



Stage 6 Syllabus

AUTOMOTIVE

Curriculum Framework

Part B

Units of Competency and HSC Requirements

for implementation from 2008

Automotive (120 indicative hours)

Automotive (240 indicative hours)

Automotive School-based Apprenticeship (240 indicative hours)

2007

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The Automotive Curriculum Framework

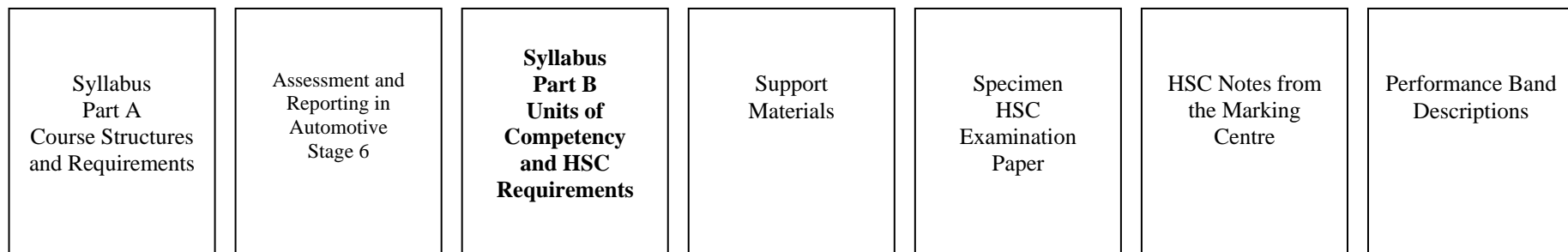
The Automotive Curriculum Framework has been developed to provide students with the opportunity to gain credit towards the NSW Higher School Certificate and credit towards national vocational qualifications in the automotive industry under the Australian Qualifications Framework. The Framework is based on the national Automotive Industry Retail, Service and Repair Training Package (AUR05).

This Industry Curriculum Framework incorporates all Higher School Certificate Automotive VET courses including:

- courses delivered by schools
- courses delivered by TAFE colleges
- courses delivered by other Registered Training Organisations on behalf of schools or TAFE colleges.

This document, Part B of the *Automotive Curriculum Framework Stage 6 Syllabus*, contains the text of the units of competency from the Automotive Industry Retail, Service and Repair Training Package (AUR05). Each examinable unit of competency is accompanied by HSC requirements and advice. The HSC requirements and advice column indicates the depth of study required for the purposes of the HSC. The terms, concepts and content contained in that column must be included in programming and delivery for the HSC.

Automotive Curriculum Framework Stage 6 Syllabus Documentation



Automotive Curriculum Framework – Units of Competency contained in Part B

This document contains the following units of competency together with HSC requirements and advice for each examinable unit. The HSC requirements and advice column indicates the depth of study required for the purposes of the HSC. The terms, concepts and content contained in that column must be included in programming and delivery for the HSC.

Unit code	Unit title	HSC indicative hours of credit	Page numbers
N/A	Automotive industry induction	15	11–18
N/A	Automotive systems and components	25	19–24
AURC252103A	Apply basic automotive troubleshooting processes	20	25–32
AURC270103A	Apply safe working practices	20	33–49
AURC270789A	Communicate effectively in the workplace	10	50–62
AURE218670A	Service, maintain or replace batteries	5	63–73
AURE218708A	Carry out repairs to single electrical circuits	25	74–86
AURT270278A	Use and maintain workplace tools and equipment	25	87–97
AURC272003A	Apply environmental regulations and best practice in a workplace or business	10	98–108
AURT271781A	Implement and monitor environmental regulations in the automotive mechanical industry	10	109–120
AURV271403A	Apply environment regulations and best practice in the body repair industry	10	121–132

The following units of competency are available for download from the Automotive Curriculum Framework Part B of the Syllabus on the Board's website (www.boardofstudies.nsw.edu.au):

AURC172003A	Identify environmental regulations and best practice in a workplace or business	0	133–136
AURC251356A	Read in the workplace	5	137–140
AURC251677A	Use numbers in the workplace	5	141–144
AURC270688A	Work effectively with others	15	145–149
AURE100064A	Remove and tag automotive electrical system components	15	150–154

Unit code	Unit title	HSC indicative hours of credit	Page numbers
AURE118671A	Test, service and maintain battery storage systems	15	155–159
AURE224008A	Carry out soldering of electrical wiring/circuits	15	160–164
AURP201570A	Service engines and associated engine components (outdoor power equipment)	20	165–169
AURP245465A	Remove, fit and adjust line trimming system components	10	170–174
AURP245571A	Service and repair faults in post boring systems	15	175–179
AURS238127A	Identify and select automotive parts and products	40	180–184
AURS238150A	Present stock and sales area	10	185–188
AURS241769A	Sell product(s)	15	189–192
AURS241803A	Apply legal requirements relating to product sales	15	193–196
AURT100064A	Remove and tag engine system components	15	197–201
AURT100164A	Remove and tag steering, suspension and brake system components	15	202–206
AURT100264A	Remove and tag transmission system components	15	207–211
AURT100308A	Carry out workshop practice activities	15	212–216
AURT125667A	Use and maintain basic measuring devices	10	217–221
AURT200368A	Select and use bearings, seals, gaskets, sealants and adhesives	15	222–226
AURT201170A	Inspect and service engines	25	227–231
AURT202170A	Inspect and service cooling systems	10	232–236
AURT212670A	Service final drive assemblies	10	237–241
AURT213170A	Service final drive (driveline)	10	242–246
AURT217606A	Balance wheels and tyres	10	247–251
AURT217665A	Remove, fit and inspect wheel assemblies	15	252–256
AURT225667A	Use and maintain measuring equipment	15	257–261
AURV100064A	Remove and tag vehicle body system components	15	262–266
AURV225908A	Carry out panel repairs	25	267–271
AURV226108A	Carry out pre-repair operations (vehicle body)	20	272–276

Unit code	Unit title	HSC indicative hours of credit	Page numbers
AURV226965A	Remove and replace/fit protector mouldings, transfers and decals	10	277–282
AURV229608A	Carry out masking procedures	10	283–287
AURV230203A	Apply rust prevention and sound deadening materials	15	288–292
AURV230349A	Prepare vehicle components for paint repairs	20	293–297
AURV231649A	Prepare vehicle/component/equipment for customer use	15	298–302
AURV231786AA	Wash/clean vehicle body and door cavities	5	303–308
AURV231786BA	Wash/clean vehicle engine and engine compartment	5	309–314
AURV231786CA	Wash/clean vehicle underbody	5	315–319
AURV231809AA	Clean and finish plastic trim and fittings	5	320–324
AURV231809BA	Clean and finish vehicle interior trim and seats	10	325–329
AURV231809CA	Clean and polish vehicle exterior paint	5	330–334
BSBCM103A	Apply basic communication skills	0	335–339
BSBCM205A	Use business technology	20	340–344
BSBCM208A	Deliver a service to customers	15	345–349
BSBCM209A	Provide information to clients	15	350–354
TDTA1197B	Package goods	10	355–360
WRRCA1B	Operate retail equipment	20	361–364
AURV230449A	Apply paint touch-up techniques	20	365–369
AURV331108A	Carry out sewing operations	30	370–374

The following **Key to Units** explains the purpose of each part of the layout of the units.

Key to Units

Indicates the Training Package to which the unit of competency belongs.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)		HSC Requirements and Advice
Unit title	Apply safe working practices		
Unit code	Unit descriptor	Hours recognised for HSC credit.	HSC Indicative Hours
AURC270103A	This unit incorporates the Worksafe Australia Guidelines and encompasses competencies necessary to apply basic safety and emergency procedures to maintain a safe workplace for staff, customers and others.		20

General description of the purpose and scope of the unit and clarifies the title.

Evidence Guide		HSC Requirements and Advice
The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.		

Critical aspects of evidence	Underpinning knowledge	Key Terms and Concepts
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing or unusual situations in the critical aspects of the unit.</p> <ul style="list-style-type: none"> communicating effectively with work identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons operating fire-fighting appliances safely handling and storage of dangerous and/or hazardous goods and substances applying safe manual handling practices safely and effectively operating equipment and utilising materials over the full range of functions and processes for work undertaken on 	<p>General knowledge of the implications of OH&S on efficiency, automotive terminology. Information/requirements, equipment, materials.</p> <p>Working knowledge of safe manual handling theories and practices.</p> <ul style="list-style-type: none"> Working knowledge of the selection and application of fire-fighting appliances. Working knowledge of dangerous goods and hazardous chemical handling processes. Detailed knowledge of worksite reporting procedures. 	<ul style="list-style-type: none"> accident Australian Standards automotive terminology basic first aid consultation
<p>Particular knowledge and skills essential to effective performance.</p>	<p>The evidence guide is critical in assessment as it provides information to the RTO and assessor about how the unit of competency may be demonstrated.</p> <p>This section describes the underpinning knowledge required for this unit. Knowledge may be either explicit or implicit to effective performance.</p>	<p>Key terms and concepts to be addressed when undertaking this unit of competency for the purposes of the HSC.</p> <ul style="list-style-type: none"> effective communication emergency personnel emergency situations employer and employee responsibilities isolation procedures operating appliances/equipment product identification unsafe situations hierarchy of risk control housekeeping/clean-up procedures

Evidence Guide cont/d			HSC Requirements and Advice cont/d
Context of assessment	Method of assessment	Specific resource requirements for this unit	Key Terms and Concepts con/t
<p>Assessment of this unit <u>must</u> be completed on the job or in a simulated work environment which reflects a range of safe working practices.</p>	<p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances. Evidence of performance <i>may</i> be provided by</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • a workplace or simulated workplace • situations requiring safe working practices • worksite or equivalent instructions on safe working practice • hazardous chemicals and/or dangerous information • tools, tooling and equipment • lifting appliances and fire test facilities. 	<ul style="list-style-type: none"> • Material Safety Data Sheets (MSDS) • mechanical aids/lifting equipment/devices • monitoring and reporting • occupational health and safety (OHS) • OHS legislation and codes of practice • OHS representatives/committee • participation • personal protective equipment (PPE) • pre-operational checks • product labels • repetitious tasks • risk control • risk management • safe manual handling • safe work practices and procedures • safety alarms • safety equipment and devices • safety/lockout tagging • signs and symbols • simultaneous operations • sources of information • standard operating procedures (SOPs) • use of compressed air • use of electricity/power supply • vehicular movement • WorkCover NSW • workplace injury • worksite reporting procedures • work environment • weight limits • workplace injuries.

Indicates the acceptable methods of assessment and what they encompass as specified in the Training Package.

Provides a summary of appropriate assessment environment.

Environment and resources required for assessing achievement of competency.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

- Level 1 – relates to working effectively within set conditions and processes;
- Level 2 – relates to management or facilitation of conditions or processes; and
- Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to recognising and reporting situations.	Level 1
Communicate ideas and information	Communicate ideas and information to reporting procedures (verbal and written).	Level 1
Plan and organise activities	Plan and organise activities which implement and follow standard procedures.	Level 1
Work with others and in a team	Work with others and in a team by assisting and cooperating with team members.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to document and report numbers for emergency procedures.	Level 1
Solve problems	Establish diagnostic processes which recommend improvements for OH&S issues.	Level 1
Use technology	Use workplace technology relat	

All Training Packages require the integration of key competencies. The skills and knowledge they describe are essential for effective workplace participation and involve the sorts of capabilities commonly used by employers as selection criteria. They underpin the ability of employees to adapt to technological, organisational, societal and functional change.

Indicates the industry curriculum framework to which the unit of competency belongs.

Date of release for the HSC.

