

artibus INNOVATION

Developing industry skills.

Unit of Competency Transition Writers Guide

Unit of Competency Transition Guide

Contents

Purpose and Audience Statement.....	3
Introduction	4
Overview of the Transition Process for Technical Writers	5
Table 1: Information imported to the Unit of Competency Template from training.gov.au.....	7
Table 2: Guide to Technical Writers: Addressing Issues in transitioning of units of competency.....	8
Table 3: Transition Process Table.....	11
Appendix 1: Example ‘transitioned’ unit of competency.....	22
Appendix 2: Foundation Skills Statement examples	34
Appendix 3: Foundation Skills Trigger Words	38
Version Control.....	39

Purpose and Audience Statement

Audience

This document is intended for: technical writers, proof readers, editorial, equity and quality assurance auditors.

Purpose

The purpose of this document is to provide guidance to technical writers, including:

- identification of issues in units of competency identified for transition to the Standards for Training Packages;
- a style guide and background information to Artibus templates;
- working methods; and
- a working example of an Artibus unit of competency template.

Introduction

The Artibus *Unit of Competency Transition Guide* is designed to provide information for writers and other stakeholders about the approach Artibus Innovation takes to ‘transitioning’ units of competency to meet the requirements of the current version of the *Standards for Training Packages*.

The *Guide* explains the approach taken by Artibus Innovation in the preparation of units of competency and how Artibus ensures compliance to the *Unit of Competency Template* from the *Standards for Training Packages*.

Artibus has designed this approach with the intention of increasing the clarity, accessibility and consistency of the units of competency to better meet the needs of a range of users and stakeholders. The approach to ‘transitioning’ units of competency includes:

Clarity and Accessibility:

- writing performance criteria in active voice and plain English;
- removing redundant words and phrases from performance criteria drawn from source units;
- replacing repetitive references to workplace/organisational and legislative requirements from individual performance criteria to a catch-all statement in the section header;
- providing range statements in a companion volume to assist users by providing context lists for highlighted terms used in performance criteria;
- focusing knowledge items on the content of the performance criteria and providing mapping to guide all users to the relationship between the two; and
- providing clear, unambiguous assessment requirements.

Consistency:

- aligning the scope and intent of the unit where expressed in the title, application, elements, performance criteria and assessment requirements;
- creating performance evidence tasks relating to the intent of the whole unit and covering all aspects of the unit content;
- removing duplication of statements of assessable content by ensuring that the elements, performance criteria and knowledge evidence sections adequately define what must be assessed, and referencing this content elsewhere in the unit and assessment requirements; and
- strengthening the relationship between knowledge items and the content of the performance criteria

Artibus provides writers with a unit of competency template for each unit that contains content imported from the source unit on training.gov.au in a format that incorporates the above approach. training.gov.au, colloquially known as ‘TGA’, contains the current version of every unit of competency.

The Guide includes:

- Overview of the Transition Process
- a Transition Process Table that shows where information from the source unit is located in the unit template for the ‘transitioned’ unit;
- an example of a ‘transitioned’ unit; and
- table of Foundation Skills sample statements and ‘trigger’ words.

These documents are designed to complement each other and to be read concurrently.

Overview of the Transition Process for Technical Writers

1. Identification of issues with qualifications and units of competency

As outlined in the Introduction, Artibus is working to increase the clarity, accessibility and consistency of the components of the Construction, Plumbing and Property Services Training Packages. The initial body of work for which we have been commissioned is the 'transitioning' of units of competency to the (2012) *Standards for Training Packages* and we are using this exercise to support an analysis of each of the qualifications and their packaging rules and component units of competency. In practical terms, this means that whilst performing the 'transitioning' work for which we have been commissioned, we are asking our technical writers to provide us with a list of the issues of which they become aware, including:

- at the qualification level;
- across the block of units of competency; and
- in each of the units of competency.

To assist in this process, each block of units for transition will be those 'native' to a qualification. The technical writer will be provided with the following:

- an Issues Register Excel spreadsheet for the qualification and associated units of competency that includes feedback from industry stakeholders; and
- each of the units for transition imported into the Artibus template.

Before beginning transitioning the units, writers are asked to:

- consider visiting a local business that operates in the industry sector to get an overview of the processes the units describe
- review any supplied information about the legislative framework in which the units will be used
- access the qualification details from training.gov.au, and:
 - review the existing feedback from industry in the Project Register;
 - review and provide additional comment in the supplied Writers Issues Register about the qualification information, including:
 - the coverage and content of core and elective unit lists;
 - the AQF level of units;
 - the number and coverage of units required for completion; and
 - the use of industry-specific units that could be replaced by imported units;
- access each unit from training.gov.au, and:
 - review the existing feedback from industry in the supplied Project Register;
 - scan the units and provide additional comment in the Writer's Issues Register about the units as industry sector grouping, including:
 - overlap and repetition between units;
 - consistency of terminology and expression; and
 - opportunities to combine units to increase useability; and
- add to these comments on both the qualification and the unit block as issues emerge during the transition process.

During the transitioning process, writers are asked to identify issues as they emerge and enter them into the Writer's Issues Register with:

- explanatory notes about the issue and the rectification action; or
- explanatory notes about the issue and a request for consideration/clarification of the issue by industry.

2. Guiding principles for transition work

Artibus has been commissioned to align the units of competency to the (2012) *Standards for Training Packages* and we are limited in the actions we can take in this process. In undertaking this work, technical writers must:

- consider the feedback from industry stakeholders in the Project Register, determine the appropriate response and record the response in the Writer's issues Register (could include explaining why no action is recommended);
- Identify duplicate or redundant units and note these, with explanation, in the Writer's issues Register;
- retain the intent of the source unit in the wording and content of the replacement unit, including:
 - retaining all the content/intent of the performance criteria but expressed in active voice without redundant words and phrases;
 - recording any recommended deletions from the performance criteria (e.g. operational activities included in a planning unit) in the Writer's Issues Register (with an explanation); and
 - recording any recommendations for additions (e.g. missing steps) to the performance criteria in the Writer's Issues Register (with an explanation).
- ensure that all aspects of the unit, the assessment requirements and the range statement are consistent and record issues in the Writer's Issues Register, including:
 - the alignment of the focus of the unit title with the application, elements, performance criteria, performance evidence and knowledge evidence; and
 - the consistency of terminology used within and between units (e.g. identifying and recording any confused/interchangeable use of 'plant' and 'equipment' or of 'strategy' and 'plan').

