Occupational Standards
of Competence

Military Operations
Level 3

(formerly Cadetting (Infantry)

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Technical Experts for Military Operations Level 3

Members of the Working Group for Cadetting (Infantry) Level 3

Qualification Overview

NVQB

in

Military Operations

Level 3

Qualification Overview

The NVQB in Cadetting (Infantry) Level 3 was developed in 2014 for young persons enrolled in the Barbados Cadet Corps at Star 4 Level who may act as Platoon Commanders in their Units/Companies. It was also developed to assist persons seeking entry into the Barbados Defence Force. It was subsequently determined that as Level 3 qualifications are structured for tertiary institution level and assessment of such must take place in a job/work role, persons typically entering the Cadet Corps in secondary school would be unable to fulfil this criterion.

The Barbados Defence Force requested a qualification that can be offered to Officer Cadets as part of their military occupational skills training. In this context, the title "officer" means a commissioned officer, a non-commissioned officer or a warrant officer. Persons completing this qualification will develop a range of skills and techniques, personal qualities and attitudes essential for successful performance in the education and working life. The leadership, problem-solving and management skills learned, can be applied anywhere within the military.

Candidates will be trained in aspects of military operations such as commanding a squad and participating in ceremonial activities, basic drill, firearms use, leadership and field training exercises.

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

Who is this qualification for?

The qualification is aimed at commissioned, non-commissioned or warrant officers or those persons enrolled in Basic Officers, Young Officers and Warrant Officers training courses.

Where can it be used?

The competencies including leadership, problem-solving and management skills, can be applied anywhere within the military.

NVQB Military Operations Level 3 (formerly Cadetting (Infantry) Level 3)

The NVQB Cadetting (Infantry) Level 3 comprised sixteen (16) mandatory units and four (4) elective units as follows:

Mandatory

1. U61203   Participate in Corps/workplace communication
2. U56202   Practice health, hygiene, safety and security
3. U61303   Provide basic first aid
4. U61403   Integrate into the cadet working environment

5. U61503   Work in a team
6. U61603   Work with equity and diversity
7. U61703   Operate a personal computer
8. U61803   Operate communication systems and equipment
9. U60903   Participate in ceremonial activities
10. U62003   Command a squad in ceremonial activities
11. U62103   Demonstrate navigation skills in a controlled environment
12. U62203   Use and maintain a temporary campsite
13. U62303   Use and maintain a permanent
14. U62403   Plan and execute a field training exercise
15. U62503   Demonstrate basic leadership skills
16. U62603   Operate a weapon system

Elective units

17. U62703   Assist emergency personnel
18. U62803   Perform stock control procedures
19. U62903   Perform stores and equipment control procedures
20. U63003   Locate and store files in a paper-based system

The following changes were recommended to the newly revised standard for Military Operations Level 3:

- Re-naming of the standard from Cadetting (Infantry) Level 3 to "*Military Operations Level 3*".
- Unit U61203
  - Unit title changed from "*Participate in Corps communication*" to "*Participate in military communication*".
  - Change Element title 1 from "*Obtain and convey workplace information*" to "*Obtain and convey military information*"
  - Change Element title 2 from "*Participate in Corps/workplace meetings* to "*Participate in military meetings*"
- Unit U56202
  - Unit title changed from "*Practise health, hygiene, safety and security*" to read "*Practise health, hygiene, safety and security in a military environment*".
  - Remove Element 3 "*Maintain safe personal presentation standards*".
- U61403
  - Unit title changed from "*Integrate into the cadet working environment*" to "*Integrate into the military working environment*".
  - Element 2 changed from "*Participate in personal development activities*" to "*Contribute to personal development activities*".

- **NVQB in Military Operations Level 3**

- Unit 61603
  - Unit title changed from *"Work with equity and diversity"* to *"Work with equity and diversity in the military environment"*
  - Element 1 changed from *"Recognise individual differences"* to *Identify individual differences".*
  - Element 2 changed from *"Demonstrate respect for individual differences"* to *"Respect individual differences".*
- U61703
  - Unit title changed from *"Operate a personal computer"* to *"Operate a computer".*
  - Element 1 changed from *"Start computer and access basic system and information features"* to *"Access basic system and information features"*
  - Element 4 to read *"Arrange files for use"*
  - Element 5 to read *"Print information"*
  - Element 6 now reads *"Shut down computer"*
- Unit 61803
  - Unit title changed from *"Operate communications systems and equipment"* to *"Operate military communications systems and equipment"*
- Unit 61903
  - Element 1 changed from *"Prepare for ceremonial activities"* to *"Plan for ceremonial activities"*
- Unit 62003
  - Element 1 changed from *"Prepare for ceremonial activities"* to *"Plan for ceremonial activities"*
- Unit 62103
  - Unit title changed from *"Demonstrate navigation skills in a controlled environment"* to *"Use navigation skills in a controlled environment"*
- Unit 62203
  - Element 1 changed from *"Make logistical arrangements"* to *"Plan a temporary campsite"*
- Unit 62303
  - Element 1 changed from *"Make logistical arrangements"* to *"Plan a permanent campsite"*
- Unit 62503
  - Unit title changed from *"Demonstrate basic leadership skills"* to *"Provide directions to team members"*

The new qualification structure is as follows:

1. UA43603   Participate in military communication
2. UA43703   Practice health, hygiene, safety and security in a military environment
3. U61303   Provide basic first aid
4. UA43803   Integrate into the military working environment

5.
NVQB in Military Operations Level 3

6. U61503   Work in a team
7. UA43903   Work with equity and diversity in the military environment
8. UA44003   Operate a computer
9. UA44103   Operate military communication systems and equipment
10. U61903   Participate in ceremonial activities
11. U62003   Command a squad in ceremonial activities
12. UA44203   Use navigation skills in a controlled environment
13. UA44303   Use and maintain a temporary campsite
14. UA44403   Use and maintain a permanent camp site
15. U62403   Plan and execute a field training exercise
16. UA44503   Provide directions to team members
17. U62603   Operate a weapon system

DRAFT NATIONAL VOCATIONAL QUALIFICATION STRUCTURE

MILITARY OPERATIONS LEVEL 3

The qualification is made up of sixteen (16) mandatory units. To achieve a full award, candidates must complete **all** sixteen (16) mandatory units.

MANDATORY UNITS (ALL MUST BE COMPLETED)   **CODES**

1. **Participate in military communication**   **UA43603**

   1.1   Obtain and convey military information
   1.2   Participate in military meetings
   1.3   Complete relevant work-related documents

2. **Practise health, hygiene, safety and security in a military environment**   **UA43703**

   2.1   Follow health safety and security practices
   2.2   Deal with emergency situations
   2.4   Follow hygiene procedures
   2.4   Identify and prevent hygiene risks

3. **Provide basic first aid**   **U61303**

   3.1   Plan and prepare for initial first aid response
   3.2   Assess the situation
   3.3   Apply first aid
   3.4   Record and report the incident
   3.5   Clean up

4. **Integrate into the military environment**   **UA43803**

   4.1   Identify organisational requirements
   4.2   Contribute to personal development activities

5. **Work in a team**   **U61503**

   5.1   Contribute to team activities
   5.2   Share knowledge and information
   5.3   Give and receive support

6. **Work with equity and diversity in the military environment**   **UA43903**

   6.1   Identify individual differences
   6.2   Respect individual differences

MANDATORY UNITS (ALL MUST BE COMPLETED)   <u>**CODES**</u>

7. Operate a computer   **UA44003**

    7.1   Access basic system and information features
    7.2   Navigate and manipulate desktop environment
    7.3   Organise files using basic directory and folder structures
    7.4   Arrange files for use
    7.5   Print information
    7.6   Shut down computer

8. Operate military communication systems and equipment   **UA44103**

    8.1   Use communications systems and equipment
    8.2   Transmit and receive communications
    8.3   Maintain communications equipment

9. Participate in ceremonial activities   **U61903**

    9.1   Plan for ceremonial activities
    9.2   Participate in ceremonial activities

10. Command a squad in ceremonial activities   **U62003**

    10.1   Plan for ceremonial activities
    10.2   Command a squad in ceremonial activities

11. Use navigation skills in a controlled environment   **UA44203**

    11.1   Plan for navigation
    11.2   Navigate in controlled environments
    11.3   Evaluate navigations

12. Use and maintain a temporary camp site   **UA44303**

    12.1   Plan a temporary campsite
    12.2   Select equipment
    12.3   Establish a shelter
    12.4   Maintain a temporary site
    12.5   Evaluate the activity

13. Use and maintain a permanent camp site   **UA44403**

    13.1   Plan a permanent campsite
    13.2   Select equipment
    13.3   Maintain a permanent camp site
    13.4   Evaluate the activity