Automotive Curriculum Framework

September 2007 (updated March 2009)

Introduction

Training Package	N/A	HSC Indicative Hours 15
Title	Automotive industry induction	

Unit descriptor	This is not an industry-developed unit of competency. It is a set of topics to address as part of a student's induction to working within the automotive industry.	<p style="text-align: center;">HSC Requirements and Advice</p> <p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • anti-discrimination • apprenticeship and traineeship • automotive businesses • basic research skills • bullying and harassment • career pathways • issues affecting the industry • emerging technology • employment conditions • enterprise and workplace agreements • environmental issues • environmental strategies • environmental legislation and guidelines • equal employment opportunity (EEO) • evidence of learning • inappropriate conduct • industrial awards • industrial relations issues • sectors/sub-sectors within automotive industry • social effects • industry bodies • learning needs • occupational areas • on-the-job and off-the-job training • personal attributes • rights and responsibilities of employers and employees • sources of industry information • work ethic.
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Topics	HSC Requirements and Advice
<p>1 Industry work context and setting</p>	<p>Learning experiences for the HSC must address:</p> <p>Basic research skills for:</p> <ul style="list-style-type: none"> • identification of relevant information • questioning techniques to obtain information • sorting, summarising and presenting information. <p>An awareness of sources of current industry information including:</p> <ul style="list-style-type: none"> • industry associations and organisations • unions • industry journals • media • the internet • libraries • reference manuals • policy and procedure manuals • personal observations and experience • industry contacts, mentors and experience • colleagues, supervisors/team leaders and managers • professional development opportunities • industry functions. <p>An awareness of the sectors (and sub-sectors) within the automotive industry including:</p> <ul style="list-style-type: none"> • automotive manufacturing <ul style="list-style-type: none"> - motor vehicle - vehicle body - components - electrical and instrument - off-road equipment • automotive retail service and repair <ul style="list-style-type: none"> - vehicle wholesaling/retailing <ul style="list-style-type: none"> ▪ light vehicle ▪ heavy vehicle ▪ motorcycle - vehicle maintenance <ul style="list-style-type: none"> ▪ servicing ▪ repair - automotive aftermarket operations <ul style="list-style-type: none"> ▪ supply of aftermarket equipment (parts, accessories, tools and equipment) ▪ performance enhancement - vehicle/component recycling and disposal - motorsport
	<ul style="list-style-type: none"> - industry segments

Topics	HSC Requirements and Advice
	<ul style="list-style-type: none"> ▪ outdoor power equipment ▪ farm machinery ▪ bicycles ▪ recreational boating. <p>A basic knowledge of the industry sectors including:</p> <ul style="list-style-type: none"> • the primary role and service(s) offered by each • the interrelationship between sectors/sub-sectors. <p>An awareness of various businesses within the sectors/sub-sectors of the automotive industry including:</p> <ul style="list-style-type: none"> • manufacturers and importers <ul style="list-style-type: none"> - heavy/light vehicle - plant and equipment - outdoor power equipment - motorcycle - outboard/marine - light aircraft - components • motor vehicle dealers including independent franchised dealer networks <ul style="list-style-type: none"> - new/used vehicle sales - servicing/repair - sale of parts and accessories - financing/insurance of sales - general management and administration • independent aftermarket service providers <ul style="list-style-type: none"> - local workshops - service stations - specialised outlets - mobile organisations • specialist enterprises <ul style="list-style-type: none"> - transmission and gearbox repairs - brake - driveline - steering and suspension - auto-electrical - exhaust systems - air-conditioning • repair industry businesses (accident repairs) <ul style="list-style-type: none"> - body repairs - mechanical repairs - spray painting - insurance companies • vehicle/component recycling and disposal
	<ul style="list-style-type: none"> • fleet cars sales and management • retailers (sales, servicing and repair)

Topics	HSC Requirements and Advice
	<ul style="list-style-type: none"> - outdoor power equipment - plant and equipment <ul style="list-style-type: none"> ▪ farm machinery ▪ forklifts ▪ earth moving equipment ▪ marine. <p>An awareness of the interrelationship between the automotive industry and other related industries.</p> <p>An awareness of the following in relation to the automotive industry in Australia:</p> <ul style="list-style-type: none"> • statistics <ul style="list-style-type: none"> - employment <ul style="list-style-type: none"> ▪ direct ▪ indirect - income • current trends • national economic importance. <p>A basic awareness of the social and environmental effects of the automotive industry including:</p> <ul style="list-style-type: none"> • positive and negative impacts on a community • positive and negative impacts on environments. <p>A basic awareness of current issues of concern to the automotive industry relating to:</p> <ul style="list-style-type: none"> • government initiatives • political climate • skills shortage • globalisation • competitiveness • public liability • risk management • health and safety • regulatory requirements • emerging technologies • environmental issues. <p>A basic understanding of the effects of emerging technology on:</p> <ul style="list-style-type: none"> • current work practices/productivity • employment • work methods/techniques • market conditions/new markets • cost-effectiveness.
2 Career opportunities	<p>Learning experiences for the HSC must address:</p> <p>An awareness of sector occupational areas within the automotive industry including:</p>

Topics	HSC Requirements and Advice
	<ul style="list-style-type: none"> • manufacturing and component producers <ul style="list-style-type: none"> - engineers - technicians - tool makers - electricians - assemblers - motor body builders - welders - spray painters • vehicle importers <ul style="list-style-type: none"> - salespeople - technicians - warehouse operators • retail dealers <ul style="list-style-type: none"> - sales people - customer service receptionists - technicians - parts interpreters • servicing and repairers <ul style="list-style-type: none"> - mechanics <ul style="list-style-type: none"> ▪ motor ▪ bicycle ▪ marine ▪ outdoor power equipment ▪ specialists - automotive electricians - panel beaters - spray painters - glaziers • aftermarket service providers <ul style="list-style-type: none"> - sales people - warehouse/distribution operators • vehicle/component recycling and disposal operators • management and administration. <p>A basic knowledge of career pathways for a specific industry area/sector within the automotive industry and knowledge and skills required for different job roles.</p> <p>Self-reflection skills including:</p> <ul style="list-style-type: none"> • recognition of current knowledge and skills
	<ul style="list-style-type: none"> • identification of <ul style="list-style-type: none"> - knowledge and skills required for current job - knowledge and skill gaps - learning opportunities to meet potential learning needs and fulfil career aspirations.

Topics	HSC Requirements and Advice
	<p>Recognition of learning as an ongoing process and an awareness of opportunities to meet learning needs including:</p> <ul style="list-style-type: none"> • on-the-job and/or off-the-job training • seminars/workshops/courses • multiskilling/job rotation in current workplace • mentoring programs. <p>An understanding of the difference between:</p> <ul style="list-style-type: none"> • an apprenticeship • a traineeship. <p>Evidence of learning including:</p> <ul style="list-style-type: none"> • transcript/qualification/ticket/licence • work diary • supervisor and/or team leader's report/evaluation/appraisal • competency record • learning portfolio.
3 Employment conditions, responsibilities and obligations	<p>Learning experiences for the HSC must address:</p> <p>A basic knowledge of employment conditions within the automotive industry including:</p> <ul style="list-style-type: none"> • industrial award(s) • enterprise agreement(s) • workplace agreement(s). <p>Personal attributes and work ethics of an employee within the automotive industry including:</p> <ul style="list-style-type: none"> • attendance and punctuality • ethical behaviour • honesty • work performance • taking directives • attention to detail • personal presentation • attitude • confidentiality • consistency of service • safe work practices.
	<p>An awareness of current industrial relations issues affecting the automotive industry.</p> <p>A basic understanding of the primary role/function of industry bodies including:</p> <ul style="list-style-type: none"> • employer/employee groups <ul style="list-style-type: none"> - Motor Traders Association of Australia (MTAA) - Motor Traders Association of NSW (MTA NSW)

Topics	HSC Requirements and Advice
	<ul style="list-style-type: none"> - Motor Vehicle Repair Industry Authority • unions <ul style="list-style-type: none"> - Australian Manufacturing Workers Union (AMWU) • professional associations – as applicable to a specific industry area/sector within the automotive industry, for example, Institute of Automotive and Mechanical Engineers (IAME) or Australian Automotive Aftermarket Association (AAAA) • training <ul style="list-style-type: none"> - Automotive Training Australia (ATA). <p>A basic understanding of the principles of equal employment opportunity (EEO) legislation:</p> <ul style="list-style-type: none"> • <i>Equal Employment Opportunity (Commonwealth Authorities) Act 1987</i> (Cth) • <i>Equal Opportunity for Women in the Workplace Act 1999</i> (Cth). <p>A basic understanding of the principles of anti-discrimination legislation:</p> <ul style="list-style-type: none"> • <i>Anti-Discrimination Act 1977</i> (NSW) • <i>Sex Discrimination Act 1984</i> (Cth) • <i>Racial Discrimination Act 1975</i> (Cth) • <i>Disability Discrimination Act 1992</i> (Cth) • <i>Age Discrimination Act 2004</i> (Cth). <p>Reciprocal rights and responsibilities of employers and employees in relation to EEO and anti-discrimination.</p> <p>An awareness of the different forms of bullying and harassment in the workplace including:</p> <ul style="list-style-type: none"> • sexual • verbal • physical • psychological. <p>An awareness of:</p> <ul style="list-style-type: none"> • workplace policies and procedures designed to prevent discrimination and harassment in the workplace • the legal ramifications of inappropriate workplace conduct • recourse in the event of inappropriate conduct <ul style="list-style-type: none"> - reporting complaints - grievance procedures - disciplinary action.

Topics	HSC Requirements and Advice
4 Automotive industry and the environment	<p>Learning experiences for the HSC must address:</p> <p>A basic awareness of current environmental issues including:</p> <ul style="list-style-type: none"> • sustainability • waste management/minimisation • energy use/efficiency • water resource management • conservation • natural resource management • recycling. <p>Strategies for minimisation of potential negative environmental impacts including:</p> <ul style="list-style-type: none"> • environmental hazard identification, risk minimisation and reporting • minimisation strategies <ul style="list-style-type: none"> - regular maintenance of machinery and equipment - use of biodegradable/non-toxic materials • waste minimisation <ul style="list-style-type: none"> - accurate measurements and calculations - recycling - using recyclable products - resource efficiency • improvement strategies • environmental monitoring • emergency procedures. <p>A basic understanding of the primary role/responsibility of:</p> <ul style="list-style-type: none"> • the NSW Department of Environment and Conservation incorporating Environment Protection Authority (EPA) • local government. <p>A basic understanding of the role of environmental guidelines and legislation in the operation of a business within the automotive industry.</p>

Training Package	N/A	HSC Indicative Hours 25
Title	Automotive systems and components	
Unit descriptor	This is not an industry-developed unit of competency. It is a set of topics to provide students with the knowledge and understanding to identify and outline the purpose of automotive systems and components. Students will also develop an understanding of the importance to customers of the preparation and presentation of vehicles and related information.	HSC Requirements and Advice Key Terms and Concepts <ul style="list-style-type: none"> • braking systems • classifications of engine systems • clean-up procedures • electrical systems • gear ratios • engine operating cycles • engine systems • engine types • final inspection • material composition • power transmission methods • preparation and presentation of vehicles for return to customer • purpose, function and location of major components of automotive systems • service, operating and warranty requirements • standard operating procedures • steering and suspension systems • tyres • vehicle body components • vehicle body repair procedures • vehicle spray painting/finishing systems • workplace documentation • work records.

