



Packaging of Competency Standards for Vocational Qualifications

CCMALG2012 CVQ Level 2 – Leather Goods Manufacturing

| Unit Code | Unit Title | Mandatory/ Elective |
|--------------------|--------------------------------------------------------|------------------------|
| MA00302 | Prepare Components Of Leather Goods | Mandatory |
| MA00303 | Hand Cut Materials For Leather Goods Manufacture | Mandatory |
| MA00304 | Form Components Of Leather Goods Manually | Mandatory |
| MA00305 | Machine Sew Components To Produce Leather Goods | Mandatory |
| MA00306 | Dye Leather for leather goods manufacture | Mandatory |
| MA00307 | Hand Last And Rubbing Off Shoe | Mandatory |
| MA00308 | Machine Form And Embellish Components Of Leather Goods | 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 |

MA00302

Prepare Components of Leather Goods

Unit Descriptor:

This unit deals with the skills and knowledge required to prepare components of leather goods. It includes the ability to select components to meet the product specification and prepare them safely, using the appropriate tools and equipment.

| ELEMENTS | | PERFORMANCE CRITERIA | |
|-----------------------------|--------------------------------------|-----------------------------|----------------------------------------------------------------------------------------------------------------|
| Candidates must be able to: | | | |
| 1 | Select components for assembly | 1.1 | Identify job requirements from work instructions |
| | | 1.2 | Select components that meet production specifications. |
| | | 1.3 | Select the tools for carrying out the preparatory work |
| | | 1.4 | Check tools for good working order |
| | | 1.5 | Organize work space and ensure it is clear in order to carry out the preparatory work |
| 2 | Assemble components of leather goods | 2.1 | Select the appropriate tools and equipment, for the components and materials being assembled, in a safe manner |
| | | 2.2 | Perform all the assembly and fixing activities to meet the product specification and production schedule |
| | | 2.3 | Identify faulty or unsuitable components and inform the appropriate person. |
| | | 2.4 | Check that all the components are ready for the next stage in the assembly process |
| | | 2.5 | Comply with all the relevant safety instructions |
| | | 2.6 | Store and use all adhesives and solvents according to the company regulations |
| | | 2.7 | Dispose of all waste and surplus materials in line with organisation procedures. |

RANGE STATEMENT

Tools and Equipment relate to:

- knives
- tools for positional marking
- tools for decorative marking
- staining
- fixing
- forming

Materials relate to:

- Leather
- Plastic
- Board
- Fabric
- Adhesives
- Solvents

Assembly and fixing activities relate to:

- gluing
- turning
- buttoning
- studding

Components relate to: (Check LB)

- material type
- colour
- dimensions
- quantity

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. how to interpret product specifications
2. what is an unacceptable deviation from the component specification
3. what tools should be used with the different materials
4. what safety precautions should be taken when preparing component
5. who should be notified of production problems or faulty components
6. what factors affect the techniques for assembly, fixing and forming
7. what are the hazards associated with different fixing materials and processes
8. what is the use of different types of adhesive and solvent
9. what wear and tear is likely on the different tools and equipment and how to remedy it
10. what is the detail of the components used in the production process
11. what are the regulations for use and storage of solvents and adhesives
12. what are the requirements for safe disposal of waste and surplus material
13. what constitutes an acceptable assembled component

EVIDENCE GUIDE**1) Critical Aspects of Evidence**

Evidence should include the ability to:

- adhere to required safety standard
- identify what is required to prepare from the work instructions
- select components for current job
- use the appropriate tools and equipment, for the components and materials being assembled.
- identify faulty or unsuitable components
- store and use all adhesives and solvents according to the company regulations
- dispose of all waste and surplus materials

(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.