MANDATORY UNITS (ALL MUST BE COMPLETED)   <u>**CODES**</u>

14. Plan and execute a field training exercise   **U62403**

    14.1   Plan for field training exercise
    14.2   Select equipment
    14.3   Participate in field training exercise
    14.4   Evaluate field training exercise

15. Provide directions to team leaders   **UA44503**

    15.1   Plan tasks
    15.2   Implement tasks
    15.3   Evaluate tasks

16. Operate a weapon system   **U62603**

    16.1   Handle a weapon system
    16.2   Maintain a weapon system
    16.3   Operate a weapon system
    16.4   Fire a weapon system

UA43603   **Participate in military communication**

Unit Descriptor: This unit describes the knowledge, skills and attitudes required to gather, interpret and convey information in response to military and local Defence Force requirements. It includes obtaining and conveying military information, participating in military meetings and discussions and completing relevant work-related documents.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Obtain and convey military information

    1.1   Access specific and relevant information from appropriate sources.

    1.2   Use effective questioning, active listening and speaking to gather and convey information.

    1.3   Use appropriate medium to transfer information and ideas according to military and local Defence Force procedures.

    1.4   Identify and follow lines of communication with superiors, peers and subordinates.

    1.5   Use military and local Defence Force procedures for the location and storage of information.

    1.6   Record written information for reference in accordance with military and local Defence Force procedures.

2. Participate in military meetings

    2.1   Attend team meetings as required and contribute to discussions.

    2.2   Express personal opinions and respectfully listen to those of others.

    2.3   Confirm that meeting inputs are consistent with the meeting purpose and established protocols.

	2.4	Interact with others in a courteous manner and in accordance with military and local Defence Force protocols.

2.5   Ask and respond to questions regarding routine military procedures and matters concerning working conditions of employment.

2.6   Interpret and implement meeting outcomes in accordance with military and local Defence Force procedures.

3.   Complete relevant work-related documents

3.1   Complete relevant documentation according to military and local Defence Force requirements.

3.2   Record workplace data using established military forms and documents.

3.3   Use basic mathematical processes for routine calculations.

3.4   Identify and correct errors in recording information on forms/documents in accordance with military and local Defence Force procedures.

3.5   Complete reporting requirements to supervisors according to military and local Defence Force guidelines.

RANGE STATEMENT

All range statements must be assessed:

1. **Appropriate sources** may include but are not limited to:

   - Team members
   - Suppliers
   - Trade personnel
   - Public sector (government)
   - Industry

2. **Medium** may include but is not limited to:

   - Memorandum
   - Circular
   - Notice
   - Information discussion
   - Follow-up or verbal instruction
   - Face-to-face communication

3. **Storage** may include but is not limited to:

   - Manual filing system
   - Electronic filing system

4. **Protocols** may include but are not limited to:

   - Military and local Defence Force policies and procedures
   - Legislation

5. **Interact** may include but are not limited to:

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

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What is effective communication.

2. What are the different modes of communication.

3. How to use the different modes of communication.

4. What are the local military and Defence Force policies and procedures relating to the communication of information.

5. What are the communication procedures and systems for the local Defence Force.

6. What technology is relevant to the military.

7. How to interpret and provide information in response to military and local Defence Force requirements and stakeholder requests.

8. How to complete work related documents.

9. How to communicate with superiors and stakeholders to provide information and feedback.

10. How to use basic literacy and numeracy skills to carry out routine workplace functions.

11. What are the technical and military terms found in military and local Defence Force pamphlets.

12. Where to find information relating to the military and local Defence Force

13. How to participate in military and local Defence Force meetings and discussions.

14. How to use basic ICT resources (fax, telephone, computer).

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

Simulation **may be used**.

UA43703 Practise health, hygiene, safety and security in a military environment

Unit Descriptor:

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

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Follow health safety and security practices	1.1 Identify and adhere to health, safety and security procedures in line with military and local Defence Force legislation, regulations and procedures.
	1.2 Identify and report breaches of health, safety and security procedures according to relevant military and local Defence Force legislation, regulations and procedures.
	1.3 Report suspicious behavior or unusual occurrences according to military and local Defence Force legislation, regulations and procedures.
2. Deal with emergency situations	2.1 Identify emergency and potential emergency situations.
	2.2 Take appropriate action to deal with identified emergency situations within the scope of individual responsibility.
	2.3 Seek assistance from colleagues to resolve or respond to emergency situations.
	2.4 Report details of emergency situations according to military and local Defence Force legislation, regulations and procedures.

3.	Follow hygiene procedures	3.1	Identify and adhere to safe personal standards according to military and local Defence Force policies and procedures.
		3.2	Implement hygiene procedures in line with military and local Defence Force policies and legislation.
		3.3	Handle and store items in accordance with military and local Defence Force policies, procedures and legislation.
4.	Identify and prevent hygiene risk	4.1	Confirm that potential hygiene risks are identified in line with military and local Defence Force policies and legislation.
		4.2	Adopt responsible behavior to minimise and remove risks within the scope of an individual's responsibility.
		4.3	Report hygiene risks beyond the control of individual staff members to appropriate persons for follow up.

RANGE STATEMENT

All range statements must be assessed:

1. **Health, safety and security procedures** may include but are not limited to:

   - Use of personal protective clothing and equipment
   - Safe posture while sitting, standing or bending
   - Safe work techniques
   - Safe handling of chemicals and dangerous materials
   - Ergonomically sound work stations
   - Emergency, fire and accident
   - Hazard identification and control
   - Security of documents, cash, equipment, people
   - Key control systems

2. **Breaches of procedure** may include but are not limited to:

   - Loss of keys
   - Strange or suspicious persons
   - Broken or malfunctioning equipment
   - Loss of property, goods or materials
   - Damaged property
   - Lack of suitable signage
   - Lack of training on health and safety issues
   - Unsafe work practices
   - Bullying
   - Harassment

3. **Emergency** may include but is not limited to:

   - Personal/other injuries
   - Fire
   - Electrocution
   - Natural disasters
   - Criminal acts

4. **Hygiene procedures** may include but are not limited to:

   - Regular hand washing
   - Appropriate and clean clothing
   - Avoidance of cross-contamination
   - Handling and disposal of linen and laundry
   - Handling and disposal of garbage
   - Cleaning and sanitisng procedures
   - Personal hygiene

5. **Hygiene risks** may include but are not limited to:

   - Infectious linen
   - Cross contamination
   - Personal hygiene practices
   - Poor work practices i.e. housekeeping, cleaning

6. **Minimise and remove risks** may include but are not limited to:

   - Auditing staff skills
   - Provide training
   - Organisational policies and procedures
   - Follow up actions for audits or incidents

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the hygiene and control procedures in the military.

2. How military legislation and regulations relate to personal and general hygiene.

3. What factors contribute to workplace hygiene problems.

4. How handling linen, laundry and garbage can cause contamination and cross infection.

5. How to interpret and follow procedures and instructions.

6. When to apply hygiene principles.

7. How to communicate effectively on health, safety, security and hygiene matters.

8. What are the relevant local Defence Force health, safety, emergency and security procedures.

9. What are the relevant personal presentation standards in the military.

10. How to dispose of garbage.

11. How to manage time.

12. When to take or offer alternative steps/methods.

13. How to care for equipment while handling and operating.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

Simulation **may be used**.

| **U61303** | **Provide basic first aid** |

Unit Descriptor:

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

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Plan and prepare for initial first aid response	1.1	Interpret the work activity and first aid documentation to ensure accuracy in the preparation of the response.
	1.2	Identify and address potential risks, hazards and environmental issues through control measures.
	1.3	Confirm that personal protective equipment for the response is selected and worn according to organisational requirements.
	1.4	Identify, select and maintain communication systems with other personnel, during the response.
	1.5	Coordinate activities with others prior to, during and after the response.
	1.6	Record, report and replenish first aid resources according to organisational requirements.
2. Assess the situation	2.1	Identify risks and hazards in accordance with organisational requirements.
	2.2	Minimise immediate risks and implement control measures within the limits of individual responsibility.
	2.3	Monitor the casualty's vital signs and physical conditions within the scope of the individual providing the initial response.
3. Apply first aid	3.1	Provide first aid management within the scope of the individual and according to organisational requirements.

		3.2	Reassure the casualty in a calm, sensitive manner and make comfortable.
		3.3	Obtain and use first aid resources and equipment as required to control hazards and risks and attend to the casualty.
		3.4	Monitor the casualty's condition and provide a timely, accurate response in accordance with effective first aid principles and organisational procedures.
		3.5	Seek relevant emergency services in a timely manner according to organisational procedures.
		3.6	Confirm that the management of casualty is finalised within the limits of individual responsibility.
4.	Record and report the incident	4.1	Confirm that details of casualty's physical condition, changes in conditions, management of the situation and response to management are recorded in accordance with organisational guidelines.
		4.2	Convey details of the casualty's condition and management activities to relevant emergency services while maintaining sensitivity to the casualty and surroundings.
		4.3	Confirm that the personal effects of the casualty are secured in accordance with organisational procedures.
		4.4	Prepare and submit relevant documentation presenting all relevant facts according to established procedures.
		4.5	Document and report the use of first aid resources according to organisational requirements.
5.	Clean up	5.1	Confirm that first aid equipment is recovered, if practical, cleaned, inspected/tested, replaced if necessary and stored as required.