Table 1: Information imported to the Unit of Competency Template from training.gov.au

The following information is transferred (or needs transferring) from training.gov.au into the unit of competency template:

Field on training.gov.au	Equivalent Field in Unit of Competency Template
<ul style="list-style-type: none"> Unit Code 	> Unit Code
<ul style="list-style-type: none"> Unit Title 	> Unit Title
<ul style="list-style-type: none"> Unit Descriptor 	>> Application (for reference by the writer to assist in creating an 'Application' statement)
<ul style="list-style-type: none"> Application of the Unit 	
<ul style="list-style-type: none"> Licensing/Regulatory Information 	
<ul style="list-style-type: none"> Pre-Requisites 	> Prerequisite Unit
<ul style="list-style-type: none"> Elements 	> Elements
<ul style="list-style-type: none"> Performance Criteria 	> Performance Criteria
<ul style="list-style-type: none"> Required Knowledge 	>> Knowledge Evidence (for guidance for the writer when preparing 'Knowledge Evidence')
<ul style="list-style-type: none"> Required Skills 	>> Section at the end of the unit (for reference by the writer when preparing performance criteria and all sections in 'Assessment Requirements')
<ul style="list-style-type: none"> Evidence Guide 	>> Section at the end of the unit (for reference by the writer when preparing all sections in 'Assessment Requirements')
<ul style="list-style-type: none"> Range statement 	>>> Transferred by the template generator or the writer to the end of the template

NOTE: There may be instances when not all the information from source units can be imported and the message 'Manual input required from source unit on TGA.gov.au' will appear. In these cases the writer will need to access the source unit on training.gov.au and copy/paste the required wording.

Table 2: Guide to Technical Writers: Addressing Issues in transitioning of units of competency

This table provides information about the process to follow with common issues found in the transitioning process. Issues, recommendations & rectifications must be recorded in the Writer’s Issue Register.

Rule of Thumb: If the writer feels that an issue should be referred to industry specialists then no change should be made and the issue should be recorded for consultation

Unit section	Issue	Action				
		Record Issue	Recommend Action	Make change	Do not make change	Record rectification
Code & Title	Title does not reflect the content of the unit	Record & describe issue	Recommend Action: e.g. new title wording / change to other part/s of unit		Do not make change	
	Any other issues with Title	Record & describe issue	Recommend Action		Do not make change	
Application	Application content does not align with title	Record & describe issue	Recommend Action: e.g. new title or application wording / change to other part/s of unit		Do not make change	
	Application wording is clumsy, poorly constructed, unclear and/or imprecise	Record & describe issue		Edit to improve readability without changing intent		
	Application does not cover all of: <ul style="list-style-type: none"> summary of unit content application of unit (where & who) licensing 	Record & describe issue		Edit in line with intent of unit title and content		Record & explain rectification
	Any other issues with Application	Record & describe issue	Decide whether to recommend action or make change and record rectification			
Elements	An element is described generically with a tenuous link to the unit focus	Record & describe issue		Decide whether the element can be aligned to the unit: <ul style="list-style-type: none"> make simple changes to clarify the element focus if this aligns it with the unit content & the associated 		Record & explain rectification

Unit section	Issue	Action				
		Record Issue	Recommend Action	Make change	Do not make change	Record rectification
				performance criteria <ul style="list-style-type: none"> If the 'fix' is complex, make recommendation/s for rectification but do not make change 		
	An element is included inappropriately	Record & describe issue	Recommend action		Do not make change	
	An element does not provide the focus addressed by the related performance criteria	Record & describe issue		Decide whether the element can be re-written to cover the PCs & make simple changes to clarify the element focus <u>OR</u> leave unchanged & flag for consultation		Record & explain rectification
	The title, application, structure and/or content of the unit indicate that an element may be missing	Record & describe issue	Recommend action		Do not make change	
	The elements appear to be in the wrong order	Record & describe issue	Recommend action		Do not make change	
	Any other issues with elements	Record & describe issue	Decide whether to recommend action or make change and record rectification			
Performance Criteria (PC)	The wording of a PC is clumsy, poorly constructed, unclear and/or imprecise	Record & describe issue		Improve readability without changing intent		
	A PC includes redundant words are used (e.g. 'relevant' in 'select relevant equipment')	Record & describe issue		Improve readability without changing intent		
	A PC has a tenuous link to the element	Record & describe issue		Decide whether the PC can be re-written to link to the element & make <u>OR</u> leave unchanged & flag for consultation		Record & explain rectification
	A PC is wrongly placed within an element or is part of the wrong element	Record & describe issue	Recommend action		Do not make change	

Unit section	Issue	Action				
		Record Issue	Recommend Action	Make change	Do not make change	Record rectification
	The title, application, structure and/or content of the unit indicate that a PC may be missing	Record & describe issue	Recommend action		Do not make change	
	The PCs appear to be in the wrong order	Record & describe issue	Recommend action		Do not make change	
	Any other issues with PCs	Record & describe issue	Decide whether to recommend action or make change and record rectification			
Range of Conditions	Range Statement in source document contains mandatory item/s	Record & describe issue		Decide whether the item should be mandatory for all learners <u>OR</u> leave unchanged & flag for consultation		Record & explain rectification
	Any other issues with Range of Conditions	Record & describe issue	Decide whether to recommend action or make change and record rectification			
Performance Evidence (PE)	The source unit does not specify product &/or process evidence	Record & describe issue (could be generically)		Suggest wording based on unit title		Record rectification (could be generically)
	The source unit does not include 'frequency or volume' of evidence	Record & describe issue	Recommend action (number of tasks or products)		Do not make change	
	Any other issues with PE	Record issue code & item	Decide whether to recommend action or make change and record rectification			
Knowledge Evidence (KE)	One or more PCs are not underpinned by appropriate KE	Record & describe issue		Create suggested KE item/s based on PC/s		Record all new KE items
	Items in 'Required Knowledge' in source units appear not to link to PCs	Record & describe issue		Delete items		Record deleted items
	Any other issues with KE	Record & describe issue	Decide whether to recommend action or make change and record rectification			
Assessment Conditions	Assessment Conditions in source unit appear inappropriate/unworkable	Record & describe issue		Do not include items in Assessment Conditions		Record items not included (could be generically)
	Any other issues with Assessment Conditions	Record & describe issue	Decide whether to recommend action or make change and record rectification			

Table 3: Transition Process Table

Important Notes:

- The ‘transitioned’ units will be made available to industry for comment. To assist with this consultative process writers are required to record details of any apparent issues in a unit or group of units that we can seek feedback about when the units are put out for comment. Please do this in the supplied Writer’s Issues Register, clearly identifying the unit/s with its code and title relating to each issue.
- The majority of transitioned units will be ‘equivalent’ to the source units they replace. Please ensure that each transitioned unit expresses essentially the same intent as its source unit but is updated for clarity and to meet the Standards.