Topics	HSC Requirements and Advice
1 Automotive systems and components	<p>Learning experiences for the HSC must address:</p> <p>A basic understanding of the similarities and differences of a range of engine systems for:</p> <ul style="list-style-type: none"> • light vehicles • heavy vehicles • motorcycles • recreational marine craft • outdoor power equipment. <p>An awareness of how engine systems are classified including:</p> <ul style="list-style-type: none"> • number of cylinders • arrangement of cylinders <ul style="list-style-type: none"> - in-line - V - opposed - radial - rotary • engine capacity • valve arrangement <ul style="list-style-type: none"> - overhead valve - side valve - overhead cam • type of fuel used <ul style="list-style-type: none"> - petrol - diesel - LPG • type of cooling system <ul style="list-style-type: none"> - air - liquid • operating cycle <ul style="list-style-type: none"> - two-stroke - four-stroke. <p>An understanding of the features, components and function of a range of engine types and operating cycles including:</p> <ul style="list-style-type: none"> • internal combustion • rotary engine • spark ignition <ul style="list-style-type: none"> - four-stroke - two-stroke • compression ignition <ul style="list-style-type: none"> - four-stroke • alternative systems <ul style="list-style-type: none"> - solar

Topics	HSC Requirements and Advice
	<ul style="list-style-type: none"> - electric - hybrid. <p>An understanding of essential processes in engine systems including:</p> <ul style="list-style-type: none"> • lubrication • cooling <ul style="list-style-type: none"> - air - liquid • fuel <ul style="list-style-type: none"> - petrol - diesel - LPG • starting • charging • ignition • intake • exhaust • induction. <p>Awareness of power transmission methods from engine to load including:</p> <ul style="list-style-type: none"> • clutch • shaft • chain • belt • gear • cable • propeller • hydraulic. <p>An understanding of the purpose of gear ratios in the drive train including:</p> <ul style="list-style-type: none"> • reduction • overdrive. <p>Knowledge of the purpose, functions and location/layout in vehicles and other applications of major components of automotive systems including:</p> <ul style="list-style-type: none"> • drivetrains <ul style="list-style-type: none"> - clutches - torque converter - transmissions/transaxles <ul style="list-style-type: none"> ▪ manual ▪ automatic - drive lines and final drives • steering and suspension systems

Topics	HSC Requirements and Advice
	<ul style="list-style-type: none"> • braking systems <ul style="list-style-type: none"> - service and park brake - anti-lock braking system • electrical systems <ul style="list-style-type: none"> - automotive battery - charging system - starting system - lighting and warning systems. <p>Knowledge of the features and characteristics of tyres.</p> <p>An understanding of the service requirements of tyres including:</p> <ul style="list-style-type: none"> • tread wear measurement • tyre inflation <ul style="list-style-type: none"> - implications of under- and over-inflation • wheel rotation.
2 Vehicle body, panel, paint and repair	<p>Learning experiences for the HSC must address:</p> <p>Knowledge of the structure, function and interrelationship of vehicle body components including:</p> <ul style="list-style-type: none"> • body panels • trim <ul style="list-style-type: none"> - exterior - interior • accessories. <p>An awareness of the material composition of common vehicle body components including:</p> <ul style="list-style-type: none"> • steel • plastic/composite. <p>An awareness of standard operating procedures when working with vehicle body components including:</p> <ul style="list-style-type: none"> • removal • tagging • replacement/refitting • measuring and alignment. <p>An awareness of the range of common vehicle body repair procedures including:</p> <ul style="list-style-type: none"> • small panel repairs • filler repairs • filling operations • metal shaping • minor welding operations.

Topics	HSC Requirements and Advice
	<p>An awareness of vehicle spray painting/finishing systems including:</p> <ul style="list-style-type: none"> • surface preparation procedures • paint types and mixing procedures • application methods • drying methods • finishing techniques.
<p>3 Preparation of vehicle for return to customer</p>	<p>Learning experiences for the HSC must address:</p> <p>Preparing vehicles for presentation to customers including:</p> <ul style="list-style-type: none"> • pre- and post- service inspection and report describing condition and operational status of the vehicle • cleaning prior to handover without causing damage to component or system • ensuring that vehicle is secured in preparation for customer pick-up • processing of workplace documentation. <p>An understanding of the importance of undertaking a final inspection before returning the vehicle to the customer.</p> <p>Standard procedures for undertaking final inspection including:</p> <ul style="list-style-type: none"> • vehicle is started and checked for leaks and noises • vehicle is test driven • visual inspection of all components • fluid levels are checked and topped up as required • comparison of servicing and repair against checklist and repair quotation. <p>Clean-up procedures with proper consideration for the environment and OHS.</p> <p>A range of cleaning techniques including:</p> <ul style="list-style-type: none"> • wiping • washing • brushing • sweeping • use of cleaning agents (chemicals, solvents and detergents). <p>An understanding of service, operating and warranty requirements and customer rights with regard to services provided.</p> <p>An understanding of:</p> <ul style="list-style-type: none"> • the purpose of work records • workplace/organisation expectations for the maintenance of work records • types of work records <ul style="list-style-type: none"> - used in an automotive work environment - required by industry regulation(s) • methods for work records <ul style="list-style-type: none"> - manual - electronic.

Topics	HSC Requirements and Advice
	<p>Knowledge of the features and purposes of workplace documentation including:</p> <ul style="list-style-type: none"> • job card • work order • vehicle service handbook • warranty documentation • vehicle lubrication sticker. <p>Information to be included in workplace documentation including:</p> <ul style="list-style-type: none"> • documenting service and repair actions <ul style="list-style-type: none"> - additional items/parts used - additional repairs needed - future repairs needed - all lubricants/fluids and parts - estimate of cost of future repairs • manufacturer/supplier details • all relevant vehicle details <ul style="list-style-type: none"> - make - model - year - rego/VIN numbers. <p>The importance of recording information that is:</p> <ul style="list-style-type: none"> • clear • legible • accurate • concise • appropriate in terms of industry terminology.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Apply basic automotive troubleshooting processes	
Unit code	Unit descriptor	HSC Indicative Hours
AURC252103A	This unit covers the competence to conduct troubleshooting functions required to identify common automotive faults or problems based on evidence provided by customers.	20

Evidence Guide		HSC Requirements and Advice
The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.		
Critical aspects of evidence	Underpinning knowledge	Key Terms and Concepts
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • using questioning, listening and observation skills to determine the nature of customer enquiries • identifying automotive systems and components • consistently applying basic troubleshooting techniques to determine possible causes of faults or problems • communicating effectively with others involved in or affected by the work. 	<ul style="list-style-type: none"> • General knowledge of the range of enterprise merchandise and services, location of departments/sections and telephone extensions of departments/sections. • General operational knowledge of industry/workplace codes of practice in relation to customer service. • General operational knowledge of the function of major components of common automotive: <ul style="list-style-type: none"> - engine systems - transmissions and drive trains - steering and suspension systems - fuel systems - cooling systems - electrical systems - braking systems - exhaust systems. • General operational knowledge of basic troubleshooting techniques/processes. 	<ul style="list-style-type: none"> • automotive system/component • basic troubleshooting techniques/processes • causes of common faults/problems • codes of practice • customer contact • customer expectations • customer service • customer types • departments/sections • diagnostic charts • key personnel • merchandise and services • methods of approaching a customer • performance analysis/testing • questioning, listening and observation skills • quotations/estimates of repairs • specialist areas • vehicle systems • verbal communication • visual inspection.

Evidence Guide cont/d			HSC Requirements and Advice
Context of assessment	Method of assessment	Specific resource requirements for this unit	
<p>The elements of competence contain both knowledge and practical components. The knowledge components <i>may</i> be assessed off the job. The practical components <u>should</u> be assessed on the job or in a simulated work environment covering a range of customer types.</p> <p>This unit <i>may</i> be assessed in conjunction with other units that form part of the job role or function.</p>	<p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.</p> <p>Evidence of performance <i>may</i> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • a workplace or simulated workplace • enterprise or equivalent policy and procedures relating to customer service • a range of customers with enquiries. 	

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to technical literacy and interpretive skills to interpret and discern facts related to a customer enquiry.	Level 1
Communicate ideas and information	Questioning and active listening skills, e.g. when obtaining factual information from customers. Plain English literacy and communication skills in relation to dealing with customers.	Level 1
Plan and organise activities	Collect, organise and understand information related basic automotive troubleshooting.	Level 1
Work with others and in a team	Work with others and in a team by seeing and conveying information related to the planning, sequencing and completion of the task.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to count and measure.	Level 1
Solve problems	Establish diagnostic processes which include analytical skills to determine the possible causes of the fault or problem.	Level 1
Use technology	Use the workplace technology related to basic automotive troubleshooting.	Level 1

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Identify nature of the fault or problem	1.1 Customer is made to feel welcome and valued.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> customers <i>may</i> be regular or new and may have routine or special requests. They <i>may</i> include persons from a range of social, cultural or ethnic backgrounds and physical and intellectual abilities. Customers are made to feel welcome, valued and, at the end of the process, satisfied. Customer contact <i>may</i> be face to face, by telephone, by electronic means or in writing staff <i>may</i> be full time, part time or casual and vary in terms of training, product knowledge and in staffing levels, e.g. staff shortages. Staff <i>may</i> be operating in routine or busy trading conditions. enterprises <i>may</i> vary in size, type and location and in the range of merchandise, products and services provided . 	<p>Learning experiences for the HSC must address:</p> <p>An awareness of the type of knowledge employees should be familiar with including:</p> <ul style="list-style-type: none"> product/merchandise and service range location and primary role of departments/sections telephone extensions of departments/sections key personnel and their role. <p><i>NB This unit of competency requires students to develop knowledge in relation to a range of merchandise and services offered by at least one workplace/organisation.</i></p> <p><i>Ideally, this could be undertaken during work placement with students reporting their findings and experience to the class on their return. This will ensure students are made aware of a range of automotive environments and the differences in practices between workplaces/organisations.</i></p> <p>Types of customers including:</p> <ul style="list-style-type: none"> new or repeat/regular individual or business/organisation external and internal customers with routine or special needs/requests people from a range of social, cultural or ethnic backgrounds people with disabilities. <p>A knowledge of:</p> <ul style="list-style-type: none"> workplace/organisation policy and procedures in relation to establishing contact with customers industry code of practice in relation to quality customer service. <p>Customer contact including:</p> <ul style="list-style-type: none"> face-to-face telephone electronic means written.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>A knowledge of:</p> <ul style="list-style-type: none"> • different methods of approaching a customer <ul style="list-style-type: none"> - greeting - merchandise - service • timing of approaches • opening techniques. <p>Awareness of the importance of effective, positive and efficient customer service.</p> <p>Benefits of good customer service including:</p> <ul style="list-style-type: none"> • promoting goodwill • client loyalty/repeat business • new business • productivity • credibility • promoting workplace/organisation service ethic. <p>An awareness of factors customers expect in good service including:</p> <ul style="list-style-type: none"> • individualised attention • price • quality • product knowledge • appropriate presentation • polite and courteous service • efficiency • consistency. <p>Establishing good customer service including:</p> <ul style="list-style-type: none"> • knowledge of workplace/organisation policies • using language that is targeted to the specific customer • presenting a friendly and courteous manner • using positive gestures and body language • ensuring prompt response to enquiry/request • adopting a solutions-oriented approach • following up to maximise customer satisfaction.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>1.2 Questioning techniques are applied to determine nature of the customer enquiry.</p>		<p>Learning experiences for the HSC must address:</p> <p>Effective verbal communication including:</p> <ul style="list-style-type: none"> • appropriate language • a clear voice • audible volume • a courteous tone • active listening • asking questions or rephrasing to clarify or confirm understanding. <p>Effective questioning techniques including:</p> <ul style="list-style-type: none"> • open questions • closed questions • reflective questions. <p>Effective communication techniques in relation to listening including:</p> <ul style="list-style-type: none"> • active listening • barriers to effective listening. <p>Verbal questioning including:</p> <ul style="list-style-type: none"> • face-to-face • over the telephone.
	<p>1.3 Available information relating to the fault or problem is gathered, documented and confirmed with customer.</p>	<p>Unit scope</p> <ul style="list-style-type: none"> • the types of common faults or problems on which advice is required <i>may</i> include basic troubleshooting related to: <ul style="list-style-type: none"> - failure to achieve ignition/power - failure to achieve fuel flow - failure of lighting systems/components - excessive exhaust smoke or noise - unusual engine noises or vibrations - excessive play or vibration through steering - loss of coolant - slow response or excessive pedal travel when braking. <p>Information</p> <ul style="list-style-type: none"> • enterprise policies and procedures, equipment and product manufacturer/ 	<p>Learning experiences for the HSC must address:</p> <p>An understanding of vehicle systems and an awareness of the common faults or problems associated with:</p> <ul style="list-style-type: none"> • starting/ignition • fuel • electrical • engine mechanical • steering • suspension • cooling • braking. <p>Knowledge of basic troubleshooting methods including:</p> <ul style="list-style-type: none"> • use of customer complaint/information