5.2 Dispose of medical waste in accordance with environmental and organisational requirements.

5.3 Report equipment faults to the appropriate persons in accordance with organisational procedures.

5.4 Conduct appropriate debriefing or evaluation exercise with relevant persons.

RANGE STATEMENT

All range statements must be assessed:

1. **Hazards** including but are not limited to:

   - Physical
   - Biological
   - Chemical
   - Manual handling

2. **Risks** including but are not limited to:

   - Electrical
   - Manual
   - Substances
   - Environmental
   - Biological
   - Injury
   - Proximity
   - Vehicles

3. **Resources and equipment** including but are not limited to:

   - Defibrillation units
   - First aid kit
   - Auto-injector
   - Ventilation chamber/inhaler
   - Resuscitation mask
   - Spacer device
   - Personal protective equipment
   - Stretcher
   - Communication equipment

4. **First Aid** including but is not limited to:

   - Cardio-pulmonary resuscitation (CPR)
   - Bleeding control
   - Basic patient management
   - Stabilising fractures

5. **Emergency services** including but are not limited to:

   - Ambulance
   - Fire
   - Police

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the social/legal issues surrounding the provision of first aid.

2. When and how to use defibrillation units.

3. What are the basic occupational health and safety requirements.

4. What are the basic principles and concepts underlying the practice of first aid and how to carry out the associated functions.

5. How, when and which emergency services to call.

6. How to plan an appropriate first aid response.

7. How to use communication, information technology and literacy skills to function in an emergency environment.

8. How and when to prepare the appropriate documentation.

9. What is medical waste and how to dispose of it.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

Simulation **may be used**.

UA43803	**Integrate into the military environment**

| Unit Descriptor: | This unit describes the knowledge, skills and attitudes required to integrate into a challenging, military work environment.

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

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Identify organisational requirements	1.1	Comply with protocols for dealing with local Defence Force and military personnel.
	1.2	Adhere to local Defence Force and military operating procedures as required.
	1.3	Use effective communication skills in accordance with standard operating procedures**.**
	1.4	Seek assistance as required to ensure compliance with organisational requirements.
	1.5	Comply with the personnel administration requirements of the local Defence force in accordance with standard procedures.
	1.6	Confirm that standards of dress and bearing are adhered to and maintained.
	1.7	Apply local Defence Force and military codes of ethical conduct and values.
	1.8	Apply knowledge of local Defence Force and military customs and traditions as required.
2. Contribute to personal development activities	2.1	Implement effective teamwork in accordance with local Defence Force and military requirements.

2.2   Identify and apply occupational health and safety (OH&S) requirements at all times.

2.3   Follow directions from superiors and plan activities to achieve the desired outcomes.

2.4   Participate in local Defence Force and military operations as required.

2.5   Seek regular formal and informal performance feedback and act upon this in accordance with local Defence Force and military requirements.

RANGE STATEMENT

All range statements must be assessed:

1. **Protocols** may include but are not limited to:

   - Badges of rank
   - Chain of command
   - Customs of the service

2. **Standard procedures** may include but are not limited to:

   - Equipment manufacturers' specifications and procedures
   - Corps practices
   - Occupational health and safety requirements
   - Organisational instructions and policy
   - Regulatory requirements

3. **Personnel administration** may include but is not limited to:

   - Maintaining local Defence Force Record of Service
   - Pre-and post-course administration

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1.   How to access information.

2.   How to follow instructions and directives.

3.   How to read and understand local Defence Force and military policies and guidelines.

4.   What are the codes of conduct.

5.   What are the local Defence Force and military codes of ethical conduct and values.

6.   What are the protocols for dealing with local Defence Force and military personnel.

7.   What are the local Defence Force and military customs and traditions.

8.   What are the employment, equal opportunity, equity and diversity principles.

9.   What are the nature of attitudes, values and beliefs.

10.   What are the occupational health and safety requirements for the local Defence Force.

11.   What are the policies and procedures for reporting fraud, corruption, mal-administration, and breaches of ethics.

12.   What are the regulatory requirements of the local Defence Force.

13.   How to encourage team members.

14.   What are the techniques for supporting team members.

15.   How to effectively work as part of a team and participate in activities.

16.   What are the standard procedures for communication within the local Defence Force and military.

17   How to communicate effectively with all personnel.

18.   How to follow instructions from superiors.

19.   From whom assistance should be sought within the organisation when necessary.

20.   What are the personal administration requirements of being a cadet.

21.   What are the standard procedures for being a cadet.

22.   How to achieve the desired outcome for planned activities.

23.   How to seek and appropriately act upon formal and informal performance feedback.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Method of Assessment

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

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

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

(3) Context of Assessment

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

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

Simulation **may be used**.

U61503   Work in a team

Unit Descriptor:

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

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Contribute to team activities	1.1 Identify roles and responsibilities of team members.
	1.2 Participate in identifying team goals and objectives according to organisational requirements.
	1.3 Confirm that activities are completed to the required standard within agreed timeframes and in accordance with organisational policies and procedures.
	1.4 Request assistance in the completion of tasks from other team members where appropriate.
	1.5 Support team members to ensure efficient and safe completion of tasks in accordance with organisational policies and procedure**s.**
	1.6 Encourage and acknowledge participation by team members according to organisational requirements.
	1.7 Implement changes in allocated role responsibilities according to organisational policies and procedures.
	1.8 Confirm that team meetings are attended as required according to organisational protocols.

2.	Share knowledge and information	2.1	Communicate information relevant to work with team members to enable efficient completion of tasks in accordance with the organisational policies and procedures**.**
		2.2	Confirm that knowledge and skills are shared between team members to facilitate the completion of tasks and activities.
3.	Give and receive support	3.1	Provide feedback or assistance as required to other team members according to organisational policies and procedures.
		3.2	Support team members in achieving workplace goals.
		3.3	Act upon feedback from other team members in accordance with organisational policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Contribution** may include but is not limited to:

   - Completion of tasks
   - Achievement of new competencies
   - Development of new skills
   - Attainment of new knowledge
   - Personal

2. **Activities** may include but are not limited to:

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

3. **Protocols** may include but are not limited to:

   - Legislation relevant to the operation/incident/response
   - Legislation relevant to the organisation
   - Corporate and strategic plans
   - Operational procedures and performance standards
   - Organisational personnel practices
   - Policies and procedures
   - Organisational quality standards
   - Organisational approach to environment management and sustainability

4. **Feedback** may include but is not limited to:

   - Acknowledging initiative
   - Aptitude
   - Ideas
   - Performance and assistance
   - Providing constructive criticism

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1.   What are operational and non-operational communication processes.

2.   How to effectively use interpersonal skills.

3.   How to listen and use a variety of communication skills.

4.   How to provide suggestions and information.

5.   How to report information.

6.   How to follow instructions.

7.   How to communicate relevant information to team members.

8.   What is the composition of workplace teams and roles and responsibilities of team members.

9.   How to encourage and discipline others and team members.

10.   What are the roles and responsibilities of team members and how these can be recognised.

11.   What are the techniques for giving and receiving feedback in a constructive manner.

12.   What are the techniques for supporting others.

13.   How to contribute to identifying team goals.

14.   How to request assistance from other team members.

15.   How to assist team members to complete tasks efficiently and safely.

16.   How to implement changes in allocated roles and responsibilities.

17.   What are the organisational policies and procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways:

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

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

(3) Context of Assessment

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

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

Simulation **may be used**.

UA43903 **Work with equity and diversity in the military environment**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to apply the principles of equity and diversity in the military. It requires the ability to recognise individual differences in the work environment and to value and adjust behaviour to account for these differences.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1.	Identify individual differences	1.1	Acknowledge differences between colleagues in accordance with local Defence Force and military equity and diversity principles.
		1.2	Apply equity and diversity principles in accordance with local Defence Force and military requirements.
		1.3	Identify and apply legislative and statutory requirements in accordance with local Defence Force and military requirements.
2.	Respect individual differences	2.1	Confirm that personal behaviour shows sensitivity to the differences between colleagues in accordance with equity and diversity principles.
		2.2	Confirm that personal conduct complies with an awareness of workplace equity and diversity.
		2.3	Identify and access available support to deal with differences between colleagues
		2.4	Adjust communication styles to reflect equity and diversity principles.