MA00303

Hand Cut Materials for Leather Goods Manufacture

Unit Descriptor:

This unit deals with the skills and knowledge required to hand cut materials for leather goods manufacture. It includes the ability to select tools and material for cutting by hand and to cut materials by hand

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | | |
|---|---------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Select tools and materials for hand cutting | 1.1 | Select and sort the appropriate tools and materials for the work you are required to do |
| | | 1.2 | Check tools are safe and clean to use on the material |
| | | 1.3 | Check the quality and characteristics of the material before starting to cut |
| | | 1.4 | Identify any defects in tools and resolve within the limits of individual's responsibility |
| 2 | Hand cut materials to shape | 2.1 | Position templates avoiding imperfections in the materials and meeting the company's tolerance for pattern interlocking for optimal material utilisation |
| | | 2.2 | Secure materials, likely to alter position during the cutting action, against movement |
| | | 2.3 | Cut the required number of components to the specified dimensions in line with work instructions |
| | | 2.4 | Avoid damage to yourself, others and to tools and materials when cutting the material |
| | | 2.5 | Complete cutting of materials safely in line with work schedule |
| | | 2.6 | Sort cut material and store in a safe area to minimise risk of damage |
| | | 2.7 | Dispose of all waste and surplus materials in line with organisation procedures. |

RANGE STATEMENT

Tools relate to:

- knives
- blocks
- scissors
- cutting boards
- templates
- strops
- oil stones

Materials relate to:

- natural materials
- man-made materials

Characteristics relate to:

- lines of tightness
- stretch

Imperfections relate to:

- de-laminations
- defects
- damage due to mishandling

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. which styles of leather goods or footwear are currently being produced in your department so that you can be sure that your work is relevant to those styles, unless instructed otherwise
2. what are the common faults associated with leather
3. how to assess the suitability of a leather against a particular product specification
4. what is the data on the work instructions that relates to your work and the production schedules associated with them
5. what tools do you need for the cutting activity with which you are involved
6. what are the common faults associated with tools
7. what are the implications of using defective tools on the materials
8. what are company cutting efficiencies with regard to the material being cut
9. what are common quality imperfections associated with the materials you cut
10. what are the main characteristics of the materials you cut, how to identify them and what they mean for cutting operations and subsequent operations
11. how to ensure maximum usage and minimum wastage of materials
12. what are the correct health and safety procedures for handling the tools
13. what are your company's procedures with regard to material re-usage and disposal
14. what are the quality standards required by your company and the reporting procedures

EVIDENCE GUIDE

1) Critical Aspects of Evidence

Evidence should include the ability to:

- plan and coordinate complicated cutting operations
- check work against work specifications and enterprise standards
- prepare equipment and work before commencing operations
- apply techniques in over the full range of cutting operations
- check work against specifications
- apply OHS practices in work operations
- maintain accurate records

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.

MA00304

Form Components of Leather Goods Manually

Unit Descriptor:

This unit deals with the skills and knowledge required to form components of leather goods manually. It includes the ability to collect, prepare, assemble and form components of leather goods

ELEMENTS

Candidates must be able to:

PERFORMANCE CRITERIA

- | | | |
|---|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Collect and prepare components for assembling and forming | 1.1 Collect components to meet the product specifications |
| | | 1.2 Identify defective or insufficient components and notify the appropriate person promptly |
| | | 1.3 Prepare components safely using the methods and tools required for the particular type of material |
| | | 1.4 Complete preparation meeting the production schedule with minimum wastage of materials |
| 2 | Assemble and form components of leather goods | 2.1 Select prepared component parts to meet the product specification for layout use |
| | | 2.2 Form selected component parts safely and fix using methods, tools and equipment appropriate to the materials to meet product specification |
| | | 2.3 Complete assembly and forming activities to production schedule |
| | | 2.4 Hand over work, where component parts require additional processing to meet the production schedule in line with organisation procedures |
| | | 2.5 Check tools and equipment and replace if damaged and worn |

RANGE STATEMENT**Tools** relate to:

- for positional marking
- decorative marking
- staining

Material relates to:

- leather
- plastic
- board
- fabric
- colorants

Materials relate to:

- leather
- plastic
- board
- fabric
- adhesives

Components relate to:

- material type
- colour
- dimensions
- quantity

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. how different leathers affect the staining/dyeing process
2. what is the importance of edges being rubbed/polished after staining
3. what is the purpose of bevelling/creasing
4. what constitutes an acceptable level of waste
5. what are the factors which affect assembly, forming and fixing
6. what are hazards associated with fixing agents
7. what is the purpose of different adhesives and their usage
8. what is the typical wear and tear in tools and equipment
9. what are the various types of turned colour
10. what are the components necessary for production process
11. what constitutes a substantially different construction

EVIDENCE GUIDE

1) Critical Aspects of Evidence

Evidence should include the ability to:

- adhere to required safety standards
- identify defective or insufficient components
- prepare components safely
- complete preparation meeting the production schedule
- form selected component parts safely and fix using methods, tools and equipment
- check tools and equipment

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.

MA00305

Machine Sew Components to Produce Leather Goods

Unit Descriptor:

This unit deals with the skills and knowledge required to machine sew components to produce leather goods. It includes the ability to set up and control machines to sew leather goods

| ELEMENTS | | PERFORMANCE CRITERIA | |
|-----------------------------|-------------------------------------------------|----------------------|------------------------------------------------------------------------------------------------------------------------|
| Candidates must be able to: | | | |
| 1 | Set up machines for sewing materials | 1.1 | Clean and free the work area from uncontrolled hazards |
| | | 1.2 | Check that the machine has been correctly maintained and report any problems or deficiencies to the appropriate person |
| | | 1.3 | Set up the machine according to the manufacturer's instructions |
| | | 1.4 | Select the appropriate machine equipment for the materials to be sewn |
| | | 1.5 | Check machine equipment is in good working order |
| | | 1.6 | Check machine controls are set to meet the production specification |
| | | 1.7 | Test the machine to ensure that the settings are correct |
| | | 1.8 | Optimise the positioning and layout of materials, to ensure a smooth and rapid throughput |
| 2 | Control machine operations to sew leather goods | 2.1 | Adjust the machine controls and equipment as necessary to maintain product with the specification |
| | | 2.2 | Sew the correct materials in the right sequence as required by the production specification |
| | | 2.3 | Collect waste and dispose of it according to company procedures and guidelines |
| | | 2.4 | Check components meet the company quality standards |
| | | 2.5 | Keep accurate records of work and make them available to the appropriate person |
| | | 2.6 | Report problems with sewing components to the relevant person |

RANGE STATEMENT

Machine controls relate to:

- tension
- stitch length
- material thickness

Machine equipment relate to:

- needles
- bobbins
- guides
- feet

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. how to set and adjust machine controls
2. what are the consequences of wrongly set controls, e.g. tensioning
3. what are the limits of your own personal responsibility and the appropriate persons to whom problems should be referred
4. when to use machine guides
5. what are typical faults of industrial sewing machines
6. what is the routine maintenance of the machines
7. how to perform test runs, to ensure the machines are operating correctly
8. what are safety precautions to be taken, when using these machines
9. what types of sewing faults are correctable and which are not
10. how to operate and adjust the machine controls
11. what are the consequences of incorrectly adjusted machine controls
12. how to keep records of your work
13. what are the hazards associated with the machines and the safety precautions that must be taken
14. what are the correct procedures for disposing of waste
15. what are the procedures to be taken in the event of a machine, ceasing to function correctly

EVIDENCE GUIDE

1) Critical Aspects of Evidence

Evidence should include the ability to:

- prepare workstation and work prior to commencing operations
- apply basic machining techniques over a limited range of operations
- operate at least one type of machine where positioning of the work may be controlled by machine guides or work markers
- apply workplace health and safety policies in work operations
- maintain accurate records

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.