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
		<p>component supplier specifications, enterprise operating procedures, industry/workplace codes of practice and customer enquiries/requests.</p> <p>Unit context</p> <ul style="list-style-type: none"> • legislative requirements <ul style="list-style-type: none"> - <u>include</u> State/Territory legislation related to OH&S and consumer law - <i>may</i> also include industry codes of practice. 	<ul style="list-style-type: none"> • visual inspection • performance analysis/testing <ul style="list-style-type: none"> - manual/electronic - audible test - road test/test drive • use of diagnostic charts • use of specialist equipment <ul style="list-style-type: none"> - data and scan tools - onboard computer diagnostics. <p>An awareness of paper-based and electronic means for recording customer details and their requests/enquiries.</p> <p>The importance of recording information that is:</p> <ul style="list-style-type: none"> • clear • legible • accurate • concise • appropriate in terms of industry terminology and abbreviations.
2 Apply basic troubleshooting processes	<p>2.1 Automotive system/component relating to the fault or problem is identified.</p> <p>2.2 Basic troubleshooting techniques are applied to identify the likely cause of the fault or problem.</p>	<p>Unit scope</p> <ul style="list-style-type: none"> • automotive systems/components <i>may</i> include: <ul style="list-style-type: none"> - engine systems - transmissions/drive trains - steering and suspension systems - fuel systems - cooling systems - electrical systems - braking systems - exhaust systems. 	<p>Learning experiences for the HSC must address:</p> <p>Identification and understanding of the general features, purpose, maintenance and operational knowledge of a range of automotive systems/components including:</p> <ul style="list-style-type: none"> • engine systems • transmissions and drive trains • steering and suspension systems • fuel systems • cooling systems • electrical systems • braking systems • exhaust systems.
	2.3 Advice is sought from the enterprise		<p>Learning experiences for the HSC must address:</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	product/system specialist.		<p>Awareness of a range of specialist areas in the automotive industry including:</p> <ul style="list-style-type: none"> • fuel injection • engine management • auto-electrical • automatic transmission • air-conditioning • brakes • steering and suspension. <p>Knowledge of the scope of responsibility and allocated duties and areas of expertise of other staff in the workplace/organisation.</p>
	2.4 Customer is advised of the likely cause and possible solutions to the fault or problem.	<p>Unit scope</p> <ul style="list-style-type: none"> • advice offered to the customer <u>is to</u> conform with statutory and organisationally imposed limitations and liability requirements. 	<p>Learning experiences for the HSC must address:</p> <p>Effective responses to a range of enquiries and requests.</p> <p>Preparation of quotations/estimates of repairs.</p>
	2.5 Customer is advised to seek specialist advice if the fault or problem cannot be determined from the available information or is beyond the capacity of the enterprise to rectify.		<p>Learning experiences for the HSC must address:</p> <p>Knowledge of the product(s) and service(s) provided in other areas/sections/departments of the workplace/organisation.</p>

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Apply safe working practices	
Unit code	Unit descriptor	HSC Indicative Hours
AURC270103A	This unit incorporates the Worksafe Australia Guidelines and encompasses competencies necessary to apply basic safety and emergency procedures to maintain a safe workplace for staff, customers and others.	20

Evidence Guide		HSC Requirements and Advice
The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.		
Critical aspects of evidence	Underpinning knowledge	Key Terms and Concepts
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • communicating effectively with others involved in or affected by the work • identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons • operating fire-fighting appliances • safely handling and storage of dangerous and/or hazardous goods and substances • applying safe manual handling practices • safely and effectively operating equipment and utilising materials over the full range of functions and processes for work undertaken on worksite • following worksite evacuation procedures. <p>This unit <i>may</i> be assessed in conjunction with all and units which form part of the normal job role.</p>	<ul style="list-style-type: none"> • General knowledge of the implications of OH&S on efficiency, morale and customer relations. • General knowledge of common automotive terminology. • Working knowledge of OH&S regulations/requirements, equipment, material and personal safety requirements. • Working knowledge of safe manual handling theories and practices. • Working knowledge of the selection and application of fire-fighting appliances. • Working knowledge of dangerous goods and hazardous chemicals handling processes. • Detailed knowledge of worksite reporting procedures. 	<ul style="list-style-type: none"> • accident • Australian Standards • automotive terminology • basic first aid • consultation • dangerous/hazardous goods/materials/chemicals/substances • designated personnel • disposal of dangerous/hazardous materials • effective communication • emergency personnel • emergency situations • employer and employee responsibilities • evacuation procedures • fire-fighting appliances/equipment • hazard identification • hazardous situations • hierarchy of risk control • housekeeping/clean-up procedures • illness • incident • isolation and cut out switches • job card/maintenance log • level of authority

Evidence Guide cont/d			HSC Requirements and Advice cont/d
Context of assessment	Method of assessment	Specific resource requirements for this unit	Key Terms and Concepts con/t
<p>Assessment of this unit <u>must</u> be completed on the job or in a simulated work environment which reflects a range of safe working practices.</p>	<p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.</p> <p>Evidence of performance <i>may</i> be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • a workplace or simulated workplace • situations requiring safe working practices • worksite or equivalent instructions on safe working practice • hazardous chemicals and/or dangerous goods information • materials, tooling and equipment • fire-fighting appliances and fire test facilities. 	<ul style="list-style-type: none"> • Material Safety Data Sheets (MSDS) • mechanical aids/lifting equipment/ devices • monitoring and reporting • occupational health and safety (OHS) • OHS legislation and codes of practice • OHS representatives/committee • participation • personal protective equipment (PPE) • pre-operational checks • product labels • repetitive tasks • risk control • risk management • safe manual handling • safe work practices and procedures • safety alarms • safety equipment and devices • safety/lockout tagging • signs and symbols • simultaneous operations • sources of information • standard operating procedures (SOPs) • use of compressed air • use of electricity/power supply • vehicular movement • WorkCover NSW • workplace injury • worksite reporting procedures • work environment • weight limits • workplace injuries.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to recognising and reporting situations.	Level 1
Communicate ideas and information	Communicate ideas and information to reporting procedures (verbal and written).	Level 1
Plan and organise activities	Plan and organise activities which implement and follow standard procedures.	Level 1
Work with others and in a team	Work with others and in a team by assisting and cooperating with team members.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to document and report numbers for emergency procedures.	Level 1
Solve problems	Establish diagnostic processes which recommend improvements for OH&S issues.	Level 1
Use technology	Use workplace technology related to the use of technology to assist with safe work practices.	Level 1

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Apply basic safety procedures	1.1 Procedures to achieve a safe working environment are followed and maintained in line with OH&S regulations and requirements and according to worksite policy.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit context</p> <ul style="list-style-type: none"> worksite policies and procedures <i>may</i> include hazard policies and procedures, emergency, fire and accident procedures, personal safety procedures, procedures for the use of personal protective clothing and equipment, use of motor vehicles, resolution procedures, job procedures and work instructions legislative requirements <i>may</i> include State and Territory OH&S legislation and National/State codes of practice OH&S procedures <i>may</i> include safe manual handling and lifting, customers, staff, equipment/tooling, premises and stock. <p>Information</p> <ul style="list-style-type: none"> Worksite documentation <i>for</i> OH&S, general duty of care, emergency procedures, safe working practices, enterprise operating procedures, customer requirements and industry/workplace codes of practice. 	<p>Learning experiences for the HSC must address:</p> <p>An awareness of the cost of workplace injury:</p> <ul style="list-style-type: none"> human social economic organisational. <p>General knowledge of:</p> <ul style="list-style-type: none"> the implications of occupational health and safety (OHS) on efficiency, morale and customer relations common automotive terminology. <p>An awareness of sources of information regarding OHS in the workplace including:</p> <ul style="list-style-type: none"> workplace/organisation policies and procedures emergency plan training manuals operator's manuals WorkCover NSW and Australian Safety and Compensation Council (ASCC) – formerly National Occupational Health and Safety Commission (NOHSC) – publications/safety alerts legislation/regulations/codes of practice manufacturer's specifications standard operating procedures (SOPs) Material Safety Data Sheets (MSDS) Australian Standards. <p>A basic awareness of the differences between:</p> <ul style="list-style-type: none"> an act a regulation codes of practice. <p>A basic understanding of OHS legislation and codes of practice including:</p> <ul style="list-style-type: none"> <i>Occupational Health and Safety Act 2000 (NSW)</i> <i>Occupational Health and Safety Regulations 2001 (NSW)</i> <i>Workers Compensation Act 1987 (NSW)</i> and amendments <i>Workplace Injury Management and Workers Compensation Act 1998 (NSW)</i>
			<ul style="list-style-type: none"> Codes of practice (WorkCover NSW)

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> - OHS Consultation - Risk Assessment - Labelling of Workplace Substances - Storage and Handling of Dangerous Goods. <p>An awareness of employer responsibilities under the OHS Act including the following:</p> <ul style="list-style-type: none"> • maintaining places of work under their control in a safe condition, and ensuring safe entrances and exits • making arrangements to ensure the safe handling, storage and transport of plant and substances • providing and maintaining systems of work and work environments that are safe and without risks to health • providing information, instruction, training and supervision necessary to ensure the health and safety of employees • providing adequate facilities for the welfare of employees • must not require employees to pay for anything done or provided to meet the requirements of the Act or Regulation • must consult with employees about OHS matters to enable them to contribute to decisions affecting their health, safety and welfare • must ensure the health and safety of visitors or people working who are not employees. <p>An awareness of employee responsibilities under the OHS Act including the following:</p> <ul style="list-style-type: none"> • employees must take reasonable care of the health and safety of themselves and others • employees must cooperate with employers in their efforts to comply with occupational health and safety requirements • employees must not interfere with or misuse things provided for the health, safety or welfare of persons at work • employees must not obstruct attempts to give aid or attempts to prevent serious risk to the health and safety of a person at work
			<ul style="list-style-type: none"> • employees must not refuse a reasonable request to assist in giving aid or preventing a risk to health

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>and safety</p> <ul style="list-style-type: none"> • employees must not disrupt the workplace by creating false health or safety fears. <p>An awareness of safe work practices and procedures including:</p> <ul style="list-style-type: none"> • OHS induction training (general, work activity and site-specific) • selection, use and maintenance of personal protective equipment (PPE) • selection of appropriate tools for the task • correct use, maintenance and storage of tools and equipment • correct handling, application, labelling and storage of hazardous and non-hazardous materials • safe posture (sitting, standing, bending and lifting) • correct manual handling (lifting and transferring) • hazard identification and risk control • correct use of electricity/power supply <ul style="list-style-type: none"> - cut-out switches and/or earth leakage core balance (ELCB) device - tagging of leads - temporary power boards - correct use and placement of power leads • correct use of compressed air <ul style="list-style-type: none"> - safety inspections and awareness of the need for <ul style="list-style-type: none"> ▪ checking pressure tanks ▪ lines and connections ▪ overload pressure valves to compressor ▪ purge procedures • safely working with <ul style="list-style-type: none"> - moving parts - hot components • safe removal of hot fluids • awareness of vehicular movement • procedures to follow in the event of an emergency <ul style="list-style-type: none"> - emergency shutdown procedures - stopping of equipment - site evacuation • basic first aid and access to first-aid kits • effective communication and teamwork
			<ul style="list-style-type: none"> • location and use of safety alarms and emergency exits • correct use of fire fighting equipment:

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> - fire blanket - fire extinguishers - fire hydrant and hose • adherence to work instructions and workplace/organisation policies and procedures • housekeeping/clean-up procedures, including waste disposal, with proper consideration of OHS and the environment. <p>Use and application of a range of PPE including:</p> <ul style="list-style-type: none"> • footwear • head protection • gloves • protective clothing • hearing protection • eye protection • masks. <p>Selection of PPE:</p> <ul style="list-style-type: none"> • correct for the task • manufacturer's specifications for use • correct fitting • serviceability. <p>Importance of correctly fitting PPE.</p> <p>Maintenance of PPE according to manufacturer's instructions and workplace/organisation policy and procedures:</p> <ul style="list-style-type: none"> • cleaning and decontamination • correct storage • regular checks for damage • repair/replacement of worn, malfunctioning or damaged equipment/parts • disposal of single-use equipment. <p>Selection and use of standard signs and symbols common in the automotive industry including:</p> <ul style="list-style-type: none"> • legislative requirements • meaning of colour and shape • appropriate placement and positioning.
	<p>1.2 All unsafe situations are recognised and reported according to worksite policy.</p>	<p>Unit scope</p> <ul style="list-style-type: none"> • unsafe situations <i>may</i> include but not limited to sharp cutting tooling and instruments, electricity and water, toxic 	<p>Learning experiences for the HSC must address:</p> <p>Identification of potential hazards to:</p> <ul style="list-style-type: none"> • self

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
		<p>substances, damaged packing material or containers, broken or damaged equipment, flammable materials and fire hazards, lifting practices, spillages, waste and debris especially on floors, ladders, trolleys and glue guns/burns.</p>	<ul style="list-style-type: none"> • visitors • colleagues • customers • the general public. <p>A range of hazards including:</p> <ul style="list-style-type: none"> • tools, equipment, machinery and plant <ul style="list-style-type: none"> - operation - maintenance - broken/faulty • manual handling • hazardous and non-hazardous materials in use <ul style="list-style-type: none"> - spills - leakages - flammable/explosive • vehicular movement • high pressure fluids • high temperatures <ul style="list-style-type: none"> - cooling systems - lubrication system - engine components (manifold and exhaust system) • rotating parts • work processes/practices • work environment <ul style="list-style-type: none"> - poor/inadequate lighting - inadequate amenities - lack of storage - poor housekeeping - wet or slippery floors - exposed cables, extension leads and wires - damaged carpets - falling objects - noise - vibration - poor ventilation • working <ul style="list-style-type: none"> - alone - with electricity - with engine systems
			<ul style="list-style-type: none"> • human factors <ul style="list-style-type: none"> - stress - violence/bullying - playing practical jokes

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> - fatigue - substance abuse - failure to follow procedures - lack of training or experience - carelessness - poor personal health/hygiene - using wrong techniques/procedures - ignoring safety rules/signs - taking short cuts - knowingly using unsafe equipment/tools • simultaneous operations • repetitious tasks. <p>A basic understanding of risk management:</p> <ul style="list-style-type: none"> • identify hazards • assess associated risks • use appropriate control measures to eliminate or minimise risks • monitor and review the control measures. <p>A basic awareness of the hierarchy of risk control measures:</p> <ul style="list-style-type: none"> • Level 1 – eliminate the risk (such as discontinue the activity or not use the equipment) • Level 2 – minimise the risk by <ul style="list-style-type: none"> - substituting the system of work/equipment (with something safer) - modifying the system of work/equipment (to make it safer) - isolating the hazard (such as introducing a restrictive work area) - introducing engineering control (such as guards, screens or barriers) • Level 3 – other controls <ul style="list-style-type: none"> - adopt administrative controls and safe work practices - PPE. <p>Knowledge of designated personnel in relation to hazard identification and control within the workplace/organisation.</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Awareness of appropriate person(s) including:</p> <ul style="list-style-type: none"> • supervisor/team leader • manager • trainer • OHS representative/committee • union representative. <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> • taking initiative • problem-solving • decision-making. <p>How and when to report OHS issues.</p> <p>A basic awareness of monitoring and reporting for OHS including:</p> <ul style="list-style-type: none"> • formal/informal • verbal • written <ul style="list-style-type: none"> - safety inspection reports - checklists - accident reports - WorkCover NSW notification - registers/logs/files.
	<p>1.3 All breakdowns in relation to machinery and equipment are reported to supervisor or nominated persons.</p>	<p>Unit context</p> <ul style="list-style-type: none"> • communications <i>may</i> be verbal, written, by telephone or by other means. 	<p>Learning experiences for the HSC must address:</p> <p>A basic awareness of restrictions placed on the use of equipment and machinery common to the automotive industry.</p> <p>A knowledge of the use/application, limitations and maintenance of safety equipment and devices including:</p> <ul style="list-style-type: none"> • screens • barriers and shielding • extraction fans • machine guards • isolation devices. <p>Acknowledgement of:</p> <ul style="list-style-type: none"> • the importance of safety equipment and devices

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • the reasons for using safety equipment and devices • the importance of pre-operational checks. <p>Reporting of serious faults including:</p> <ul style="list-style-type: none"> • verbal notification to appropriate personnel • recording on job card/maintenance log • safety/lockout tagging where appropriate. <p>Reasons for safety/lockout tagging including:</p> <ul style="list-style-type: none"> • ease of identification • evidence of serviceability • preventing use until repaired. <p>An awareness of appropriate person/process for removal of safety/lockout tagging.</p> <p>An awareness of supplier/manufacture's responsibilities under the OHS Act including:</p> <ul style="list-style-type: none"> • providing access to MSDS • providing access to risk assessment guidelines for equipment supplied.
	<p>1.4 Fire and safety hazards are identified and precautions are taken or reported according to worksite policy and procedures.</p>		
	<p>1.5 Dangerous goods and substances are identified, handled and stored according to worksite policy and procedures and OH&S requirements.</p>		<p>Learning experiences for the HSC must address:</p> <p>An awareness of dangerous or hazardous goods and materials in an automotive industry environment including:</p> <ul style="list-style-type: none"> • chemicals • solvents • adhesives • acids • flammable materials • explosive goods • petroleum-based products • liquefied petroleum gas (LPG) • paints • oils

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>1.6 Worksite policy regarding manual handling practice is followed.</p>		<ul style="list-style-type: none"> • refrigerants • asbestos • waste products. <p>Interpretation of product labels and MSDS for the safe preparation and use of dangerous goods and hazardous substances:</p> <ul style="list-style-type: none"> • directions and precautions for use • recommended dosage and dilution of chemicals • safe handling requirements • first aid • calculating quantity required • disposal methods • suitable storage item/container. <p>How and where to obtain required MSDS.</p> <p>Appropriate storage of chemicals, hazardous substances and flammable materials including:</p> <ul style="list-style-type: none"> • secure storage • separate well-lit and ventilated storeroom • sealed, labelled containers with direction for use and first-aid • placement of Hazchem labels • always follow manufacturer's and/or organisation's instructions on containers • never mix chemicals unless recommended by manufacturer. <p>A basic awareness of legislation including:</p> <ul style="list-style-type: none"> • <i>OHS Amendment (Dangerous Goods) Act 2003</i> (NSW) • <i>OHS Amendment (Dangerous Goods) Regulation 2005</i> (NSW). <p>Disposal of unwanted dangerous or hazardous goods and materials with proper consideration for the environment and legislative requirements.</p> <p>Learning experiences for the HSC must address:</p> <p>A knowledge of correct manual handling techniques when:</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • moving items • lifting/carrying items <ul style="list-style-type: none"> - individually - in pairs - with a team • using tools/equipment • placing items down <ul style="list-style-type: none"> - loading/unloading - into general storage - in/out of transport - to/from raised work area • working at heights • bending and twisting • using mechanical aids/lifting equipment • transferring hazardous materials • undertaking repetitious tasks. <p>An awareness of legal requirements for weight limits.</p> <p>Knowledge of a range of lifting devices for manual handling and their correct operating procedures including:</p> <ul style="list-style-type: none"> • jacks <ul style="list-style-type: none"> - trolley - air - transmission • engine crane/gantry • vehicle hoists <ul style="list-style-type: none"> - two post - four post - clear floor two post. • hand trolleys • motorised/hand pallet trucks (not sit-on) • scissor lifts • hand carts. <p>OHS considerations for the use and operation of lifting equipment including:</p> <ul style="list-style-type: none"> • danger to self and others • hazard identification and risk control measures • safe working loads • qualifications/licence and training for the operator.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>1.7 Participation in consultative arrangements established by company for OH&S is exercised.</p>		<p>An understanding of safe and secure placement of materials on moving/lifting equipment.</p> <p>Learning experiences for the HSC must address:</p> <p>An acknowledgement that OHS is everyone's responsibility in the workplace.</p> <p>The concept of 'participation' and 'consultation' as it relates to workplace safety and employee rights and responsibilities.</p> <p>An understanding of the election/formation, roles and responsibilities of the OHS representatives or committee in the workplace.</p> <p>A basic understanding of the roles and functions of key bodies involved in OHS including:</p> <ul style="list-style-type: none"> • WorkCover NSW • ASCC • local councils • unions • professional associations.
<p>2 Apply emergency procedures</p>	<p>2.1 Worksite policies and procedures regarding illness or accidents are identified and applied.</p>	<p>Unit scope</p> <ul style="list-style-type: none"> • emergency procedures <i>may</i> include sickness, accidents, fire or store evacuation involving staff or customers. 	<p>Learning experiences for the HSC must address:</p> <p>A definition of:</p> <ul style="list-style-type: none"> • illness • accident • incident. <p>Causes of common workplace injuries including:</p> <ul style="list-style-type: none"> • lack of protection and safety equipment • slips, trips and falls • poor housekeeping • poor maintenance • inadequate lighting • spills • obstructions • faulty or incorrect equipment • poor ergonomics • inadequate instruction, training and supervision
			<ul style="list-style-type: none"> • personal factors including stress, tiredness and