Unit of Competency

Requirements of Standards	Transition Process
<p><i>UNIT CODE</i> <i>Mandatory field</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The Unit code contains the three alpha characters identifying the Training Package, followed by alpha and/or numeric characters. <input type="checkbox"/> Code complies with the length specified in the AVETMISS Standard (no more than 12 characters). 	<ul style="list-style-type: none"> <input type="checkbox"/> Remove the alpha character from the end of the code(‘A’, ‘B’ etc)
<p><i>UNIT TITLE</i> <i>Mandatory field</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The title concisely describes the Unit outcome. <input type="checkbox"/> Code complies with the length specified in the AVETMIS Standard (no 	<ul style="list-style-type: none"> <input type="checkbox"/> Check that the title of the original unit is still descriptive of the unit content – confirm this when the transitioned unit is complete <input type="checkbox"/> If the title of the transitioned unit is changed, note this in the Modification History section below.

<p>more than 100 characters)</p>	
<p>MODIFICATION HISTORY</p>	<p><input type="checkbox"/> Leave ‘Release’ section blank</p> <p>In the ‘Comments’ section:</p> <p><input type="checkbox"/> Copy/paste or type the unit code & title for the unit that is being superseded in the appropriate statement and delete the other statement</p> <p><input type="checkbox"/> Remove ‘Change to title’ and/or ‘Changes to elements’ if not required.</p> <p><input type="checkbox"/> Note any other significant changes.</p>
<p>APPLICATION <i>Mandatory field</i></p> <p>The application section briefly describes how the Unit is practically applied in the industry and in what context(s) the Unit may be applied. It Includes:</p> <p><input type="checkbox"/> A summary statement of Unit content</p> <p><input type="checkbox"/> Focused, useful information on how and where the Unit of competency could be practically applied and who might use it</p> <p><input type="checkbox"/> The Unit of competency’s relationship to any licensing, legislative, regulatory or certification requirements.</p>	<p><input type="checkbox"/> This section must provide an accurate and comprehensive summary description of the unit to give any reader a clear understanding of what the unit is about and how & where it can be used. It must line-up with the title and the elements/performance criteria in content and intent.</p> <p><input type="checkbox"/> Modify the wording to combine the two sections and meet all the requirements in the left column: the section should answer the questions:</p> <ul style="list-style-type: none"> • What? • Where? • Who? <p><input type="checkbox"/> Add Licensing/Regulatory Information OR leave the ‘<i>No licensing, legislative or certification requirements apply to this unit at the time of publication</i>’ statement.</p> <p><input type="checkbox"/> Remove any section titles that may have been imported from the source unit (e.g. ‘Unit Descriptor’, ‘Application of Unit’ and ‘Licensing/Regulatory Information’)</p>
<p>PREREQUISITE UNIT <i>Optional field</i></p>	<p><input type="checkbox"/> Check that the unit code and title are correct for the most current unit on training.gov.au.</p>

<input type="checkbox"/> List any Unit(s) in which the candidate must be deemed competent prior to the determination of competency in this Unit.	If no prerequisite, choose 'Nil'.
<p>ELEMENTS (<i>Mandatory field</i>)</p> <p>Elements describe the essential outcomes.</p> <input type="checkbox"/> Elements describe actions or outcomes that are demonstrable and assessable.	<input type="checkbox"/> Check that the elements describe actions or outcomes that are demonstrable and assessable. Adjust if necessary – if changed, leave 'Changes to elements' in the 'Modification History' section. <input type="checkbox"/> Check that the elements reflect the content of the title and the application and do not introduce new and/or different requirements

PERFORMANCE CRITERIA

(Mandatory field)

Performance criteria describe the performance needed to demonstrate achievement of the element.

- Performance criteria (PCs) clearly relate to the element.
- PCs are expressed as a standard.
- PCs specify the required performance in relevant tasks, roles, and skills.
- PCs reflect the applied knowledge that enables competent performance.

- Open the source unit on training.gov.au and locate the bold and italicised terms in the PCs from the source unit and bold and italicise these terms in the new version (the transfer system cannot import this formatting)
- Make sure that the performance criteria make logical sense so that, for example:
 - calculation of quantities of material comes after the step where decisions are made about the type of material to be used; or
 - references to performing a task appear in a unit that is limited to planning the task – e.g. *'Identify and implement safety barriers and signage'* – *'implement'* should not appear at the planning stage.
- Check to see that obvious criteria have not been omitted. For example, a unit that describes planning a service for a client should have steps that involve costing and preparing a price/budget; and a step where a draft is provided to the client before the planning proposal is accepted by the client and finalised.
- Check that the performance criteria (PCs) reflect the content of the element, the title and the application and do not introduce new and/or different requirements.
- If a group of units have a similar structure or content, incorporate a consistent pattern across all units in a sector.
- Change wording from passive voice to active voice.
- Where possible, ensure that PCs are expressed so that Foundation Skills are explicit in the wording (e.g. *'Identify the scope of required installation activities through review of job requirements and inspection of work site'*). Use 'trigger' words for foundation skills: see the list at the in this document. Foundation skills that are not explicit in the PCs will need identifying the Foundation Skills section of the unit.
- Remove redundant words – for example:
 - In the statement *'Select relevant equipment for the task'* the word *'relevant'* is redundant.
 - In the statement *'Identify and review work order'* the word *'identify'* is redundant.
 - In the statement *'Identify and select tools...'* the word *'identify'* is redundant – should read *'Select tools...'*
- Use the word 'identify' carefully – the literal meaning does not include understanding of the item being identified.
- Remove generalised references like *'according to organisational procedures'* and *'following legislative requirements'*. The following statement in the header for the Range of Conditions section is designed to cover these requirements for all PCs:

'All activities described in the performance criteria must be performed in the context of legislative and organisational requirements.'

As is the statement in the performance evidence section:

'The performance evidence must confirm that the assessment activities were undertaken in accordance with the legislative and organisational requirements specified in Knowledge Evidence.'

Statements like: *'Read legislation and standards and identify requirements that apply to the task'* however, must remain.