MA00306

Dye Leather for Leather Goods Manufacture

Unit Descriptor:

This unit deals with the skills and knowledge required to dye materials for leather goods manufacture. It includes the ability to prepare to dye and dye leather

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

- | | | |
|---|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Prepare to dye leather | 1.1 Select a leather dye that meets the production specifications for leather type, colour, and quantity according to job specifications 1.2 Select tools in line with standard operating procedures 1.3 Select the technique to dye leather 1.4 Prepare the leather for the application of the dye 1.5 Make dye pad, if applicable in line with company procedures |
| 2 | Dye leather | 2.1 Apply dye to the uppers using the appropriate tools following the selected technique 2.2 Edge dye the perimeter of the uppers using the appropriate tools following the selected technique 2.3 Apply coats of dye until the specified finish is achieved 2.4 Dry leather to required standard 2.5 Clean off the excessive dye on uppers 2.6 Apply a coat of leather finish to the surface to required standard |

RANGE STATEMENT

Tools relate:

- dye
- dye pads
- dye swabs
- cotton swabs
- brushes

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the different types of leather dyes and which are appropriate to the type of leather
2. how to make a dye pad
3. what are the different types of techniques to apply dye
4. what are the different types of finishes on leather
5. what are the drying times of different leather types

EVIDENCE GUIDE

1) Critical Aspects of Evidence

Evidence should include the ability to:

- check work against work order information and workplace quality standards
- assess dyeing requirements
- prepare workstation and work prior to commencing operations
- apply hand and machine stripping and dyeing techniques
- re-dye shoes/item to meet quality and enterprise standards
- communicate effectively with customers
- apply workplace health and safety policies in work operations, with particular reference to adhesives and use of tools
- maintain accurate records

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.

MA00307

Hand Last and Rubbing Off Shoe

Unit Descriptor:

This unit deals with the skills and knowledge required to hand last shoes. It includes the ability to attach innersole and upper to form and last shoe by hand

ELEMENTS**PERFORMANCE CRITERIA**

Candidates must be able to:

| | | | |
|---|---------------------------------|------|------------------------------------------------------------------------------------------------|
| 1 | Prepare for lasting operations | 1.1 | Select tools and equipment and materials to match product specification and work requirements. |
| | | 1.2 | Check that uppers and last, match work requirements. |
| 2 | Attach insole and upper to form | 2.1 | Attach innersole to last, positioning it to the shape of last and matching size and pairs |
| | | 2.2 | Position and attach uppers on last according to company requirements and practice. |
| | | 2.3 | Condition uppers in accordance with workplace procedures |
| 3 | Hand last and rubbing off shoe | 3.1 | Make adjustments as required to achieve placement |
| | | 3.2 | Tack down lining to achieve required placement |
| | | 3.3 | Glue inner lining and last down lining to achieve required placement |
| | | 3.4 | Skive underside of lining to achieve required placement |
| | | 3.5 | Attach shanks or stiffener and staple as required |
| | | 3.6 | Glue uppers and snip and bond leather to remove excess material (bulks and creases) |
| | | 3.7 | Last uppers to company quality standards to prevent raising up from inner sole |
| | | 3.8 | Skive uppers (needs a qualifier) |
| | | 3.9 | Attach welt to uppers (Needs a qualifier) |
| | | 3.10 | Attach rubber outer sole to uppers (needs a qualifier) |
| | | 3.11 | Grind shoe to assigned work specification |
| | | 3.12 | Polish shoe to required standard |

RANGE STATEMENT

Tools and equipment relate:

- shoemaker hammer
- shank
- lasting pliers
- shoemaker knife
- leather scissors
- personal protection equipment
- tacks
- measuring tape
- last

Materials relate to:

- upper
- adhesive
- rubber outer sole

Work requirements relate to:

- size
- style

Last relate to:

- force and string lasted – distance from comb to instep to mark uppers, distance from instep to marks for straps, distance of back height, back seam flat bottom and /or tack position, last fully extended
- string lasted only – string tensioned, secured, and trimmed