RANGE STATEMENT

All range statements must be assessed:

1. **Differences** may include but are not limited to:

   - Age
   - Gender
   - Ethnicity
   - Cultural background
   - Sexual orientation
   - Political or religious beliefs
   - Educational level
   - Nationality

2. **Colleagues** may include but ae not limited to:

   - Peers
   - Subordinate staff
   - Senior staff
   - Internal/external stakeholders/clients/customers

3. **Equity and diversity principles** may include but are not limited to:

   - Consulting persons on policies and decisions that affect them
   - Eliminating artificial, unfair and inappropriate barriers to workplace participation
   - Making judgments genuinely based on fairness and merit
   - Providing appropriate means to monitor and address discrimination and harassment
   - Providing opportunities for flexibility when meeting organisational requirements
   - Acknowledging all persons as individuals and valuing differences
   - Treating each other with respect and dignity
   - Using the different contributions that persons can make to the team

4. **Workplace requirements** may include but are not limited to:

   - Working without supervision
   - Working under general guidance on progress and outcomes
   - Supervision of others
   - Guiding and facilitating teams
   - Responsibility for and limited organisation of the work of others

5. **Legislative and statutory requirements** may include but are not limited to:

   - Laws of the country relevant to equity and diversity
   - Local Defence Force and military legislation

6. **Available support** may include but is not limited to:

   - Advisors
   - Legal/medical officers
   - Psychologists
   - Supervisors
   - Training materials
   - Operational procedures/guidelines

7. **Communication styles** may include but
   are not limited to:

   - Written
   - Verbal
   - Non-verbal

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the local Defence Force and military policies and procedures relating to equity and diversity.

2. What is cross-cultural communication.

3. How to apply cross-cultural and interpersonal communication.

4. What are the non-operational and operational communication processes.

5. How to use a variety of verbal and non-verbal communication techniques including, language style and active listening.

6. How to follow instructions and report information.

7. How to read and interpret job instructions, workplace forms and reports.

8. How to write to the level required to complete workplace forms and reports.

9. What are unacceptable behaviour guidelines.

    How to apply the guidelines related to unacceptable behaviour.

10. What are the principles of equity and diversity and how these are applied.

11. What are the compositions of teams, roles and responsibilities of team members.

12. What are the principles of team work, team aims and objectives.

13. What are the techniques for supporting others/team members.

14. What are the techniques for giving and receiving feedback in a constructive manner.

15. How to encourage other team members and provide suggestions.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

Assessment must confirm the ability to:

- Work in an acceptable and non-discriminatory manner while establishing rapport and good working relationships with all colleagues

- Acknowledge differences in the work environment

- Apply principles of equity and diversity in all aspects of work

- Adjust communication styles to reflect the equity and diversity in the work environment

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

 Simulation **may be used**.

UA44003	**Operate a computer**

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

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1.	Access basic system information and features	1.1	Start-up or log onto computer according to user procedures.
		1.2	Identify basic functions and features using operating system information.
		1.3	Customise desktop configuration in a manner that meets individual requirements or special needs and according to company guidelines.
		1.4	Access storage devices and organise information using the correct procedures.
		1.5	Identify basic help functions and use as required.
2.	Navigate and manipulate desktop environment	2.1	Select, open and close desktop icons to access features according to operating procedures**.**
		2.2	Identify different roles and parts of the desktop window for particular functions.
		2.3	Open, resize and close desktop windows for navigation purposes using correct procedures.
		2.4	Create shortcuts from desktop if necessary, with assistance from appropriate persons.
3.	Organise files using basic directory and folder structures	3.1	Create and name directories/folders with subdirectories/subfolders according to established guidelines.

	3.2 Identify directory/folder attributes to facilitate task completion.
	3.3 Move sub-directories/folders between directories/folders following correct procedures.
	3.4 Re-name directories/folders as required to facilitate task completion.
	3.5 Access directories/folders and subdirectories/folders via different paths.
4. Arrange files for use	4.1 Identify commonly used files in a directory/folder as required.
	4.2 Create and suitably name files when necessary.
	4.3 Select, open and re-name groups of files as required to facilitate task completion.
	4.4 Copy or cut and paste across directories for ease of use.
	4.5 Copy files to a range of storage devices where necessary.
	4.6 Restore deleted files as necessary following established procedures.
	4.7 Use appropriate software tools to locate files.
5. Print information	5.1 Print information from installed printers.
	5.2 Review progress of print jobs and deleted as required.
	5.3 Change default printer from installed list if available, following established procedures.
6. Shutdown computer	6.1 Close open applications following established procedures.
	6.2 Shut-down computer in accordance with user procedures and manufacturer's recommendations.

RANGE STATEMENT

All range statements must be assessed:

1. **Storage devices** may include but are not limited to:

   - CDs
   - USB Flash drives
   - External hard drives

2. **Functions** may include but are not limited to:

   - Print
   - Help
   - Format
   - Edit
   - Search

3. **Software** may include but is not limited to:

   - Word processing
   - Spread sheet
   - Graphical
   - Imaging
   - Internet access

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to identify work requirements, comprehend basic workplace documents and interpret basic user manuals.

2. What relevant legislation affects business operations with regard to occupational health and safety, environmental issues, industrial relations, equal opportunity and anti-discrimination.

3. How to identify lines of communication, request advice, question effectively, follow instructions and receive feedback.

4. How to solve routine problems in the workplace.

5. What are the organisational benchmarks for keyboarding.

6. What are the basic ergonomics of keyboard and computer use.

7. What are the main types of computers and basic features of different operating systems.

8. What are the main parts of a computer.

9. How to access various types of storage devices.

10. What are the different types of storage devices and basic categories of memory.

11. How to use equipment safely while under direction and how to apply basic keyboard and mouse manipulation skills.

12. How to utilise logging procedures relating to accessing a PC.

13. What are the relevant types of software.

14. What are the suitable file naming conventions.

15. What are viruses and how they affect operating systems.

16. What are the general security practices, privacy legislation and copyright laws.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

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

- Ability to perform start up and filing procedures, file name convention

- Navigation and manipulation of the desktop environment within the range of assigned workplace tasks

- Indication of compliance with organisational policies and procedures

- Performance of all tasks in accordance with standard operating procedures

- Use of software tools

- Communication with others to ensure a safe and effective workplace

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

Simulation **may be used**.

UA44103	Operate military communication systems and equipment

Unit Descriptor:

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

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Use communication systems and equipment	1.1 Select communication equipment and techniques including verbal communication and voice procedures appropriate to the task, context and needs of the situation.
	1.2 Operate equipment to support communication consistent with local Defence Force and military policies and procedures.
	1.3 Use communication systems to facilitate transmission and reception according to local Defence Force and military policies and procedures.
2. Transmit and receive communications	2.1 Convey information in a clear and concise manner to facilitate accurate reception of the message.
	2.2 Acknowledge contact, confirm communication and initiate action in accordance with local Defence Force and military policies and procedures.
	2.3 Report communication faults and deficiencies to appropriate persons.
	2.4 Employ alternative communication strategies to address identified faults and deficiencies.
	2.5 Process and record communication in line with local Defence Force and military policies and procedures.
3. Maintain communication equipment	3.1 Inspect communication equipment to confirm operational readiness.

3.2　Apply fault finding techniques and conduct basic maintenance in accordance with local Defence Force and military policies and procedures.

3.3　Identify and note faulty equipment for repair and complete documentation according to local Defence Force and military policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Communication equipment** may include but is not limited to:

   - Computers
   - Facsimiles
   - Radio
   - Signaling devices
   - Telephones (mobile, landline and satellite)

2. **Verbal communication** may include but is not limited to:

   - Call signs
   - Codes messages
   - Emergency procedures
   - Phonetic alphabet
   - Pro-words
   - Use of abbreviations

3. **Voice procedures** may include but are not limited to:

   - Corrections
   - Pitch
   - Repetitions
   - Rhythm
   - Sentences
   - Speed
   - Volume

4. **Communication systems** may include but are not limited to:

   - Communication protocols
   - Communication software
   - Local Defence Force and military networks
   - Verbal communication procedures

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the local Defence Force and military communication systems.

2. What is the range of communication equipment available in and to the local Defence Force and military.

3. How to maintain communication equipment according to local Defence Force and military operational procedures.

4. How to operate the different communication equipment required by the local Defence Force and military.

5. What are the verbal communication procedures consistent with the local Defence Force and military communication systems and how they are used.

6. What are fault-finding techniques.

7. How to report communication faults and deficiencies according to local Defence Force and military procedures.

8. How to utilise the local Defence Force and military communication processes and systems.

9. What are the local Defence Force and military policies and procedures relevant to the operation of communication equipment e.g.