- Check that the intention of each PC is clear and provides sufficient information for an assessment.
- Check that each PC clearly relates to the element.
- Check that each PC is expressed as a standard.
- Check that each PC specifies the required performance in tasks, roles, and skills.
- Check that each PC reflects the applied knowledge that enables competent performance – this will be specified in Knowledge Evidence.
- Check that references to aspects of applied knowledge are clear and unambiguous.
- Check that wording is clear & unambiguous.
- Change any reference to 'OHS' to 'WHS' (except in prerequisite unit titles)
- Change any reference to Material Safety Data Sheets (MSDS) to Safety Data Sheets (SDS).

FOUNDATION SKILLS

Mandatory field

- Where all foundation skills essential to performance in this Unit are explicit in the performance criteria insert:

Foundation skills essential to performance are explicit in the performance criteria of this Unit of competency.

Leave existing statement in place

- Artibus is adopting an approach to foundation skills that combines explicit statements in the PCs with a list of foundation skills that are not explicit in the PCs or that can be more clearly described.

This approach allows for skills that clearly fall into the categories of the *Australian Core Skills Framework (ACSF)* to be identified in the foundation skills list; while PCs that could be achieved using skills from the ACSF or by using other techniques are expressed in an explicit way that allows for a range of underpinning skills.

Example (1): *'Collate information on household energy use and costs'* clearly requires skills in reading and organising information and in reading and interpreting costing figures. These foundation skills might be expressed in a list which adapts common stem statements with unit-specific information as follows:

- *'Reading skills to extract, analyse and evaluate and collate information from complex texts such as energy bills, data collection tools and industry publications';* and
- *'Numeracy skills to interpret, extract, analyse and evaluate and collate numerical financial information from sources such as energy bills and energy meters.'*

Example (2): *'Clean, check, maintain and safely store equipment and tools following workplace requirements'*, clearly requires the learner to understand 'workplace requirements' but, since there are many ways to gain an understanding of 'requirements', no direct link is made and the PC is explicit only in requiring the learner to use an appropriate foundation skill/s to know the 'workplace requirements'.

Two guides are appended to this document:-

- A list of possible statements at AQF 1 – 5 to assist in making a list.
N.B.(1): Statements should be focused on actual PCs as in the 'Numeracy Skills' example above
N.B.(2): Statements must relate to one or more of the PCs or must not be used.
- A list of 'trigger word' examples that can be used for explicit references.

Important Notes:

AQF levels and qualification levels are not necessarily the same, particularly when applied to foundation skills. For example, the foundation skills for reading in a very complex practical unit in a Certificate IV qualification may only be at AQF2 because the required reading is not complex.

Provision has been made in the template for a number of categories of foundation skills – use only those categories that are appropriate to the unit.

<p>RANGE OF CONDITIONS <i>Optional field</i></p>	<p><input type="checkbox"/> Leave existing text.</p> <p><input type="checkbox"/> To avoid imposing mandatory conditions that might not be appropriate to all applications of a unit, Range of Conditions (RoC) items must only be included if they are essential in every application of the unit – for example in all rural areas, city areas, hot climates, cold climates. Some range statements include mandatory ('must') items and these may be appropriate for inclusion in the RoC – if so, remove them from the range statement and remove the bolding/italicising link from the PCs. Insert extra row/s if inserting additional conditions.</p>
<p>UNIT MAPPING INFORMATION <i>(Mandatory field)</i></p> <p><input type="checkbox"/> Specifies code and title of any equivalent Unit of competency.</p> <p><input type="checkbox"/> If no equivalent insert: <i>'No equivalent Unit'.</i></p>	<p><input type="checkbox"/> Check or insert the code and title of the source unit if this 'transitioned' unit is equivalent to the source unit (this will normally be the case)</p> <p><input type="checkbox"/> If the unit is <u>not</u> equivalent, choose <i>'No equivalent Unit'</i> and remove the code and title information, otherwise remove this statement.</p>
<p>LINKS <i>(Mandatory field)</i></p> <p><input type="checkbox"/> Link to Companion Volume Implementation Guide.</p>	<p>Leave blank</p>

Assessment Requirements

Requirements of Standards	Transition Process
	<p><input type="checkbox"/> Read the Required Skills & Knowledge and all assessment sections in the original Unit on training.gov.au to determine the basis for the Performance Evidence, Knowledge Evidence & Assessment Conditions in the replacement Unit.</p>
<p>PERFORMANCE EVIDENCE <i>(Mandatory field)</i></p> <p><input type="checkbox"/> Specifies the required product and process evidence.</p>	<p>Note: This section <u>must not</u> include a list of skills to be assessed. The required skills are described in the unit of competency and these are referenced in the specification of required performance evidence.</p> <p>Important: If the skills list in the 'Evidence' section of the source unit includes what appear to be essential skills and these are not in the PCs then work them into the PCs.</p>

<ul style="list-style-type: none"> <input type="checkbox"/> Specifies the frequency and/or volume of product/process evidence <input type="checkbox"/> Specifies the relationship between the product and process evidence and the performance criteria. 	<ul style="list-style-type: none"> <input type="checkbox"/> Modify the standard statement in the template to add the required task/s (these must cover the whole unit) and the words to follow 'each' to refer to those task/s. <input type="checkbox"/> Read the 'Evidence' sections imported from the source unit (located after 'Assessment Conditions') for guidance about assessment tasks. If the source unit does not have tasks that 'specify the frequency and/or volume of product/process evidence, then raise this as an issue for industry consultation in the Writer's Issue Register – see below. <input type="checkbox"/> Check that the required performance evidence reflects the assessment specifications in the source unit but clarifies requirements when necessary. <input type="checkbox"/> Check that the assessment task/s are mandatory ('must') and it is clear what process is to be followed and/or what is to be produced: the assessment task/s should reference the whole content of the unit and the unit title can often be used. The attached sample uses the title and a list of the elements from the unit to reinforce the linkage between the unit and the performance evidence: <ul style="list-style-type: none"> <i>'A person demonstrating competency in this unit must coordinate dispatch of processed waste to the workplace standard on two occasions.</i> <i>The person must provide evidence from each activity to satisfy the requirements of the elements, performance criteria, foundation skills and range of conditions of this unit.</i> <i>The performance evidence must confirm that the assessment activities were undertaken in accordance with the legislative and organisational requirements specified in Knowledge Evidence.'</i> <input type="checkbox"/> Check that it is clear how many tasks* must be undertaken and/or how many times a task has to be undertaken. <ul style="list-style-type: none"> <i>* Note: if the required number of assessment tasks cannot be derived from clear statements in the source unit, then the requirement must be listed as an issue for consultation with industry</i> <input type="checkbox"/> Check that it is clear that evidence from each of the task/s undertaken must be performed to the workplace standard – it is not acceptable for only some of the assessment tasks to be performed at the required level. <input type="checkbox"/> Check that all the required skills from the original unit are included (if appropriate) in the PCs in the re-written unit.
<p>KNOWLEDGE EVIDENCE (Mandatory field)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Compare the 'Required Knowledge' (RK) items (imported from the source unit and pasted into the bottom cell in the RK section) with the performance criteria and:

<ul style="list-style-type: none"> <input type="checkbox"/> Specifies what the individual must know in order to safely and effectively perform the work task described in the Unit of competency. <input type="checkbox"/> Relates directly to the performance criteria and/or range of conditions. <input type="checkbox"/> Indicates the type and depth of knowledge required to meet the demands of the unit of competency. 	<ul style="list-style-type: none"> <input type="checkbox"/> remove any items that do not relate to the content of the PCs – some source units have generic lists of knowledge evidence, some of which are not relevant to many units in which they are included <input type="checkbox"/> add any additional knowledge items required by the content of the performance criteria – infer the items from the PC content, for example: <i>‘PC 1.1. Determine circumstances in which lead-based paints may be encountered’</i> implies that the learner must be able to recognise common circumstances where lead-based paints might be found. The KE item, therefore, might be inferred from the PC like this: <i>‘Common circumstances where lead-based paint might be found and common indicators of the presence of lead-based paint.’</i> Note: This approach encourages assessors to assess the knowledge and understanding underpinning each performance criterion <input type="checkbox"/> check that each item contains sufficient detail to indicate the type and depth of knowledge required to meet the demands of the unit of competency – this can be achieved by references to the task/s described in the unit, for example: <i>‘Processes to access information from manufacturers’ specifications relating to applying acrylic house paints’</i> <input type="checkbox"/> ‘map’ each item to the PC/s that it underpins in the PC column (open a second window in Word to help with the mapping process) – if an item clearly relates to all PCs, add it to the list in the ‘Underpin all performance criteria’ cell <input type="checkbox"/> look through the ‘Required skills’ and ‘Evidence’ sections imported from the source unit for clues to possible KE items
<p>ASSESSMENT CONDITIONS <i>(Mandatory field)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Stipulates any mandatory conditions for assessment. <input type="checkbox"/> Specifies the conditions under which evidence for assessment must be gathered, including any details of equipment and materials, contingencies, 	<ul style="list-style-type: none"> <input type="checkbox"/> Check the applicability of the existing text in this section and change as appropriate <input type="checkbox"/> Do not alter standard statements like that describing the requirements for assessors (this is designed to be ‘future-proof’ if legislation is changed) <input type="checkbox"/> List all the mandatory assessment conditions from the original Unit – these should fit into these categories (not mandatory): <ul style="list-style-type: none"> <input type="checkbox"/> Equipment <input type="checkbox"/> Materials <input type="checkbox"/> Contingencies (to be introduced by the assessor)

<p>specifications, physical conditions, relationships with team members and supervisor, relationship with client/customer, and timeframe.</p> <p><input type="checkbox"/> Specifies assessor requirements, including any details related to qualifications, experience and industry currency.</p>	<p><input type="checkbox"/> Specifications: this is the assessment task/s description to be given to the candidate</p> <p><input type="checkbox"/> Physical conditions</p> <p><input type="checkbox"/> Relationships (team, staff, clients etc)</p> <p><input type="checkbox"/> Check for any additional requirements for assessors (e.g. licences).</p> <p><input type="checkbox"/> Check that the Assessment Conditions accurately reflect and/or clarify the assessment specifications in the Unit being replaced.</p>
<p>LINKS (Mandatory field)</p> <p><input type="checkbox"/> Link to Companion Volume Implementation Guide.</p>	<p>Leave blank</p>
<p>Please delete the information imported from the source unit when finished with it (Required Skills, Evidence Guide & Context of Specific Resources for Assessment)</p>	

Range Statement

<p><input type="checkbox"/> For the Companion Volume: Range Statements</p>	<p><input type="checkbox"/> Copy/paste the Range Statement from the source unit to the end of the template if the template script has not already done so.</p> <p><input type="checkbox"/> Compare the performance criteria in the unit with the range statement. Reminder: the terms that refer to the items in the range statement in the performance criteria will have lost the bold and italicised identification in the transfer process, so writers will need to choose the relevant words and make them bold and italicised.</p> <p><input type="checkbox"/> Check the range statement lists and their relevance to the performance criteria and the unit – adjust where necessary.</p> <p><input type="checkbox"/> Check that the range statement item labels clearly reference items highlighted in the performance criteria</p> <p><input type="checkbox"/> Check that the order of the range statement items is the same as the first appearance of the items in the performance criteria.</p> <p><input type="checkbox"/> Make sure all items have ‘...may include. ‘Must’ cannot be used as these are not mandatory conditions.</p> <p>Note: As previously discussed, any items including ‘must’ might be suitable to be included in the Range of Conditions. Items with specifications like ‘... <i>must include three of the following...</i>’ cannot be included in the RoC, however, as this section can only include essential conditions.</p>
--	--

Appendix 1: Example ‘transitioned’ unit of competency

UNIT CODE	CPPWMT3018	
UNIT TITLE	Coordinate dispatch of processed waste	
MODIFICATION HISTORY	Release	Comments
	Release 1	Supersedes and is equivalent to CPPWMT3018A Dispatch processed waste. Updated to align with the Standards for Training Packages. Changes to performance criteria.
APPLICATION	<p>This unit of competency specifies the outcomes required to dispatch all waste types to a waste treatment plant or waste disposal facility. The unit covers: preparing to dispatch waste; loading waste for dispatch; and, finalising waste dispatch activities.</p> <p>The unit requires the ability to measure and record the details of the waste using organisational documentation.</p> <p>The unit supports those who work under limited supervision in a waste management team.</p> <p>No licensing, legislative, regulatory, or certification requirements apply to this unit of competency at the time of publication.</p>	
PREREQUISITE UNIT	Nil	
ELEMENTS Elements describe the essential outcomes.	PERFORMANCE CRITERIA Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information to support the performance criteria can be found in the Companion Volume Implementation Guide.	
1. Prepare to dispatch waste.	1.1.	Identify and review waste dispatch requirements for waste types and following workplace and compliance requirements .
	1.2.	Schedule and confirm waste dispatch with waste contractor to ensure load maximisation.
	1.3	Communicate and confirm waste dispatch with waste disposal facility and regulatory bodies.
	1.4.	Determine and organise labour and equipment required for dispatch activities.