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. what are the characteristics of typical leathers and how to minimise stretch and how to make allowances for variations
2. how to use the required tools in the hand and rubbing off shoe process
3. what are the possible causes of incorrect lasting and how to deal with them
4. what is the sequence of your operation within lasting relevant to the style being worked on
5. what are the production quality standards and leather handling procedures required by your company
6. what are the tools and techniques used in handling and minimising the risk of damage to lasted uppers during and after lasting operations
7. what are the relevant occupational health & safety legislation, codes of practice, policies and procedures

EVIDENCE GUIDE

1) Critical Aspects of Evidence

Evidence should include the ability to:

- check product against work order and workplace standards
- prepare workstation and work prior to commencing operations
- apply hand lasting techniques appropriate to the construction process referred to in the range of variables

- apply workplace health and safety policies in work operations
- maintain accurate records

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.

MA00308

Machine Form and Embellish Components of Leather Goods

Unit Descriptor:

This unit deals with the skills and knowledge required to machine form and embellish components of leather goods. It includes the ability to set up and operate machines to form and embellish components

| ELEMENTS | | PERFORMANCE CRITERIA | |
|-----------------------------|---------------------------------------------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Candidates must be able to: | | | |
| 1 | Set up machines to form and embellish components | 1.1 | Select the appropriate forming and embellishing materials in accordance with the production requirements |
| | | 1.2 | Set up the machines with the appropriate materials, so that they operate safely and effectively. |
| | | 1.3 | Position the materials correctly so that the machine produces components, which satisfy the production requirements. |
| | | 1.4 | Test the machines to confirm they are operating correctly. |
| | | 1.5 | Report any problems to the appropriate person. |
| 2 | Operate machines to form and embellish components | 2.1 | Clear the machining area of hazards and ensure that the machine is in a safe condition, before it is used |
| | | 2.2 | Operate the machine according to the manufacturer's instructions and company procedures using personal protection equipment |
| | | 2.3 | Meet the production schedule, whilst ensuring that the components are of the required quality |
| | | 2.4 | Clean and ensure the machines are made safe when the operations are completed, in accordance with company policy and guidelines |
| | | 2.5 | Store and dispose of waste in accordance with company policy |
| | | 2.6 | Keep accurate records and make them available to the appropriate person. |

RANGE STATEMENT

Materials relate to:

- leather, plastic, board, fabric.
- functional fittings
- decorative fittings

Machines relate to:

- Machines for turning, creasing, blocking, fixing, gluing and hole punching.

Personal protection equipment relate to:

- Aprons
- Guards
- Gloves
- Goggles

UNDERPINNING KNOWLEDGE & SKILLS

Candidates must know:

1. which tools are used with each component
2. what are common faults encountered during embellishing
3. what are the details of the different types of fixing machines and tools
4. what are the potential hazards associated with the different types of machine.
5. what are the different characteristics of the various materials used for embellishing
6. what is the safe way to operate the machine
7. what are typical faults that can arise and how to remedy them or make the machine safe, until they can be repaired
8. what are regulations and guidelines for storage and disposal of waste materials
9. what are relevant health and safety regulations and procedures
10. who is the responsible person, in the event of problems
11. how to keep accurate records and to whom they should be relayed

EVIDENCE GUIDE

1) Critical Aspects of Evidence

Evidence should include the ability to:

- check product against work order and workplace standards
- prepare workstation and work prior to commencing operations
- apply machine operation techniques to defined procedures and using simple pieces
- carry out minor machine maintenance in accordance with workplace procedures
- apply workplace health and safety policies in work operations
- maintain accurate records
- Set up the machines with the appropriate materials
- Position the materials correctly

- Operate and test the machines

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

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"> • 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 | 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"> 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.

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:

- | | | | |
|---|----------------------------------------------|-----|-------------------------------------------------------------------------------------------------------|
| 1 | 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 appropriate persons |
| | | 1.6 | Confirm that the items and materials are ready for packaging |
| 2 | 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 method |
| | | 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:

- Follow 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.