    *   operational performance standards
    *   relevant legislation
    *   safety practices and guidelines
    *   local Defence Force and military quality standards
    *   local Defence Force and military approach to environmental management and sustainability

10. How to acknowledge contact, confirm communication and initiate action.

11. How to inspect communication equipment to confirm operational readiness.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

Assessment must confirm the ability to:

- Use communication equipment under non-operational and operational conditions
- Accurately transmit and receive communications using local Defence Force and military communication systems and equipment.

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

Simulation **may be used**.

U61903   **Participate in ceremonial activities**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to perform ceremonial drill movements and participate in ceremonial activities.
>
> It includes employability skills such as teamwork, planning and organising activities and communication. This unit of competency would typically apply to any agency where ceremonial activities are performed individually, usually as part of a team and under orders.

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Plan for ceremonial activities	1.1 Prepare clothing, accessories and equipment for drill and ceremonial activities in accordance with local Defence Force and military standard procedures.
	1.2 Practice ceremonial drill movements under supervision to achieve the required standards.
2. Participate in ceremonial activities	2.1 Confirm that clothing, accessories and equipment are worn in accordance with local Defence Force and military standard procedures.
	2.2 Execute drill movements for the relevant ceremonial activity in the correct manner in accordance with local Defence Force and military standard procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Clothing, accessories and equipment** may include but are not limited to:

   - Bayonets
   - Ceremonial uniform
   - Firearms
   - Medals, badges and accoutrements
   - Slings
   - Webbing

2. **Ceremonial activities** may include but are not limited to:

   - Beating the retreat
   - Birthday, graduation and passing out parades
   - Freedom of entry to towns or cities
   - Funerals
   - Guards
   - Presentation of colours, guidons or banners
   - Unit parades

3. **Standard procedures** may include but are not limited to:

   - Ceremonial manual
   - Defence instructions
   - Doctrine pamphlets
   - Work health and safety regulations
   - Procedure manuals
   - Relevant legislation
   - Routine orders
   - Standing orders for dress
   - Written and verbal orders and instructions

4. **Ceremonial drill movements** may include but are not limited to:

   - Advancing in review order
   - Changing from slow to quick time and quick to slow time
   - Changing step in slow and quick time
   - Forms in slow and quick time and at the halt
   - Forming two ranks from three and three ranks from two
   - Marching in line in slow and quick time
   - Opening and closing order at the halt
   - Opening and closing order on the march
   - Paying compliments
   - Turning at the halt
   - Turning on the march
   - Wheels

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to apply turns and inclines at the halt.

2. How to apply turns and inclines on the march in quick time.

3. How to change from slow to quick march and quick to slow march.

4. How to conduct drill with arms.

5. How to turn eyes right and left in slow and quick time, open and close order on the march in slow time while marching in line.

6. How to form ranks, stand at ease and stand easy.

7. How to march and halt in quick time.

8. How to march, halt, turn and incline in slow time.

9. How to march in line, change direction by forming at the halt and on the march in slow and quick time.

10. How to move on parade and advance in review order.

11. How to number, prove and right dress.

12. How to participate in a ceremonial parade or activity.

13. How to perform as a member of a ceremonial parade.

14. How to perform drill to the drum.

15. How to perform paces, close order and officer on parade dismissed.

16. How to perform salutes.

17. What are fronts and flanks.

18. What are generic parade sequences.

19. What are the words of command used in various ceremonial activities.

20. How to prepare clothing and equipment in accordance with Standing Orders for Dress.

21. What is the purpose of drill.

22. What types of ceremonial activities are employed in drill.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

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

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

Simulation **may be used**.

U62003   **Command a squad in ceremonial activities**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to command a squad in ceremonial activities.
>
> It includes employability skills such as leadership, teamwork, planning and organising activities and communication. This unit of competency would typically apply to any agency where ceremonial activities are conducted while leading a team.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1.	Plan for ceremonial activities	1.1 Prepare clothing, accessories and equipment for drill and ceremonial activities in accordance with local Defence Force and military standard procedures.
		1.2 Inspect clothing, accessories and equipment of the squad in accordance with local Defence Force and military standard procedures.
		1.3 Identify and correct faults within the scope of individual responsibility.
2.	Command a squad in ceremonial activities	2.1 Confirm that clothing, accessories and equipment are worn in accordance with local Defence Force and military standard procedures.
		2.2 Execute drill movements for the relevant ceremonial activity in the correct manner in accordance with local Defence Force and military standard procedures.
		2.3 Confirm that words of command are clear, precise and accurate.

RANGE STATEMENT

All range statements must be assessed:

1. **Clothing, accessories and equipment** may include but are not limited to:

   - Bayonets
   - Ceremonial uniform
   - Firearms
   - Medals, badges and accoutrements
   - Slings
   - Webbing

2. **Standard procedures** may include but are not limited to:

   - Ceremonial manual
   - Defence instructions
   - Doctrine pamphlets
   - Work health and safety regulations
   - Procedure manuals
   - Relevant legislation
   - Routine orders
   - Standing orders for dress
   - Written and verbal orders and instructions

3. **Ceremonial drill movements** may include but are not limited to:

   - Advancing in review order
   - Changing from slow to quick time and quick to slow time
   - Advancing in review order
   - Changing step in slow and quick time
   - Forms in slow and quick time and at the halt
   - Forming two ranks from three and three ranks from two
   - Marching in line in slow and quick time
   - Opening and closing order at the halt
   - Opening and closing order on the march
   - Paying compliments
   - Turning at the halt
   - Turning on the march
   - Wheels

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the standard procedures for ceremonial activities.

2. What words of command are used in various ceremonial activities.

3. How to give a command.

4. What is the purpose of drill.

5. What types of ceremonial activities are employed in drill.

6. How to turn and incline at the halt and on the march in slow and quick time.

7. How to change from slow to quick march and quick to slow march.

8. How to conduct drill with arms.

9. How to turn right and left in slow and quick time, open and close order on the march in slow time while marching in line.

10. How to form ranks, stand at ease and stand easy.

11. How to march and halt in quick time.

12. How to march, halt, turn and incline in slow time.

13. How to march in line, change direction by forming at the halt and on the march in slow and quick time.

14. How to move on parade and advance in review order.

15. How to number, prove and right dress.

16. How to participate in a ceremonial parade or activity.

17. How to perform drill to the drum.

18. How to perform paces, close order and officer on parade dismissed.

19. How to perform salutes.

20. What are fronts and flanks.

21. What are generic parade sequences.

22. How to prepare clothing and equipment in accordance with Standing Orders for Dress.

23. How to conduct an inspection.

24. How to identify and correct faults.

25. What are the limits of individual responsibility for identifying and correcting faults.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

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

- No more than one simulation may be used.

(2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

Simulation **may be used**.

UA44203   **Use navigation skills in a controlled environment**

Unit Descriptor:

> This unit describes the knowledge, skills and attitudes required to use navigation skill in controlled environments with significant landmarks.

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1.	Plan for navigation	1.1	Obtain and review maps for the activity.
		1.2	Identify and use symbols and information contained on the map in navigation.
		1.3	Apply information contained on the map and plan an efficient route or course considering all relevant factors.
		1.4	Identify features of a compass and use to maintain a designated course.
		1.5	Calculate grid and magnetic bearings using a map and compass.
		1.6	Obtain additional information to assist in navigation from the map.
		1.7	Identify emergency or contingency escape routes.
2.	Navigate in controlled environments	2.1	Orient map in relation to surroundings with and without the use of a compass.
		2.2	Follow routes in controlled environments, using navigation aids according to local Defence Force and military legislation, policies and procedures.
		2.3	Apply techniques for estimating distance travelled according to established principles and procedures.

	2.4 Maintain compass course while bypassing obstacles, where necessary.
	2.5 Identify unknown features in the field using map and compass.
	2.6 Select the route or course for the surroundings and conditions.
3. Evaluate navigations	3.1 Assess relevant aspects of navigation according to local Defence Force military procedures.
	3.2 Identify and document improvements for future navigations in accordance with local Defence Force and military policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Maps** may include but are not limited to:

   - Cadastral and topographic maps
   - Guide books and diagrams

2. **Symbols and information** may include but are not limited to:

   - Gridlines
   - Contour lines
   - Scale
   - Map legend
   - Topographic features
   - Markers and beacons
   - Water depth

3. **Relevant factors** may include but are not limited to:

   - Type of terrain and gradient
   - Weather conditions
   - Experience
   - Hazards
   - Access to required resources, facilities and areas

4. **Additional information** may include but is not limited to:

   - Altitude gain or loss
   - Distance
   - Gradient
   - Travelling time
   - Magnetic bearings
   - Water depth

5. **Surroundings** may include but are not limited to:

   - Ground or water terrain
   - Bodies of water
   - Beacons and markers
   - Natural formations landmark
   - Man-made features

6. **Controlled environments** may include but are not limited to:

   - Areas marked on maps or charts
   - Areas on the ground or water

7. **Navigation aids** may include but are not limited to:

   - Track and creek junctions and crossings
   - Survey and track markers
   - Beacons
   - Cairns
   - Paths
   - Lines
   - Signs
   - Arrows
   - Compass
   - Man-made objects or features
   - Transits

8. **Relevant legislation** may include but is not limited to:

   - Occupational health and safety
   - Permits and permission for access
   - Environmental regulations

9. **Local Defence Force and military policies and procedures** may include but are not limited to:

   - Occupational health and safety
   - Maintenance and use of equipment
   - Communication protocols
   - Code of ethics

10. **Techniques for estimating distance** may include but are not limited to:

    - Time
    - Observation of surroundings
    - Pacing

11. **Obstacles** may include but are not limited to:

    - Rivers
    - Logs
    - Rocks
    - Gullies
    - Trees
    - Exposed areas

12. **Relevant aspects** may include but are not limited to:

    - Objectives
    - Planning process
    - Activity site
    - Weather
    - Equipment selection
    - Clothing selection
    - Food selection
    - Instructional technique
    - Assessment technique
    - Group feedback
    - Directing techniques
    - Rescue techniques employed

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the different types of maps, their features and how to read and interpret them.