		1.5.	Check loading site is organised to ensure safe and efficient waste loading, and adjust if required.
		1.6.	Select, check and use personal protective equipment (PPE) and waste dispatch equipment following manufacturers' specifications.
		1.7.	Identify, manage and/or report hazards and risks .
2.	Load waste for dispatch.	2.1.	Identify waste to be loaded and identify and address specific loading requirements.
		2.2.	Provide waste contractor with signalling and loading instructions and with loading assistance to ensure safe and efficient loading.
		2.3.	Monitor loading site to ensure compliance with loading instructions, containment of waste within designated loading area, and availability of space for loading.
		2.4.	Measure and record regulated or prescribed waste following workplace and compliance requirements.
		2.5.	Place waste identification signage where required, ensuring that it is fully visible.
		2.6.	Check load for integrity of containment and adequate coverage, and manage or report non-conformances.
3.	Finalise waste dispatch activities.	3.1.	Clean waste dispatch area and equipment, check for contamination and resolve any problems.
		3.2.	Document details of waste dispatch following workplace and compliance requirements
<p>FOUNDATION SKILLS</p> <p>This section describes those language, literacy, numeracy and employment skills that are essential to performance.</p> <p>Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.</p>			
Reading skills to:		<ul style="list-style-type: none"> interpret textual information from a range of sources such as workplace and compliance documents and identify relevant information 	
Writing skills to:		<ul style="list-style-type: none"> use clear and succinct language to complete and update workplace documents such as waste dispatch reports 	
Oral Communication skills to:		<ul style="list-style-type: none"> participate effectively in spoken interactions using listening and questioning techniques to confirm and clarify understanding, for example when communicating with contractors and colleagues 	

	<ul style="list-style-type: none"> use active listening and questioning to confirm understanding, for example when scheduling and confirming waste dispatch with contractors
Numeracy skills to:	<ul style="list-style-type: none"> select and use mathematical techniques to monitor containment of waste
'Navigate the world of work' skills to:	<ul style="list-style-type: none"> recognise and respond to explicit and implicit organisational procedures and protocols
'Get the work done' skills to:	<ul style="list-style-type: none"> plan a range of routine tasks to meet deadlines, such as coordinating a waste dispatch activity
'Interact with others' skills to:	<ul style="list-style-type: none"> collaborate and negotiate with others to achieve agreeable outcomes, for example when working with contractors
<p>Range of Conditions</p> <p>Range is restricted to essential operating conditions and any other variables essential to the work environment.</p>	
<ul style="list-style-type: none"> All activities described in the performance criteria must be performed in the context of legislative and organisational requirements. 	
UNIT MAPPING INFORMATION	CPPWMT3018A Dispatch processed waste.
LINKS	

Assessment Requirements

UNIT CODE	CPPWMT3018
UNIT TITLE	Coordinate dispatch of processed waste

PERFORMANCE EVIDENCE

A person demonstrating competency in this unit must coordinate dispatch of processed waste to the workplace standard on two occasions.

The person must provide evidence from each activity to satisfy the requirements of the elements, performance criteria, foundation skills and range of conditions of this unit.

The performance evidence must confirm that the assessment activities were undertaken in accordance with the legislative and organisational requirements specified in Knowledge Evidence.

KNOWLEDGE EVIDENCE

A person demonstrating competency in this unit must demonstrate knowledge, understanding and application of the following knowledge evidence items. Each item defines the type and depth of knowledge required to meet the demands of one or more performance criteria.

Each item defines the type and depth of knowledge required to meet the demands of one or more performance criteria. The performance criteria to which each item primarily relates are listed in the adjacent column.

<ul style="list-style-type: none"> Requirements of jurisdictional legislation and regulations relating to waste dispatch, including those for Workplace Health and Safety and protection of the environment Organisational procedures for undertaking all aspects of waste dispatch, including interpreting work orders and reporting problems 	Underpin all performance criteria
<ul style="list-style-type: none"> Types, classifications, characteristics and compatibilities of common processed waste including hazardous waste, dangerous waste and non-conforming waste Key features of the waste management hierarchy as applied to the dispatch of waste 	1.1, 1.2, 1.3, 2.1, 2.3.
<ul style="list-style-type: none"> Procedures and requirements for dispatch of waste types 	1.1, 1.3, 2.1, 2.2, 2.3, 3.1.
<ul style="list-style-type: none"> Procedures for assessing waste to determine appropriate dispatch requirements 	1.1.
<ul style="list-style-type: none"> Procedures for selecting and checking loading sites 	1.5.
<ul style="list-style-type: none"> Characteristics, use and care of personal protective equipment used in waste dispatch 	1.6.

<ul style="list-style-type: none"> • Locating and interpreting manufacturer specifications for equipment 	1.4.
<ul style="list-style-type: none"> • Hazards and risks commonly associated with dispatching waste including hazardous substances and dangerous goods 	1.7.
<ul style="list-style-type: none"> • Procedures for loading processed waste 	2.1.
<ul style="list-style-type: none"> • Methods of communication commonly used in the waste management industry 	2.2.
<ul style="list-style-type: none"> • Methods of measuring and recording regulated or prescribed waste 	2.4.
<ul style="list-style-type: none"> • Requirements for identification signage for regulated waste 	2.5.
<ul style="list-style-type: none"> • Key requirements for integrity of containment 	2.6.
<ul style="list-style-type: none"> • Requirements for cleaning loading areas and equipment so that they are safe for future operations 	3.1.
<ul style="list-style-type: none"> • Procedures and requirements for documenting details of dispatched waste 	3.2.

ASSESSMENT CONDITIONS

As a minimum, assessors must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Assessment of performance must be undertaken in the workplace and/or under realistic workplace conditions which typically reflect:

- the use of industry-standard equipment;
- performing tasks/activities to the level of proficiency and within timelines that would be expected in a workplace; and
- following standard and authorised work practices, safety requirements and environmental constraints.

Assessors are responsible for ensuring that candidates have access to:

- specifications for two assessment tasks to coordinate waste dispatch;
- documents and industry-standard materials, tools, equipment and personal protective equipment required for the assessment tasks;
- requirements of legislation and regulations relating to the assessment tasks; and
- information from workplace policies and procedures relating to the assessment tasks.

