to **PC1.2** and include:

- Cold water method (soda ash, salt)
  - Hot water method (salt, urea)
- 

**Material** relates to **PC2.1** and includes:

- twine
- rubber band
- clips
- pegs

**Methods** relate to **PC3.3** and **PC3.6** and include:

- submerging fabric
- pouring dye onto fabric
- dipping fabric in dye

## UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what are the characteristics of cold and hot water dyes
2. what is the procedure for mixing dyes (proportion of dye to water, type of additives)
3. what are the different types of tying material
4. how to apply different tying techniques
5. what is the procedure for preparation of textile for dyeing
6. what is the procedure for rinsing, untying and dyeing fabric

7. what are the safety precautions associated with dyeing
8. what are the colours (primary, secondary, tertiary) and the procedure for colour mixing
9. how to create different intensities, tints and shades
10. what are the advantages of using equipment such as a washing machine when tie-dyeing

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Competency must be demonstrated in the ability to perform consistently at the required standards. In particular, assessors should look to see that the candidate:

- selects dye and fabric for tie-dyeing
- prepares and mixes dyes using approved methods
- makes different types of ties using tying material
- prepares textile for dyeing
- dyes fabric using one colour
- dyes fabric using more than one colour
- adheres to required safety standard
- reports problems according to established 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 direct observation, supervisor's reports, project work, samples and questioning. 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.

PS00028: Apply Dye Extraction Techniques

Unit Descriptor:

This unit deals with the skills and knowledge required for using a chemical solution to extract the colour from textiles. The person exercising this competency will be able to select and prepare textiles for dye extraction and prepare chemical baths

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Select and prepare textile for chemical bath	1.1	Select textile for dye extraction using approved <b>techniques</b>
		1.2	Create design using approved <b>methods</b>
2	Mix chemical bath	2.1	Select <b>chemicals</b> in the required proportions to prepare chemical bath according to work instructions
		2.2	Mix chemicals in the required proportions to prepare chemical bath according to manufacturer's instructions
		2.3	Test chosen textile for suitability of extraction process according to dye extraction techniques
		2.4	Immerse textile into chemical bath for a specified time to extract colour according to dye extraction techniques
		2.5	Neutralize and rinse chemical from textile to stop dye extraction process according to dye extraction techniques

**RANGE STATEMENT**

**Techniques** relate to **PC1.1** and include:

- Fabric portfolio technique
- Fibre identification technique

**Methods** relate to **PC1.2** and include:

- Tying method
- Folding method



**Chemicals** relate to **PC2.1** and include:

- Bleach
- Vinegar
- water

## UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what are the effects of selected chemicals on textiles
2. how to apply different tying techniques to create a design
3. what is the formula for mixing a dye extraction bath
4. what is the procedure for dye extraction
5. what is the procedure for neutralizing and rinsing chemicals from textile
6. what are the safety precautions associated with the use of chemicals

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Competency must be demonstrated in the ability to perform consistently at the required standards. In particular, assessors should look to see that the candidate:

- selects and tests textile for suitability for dye extraction
- creates design using approved methods
- selects and mixes chemicals to prepare a chemical bath
- neutralizes and rinses chemical from textile
- adheres to required safety standard
- reports problems according to established 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 direct observation, supervisor's reports, project work, samples and questioning. 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.

**PS00029: Apply Stencilling Techniques by Hand**

**Unit Descriptor:**

This unit deals with the skills and knowledge required to prepare stencils using the appropriate tools and equipment and to stencil designs using appropriate methods

<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Candidates must be able to:			
1	Create design and prepare stencil	1.1	Select <b>tools, material</b> and <b>equipment</b> approved for applying stenciling techniques
		1.2	Create a design suitable for stenciling adhering to basic design principles
		1.3	Cut <b>stencil</b> using stencil knife according to safety standards
2	Stencil design using approved method	2.1	Reproduce stencil on paper to produce required stenciled design according to approved stenciling techniques
		2.2	Select textile, tools and paint for stenciling design according to work instructions
		2.3	Use required tools and material to produce stenciled design on selected textile according to work instructions
		2.4	Apply stencil to selected textile using required <b>layout and pattern</b> according to stenciling techniques
		2.5	Fix paint on textile using approved <b>methods</b> and <b>equipment</b> according to work instructions