2. How to follow instructions and procedures.

3. What are the features of a compass, its uses and factors that affect compass accuracy.

4. What is route planning, how to route plan and what factors should be considered, such as weather and type of terrain.

5. What are the navigation techniques to be used in controlled environments to determine distance, location, direction and potential hazards.

6. How to obtain and use navigation equipment to plan a route or course.

7. How to use communication skills to interact with team leader and peers to maintain a positive and safe environment while navigating.

8. How to use numeracy skills to navigate and calculate grid and magnetic bearings and distances using a map and compass.

9. What are the local Defence Force and military legislation, policies and procedures to enable safe conduct of all activities.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

Evidence of the following is essential:

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

(2) Methods of Assessment

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

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

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

(3) Context of Assessment

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

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

Simulation **may be used**.

UA44303	**Use and maintain a temporary camp site**

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

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1.	Plan a temporary camp site	1.1	Access and use local area knowledge and information to identify suitable temporary sites.
		1.2	Identify factors affecting site selection according to local Defence force and military policies and procedures.
		1.3	Consult relevant sources to interpret detailed weather and environmental information.
		1.4	Identify hazards and potential human impact practices associated with the activity.
		1.5	Apply risk minimisation techniques as advised by superiors.
		1.6	Identify and plan food and water requirements according to principles of nutrition and the duration of the activity.
		1.7	Consider the perishability of various foods, packaging, cooking, and storage requirements when menu planning.
		1.8	Identify and plan for emergency food and water requirements in accordance with local Defence force and military policies and procedures.
2.	Select equipment	2.1	Identify required equipment according to contextual issues and check to confirm serviceability.

		2.2	Select personal clothing and footwear using approved design and construction features.
3.	Establish a shelter	3.1	Arrange shelter according to prevailing weather and conditions ensuing comfort and safety.
		3.2	Erect shelter in a manner to reduce the impact on the natural environment according to established local Defence force and military policies and procedures.
4.	Maintain a temporary site	4.1	Take appropriate measures to remove or avoid hazards and minimise risks at the temporary site.
		4.2	Identify the consequences of unhygienic practices and apply recommended procedures to mitigate potential health risks.
		4.3	Clean individual and shared utensils according to established policies and procedures.
		4.4	Confirm that sanitation practices are appropriately identified and applied to the site and health problems and environmental impact are minimised.
		4.5	Pack up and clean the area when leaving according to relevant legislation and policies and procedures.
5.	Evaluate the activity	5.1	Assess relevant aspects of using and maintaining an overnight site.
		5.2	Identify improvements for future overnight stays base on the assessment.

RANGE STATEMENT

All range statements must be assessed:

1. **Information** may include but are not limited to:

   • Maps
   • Guide books
   • Land managers and agencies

2. **Temporary sites** may include but are not limited to:

   • Rest stops
   • Activity sites
   • Temporary shelter

3. **Relevant legislation** may include but are not limited to:

   • Occupational health and safety
   • Permits or permission for access
   • Environmental regulations
   • Local Defence Force and military regulations

4. **Local Defence Force and military policies and procedures** may include but are not limited to:

   • Occupational health and safety
   • Use and maintenance of equipment
   • Camp fire regulations
   • Emergency procedures
   • Code of ethics

5. **Relevant sources** may include but are not limited to:

   • Meteorological office
   • Media
   • Land managers or agencies
   • Local knowledge

6. **Weather and environmental information** may include but are not limited to:

   • Satellite images
   • Daily and weekly forecasts
   • Maximum and minimum temperatures
   • Weather warnings
   • Event warnings
   • River levels
   • Synoptic charts
   • High and low tide predictions

7. **Hazards** may include but are not limited to:

   • Temperature extremes
   • Slippery or unstable terrain
   • Dangerous animals and insects
   • Stinging trees and nettles
   • Dense vegetation
   • Goup management hazards

8. **Human impact** may include but are not limited to:

   • Pollution
   • Physical damage
   • Alteration to the environment
   • Visual
   • Noise
   • Damage to cultural heritage
   • Crowding

9. **Risk** may include but is not limited to:

- Hypothermia
- Dehydration
- Heat exhaustion
- Hyperthermia
- Injuries and illness
- Insect bites and stings
- Food poisoning
- Lost team or team member
- Falling trees and branches

10. **Food and water requirements** may include but are not limited to:

- Menu planning and preparation
- Range of foods:
  - perishability
  - packaging
  - storage
  - cooking methods

11. **Principles of nutrition** may include but are not limited to:

- Food groups
- Dietary guidelines
- Essential nutrients
- Food preparation
  - methods of cooking
  - safe food handling and hygiene practices
- Individual food requirements and allergies

12. **Equipment** may include but is not limited to:

- Torch
- Tent
- Poles
- Tarp
- Sleeping bag
- Cooking system and utensils
- Pots and pans
- Ropes
- Plastic bags for rubbish
- First aid kit
- Activity-specific equipment

13. **Contextual issues** may include but are not limited to:

- Weather conditions, including times
- Season
- Transport
- Location
- Trip distance and duration
- Group objectives
- Group size

14. **Shelter** may include but is not limited to:

- Tents
- Bivvies
- Lean-to

15. **Natural environment** may include but not limited to:

   - Soil
   - Plants
   - Water
   - Geology
   - Wildlife

16. **Relevant aspects** may include but not limited to:

   - Objectives
   - Planning process
   - Activity site
   - Weather
   - Equipment selection
   - Clothing selection
   - Food selection
   - Instructional content
   - Instructional technique
   - Assessment technique
   - Group feedback
   - Directing techniques
   - Rescue techniques employed

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are local Defence Force and military policies and procedures to enable safe conduct of camping activities.

2. How to read and interpret legislation and local Defence Force and military policies and procedures.

3. How to interact with peers and work as a team to set up camp.

4. How to analyse weather and environmental information.

5. What equipment, clothing, footwear, food and water are required for the duration of an activity.

6. What are the minimal impact camping and walking codes to ensure protection of environment.

7. How to apply minimal impact camping techniques.

8. What packing and maintenance techniques are to be used before, during and after the activity.

9. How to allocate and select equipment for overnight stay.

10. How to establish and erect shelter at an appropriate site.

11. What are the principles of nutrition to maintain health and energy during activity.

12. How to preserve food and water in emergency situations and how these are accessed to maintain health for prolonged periods.

13. What are the food preparation and cooking methods used in outdoor environments.

14. How to handle and prepare food hygienically.

15. What are the sanitation procedures to be used in outdoor environments.

16. How to deal with unforeseen circumstances.

17. How to keep warm and sheltered during environmental adversities or loss of equipment.

18. What are the first aid and emergency response techniques and how these are applied.

19. What are the different types and purposes of shelters.

20. How to access and interpret weather and environmental information.

21. What are the potential hazards and emergency procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

Evidence of the following is essential:

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

Simulation **may be used**.

UA44403   **Use and maintain a permanent camp site**

Unit Descriptor:

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

ELEMENT	PERFORMANCE CRITERIA

Candidates must be able to:

1. Plan a permanent camp site	1.1 Consult relevant sources to interpret detailed weather and environmental information.
	1.2 Identify hazards and potential human impact practices associated with the activity.
	1.3 Apply risk minimisation techniques as advised by superiors.
	1.4 Identify and plan food and water requirements according to principles of nutrition and the duration of the activity.
	1.5 Consider the perishability of various foods, packaging, cooking, and storage considerations when menu planning.
	1.6 Identify and plan for emergency food and water requirements in accordance with local Defence Force and military policies and procedures.
2. Select equipment	2.1 Identify required equipment according to contextual issues and check to confirm serviceability.
	2.2 Select personal clothing and footwear using approved design and construction features.
3. Maintain a permanent camp site	3.1 Take appropriate measures to remove or avoid hazards and minimise risks at the permanent site.