LINKS

For inclusion in the Companion Volume Implementation Guide

CPPWMT3018 Coordinate dispatch of processed waste

<p>Waste dispatch requirements may include:</p>	<ul style="list-style-type: none">• access to storage facility and loading site• emergency and PPE• environmental conditions• legislative requirements for loading and transport• loading equipment• security• signage• transportation requirements• waste compatibilities.
<p>Waste type may include:</p>	<ul style="list-style-type: none">• solid (non-hazardous), e.g. construction and demolition• liquid (non-hazardous), e.g. chemical and aqueous• hazardous – regulated, prescribed, quarantined, medical and clinical• recoverable resources, e.g. recyclable and green waste.
<p>Workplace requirements may include information found in:</p>	<ul style="list-style-type: none">• briefing papers• job sheets• letters• memos• operations manuals• quality assurance documents• tender and contract documents• verbal or written instructions• work procedures.

<p>Compliance requirements may include:</p>	<ul style="list-style-type: none">• codes, including: Australian Code for the Transport of Dangerous Goods by Road and Rail industry• commonwealth, state and territory legislation, including: anti-discrimination environmental protection equal employment opportunity freedom of information industrial OHS trade practices• road laws.
--	---

Equipment may include:

- baling materials
- calculators
- chains and dogs
- communications equipment
- compactors
- cranes
- earthmoving equipment
- forklifts
- generators
- hoses
- lifting equipment
- load binder winches
- loadshifting equipment
- loaders
- PPE
- plastic sheeting
- pumps
- recording equipment
- regulated waste identification signage
- ropes
- sampling equipment
- scales
- scrapers
- shovels
- storage containers:
 - crates
 - bins
 - drums
 - freight containers
 - garbage bags
 - garbage bins, including mobile bins
 - hoppers
- tapes
- tarpaulins
- trolleys

	<ul style="list-style-type: none"> • vacuums • weighbridge.
<p>Potential hazards and risks are those that may lead to:</p>	<ul style="list-style-type: none"> • damage to plant, vehicle or property • harm to the environment • illness or injury to employees, contractors or the public • injuries resulting from manual handling and repetitive work.
<p>Potential hazards and risks may include:</p>	<ul style="list-style-type: none"> • broken glass • broken metal • compaction equipment • contamination • dust • fire • gases and fumes • hazardous waste (e.g. sharps) • narrow driveways • other vehicles and equipment • overhanging signs • projectiles • spark-producing equipment • unguarded conveyor belts • weather.

<p>Emergency and personal protective equipment may include:</p>	<ul style="list-style-type: none"> • communications equipment • eye protection, such as goggles and protective glasses • eyewash kit • fire extinguishers • first aid kit • footwear • gloves • overalls and protective clothing • breathing apparatus • emergency procedure guides • face shields or masks • hard hats • hearing protection • MSDS • spill kit.
<p>Emergency response action or procedures may include:</p>	<ul style="list-style-type: none"> • cleaning up • containing emergency • isolating or shutting down equipment or plant • evacuation • first aid • making site safe • notifying authorities • using PPE.
<p>Loading assistance may include:</p>	<ul style="list-style-type: none"> • cart lifter • forklift • high pressure vacuum loading.

<p>Storage facility may include:</p>	<ul style="list-style-type: none"> • bunded area • bunker • container • pit • stockpile • tank • truck • under awning • warehouse.
<p>Regulated waste identification signage requirements may include:</p>	<ul style="list-style-type: none"> • classification of dangerous goods • emergency information panels • fire extinguisher indicator signs • hazardous classes • HAZCHEM codes • packaging group numbers.
<p>Integrity of containment checking may include checks for:</p>	<ul style="list-style-type: none"> • contamination • drum expansion • gases • leaching • leaks • seals • spillage • unstable form.
<p>Cleaning of area and equipment may include:</p>	<ul style="list-style-type: none"> • cleaning products and fluids • high pressure water or air-hosing • shovelling • sweeping out • using decontamination products • vacuuming.
<p>Contamination may include:</p>	<ul style="list-style-type: none"> • exposure to sunlight • infestation • mixing with other waste types • rot or mould • waterlogging.

Details of waste dispatch
may include:

- amount or volume of waste
- date dispatched
- details of transport
- environmental protection authority documentation
- material to be recycled
- monitoring or maintenance requirements
- safety measures undertaken
- special loading assistance provided
- storage space freed
- waste type.

Appendix 2: Foundation Skills Statement examples

AQF 1	
Reading skills to:	<ul style="list-style-type: none"> • understand and follow instructions in familiar texts such as... • interpret basic manufacturers' instructions, warning labels and instructions for use of...
Writing skills to:	<ul style="list-style-type: none"> • update records and documents following instructions, including...
Oral Communication skills to:	<ul style="list-style-type: none"> • comprehend simple instructions, such as... • ask clarifying questions and respond to answers, for example when...
Numeracy skills to:	<ul style="list-style-type: none"> • use basic mathematical techniques to ...
'Navigate the world of work' skills:	<ul style="list-style-type: none"> • follow organisational procedures when tasks are beyond own level of responsibility, for example when...
'Get the work done' skills to:	<ul style="list-style-type: none"> • follow clearly defined instructions provided by others, for example when... • complete routine tasks taking some limited responsibility for decisions about ... • respond to routine problems by referring to instructions or standard procedures, for example ...
'Interact with others' skills to:	<ul style="list-style-type: none"> • use appropriate communication to seek guidance from colleagues, for example when...
AQF 2	
Reading skills to:	<ul style="list-style-type: none"> • understand requirements in organisational policy and procedure documents, for example... • Interpret product and service information to...
Writing skills to:	<ul style="list-style-type: none"> • record ... information
Oral Communication skills to:	<ul style="list-style-type: none"> • provide information or advice using structure and language to suit the audience • asks questions and listen to answers to gain information or confirm understanding, for example when...
Numeracy skills to:	<ul style="list-style-type: none"> • use mathematical techniques to ...
'Navigate the world of work' skills to:	<ul style="list-style-type: none"> • follow organisational procedures and practices relevant to own role
'Get the work done' skills to:	<ul style="list-style-type: none"> • address routine problems in familiar work contexts • recognise opportunities to enhance work practices and outcomes • understand functions and features of ... and use ... to perform work tasks