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>inappropriate behaviour</p> <ul style="list-style-type: none"> • unrealistic time frames • negligence • fatigue. <p>An awareness of a range of potential workplace injuries including:</p> <ul style="list-style-type: none"> • allergic reactions • burns • dislocations and fractures • puncture wounds and cuts/lacerations • sprains and strains • heat exhaustion • hearing loss • medical conditions including epilepsy, diabetes and asthma • poisoning and toxic substances • shock • welding flash • electrocution/electric shock • stress-related illness. <p>Measures to prevent common workplace accidents, injury or impairment including:</p> <ul style="list-style-type: none"> • following safety procedures accurately • adopting correct posture and manual handling techniques • taking adequate rest breaks • using PPE • correct use of chemicals and dangerous substances • stress management techniques • safe use of tools, equipment, machinery and plant • procedures to deal with emergency, fire and accidents • risk management.
	2.2 Safety alarms are identified.		<p>Learning experiences for the HSC must address:</p> <p>A knowledge of the location, operation and appropriate use of different types of isolation and cut-out switches including:</p>
			<ul style="list-style-type: none"> • setting • resetting • consequences of activating cut-out switches.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>2.3 Qualified persons are contacted in the event of accident or sickness of customers or staff and accident details are documented according to worksite accident/injury procedures.</p>		<p>Learning experiences for the HSC must address:</p> <p>A basic awareness of the primary role of personnel in an emergency including:</p> <ul style="list-style-type: none"> • first aid officer • safety officer/safety representative • OHS committee member • colleagues • manager • supervisor/team leader • emergency services • WorkCover NSW • union representative.
	<p>2.4 Worksite evacuation procedures are identified and applied.</p>		<p>Learning experiences for the HSC must address:</p> <p>Emergency situations including:</p> <ul style="list-style-type: none"> • bomb threat • accidents/serious injury/illness • robbery • fire • armed hold-up • natural disaster • equipment collapse. <p>Knowledge of emergency contact numbers:</p> <ul style="list-style-type: none"> • '000' – landline number • '112' – mobile phones. <p>How and when to seek assistance.</p> <p>Procedures to follow in the event of an emergency including:</p> <ul style="list-style-type: none"> • Notification <ul style="list-style-type: none"> - appropriate authorities (emergency services and WorkCover NSW) - colleagues - supervisor
			<ul style="list-style-type: none"> • workplace/organisation policy and procedures <ul style="list-style-type: none"> - evacuate - secure building • reporting.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>An awareness of information required by emergency services attending the site including:</p> <ul style="list-style-type: none"> • location • nearest cross-street • nature of the incident • number of casualties • nature of injuries • contact name and number.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Communicate effectively in the workplace	
Unit code	Unit descriptor	HSC Indicative Hours
AURC270789A	This unit covers the competence to communicate in the workplace by oral, written and electronic means.	10

Evidence Guide		HSC Requirements and Advice
The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.		
Critical aspects of evidence	Underpinning knowledge	Key Terms and Concepts
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • writing short routine texts using correct spelling, punctuation and grammar • reading, interpreting and applying routine texts in the workplace • interpreting and conveying workplace information • maintaining workplace communications, including documents • applying keyboard skills to prepare and/or edit simple documents using a computer • applying enterprise requirements for document style and format • applying enterprise requirements for electronic storage and retrieval of documents • applying enterprise procedures for incoming and outgoing telephone calls. 	<ul style="list-style-type: none"> • General knowledge of enterprise forms, documents and stationery. • Operational knowledge of enterprise policies and procedures in regard to: <ul style="list-style-type: none"> - workplace document style, format and layout - workplace communication procedures - workplace documents - telephone protocols and operating procedures - computer system operating procedures. • Basic operational knowledge of legislation or regulations in relation to OH&S, particularly for use of screen-based equipment and ergonomic computer workstations. 	<ul style="list-style-type: none"> • communication process/cycle • communication methods and equipment • computer system operating procedures • computer work stations • cooperative working environments • document inventories • document style and format • document maintenance and storage • editing and proofreading • effective communication • electronic communication • electronic storage and retrieval • ergonomic solutions • feedback • files and directories/folders • incoming and outgoing telephone calls • industry terminology/technical jargon • input devices • keyboard skills • lines of reporting and communication • personal computer • printing/print queue • questioning techniques • reading and interpreting texts • routine texts • software packages

Evidence Guide cont/d			HSC Requirements and Advice cont/d
Context of assessment	Method of assessment	Specific resource requirements for this unit	Key Terms and Concepts
<p>This unit <i>may</i> be assessed in conjunction with other units that form part of the job role or function.</p> <p>Elements of competence contain both knowledge and practical components. Knowledge components <i>may</i> be assessed off the job. Practical components <u>should</u> be assessed on the job or in a simulated work environment.</p> <p>Evidence is best gathered using the products, processes and procedures of the workplace as the means by which the candidate achieves industry competencies.</p>	<p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover the varying circumstances.</p> <p>Evidence of performance <i>may</i> be provided by customers, team leaders/ members or other appropriate persons, subject to agreed authentication arrangements.</p>	<p>The following <u>should be</u> made available:</p> <ul style="list-style-type: none"> • a workplace or simulated workplace • documentation, such as enterprise or sample policies and procedures manuals related to workplace document style, format and layout, workplace communication procedures, workplace documents, telephone protocols and operating procedures, computer system operating procedures • enterprise or sample stationery, documents and forms • access to enterprise or similar computer hardware and software • access to enterprise or similar telephone system. 	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • sources of information • sources of work instructions • telephone system/equipment • telephone protocols/etiquette • verbal, non-verbal and written communication • workplace documentation.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to input/transfer information into a computer and interpreting workplace information.	Level 1
Communicate ideas and information	Communicate ideas and information utilising plain English literacy and communication skills in relation to writing, reading and understanding workplace documents including basic oral communication skills in relation to conveying and receiving workplace information.	Level 1
Plan and organise activities	Plan and organise activities to take or leave a telephone message.	Level 1
Work with others and in a team	Work with others and in a team by distributing information to team members.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to ensure version control of files and documents is followed.	Level 1
Solve problems	Establish diagnostic processes to recognise and clarify information.	Level 1
Use technology	Use workplace technology related to basic computer keyboard skills in relation to opening, editing, closing and printing basic text documents, and basic technical skills in the operation of computer hardware and telephone equipment.	Level 1

Please note: BSBCMN103A *Apply basic communication skills* is an elective unit of competency for Certificate I in Automotive. The underpinning knowledge and skills from this unit have been incorporated into the following HSC Requirements and Advice.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Write routine texts	1.1 Routine texts of one or more sentences are composed in accordance with workplace requirements.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit Scope</p> <ul style="list-style-type: none"> enterprise <i>may</i> vary in size, type and location, the range of work activities conducted, hours of operation and the number and type of staff. <p>Information</p> <ul style="list-style-type: none"> enterprise policies and procedures <u>relating to</u> workplace forms and documents, computer operating procedures, telephone use and system operating procedures. 	<p>Learning experiences for the HSC must address:</p> <p><i>NB This unit of competency requires students to develop a general knowledge of a range of forms, documents and stationery used by at least one workplace/organisation.</i></p> <p><i>Ideally, this could be undertaken during work placement with students reporting their findings and experience to the class on their return. This will ensure students are made aware of a range of automotive environments and the differences in practices between workplaces/organisation.</i></p> <p>An awareness of the purpose of a range of texts likely to be encountered in an automotive industry environment including:</p> <ul style="list-style-type: none"> sources for work instructions and procedures <ul style="list-style-type: none"> work schedules job card/sheet/plans/specifications standard operating procedures Material Safety Data Sheets (MSDS) regulations/legislation manufacturer/workplace guidelines, policies and procedures Australian Standards meeting notes/minutes manuals dictionaries workplace documentation <ul style="list-style-type: none"> job cards invoices stock/inventory/price lists parts order forms quotes contracts operational forms memos/messages customer bookings rosters timesheets personnel records accident reports

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> - warranty reports - leave forms - workers compensation documentation. <p>Writing a range of routine text of varying degrees of difficulty.</p>
	1.2 Routine forms are completed in accordance with workplace requirements.		
	1.3 Spelling, punctuation and grammar rules are followed.		<p>Learning experiences for the HSC must address:</p> <p>Editing and proofreading skills including:</p> <ul style="list-style-type: none"> • sources for checking spelling and grammar • use of electronic spelling and grammar tools. <p>Understanding lines of reporting and communication with supervisor/team leader and others in the workplace.</p> <p>Awareness of appropriate/relevant people including:</p> <ul style="list-style-type: none"> • supervisor/team leader • mentor • trainer • colleagues.
	1.4 Texts are self checked for accuracy and presented for progress checks by relevant persons.		
2 Read routine documents	2.1 Purpose of the text is understood and described.		<p>Learning experiences for the HSC must address:</p> <p>Identification and selection of appropriate text(s) required to support/complete a range of tasks appropriate to the job.</p> <p>A range of opportunities to read, interpret and follow work instructions/information for a range of work tasks of varying degrees of difficulty.</p>
	2.2 Main points or ideas presented are described.		<p>Learning experiences for the HSC must address:</p> <p>Extracting information from a range of relevant sources.</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	2.3 New technical words are comprehended.		<p>Learning experiences for the HSC must address:</p> <p>Appropriate use of industry terminology and technical jargon.</p>
	2.4 The meaning of key words and phrases are explained.		
3 Contribute to workplace communications	3.1 Information is accessed to ensure effective communication when sending or receiving information.	<p>Unit Scope</p> <ul style="list-style-type: none"> • communication <i>may</i> include face to face, telephone, written or electronic means. 	<p>Learning experiences for the HSC must address:</p> <p>An awareness of sources for current automotive industry information including:</p> <ul style="list-style-type: none"> • industry associations and organisations • unions • industry journals/publications • media • the internet • libraries • reference books • policy and procedure manuals • personal observations and experience • industry contacts, mentors and advisors • colleagues, supervisor/team leader and/or manager • professional development opportunities • industry functions. <p>Basic research skills:</p> <ul style="list-style-type: none"> • identification of relevant information • questioning techniques to obtain information • sorting, summarising and presenting information. <p>Importance of communication in an automotive industry environment.</p> <p>Brief overview of the communication process/cycle:</p> <ul style="list-style-type: none"> • sender • receiver • message • feedback. <p>Barriers to effective communication including:</p> <ul style="list-style-type: none"> • bias and stereotyping • lack of empathy

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • negative subtext • gender issues • individual differences • inconsistency • emotions • physical barriers, eg noise • inattention • pressure of time. <p>Types of communication:</p> <ul style="list-style-type: none"> • verbal • non-verbal • written. <p>Effective verbal communication including:</p> <ul style="list-style-type: none"> • appropriate language • a clear voice • audible volume • a courteous tone • active listening • asking questions or rephrasing to clarify or confirm understanding. <p>Effective communication techniques in relation to non-verbal communication including:</p> <ul style="list-style-type: none"> • understanding body language • interpreting <ul style="list-style-type: none"> - subtext - gestures • standards of dress • use of personal space. <p>Written communication media including:</p> <ul style="list-style-type: none"> • messages • email • memorandum • facsimiles • receipts • customer records • general correspondence • workplace forms.
			General features, benefits and working knowledge of a

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>3.2 Assistance is provided to colleagues in the workplace, to foster common understanding.</p>	<p>Unit Scope</p> <ul style="list-style-type: none"> • staff <i>may</i> be full time, part time or casual and vary in terms of training and staffing levels. Staff <i>may</i> be operating in routine or busy trading and <i>may</i> include persons from a range of social, cultural or ethnic backgrounds and physical and mental abilities • staff <i>may</i> work in teams or groups of varying size and structure. 	<p>range of communication methods and equipment.</p> <p>Factors affecting selection of particular communication methods/equipment:</p> <ul style="list-style-type: none"> • technical and operational features • access of the sender and receiver to necessary equipment • technical skills required to use the medium • required format • degree of formality required • urgency and time frames. <p>Learning experiences for the HSC must address:</p> <p>Effective questioning techniques including:</p> <ul style="list-style-type: none"> • open questions • closed questions • reflective questions. <p>Effective communication techniques in relation to listening including:</p> <ul style="list-style-type: none"> • active listening • barriers to effective listening. <p>Verbal questioning including:</p> <ul style="list-style-type: none"> • face-to-face • over the telephone. <p>Strategies for the promotion of cooperative working environments including:</p> <ul style="list-style-type: none"> • good communication • mutual respect • understanding roles and responsibilities • positive working relationships • application of codes of conduct • application of workplace policies and procedures • teamwork. <p>Providing assistance to team members including:</p> <ul style="list-style-type: none"> • formal/informal support • mentoring • sharing ideas and knowledge. <p>How to elicit, interpret and provide feedback.</p>
	<p>3.3 Requests for information from</p>		