		3.2	Identify the consequences of unhygienic practices and apply recommended procedures to mitigate potential health risks.
		3.3	Clean individual and shared utensils according to established policies and procedures.
		3.4	Confirm that sanitation practices are appropriately identified and applied to the site and health problems and environmental impact are minimised.
		3.5	Pack up and clean the area when leaving according to relevant legislation and policies and procedures.
4.	Evaluate the activity	4.1	Assess relevant aspects of using and maintaining a permanent site.
		4.2	Identify improvements for future stays based on the assessment.

RANGE STATEMENT

All range statements must be assessed:

1. **Relevant legislation** may include but is not limited to:

   - Occupational health and safety
   - Permits or permission for access
   - Environmental regulations
   - Local Defence Force and military regulations

2. **Local Defence Force and military policies and procedures** may include but are not limited to:

   - Occupational health and safety
   - Use and maintenance of equipment
   - Camp fire regulations
   - Emergency procedures
   - Code of ethics

3. **Relevant sources** may include but are not limited to:

   - Meteorological office
   - Media
   - Land managers or agencies
   - Local knowledge

4. **Weather and environmental information** may include but is not limited to:

   - Satellite images
   - Daily and weekly forecasts
   - Maximum and minimum temperatures
   - Weather warnings
   - Event warnings
   - Synoptic charts
   - High and low tide predictions

5. **Hazards** may include but are not limited to:

   - Temperature extremes
   - Slippery or unstable terrain
   - Dangerous animals and insects
   - Stinging trees and nettles
   - Dense vegetation
   - Group management hazards

6. **Human impact** may include but is not limited to:

   - Pollution
   - Physical damage
   - Alteration to the environment
   - Visual
   - Noise
   - Damage to cultural heritage
   - Crowding

7. **Risks** may include but is not limited to:

- Hypothermia
- Dehydration
- Heat exhaustion
- Hyperthermia
- Injuries and illness
- Insect bites and stings
- Food poisoning
- Lost team or team member
- Falling trees and branches

8. **Food and water requirements** may include but are not limited to:

- Menu planning and preparation
- Range of foods:
- Perishability
- Packaging
- Storage
- Water supply

9. **Principles of nutrition** may include but are not limited to:

- Food groups
- Dietary guidelines
- Essential nutrients
- Food preparation
  - o Methods of cooking
  - o Safe food handling and hygiene practices
- Individual food requirements and allergies

10. **Equipment** may include but is not limited to:

- Torch
- Tent
- Poles
- Tarp

- Sleeping equipment
- Cooking system and utensils
- Ropes
- Plastic bags for rubbish
- First aid kit
- Activity-specific equipment
- Radios and phones
- Computers

11. **Contextual issues** may include but are not limited to:

- Weather conditions, including times
- Season
- Transport
- Location
- Trip distance and duration
- Group objectives
- Group size

12. **Natural environment** may include but is not limited to:

- Soil
- Plants
- Water
- Geology
- Wildlife

13. Relevant aspects may include but
are not limited to:

- Objectives
- Planning process
- Activity site
- Weather
- Equipment selection
- Clothing selection
- Food selection
- Instructional content
- Instructional technique
- Assessment technique
- Group feedback
- Directing techniques
- Rescue techniques employed

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the Local Defence Force and military regulations, policies and procedures to enable safe conduct of camping activities.

2. How to read and interpret Local Defence Force and military legislation policies and procedures.

3. How to interact with peers and work as a team to set up camp.

4. How to analyse weather and environmental information.

5. What equipment, clothing, footwear, food and water are required for the duration of an activity.

6. What are the minimal impact camping and walking codes to ensure protection of environment.

7. How to apply minimal impact camping techniques.

8. What packing and maintenance techniques are to be used before, during and after the activity.

9. How to allocate and select equipment for the stay.

10. What are the principles of nutrition to maintain health and energy during activity.

11. How to preserve food and water in emergency situations and how to access them to maintain health for prolonged periods.

12. What are the food preparation and cooking methods used.

13. How to handle and prepare food hygienically.

14. What are the sanitation procedures.

15. How to deal with unforeseen circumstances.

16. How to keep warm and sheltered during environmental adversities or loss of equipment.

17. What are the first aid and emergency response techniques and how these are applied.

18. How to access and interpret weather and environmental information.

19. What are the potential hazards and emergency procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

Evidence of the following is essential:

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

Simulation **may be used**.

U62403   **Plan and execute a field training exercise**

Unit Descriptor:

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

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Plan for field training exercise	1.1	Identify and plan food and water requirements according to principles of nutrition and the duration of the activity.
	1.2	Identify activity location according to local Defence Force and military policies and procedures.
	1.3	Select an appropriate map and identify relevant landmarks and features.
	1.4	Access relevant resources to interpret weather and environmental information.
	1.5	Identify potential hazards associated with the activity.
2. Select equipment	2.1	Confirm that equipment is selected, fitted and adjusted to ensure comfort and safety according to contextual issues and local Defence Force and military policies and procedures.
	2.2	Apportion pack weight according to individual body weight and level of fitness.
	2.3	Confirm that personal clothing and footwear are selected using approved design and construction features.
3. Participate in field training exercise	3.1	Adopt appropriate posture when lifting and carrying backpack.
	3.2	Approach obstacles and hazards in a safe manner and minimise risks to self and group.

		3.3	Apply ascending and descending techniques on slopes to avoid unnecessary injury.
		3.4	Confirm that route in tracked or easy untracked areas is followed using appropriate navigational aids.
4.	Evaluate field training exercise	4.1	Evaluate relevant aspects of the exercise in accordance with local Defence Force and military policies and procedures.
		4.2	Identify improvements for future exercises in accordance with local Defence Force and military policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Food and water requirements** may include but are not limited to:

   - Menu Planning
   - Range of foods
   - Emergency food and water

2. **Principles of nutrition** may include but are not limited to:

   - Food groups
   - Dietary guidelines
   - Essential nutrients
   - Individual food requirements and allergies

3. **Relevant legislation** may include but is not limited to:

   - Occupational health and safety
   - Permits or permission for access
   - Environmental regulations

4. **Local Defence Force policies and procedures** may include but are not limited to:

   - Occupational health and safety
   - Use and maintenance of equipment
   - Communication protocols
   - Emergency procedures
   - Code of ethics

5. **Relevant sources** may include but are not limited to:

   - Meteorological office
   - Media
   - Land managers or agencies
   - Local knowledge

6. **Weather and environmental information** may include but is not limited to:

   - Satellite images
   - Maximum and minimum temperatures
   - Daily and weekly forecasts
   - Weather warnings
   - Event warnings
   - River levels
   - Synoptic charts
   - High and low tide predictions

7. **Hazards** may include but are not limited to:

   - Temperature extremes
   - Slippery or unstable terrain
   - Dangerous animals and insects
   - Stinging trees and nettles
   - Dense vegetation
   - Group management hazards

8. **Equipment** may include but is not limited to:

   - Field training equipment
   - Navigation equipment
   - Safety and first aid equipment
   - Overnight equipment

9. **Contextual issues** may include but are not limited to:

   - Weather conditions, including times
   - Season
   - Transport
   - Location
   - Trip distance and duration
   - Group Objectives
   - Group size

10. **Obstacles** may include but are not limited to:

    - Rivers
    - Logs
    - Rocks
    - Gullies
    - Exposed areas

11. **Risk** may include but is not limited to:

    - Hyperthermia
    - Hypothermia
    - Dehydration
    - Heat exhaustion
    - Injuries and illness
    - Insect bites and stings
    - Food poisoning
    - Lost team or team member
    - Falling trees and branches
    - Equipment failure

12. **Ascending techniques** may include but are not limited to:

    - Zig-Zagging
    - Placing feet down flat with a deliberate step
    - Resting heels on any available projections

13. **Descending techniques** may include but are not limited to:

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

14. **Navigation aids** may include but are not limited to:

    - Map
    - Compass

15. **Relevant aspects** may include but
    are not limited to:

- Objectives
- Planning process
- Activity site
- Weather
- Equipment selection
- Clothing selection
- Food selection
- Instructional content
- Instructional technique
- Assessment technique
- Group feedback
- Directing techniques
- Rescue techniques employed

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the local Defence Force and military policies and procedures to enable safe conduct of basic adventure activities.