**RANGE STATEMENT**

**Tools and material** relate to **PC1.1** and include:

- Squeegee
- Silk screen
- Brush
- Paint
- Stencil

**Equipment** relates to **PC1.1** and includes:

- Print table
- Light box

**Stencil** relates to **PC1.3** and includes:

**Choose 1**

- Grade 10 stagblank paper
- acetate

**Layout and pattern** relate to **PC2.4** and include:

**Choose 1**

- Set
  - Toss
  - Allover
  - Brick
- 

**Methods** relate to **PC2.5** and include:

- air cure
- heat set

**Equipment** relates to **PC2.5** and includes:

**Choose 1**

- dryer
- electric iron
- steamer

## UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. how to recognize patterns in natural forms
2. how to use patterns to create fabric designs
3. what is the procedure for handling cutting tools
4. what is the procedure for cutting stencil
5. what are the safety procedures associated with the use of sharp instruments
6. how to produce a design on paper
7. how to select appropriate textiles, tools and paints
8. what is the procedure for applying paints when using a stencil to create a design on textile
9. what is the procedure for fixing paint on textile
10. what are the safety procedures associated with the use of an electric iron, dryer and steamer

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Competency must be demonstrated in the ability to perform consistently at the required standards. In particular, assessors should look to see that the candidate:

- selects tools, material and equipment for applying stencilling techniques
- creates a design suitable for stenciling
- selects textile, tools and paint for stenciling design
- applies stencil using required layout and pattern
- fixes paint on textile using approved methods
- adheres to required safety standard
- reports problems according to established 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 direct observation, supervisor's reports, project work, samples and questioning. 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.

**PS00030: Perform Appliqué Techniques**

**Unit Descriptor:**

This unit deals with the skills and knowledge required for selecting textile and printed fabric, cutting appliqués, adhering appliqués to textile and embellishing appliqués.

**ELEMENTS**

**PERFORMANCE CRITERIA**

Candidates must be able to:

1	Select textile and cut appliqués	1.1	Select textile to be appliquéd according to selected layout
		1.2	Select printed fabric for use in appliqué according to selected layout
		1.3	Cut appliqués according to selected layout using approved cutting tools
		1.4	Position motifs on textile according to selected layout
2	Appliqué design on to textile	2.1	Adhere appliqués to textile using approved <b>techniques</b>
		2.2	Adhere appliqué to textile according to approved <b>patterns</b>
3	Embellish appliqués	3.1	Select decorative paints and embellishments according to work instructions
		3.2	Apply paints according to manufacturer's instructions
		3.3	Allow paint and adhesive materials to dry according to manufacturer's instructions

**RANGE STATEMENT**

**Techniques** relate to **PC2.1** and include:

- fusible web
- fabric glue
- stitching

**Patterns** relate to **PC2.2** and include:

- engineered design
- stripes
- turnaround

## UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. how to create designs appropriate for appliquéing
2. how to select printed fabric with suitable appliqués
3. what are the techniques for cutting appliqués
4. how to position appliqués on textile after selecting appropriate shape and size
5. what are the safety precautions associated with using cutting tool
6. what is the procedure for adhering appliqués to textile (using fusible web, fabric glue and stitching)
7. how to select suitable decorative paints and/or embellishments
8. what is the procedure for applying decorative paints to appliquéed design
9. what is the procedure for drying decorative paints
10. what equipment is needed when performing appliqué techniques

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Competency must be demonstrated in the ability to perform consistently at the required standards. In particular, assessors should look to see that the candidate:

- selects the desired textile for use in appliqués
- prepares the motifs on textile according to selected layout
- adheres appliqués to textile
- selects paints and embellishments according to work instructions
- applies paints and embellishments according to manufacturer's instructions
- adheres to safety standard
- reports problems according to established 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 direct observation, supervisor's reports, project work, samples and questioning. 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.



**PS00031: Perform Hand Painting on Textiles**

**Unit Descriptor:**

This unit deals with the skills and knowledge required for creating designs for hand painting, and selecting, mixing and applying paints for hand painting of textiles.