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>colleagues are met.</p> <p>3.4 Documents are kept and maintained in accordance with workplace/enterprise procedures and Government legislation.</p>		<p>Learning experiences for the HSC must address:</p> <p>The importance of recording information that is:</p> <ul style="list-style-type: none"> • clear • legible • accurate • concise • appropriate in terms of industry terminology. <p>A broad understanding of the importance of and standard procedures for:</p> <ul style="list-style-type: none"> • document maintenance and storage <ul style="list-style-type: none"> - appropriate storage/filing of hard copies of computer-generated documents • maintaining document inventories.
4 Apply basic computer skills	<p>4.1 Computer is turned on according to manufacturer/component supplier specifications or workplace procedures.</p> <p>4.2 Software is loaded or selected from menu.</p>		<p>Learning experiences for the HSC must address:</p> <p>Operating a personal computer:</p> <ul style="list-style-type: none"> • start up and shut down • access system • log-on procedures • correctly identifying and opening files • locating data • saving and closing files • storing data • legal and organisation policy/guidelines and requirements. <p>Learning experiences for the HSC must address:</p> <p>A working knowledge of a range of application software packages including:</p> <ul style="list-style-type: none"> • email and internet • word processing • spreadsheet • database.
	4.3 File is identified and selected or new file is produced.		<p>Learning experiences for the HSC must address:</p> <p>Working with files including how to:</p> <ul style="list-style-type: none"> • search for files using system browser

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • select, open and name/rename files • move files • copy files • save files • restore deleted files. <p>Setting up and accessing directories/folders.</p>
	<p>4.4 Information is entered, edited or deleted using an input device and within workplace designated speed and accuracy requirements.</p>		<p>Learning experiences for the HSC must address:</p> <p>Input devices including:</p> <ul style="list-style-type: none"> • keyboard • numerical key pad • mouse • scanner.
	<p>4.5 Document is saved regularly to avoid loss of information.</p>		<p>Learning experiences for the HSC must address:</p> <p>Electronic storage of data may include:</p> <ul style="list-style-type: none"> • storage in directories and sub-directories • storage on universal serial bus (USB) devices, compact disc read-only memory (CD-ROM), hard drives or back-up systems.
	<p>4.6 Document is proof read and amended for accuracy.</p>		
	<p>4.7 Document is produced in required style and format.</p>		<p>Learning experiences for the HSC must address:</p> <p>Workplace/organisational procedures for document design including:</p> <ul style="list-style-type: none"> • style • layout • format • graphics • colour schemes. <p>An awareness of points to consider when producing a document including:</p>
			<ul style="list-style-type: none"> • appropriate terminology • acceptable spelling, abbreviations and acronyms • use of punctuation, numbers, bullets and symbols.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	4.8 Document is printed.		<p>Learning experiences for the HSC must address:</p> <p>Preparation for printing including:</p> <ul style="list-style-type: none"> • using/adjusting printer settings • adding a printer • setting default printer. <p>Use of print queue including:</p> <ul style="list-style-type: none"> • print jobs • view/delete jobs.
	4.9 File is saved and closed and program closed or exited according to manufacturer/component supplier specifications or workplace procedures.		<p>Learning experiences for the HSC must address:</p> <p>Conventions for:</p> <ul style="list-style-type: none"> • use of directories and sub-directories • naming files • version control.
	4.10 Computer is turned off according to manufacturer/component supplier specifications or workplace procedures.		
	4.11 OH&S guidelines relating to screen based equipment and computer workstations are observed.	<p>Unit Context</p> <ul style="list-style-type: none"> • legislative requirements <i>may</i> include legislation regulations or industry codes of practice in relation to OH&S, particularly for use of screen-based equipment and ergonomic computer workstations. 	<p>Learning experiences for the HSC must address:</p> <p>Identification of environmental and ergonomic requirements of a workstation including:</p> <ul style="list-style-type: none"> • environmental factors <ul style="list-style-type: none"> - lighting - noise - ventilation • ergonomic <ul style="list-style-type: none"> - furniture <ul style="list-style-type: none"> ▪ desk ▪ chair ▪ footrest ▪ arm rest - equipment <ul style="list-style-type: none"> ▪ monitor
			<ul style="list-style-type: none"> ▪ keyboard ▪ mouse ▪ document holder - behavioural <ul style="list-style-type: none"> ▪ posture

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> ▪ exercise ▪ time for break. <p>Identification of safety requirements when working with electricity including:</p> <ul style="list-style-type: none"> • general electrical safety • proper position/placement of cables/leads • storage of excess cables/leads • cables/leads in good working condition • safety/lockout tagging as appropriate.
5 Operate workplace telephone systems	5.1 Telephone system functions are used according to enterprise policy.		<p>Learning experiences for the HSC must address:</p> <p>An awareness of a range of telephone equipment including:</p> <ul style="list-style-type: none"> • single and multi-line telephones • mobile telephones • extensions • answering machines. <p>A range of telephone system functions including:</p> <ul style="list-style-type: none"> • transfer • redial • recall • group pick-up • on-hold • call waiting. <p>Operation of telephone system including:</p> <ul style="list-style-type: none"> • making outgoing call • accepting incoming call • transferring call to an extension • placing caller on hold • paging.
	<p>5.2 Outgoing calls are completed in accordance with manufacturer instructions and enterprise policy and procedures.</p> <p>5.3 Incoming calls are answered promptly and in accordance with enterprise policy</p>		<p>Learning experiences for the HSC must address:</p> <p>Features of good telephone etiquette:</p> <ul style="list-style-type: none"> • greeting caller <ul style="list-style-type: none"> - answering call promptly - using polite greeting - identifying the workplace/organisation - identify yourself using 'This is' and name - offer of assistance

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	and procedures.		<ul style="list-style-type: none"> • courteous language • friendly tone • clear articulation • audible volume • accurate relaying of messages.
	5.4 Calls are transferred or placed on hold.		
	5.5 Caller is kept informed of delays and action being taken.		<p>Learning experiences for the HSC must address:</p> <p>An awareness of the benefits of following up with customers.</p>
	5.6 Caller details and purpose of call are obtained and documented.		<p>Learning experiences for the HSC must address:</p> <p>Establishing the details of the enquiry by questioning, summarising and reiterating.</p>
	5.7 Messages are documented and calls promptly returned if required.		<p>Learning experiences for the HSC must address:</p> <p>Taking messages and sending them to the relevant person including:</p> <ul style="list-style-type: none"> • information to be obtained • repeating main points to ensure accuracy • system to record message (paper or electronic).

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Service, maintain or replace batteries	
Unit code	Unit descriptor	HSC Indicative Hours
AURE218670A	<p>This unit covers the competence to inspect, service, maintain or remove and replace batteries.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, testing of batteries, analysis of test results, servicing and maintenance of batteries and completion of work finalisation processes, including clean up and documentation.</p>	5

Evidence Guide		HSC Requirements and Advice
<p>The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.</p>		
Critical aspects of evidence	Underpinning knowledge	Key Terms and Concepts
<p>It is <u>essential</u> that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual circumstances in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • accurately interpreting inspection results • testing carried out to manufacturer/component supplier requirements • conducting servicing, removal and replacement in accordance with workplace and manufacturer/component supplier requirements • completing work within workplace timeframes • vehicle/equipment presentation to customer in compliance with workplace requirements. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S and environmental regulations/requirements, equipment, material and personal safety requirements • dangers of working with battery testing equipment • operating principles of batteries and chargers and their relationship to each other • inspection procedures • testing procedures • enterprise quality procedures • work organisation and planning processes. 	<ul style="list-style-type: none"> • award provisions • batteries/battery terminals • battery acid • battery components • battery removal and replacement • battery test equipment • calibration • clean-up procedures • compliance/non-compliance • effective communication • electrical safety • electrolytes • emergency procedures • enterprise quality procedures • fault reporting • hazards • inspection procedures • interpretation and analysis of test results • job card • machinery movement • managing work activities • manufacturers' specifications • materials • occupational health and safety (OHS)

Evidence Guide cont/d			HSC Requirements and Advice
Context of assessment	Method of assessment	Specific resource requirements for this unit	Key Terms and Concepts
<p>Application of competence <u>is</u> to be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is</u> to occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is</u> to comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <i>may</i> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able to be under the particular circumstance, and is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <i>may</i> be provided by customers, team leaders/ members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to servicing, maintenance or replacement of batteries • equipment, hand and power tooling appropriate to servicing, maintenance or replacement of batteries • activities covering mandatory task requirements • specifications and work instructions. 	<ul style="list-style-type: none"> • operational, manual and mechanical lifting and shifting • personal protective equipment (PPE) • presentation of vehicle/equipment to customer • principles of batteries and chargers • problem-solving skills • quality assurance • regulations • recording, reporting and communication • risk management • safe disposal of batteries • safe work practices • servicing and maintenance • sources of information • specification charts • standard operating procedures • team environment • test results • testing procedures • tools, equipment and consumables • toxic substances • vehicle storage • vehicular movement • verbal, non-verbal and written communication • work instructions • work organisation and planning processes • workplace/organisation practices • workplace documentation • workplace timeframes • workshop manuals • work/schedule documentation.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Analytical skills for identification and analysis of technical information.	Level 1
Communicate ideas and information	Communicate ideas and information. Plain English literacy and communication skills in relation to dealing with customers and team members. Questioning and active listening skills for example when obtaining information from customers. Oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Plan and organise activities for own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions, to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to servicing, maintenance and replacement of batteries, including use of specialist tooling, measuring equipment and communication devices and the reporting/ documenting of results.	Level 1

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Prepare to inspect battery	1.1 Nature and scope of work requirements are identified and confirmed.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> work involved <u>includes</u> all vehicles and equipment. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate some judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <u>may</u> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. 	<p>Learning experiences for the HSC must address:</p> <p>A range of sources for work instructions and procedures including:</p> <ul style="list-style-type: none"> work schedules/plans/specifications job card role/duty statement roster standard operating procedures (SOP) Material Safety Data Sheets (MSDS) diagrams/sketches manuals <ul style="list-style-type: none"> workshop product regulations/legislation/codes of practice workplace/organisation guidelines, specifications, requirements, policies and procedures Australian Standards workplace/organisation bulletins/memos engineer's design specifications/instructions. <p>An awareness of various modes of communication to receive work instructions including:</p> <ul style="list-style-type: none"> verbal <ul style="list-style-type: none"> face-to-face (supervisor to employee) telephone/mobile phone/pager PA system two-way radio workplace meetings written communication <ul style="list-style-type: none"> work plans/job cards memos/messages job description/statement workplace forms rosters facsimile email intranet non-verbal <ul style="list-style-type: none"> gestures signals signage diagrams.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Strategies for obtaining, understanding and clarifying instructions/procedures including:</p> <ul style="list-style-type: none"> • correct sourcing and selection of information • consult appropriate personnel • active listening • open and closed questions. <p>A range of opportunities to read, interpret and follow information/instructions for a range of work tasks of varying degrees of difficulty.</p> <p>Planning and preparation for a range of tasks/activities applicable to servicing, maintaining and replacing batteries.</p> <p>A basic overview of the role of employees in quality assurance.</p>
	<p>1.2 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.</p>	<p>Safety (OH&S)</p> <ul style="list-style-type: none"> • OH&S requirements <u>are to</u> be in accordance with legislation/regulations/codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances • personal protective equipment <u>is to</u> include that prescribed under legislation/regulation/codes of practice and workplace policies and practices • safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting and working in proximity to others and site visitors • emergency procedures related to this unit <u>are to</u> include but may not be limited to emergency shutdown and stopping of 	<p>Learning experiences for the HSC must address:</p> <p>An awareness of safe work practices and procedures for inspecting, servicing/maintaining, removing and replacing batteries.</p> <p>Selection, use and application of a range of personal protective equipment (PPE) for working with batteries.</p> <p>Importance of correctly fitting PPE.</p> <p>Awareness of a range of hazards associated with working with batteries and battery test equipment including:</p> <ul style="list-style-type: none"> • working with electricity • arcing across battery terminals • risk of fire and explosion • working with acids • manual lifting • working in proximity to others. <p>A basic understanding of risk management.</p> <p>Procedures to follow in the event of an emergency including location of:</p> <ul style="list-style-type: none"> • eye and body wash facilities • fire blankets