2. What are the contextual issues that affect the planning of basic adventure activities.

3. How to plan and organise a basic adventure.

4. What are the types of equipment, their characteristics and the technology used in a basic adventure.

5. What are the factors affecting selection of equipment.

6. What equipment, clothing, footwear, food and water are required for the duration of an activity.

7. What are the packing techniques and how to use level of fitness and body weight to calculate pack weight.

8. What packing and maintenance techniques are to be used before, during and after the activity.

9. What is the correct posture for lifting and carrying a backpack.

10. What are the ascending and descending techniques.

11. What are the minimal impact walking codes to ensure protection of environment.

12. How to use appropriate navigation aids.

13. How to navigate and follow a route using a map.

14. What are the navigation techniques in tracked or easy untracked areas to determine location, direction and potential hazards.

15. What basic weather and environmental information is relevant to conditions that may affect the activity.

16. How to analyse weather and environmental information.

17. What are the emergency procedures and potential hazards relevant to the location to ensure minimisation of risk to self and group.

18. What are the first aid and emergency response skills needed for the activity.

19. What are the principles of nutrition and food and water requirements.

20. How to evaluate the exercise, identify and implement improvements for future exercises.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

Evidence of the following is essential:

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

Simulation **may be used**.

| **UA44503** | **Provide direction to team members** |

Unit Descriptor:

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

| **ELEMENT** | **PERFORMANCE CRITERIA** |

Candidates must be able to:

1.	Plan tasks	1.1	Confirm that objectives of the team are identified and communicated.
		1.2	Identify appropriate techniques to motivate and support the team.
		1.3	Encourage team members to participate in planning tasks to achieve objectives.
		1.4	Assign individual tasks accordingly based on skills and experience of team members**.**
		1.5	Identify required tools and equipment to complete tasks.
2.	Implement tasks	2.1	Encourage team members to achieve individual tasks as they contribute to the success of team objectives.
		2.2	Motivate team members to complete individual tasks and provide support where necessary.
		2.3	Empower team members to develop creativity and innovation during the implementation of tasks.
		2.4	Encourage team members to take the lead when they have the expertise and knowledge and show willingness to follow this lead.
		2.5	Motivate team members through difficult and challenging times.

		2.6	Deal with challenges within the limits of individual responsibility.
3.	Evaluate tasks	3.1	Confirm that completion of individual tasks meets the objectives of the team.
		3.2	Provide feedback to team members in an appropriate manner.
		3.3	Encourage and act upon feedback from other team members accordingly.
		3.4	Identify improvements for future tasks according to local Defence Force and military policies and procedures.

RANGE STATEMENT

All range statements must be assessed:

1. **Team members** may include but are not limited to:

   - Superiors
   - Peers
   - Subordinates

2. **Feedback** may include but is not limited to:

   - Acknowledge initiative
   - Aptitude
   - Ideas
   - Performance and assistance
   - Provide constructive criticism

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. How to identify and communicate objectives.

2. What are the types of briefs and briefing tools and how to apply them.

3. What is motivation and how to motivate team members.

4. How to interact with peers and work as a team.

5. How to assign tasks to team members.

6. How to identify and select tools and equipment for specific tasks.

7. How to recognise when team members need support and how to provide it.

8. How to identify and deal with challenges appropriately.

9. How to empower team members and encourage them to take the lead in activities.

10. How to provide and receive feedback from team members.

11. How to identify and implement improvements for future tasks.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

Evidence of the following is essential:

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

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

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

(3) Context of Assessment

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

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

Simulation **may be used**.

U62603	**Operate weapon system**

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

ELEMENT	**PERFORMANCE CRITERIA**

Candidates must be able to:

1. Handle a weapon system	1.1	Confirm that occupational health and safety requirements are identified and safety precautions are applied throughout the operation.
	1.2	Handle and carry weapon systems in accordance with local Defence Force and military shooting policy.
	1.3	Identify, select and handle ammunition in accordance with local Defence Force and military shooting policy.
	1.4	Secure weapon systems in accordance with local Defence force and military policies and procedures.
2. Maintain a weapon system	2.1	Strip and assemble weapon systems in accordance with manufacturer's instructions and in a safe manner.
	2.2	Clean and service weapon systems and associated equipment according to manufacturer's specifications.
	2.3	Identify and rectify defects within the limits of individual authority or report to relevant superiors.
	2.4	Complete documentation in accordance with local Defence Force and military policies and procedures.
3. Operate a weapon system	3.1	Confirm that weapon drills are conducted in accordance with local Defence Force and military policies and procedures.

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		3.2	Apply marksmanship principles in accordance with local Defence Force and military shooting policy.
		3.3	Use weapon equipment as required according to local Defence Force and military shooting policy.
4.	Fire a weapon system	4.1	Discharge weapon system in accordance with local Defence Force and military shooting policy.
		4.2	Confirm compliance with range safety brief when firing a weapon system.
		4.3	Identify problems when firing, take action within the limits of individual authority and report to the range safety officer.
		4.4	Confirm that targets are identified and engaged in accordance with local Defence Force and military shooting policy.

RANGE STATEMENT

All range statements must be assessed:

1. **Local Defence Force and military shooting policy** may include but is not limited to:

   - Doctrine instructions
   - Job guides and other publications
   - Manufacturers' handbooks, industry specifications and technical instructions
   - Occupational health and safety regulations
   - Local Defence Force and military policies and procedures
   - Procedure manuals
   - Relevant legislation
   - Routine/standing orders
   - Tests on Elementary Training (TOETs)

2. **Ammunition** may include but is not limited to:

   - Ball
   - Drill rounds
   - Blank

3. **Defects** may include but are not limited to:

   - Broken cocking handle
   - Burrs
   - Bulging
   - Corrosion
   - Cracks
   - Damaged firing pin
   - Damaged sighting system
   - Faulty trigger mechanism
   - Out of date or missing fully functional classification label

4. **Weapons drills** may include but are not limited to:

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

5. **Marksmanship principles** may include but are not limited to:

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

7. **Problems** may include but are not limited to:

   - Stoppages
   - Unauthorised movement on range

6. **Weapon equipment** may include but is not limited to:

   - Complete Equipment Schedule (CES) such as:

     o Cleaning kit
     o Magazines
     o Slings
     o Weapon siting systems

UNDERPINNING KNOWLEDGE AND SKILLS

Candidates must know and understand:

1. What are the occupational health and safety requirements and safety precautions relevant to operating a rifle.

2. What is the local Defence Force and military shooting policy.

3. What are the local Defence Force and military policies and procedures relevant to securing a rifle.

4. What are Tests on Elementary Training (TOETs) and their importance.

5. What is the Range Safety Brief.

6. How to handle weapon systems safely.

7. How strip and assemble weapons systems correctly and safely.

8. How to accurately identify and rectify defects within limits of own authority.

9. How to conduct weapons drills accurately.

10. How to interpret fire control orders.

11. How to identify and apply safety precautions.

12. How to identify problems when firing and take appropriate action.

13. What are the characteristics and limitations of the rifle and ammunition.

14. What are the degrees of weapon readiness.

15. What are the marksmanship principles.

16. What are the types of targets and how these should be engaged.

17. How to complete relevant documentation in accordance with local Defence Force and military policies and procedures.

EVIDENCE GUIDE

For assessment purposes:

(1) Critical Aspects of Evidence

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

(2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Oral questioning
- Observation

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

(3) Context of Assessment

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

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

Simulation **must not be used**.

Level	
2	**Glossary of Terms**

Assessment methods

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

Assessors

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

Approved Centre

Organisation/Centre approved by the TVET Council to offer full National Vocational Qualifications.

Case Studies

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

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

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

Competence

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

Element

An element is a description of an activity which a person should be able to do. It is a description of an action, behaviour or outcome which a person should be able to demonstrate.

Explanation of NVQ Levels

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

Level 1 - Entry Level

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

Level 2 - Skilled Occupations:

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

Level 3 - Technician and Supervisory Occupations:

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

Level 4 - Technical Specialist and Middle Management Occupations:

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

Level 5 - Chartered, Professional and Senior Management Occupations:

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

External Verifier

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

Internal Verifier

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

NVQ

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

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

NVQ Coordinator

Within each approved Centre offering NVQs, there is a Centre contact who has overall responsibility for the operation and administration of the NVQ system.

Observation

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

Performance criteria

Performance criteria indicate what is required for the successful achievement of an element. They are descriptions of what you would expect to see in competent performance.

Product of Work

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

Questioning

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

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

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

Level 2   Glossary of Terms

Range statements

The range puts the element of competence into context. A range statement is a description of the range of situations to which an element and its performance criteria is intended to apply.

Range statements are prescriptive therefore each category must be assessed.

Role-plays

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

Simulations

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

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

Supplementary evidence

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

Underpinning knowledge

Underpinning knowledge indicates what knowledge is <u>essential</u> for a person to possess in order to successfully achieve an element and prove total competence.

Units

A unit of competence describes one or more activities which form a significant part of an individual's work. Units are accredited separately but in combination can make up a vocational qualification. There are two categories of units:

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

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

Work-based projects

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

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