<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Candidates must be able to:			
1	Create design for hand-painting	1.1	Develop design for hand painting following <b>compositional principles</b>
		1.2	Draw design on paper according to work instructions
		1.3	Transfer design onto textile using approved <b>tools</b>
2	Select, mix and apply paint to design	2.1	Select paints for application to textile according to work instructions
		2.2	Mix paints to create colours using approved <b>tools and material</b>
		2.3	Apply paints to textile to create a design using <b>application tools</b>

**RANGE STATEMENT**

**Compositional principles** relate to **PC1.1** and include:

- Balance
- Texture
- Harmony
- unity

**Tools** relate to **PC1.3** and include:

- Chalk
- Charcoal
- pencil

**Tools and material** relate to **PC2.2** and include:

- palettes
- colour chart

**Application tools** relate to **PC2.3** and include:

- sponge
- rollers
- spray cans
- brush

## UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what are the different types of lines (straight, curved) and shapes (natural, non-objective, geometric, abstract)
2. how to utilize lines and shapes to create a third dimension
3. what are the types of natural forms – flowers, leaves, vegetables, trees, fruits, animals, etc
4. how to recognize patterns in natural forms and use of patterns to create designs
5. what should be the direction of light to create shadows and highlights for production of a third dimension
6. what are the four principles of design: rhythm, variety, balance and form
7. how to plan a design-decoration vs. design
8. what is the procedure(s) for transferring design on to textile
9. how to choose fabric paint
10. what are the colours (primary, secondary, tertiary) and the procedure for mixing colours
11. what is colour value (lightness and darkness) and use of black and white to produce tints and shades
12. what is the procedure for applying paints to textile

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Competency must be demonstrated in the ability to perform consistently at the required standards. In particular, assessors should look to see that the candidate:

- creates a design for hand painting onto textiles
- draws the design on paper according to work instructions
- transfers design onto textile using approved tools
- selects and mixes paints to create colours
- applies paints to textiles to create the desired design
- adheres to safety standard
- reports problems according to established 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 direct observation, supervisor's reports, project work, samples and questioning. 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.

PS00032: Apply Batik Techniques

Unit Descriptor:

This unit deals with the skills and knowledge required for preparing batik prints. It includes the competencies required to prepare and apply wax to textiles, perform different types of dye processes and dewax textiles after the dyeing process.

ELEMENTS		PERFORMANCE CRITERIA	
Candidates must be able to:			
1	Use tools and equipment for batik	1.1	Select <b>tools</b> and <b>equipment</b> required for use in applying batik <b>techniques</b>
		1.2	Produce batik with selected designs using <b>tools</b> and <b>equipment</b>
2	Prepare and apply wax to textile	2.1	Prepare waxes according to formula required for batik
		2.2	Melt waxes using approved <b>equipment</b>
		2.3	Test wax on textile for correct penetration of textile according to approved procedures
		2.4	Apply wax using <b>wax application tools</b> according to approved procedures
		2.5	Fill wax in tjanting tool and apply wax to textile according to approved procedures
3	Prepare wood block (tjap) for wax application	3.1	Select woodblock for wax application approved for batik techniques
		3.2	Apply wax to block by dipping block in wax according to work instructions
		3.3	Print wax on textile to create approved <b>design layout and pattern</b>
4	Perform one colour dye process and dewax	4.1	Prepare dye bath using selected dye according to approved <b>methods</b>

- |   |  |  |
|---|--|--|
|   | 4.2  | Dye waxed textile in desired colour to achieve desired effect                  |
|   | 4.3  | Remove wax from textile using <b>wax removal methods</b> approved for batik    |
| 5 | Perform two or more colour dye processes and dewax | 5.1 Wax textile using <b>wax application methods</b> approved for batik        |
|   | 5.2  | Select colours approved for colour mixing to achieve desired effect            |
|   | 5.3  | Dye using first colour to achieve desired effect                               |
|   | 5.4  | Dye textile in subsequent colours approved for batik to achieve desired effect |
|   | 5.5  | Set dye in textile according to approved <b>methods</b>                        |
|   | 5.6  | Rinse textile to remove excess dye according to approved procedures            |
|   | 5.7  | Dewax textile using <b>wax removal methods</b> approved for batik              |