'Interact with others' skills to:	<ul style="list-style-type: none"> • use appropriate communication practices to establish connections, build rapport and develop working relationships with.. • adjust personal communication styles in response to the opinions, values and needs of others
AQF 3	
Reading skills to:	<ul style="list-style-type: none"> • interpret textual information from a range of sources such as... and identify relevant information • locate information in ... to determine... • Interpret product and service information to...
Writing skills to:	<ul style="list-style-type: none"> • use clear and succinct language to complete and update workplace documents such as ...
Oral Communication skills to:	<ul style="list-style-type: none"> • participate effectively in spoken interactions using listening and questioning techniques to confirm and clarify understanding, for example when... • use active listening and questioning to confirm understanding, for example when...
Numeracy skills to:	<ul style="list-style-type: none"> • select and use mathematical techniques to ...
'Navigate the world of work' skills to:	<ul style="list-style-type: none"> • recognise and respond to explicit and implicit organisational procedures and protocols
'Get the work done' skills to:	<ul style="list-style-type: none"> • plan a range of routine tasks to meet deadlines, such as... • follow routine procedures to ...
'Interact with others' skills to:	<ul style="list-style-type: none"> • collaborate and negotiate with others to achieve agreeable outcomes, for example when... • select the appropriate form, channel and mode of communication for a specific purpose relevant to own role, for example...
AQF 4	
Reading skills to:	<ul style="list-style-type: none"> • identify and interpret information from instructions, organisational policies and procedures and/or legislation, including...
Writing skills to:	<ul style="list-style-type: none"> • prepare complex texts from notes using appropriate structure, accurate spelling, grammar and punctuation, for example... • record notes of meeting proceedings, for example... • edits and correct own work to ensure accuracy • prepare written reports and other documents that communicate complex information clearly and effectively, for example...
Oral Communication skills to:	<ul style="list-style-type: none"> • use language suitable to diverse audiences using listening and questioning techniques to confirm and clarify understanding, for example...

Numeracy skills to:	<ul style="list-style-type: none"> • extract, interpret and comprehend mathematical information embedded in documents such as... • perform calculations necessary to estimate timeframes and monitor progress against budgets
'Navigate the world of work' skills to:	<ul style="list-style-type: none"> • recognise and apply protocols and meet expectations associated with own work
'Get the work done' skills to:	<ul style="list-style-type: none"> • apply formal processes when planning complex tasks aligning goals and expectations to achieve outcomes, for example... • recognise and take responsibility for addressing predictable and non-predictable problems in own work context, for example... • use digital systems to organise and store information relevant to own work, for example...
'Interact with others' skills to:	<ul style="list-style-type: none"> • collaborate and negotiate with others to achieve agreeable outcomes, for example when... • select the appropriate form, channel and mode of communication for a specific purpose relevant to own role, for example...
AQF 5	
Reading skills to:	<ul style="list-style-type: none"> • extract, analyse and evaluate information from complex texts such as...
Writing skills to:	<ul style="list-style-type: none"> • gather, synthesise and use information and ideas from a range of sources to create texts to ... • create texts using grammatical structures and vocabulary appropriate to audience and context, for example...
Oral Communication skills to:	<ul style="list-style-type: none"> • participate in verbal exchanges using appropriate style, tone and vocabulary for audience, context and purpose, for example... • use listening and questioning techniques to elicit key information and confirm understanding, for example... • present complex information adjusting presentation style and vocabulary to suit the audience, for example when...
Numeracy skills to:	<ul style="list-style-type: none"> • recognise and interpret numerical information relevant to...
'Navigate the world of work' skills to:	<ul style="list-style-type: none"> • develop systems to meet organisational and legislative requirements, such as...
'Get the work done' skills to:	<ul style="list-style-type: none"> • apply formal processes when planning complex tasks, producing plans with logically sequenced steps reflecting an awareness of time constraints, for example when... • monitor progress of plans and change them to meet new demands or priorities, for example... • systematically gather and analyse all relevant information and evaluate options to make informed decisions, for example when... • anticipate potential problems and create and implement contingency

	<p>plans</p> <ul style="list-style-type: none"> • develop new and innovative ideas through exploration, analysis and critical thinking
<p>'Interact with others' skills to:</p>	<ul style="list-style-type: none"> • collaborate with others to achieve joint outcomes, providing guidance to others where necessary, for example when... • select the appropriate form, channel and mode of communication for a specific purpose relevant to own role • use collaborative techniques to engage with colleagues and external stakeholders in consultation and negotiation, for example when...

Appendix 3: Foundation Skills Trigger Words

Learning	Reading	Recording/ Writing	Oral Communication	Numeracy
<ul style="list-style-type: none"> organise apply planning and organising skills clarify meaning or advice follow step by step instructions take follow up action identify and access information sources select from processes transfer skills and knowledge organise and make connections organise ideas select from a range of strategies build on prior knowledge and experience evaluate compare and contrast 	<ul style="list-style-type: none"> apply legislative, & organisational procedures according to policies & procedures according to codes and labels analyse appropriate documentation check comply with follow written procedures identify interpret and monitor legislation obtain information from written instructions understand written reports 	<ul style="list-style-type: none"> articulate chart complete reports document format identify inventory label maintain records monitor note outline record data report written reporting 	<ul style="list-style-type: none"> assist access relevant information recognise and respond to ... encourage articulate respond clarify report conduct a meeting contribute deliver discuss explain feedback follow verbal instructions or procedures identify inform liaise make suggestions monitor negotiate refer to relate supervise team discussions 	<ul style="list-style-type: none"> interpret plans according to signage adjust administer allowance analyse calculate collect data convert determine value directions estimate formula interpret charts and graphs levels measure perform proportion record size time

Source: Community Services and health Industry Skills Council: Foundation Skills for CHC Children's and Youth Services 2013.

Version Control

Version	Date	Author	Summary of Changes
0.1	22/11/16	CT	Initial document
0.2	2/12/16	CT	Incorporation of 'Compare Documents'
0.3	6/12/16	CT	Minor changes
0.4	19/12/16	GT/CT	Minor changes
0.5	7/2/17	CT	Changes: Introduction of templating 'widget'
0.6	21/7/17	CT	Minor changes
0.7	22/2/17	CT	Minor changes
0.8	3/3/17	CT	Minor changes
0.9	15/3/17	CT	Minor changes
2.0	31/3/17	CT	Major review, inclusion of Overview section
2.1	6/4/17	CT	Strengthening overview and foundation skills sections
2.2	27/4/17	CT	Review for publication
2.3	10/5/17	CT	Inclusion of issues table