## RANGE STATEMENT

**Tools** relate to **PC1.1 and PC1.2** and include:

- Brushes
- Tjanting tool
- Woodblock (tjap)
- Print pad

**Techniques** relate to **PC1.1** and include:

- brush technique
- line resistance
- wood block

**Equipment** relates to **PC1.1, PC1.2 and PC2.2** and includes:

Choose 1

- Hotplate (thermostat regulated)
- Stoves

**Wax application tools** relate to **PC2.4** and include:

- brush
- tjanting tool

**Methods** relate to **PC4.1** and include:

- dip dye method
- vat/submerging method
- hand application

**Design layout and pattern** relates to **PC3.3** and includes:

- Side by side
- Brick
- Half drop
- Engineered or compositional design

**Wax removal methods** relate to **PC4.3** and **PC5.7** and include:

- hot iron
- water
- detergent

**Wax application methods** relate to **PC5.1** and include:

- tjanting
- splash
- brush strokes
- block

**Methods** relate to **PC5.5** and include:

- steam set
- batch set
- heat set

## UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. what are the safety precautions associated with the use of equipment/materials
2. what is the difference between paraffin and bees wax
3. what is the procedure for melting wax and testing the readiness of wax
4. what is the correct technique for applying hot wax with brush
5. what are the parts of a tjanting tool
6. how to fill tjanting tool with hot wax
7. what is the procedure for applying wax to textile using tjanting tool
8. what is the procedure for applying wax to fabric, and printing wax with tjap
9. what are the alternatives to using tjaps, e.g., string design on wood block, kitchen items
10. what are the safety precautions associated with the use of dyes
11. how to prepare dye bath for cold water dyeing
12. what is the procedure for dyeing waxed textile, rinsing, drying textile and removal of excess wax

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Competency must be demonstrated in the ability to perform consistently at the required standards. In particular, assessors should look to see that the candidate:

- produces batik with selected designs
- prepares waxes according to formula required for batik
- applies wax to textile using wax application tools
- uses wood block (tjap) for printing wax on textile
- waxes textile using wax application methods
- performs single and multiple colour dye processes
- removes wax from textile using wax removal methods
- adheres to required safety standard
- reports problems according to established 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 direct observation, supervisor's reports, project work, samples and questioning. 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.

**PS00033: Cost and Market Textile Items**

**Unit Descriptor:**

This unit deals with the skills and knowledge required to cost and market textile items. It includes the competencies required to cost material and labour, gather information on competitors and label and package items for sale

<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Candidates must be able to:			
1	Prepare cost of textile item	1.1	List cost of materials required to produce textile item
		1.2	Estimate cost of labour required to produce textile item
		1.3	Apply mark-up according to the costs of material and labour
		1.4	Check and compare cost of similar items on sale to determine cost of textile item
		1.5	Prepare final cost of textile item according to the costs of material, labour and mark-up
2	Identify market outlets	2.1	Identify market outlets and competitors to determine strengths and weaknesses
		2.2	Gather <b>information</b> on competitors to develop marketing strategy
		2.3	Identify channel of distribution required to market the textile item
		2.4	Check quality of textile item against customer requirements
3	Label, display and package items for sale	3.1	<b>Label</b> textile items according to labeling standards
		3.2	Display textile items in a manner to achieve attractiveness and accessibility
		3.3	Package textile items for sale according to industry requirements



## RANGE STATEMENT

**Information** relates to **PC2.2** and includes:

- type of products
- prices
- quantity
- quality

**Label** relates to **PC3.1** and includes:

- Using standard “Labeling of Textiles”
- Using standard “Labeling of Garments”

## UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know:

1. how to determine the costs of materials
2. what is the procedure for estimating cost of labour
3. what is the procedure used for deciding on mark-up
4. how to determine the cost of similar item
5. what is the procedure for estimating final cost of item to customer
6. how to obtain information about competitors
7. how to identify the channel of distribution
8. how to carry out quality control-from raw materials to finished item
9. what are the different promotional strategies used to market the product
10. what are the required labeling standards
11. what are the different methods of display

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

Competency must be demonstrated in the ability to perform consistently at the required standards. In particular, assessors should look to see that the candidate:

- estimates cost of material and labour required to produce item
- identifies market outlets and competitors
- identifies channel of distribution required to market the product
- gathers information on competitors
- checks that the quality of product against customer requirements
- labels and packages items for sale
- adheres to required safety standard
- reports problems according to established 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 direct observation, supervisor's reports, project work, samples and questioning. 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.

**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

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
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

Communication equipment may include but is not limited to:

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

Enterprise requirements may be included in:

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

Correspondence may include but is not limited to:

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

Information to achieve work responsibilities may include:

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

Oral communication may include but is not limited to:

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

Written information may include but is not limited to:

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

Signage may include but are not limited to:

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



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

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

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



**ECECOR0101A: Perform measurements and calculations**

## Competency Descriptor:

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

Competency Field: Entertainment and culture

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



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

## RANGE STATEMENT

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

Calculation may include:

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

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**

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



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

Simulated activities must closely reflect the workplace.

### (6) Context of Assessment

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

### CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

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

Collect, analyse and organise information	Level 1	
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Solve problems	Level 1	
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Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.