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
		<p>equipment, extinguishing fires, enterprise first aid requirements and site evacuation.</p> <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State and local authorities administering acts, regulations and codes of practice. 	<ul style="list-style-type: none"> fire extinguishers suitable for fires associated with batteries. <p>An awareness of damage that can be caused by the acid in batteries to vehicle paint, body panels and fabrics.</p>
	<p>1.3 Procedures and information such as workshop manuals and specifications, and tooling are sourced.</p>	<p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches safe work procedures related to the servicing, maintenance and replacement of batteries regulatory/legislative requirements pertaining to automotive industry, including Australian Design Rules engineer's design specifications and instructions organisation work specifications and requirements instructions issued by authorised enterprise or external persons Australian Standards. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling, meters, gauges, and load testing devices. 	<p>Learning experiences for the HSC must address:</p> <p>Knowledge of a range of sources of information for battery service, maintenance and replacement including:</p> <ul style="list-style-type: none"> workshop manuals <ul style="list-style-type: none"> factory general/generic electronic specification charts. <p>General features, purpose, maintenance and working knowledge of a range of tools, equipment and consumables for servicing batteries including:</p> <ul style="list-style-type: none"> hydrometer battery load tester automatic voltage regulation (AVR) multimeter torch battery lift strap battery consumables <ul style="list-style-type: none"> distilled water sulphuric acid.
	<p>1.4 Method options are analysed and those most appropriate to the circumstances are selected and prepared.</p>		<p>Learning experiences for the HSC must address:</p> <p>Knowledge of:</p> <ul style="list-style-type: none"> operating principles <ul style="list-style-type: none"> batteries chargers relationship between batteries and chargers.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			Knowledge of a range of methods of servicing batteries including: <ul style="list-style-type: none"> • inspect • test • clean • overhaul/service • remove and replace. Knowledge of the main components requiring inspection including: <ul style="list-style-type: none"> • terminals • charge • fluid levels.
	1.5 Technical and/or calibration requirements for testing batteries are sourced and support equipment is identified and prepared.		Learning experiences for the HSC must address: The use of a range of tools and equipment used to test batteries in accordance with manufacturers' specifications and workplace/organisation practices and standard operating procedures for: <ul style="list-style-type: none"> • connection • calibration.
	1.6 Warnings in relation to working with batteries are observed.		
2 Conduct battery test	2.1 Methods for the conduct of tests are implemented in accordance with workplace procedures and manufacturer/component supplier specifications.		Learning experiences for the HSC must address: Knowledge of a range of methods for testing batteries including: <ul style="list-style-type: none"> • visual inspection • crank test • dynamic load test.
	2.2 Test results are compared with manufacturer/component supplier specifications to indicate compliance or non compliance.		
	2.3 Results are documented with evidence and supporting information and recommendations made.		Learning experiences for the HSC must address: Knowledge of appropriate recommendations for a range of battery test results.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	2.4 Report is forwarded to persons for action in accordance with workplace procedures.		<p>Details required when recording battery test analysis results including:</p> <ul style="list-style-type: none"> • test conducted • fault displayed • repair required • parts/consumables required • estimate of time/cost (quote) • importance of repair <ul style="list-style-type: none"> - urgent - non-urgent. <p>Learning experiences for the HSC must address:</p> <p>Understanding lines of reporting and communication with supervisor/team leader and others in the workplace.</p> <p>Appropriate/relevant people including:</p> <ul style="list-style-type: none"> • supervisor/team leader • mentor • trainer • colleagues.
3 Service batteries	3.1 Information for servicing is accessed from manufacturer/component supplier specifications and correctly interpreted.		<p>Learning experiences for the HSC must address:</p> <p>Knowledge of correct procedures for servicing batteries including:</p> <ul style="list-style-type: none"> • connecting and disconnecting battery levels • charging batteries <ul style="list-style-type: none"> - adequate ventilation • adding fluid to a battery. <p>An awareness of the damage that can be caused to vehicle electrical systems while servicing the battery and methods of preventing this damage.</p>
	3.2 Material, components, tooling and equipment to complete work are identified, selected and prepared in accordance with site procedures.	<p>Materials</p> <ul style="list-style-type: none"> • materials <i>may</i> include battery consumables and cleaning material. 	
	3.3 Electrolyte levels are checked and topped up in accordance with site		<p>Learning experiences for the HSC must address:</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	procedures.		An understanding of the nature and function of electrolytes in batteries.
	3.4 Batteries and terminals are cleaned in accordance with site procedures.	Environmental requirements <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. 	Learning experiences for the HSC must address: Tools and materials for cleaning batteries and terminals including: <ul style="list-style-type: none"> wire brush emery cloth cleaning solution of bi-carbonate soda and water.
4 Remove and replace battery	4.1 Procedures and information are identified and sourced.		
	4.2 Technical and tool requirements for removal and replacement are identified and support equipment is identified and prepared.		
	4.3 Methods for the conduct of removal and replacement are implemented in accordance with workplace procedures and manufacturer/component supplier specifications.		
	4.4 All adjustments made during the replacement are in accordance with manufacturer/component supplier specifications.		
5 Prepare vehicle/equipment for delivery to customer and/or storage	5.1 Work/schedule documentation is completed.		Learning experiences for the HSC must address: Knowledge of the features and purpose of workplace documentation including: <ul style="list-style-type: none"> job card warranty documentation. Information to be included in workplace documentation including:
			<ul style="list-style-type: none"> manufacturer/supplier details all relevant vehicle details:

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> - make - model - year - rego/VIN numbers. <p>The importance of recording information that is:</p> <ul style="list-style-type: none"> • clear • legible • accurate • concise • appropriate in terms of industry terminology.
	5.2 Final inspection is made to ensure protective guards, safety features and cowlings are in place.		<p>Learning experiences for the HSC must address:</p> <p>Understanding of the importance of undertaking a final inspection.</p>
	5.3 Final inspection is made to ensure work is to workplace expectations.		<p>Knowledge of purpose of and standard procedures for undertaking final inspection including:</p> <ul style="list-style-type: none"> • visual inspection of covers • correct refit of battery hold-down bracket and cables.
	5.4 Vehicle/equipment is cleaned and/or stored to workplace expectations.		<p>Learning experiences for the HSC must address:</p> <p>Clean-up procedures with proper consideration of the environment and occupational health and safety (OHS).</p> <p>A range of cleaning techniques including:</p> <ul style="list-style-type: none"> • wiping • washing • brushing • sweeping • scraping • use of cleaning agents (chemicals, solvents and detergents). <p>An awareness of issues relating to vehicle storage including:</p> <ul style="list-style-type: none"> • OHS considerations
			<ul style="list-style-type: none"> • security • ease of access.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>An awareness of issues relating to storage of tools and equipment including:</p> <ul style="list-style-type: none"> • climatic effects • OHS considerations • stability • security • ease of access. <p>Security of workplace equipment including:</p> <ul style="list-style-type: none"> • guards • storage racks • protective covers • lock-up procedures. <p>Knowledge of methods by which vehicles/equipment are stored and accessed.</p>
	5.5 Job card is completed and delivered to appropriate persons.		

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Carry out repairs to single electrical circuits	
Unit code	Unit descriptor	HSC Indicative Hours 25
AURE218708A	<p>This unit covers the competence to test electrical circuits and carry out repairs in an automotive retail, service and/or repair context, including replacement of fuses, bulbs and terminals, wiring repairs, i.e. open circuits/short circuits/earthing.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, testing of circuits and identification of faults/causes, repair and replacement of circuit components and completion of work finalisation processes, including clean up and documentation.</p>	

Evidence Guide		HSC Requirements and Advice
The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.		
Critical aspects of evidence	Underpinning knowledge	Key Terms and Concepts
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • carry out repairs to electrical circuits covering open and short circuits and earthing, ensuring: <ul style="list-style-type: none"> - safe and correct use of tooling and equipment - isolating power supply to components - testing and identification of faults - electrical connections, including crimping and soldering to specification - electrical repairs to specification. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S and environmental regulations/requirements, equipment, material and personal safety requirements • electrical principles (including current, voltage, resistance, conductors, insulators) • circuit types, diagrams, symbols and faults • electrical measuring and testing procedures • repair procedures • procedures to avoid damage to electronic systems/components • enterprise quality procedures • work organisation and planning processes. 	

Evidence Guide cont/d			HSC Requirements and Advice
Context of assessment	Method of assessment	Specific resource requirements for this unit	Key Terms and Concepts
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service and Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and must reinforce the integration of key competencies.</p> <p>Assessment <i>may</i> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able to be under the particular circumstance, and is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <i>may</i> be provided by customers, team leaders/ members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> workplace location or simulated workplace material relevant to repairing electrical circuits equipment, hand and power tooling appropriate to repairing electrical circuits activities covering mandatory task requirements specifications and work instructions. 	
		Relationship to other units	

- Key Terms and Concepts**
- workplace/organisation procedures/policies
 - environmental impact
 - fault identification
 - hazards
 - industry regulations/guidelines
 - interpretation and analysis of test results
 - job specifications
 - manufacturer's specifications
 - maintenance/servicing schedules
 - occupational health and safety requirements (OHS)
 - Ohm's Law
 - personal protective equipment (PPE)
 - planning and preparation
 - problem-solving skills
 - quality assurance
 - recording and reporting
 - regulations
 - repair action
 - risk management
 - safety/lockout tagging
 - safe working practices/procedures
 - soldering
 - sources of information
 - sources of work instructions
 - team environment
 - tools and equipment
 - troubleshooting
 - verbal, non-verbal and written communication
 - waste disposal/management
 - work records/documentation.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to work orders, plans and safety procedures for circuit and component testing, and repair/component replacement. Technical literacy and communication skills sufficient to interpret and apply common industry terminology, and interpret technical information and specifications. Research and interpretive skills to locate, interpret and apply operational and safety information.	Level 1
Communicate ideas and information	Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems. Plain English literacy and communication skills in relation to dealing with others involved in the work. Questioning and active listening skills, for example when obtaining information on electrical repairs/ replacement procedures.	Level 1
Plan and organise activities	Plan and organise activities, including preparation and layout of worksite and obtaining of equipment and material to avoid backtracking or workflow interruptions.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly complete tests and measurements to determine electrical circuit/ component repair/replacement requirements.	Level 1
Solve problems	Use pre checking and inspection techniques to anticipate planning and scheduling problems and avoid wastage of time and material. Manipulative and dexterity skills to perform electrical testing and repair/replacement procedures. Problem-solving skills for a range of procedural issues.	Level 1
Use technology	Use workplace technology related to repairing electrical circuits, including use of specialist tooling, measuring equipment, computerised technology and communication devices and the reporting/ documenting of results.	Level 1

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Prepare for work	1.1 Work instructions are used to determine job requirements, including method, process and equipment.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment within the scope of this unit. This <u>includes</u> an understanding of the level of work to be performed work <u>is</u> carried out in accordance with award provisions. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may include</i> site specific instructions, written instructions, sketches, diagrams or instructions related to job/task, telephones and pagers. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. 	<p>Learning experiences for the HSC must address:</p> <p>A range of sources for work instructions and procedures including:</p> <ul style="list-style-type: none"> work schedules/plans/specifications job card role/duty statement roster standard operating procedures (SOP) Material Safety Data Sheets (MSDS) diagrams/sketches manuals <ul style="list-style-type: none"> workshop product regulations/legislation/codes of practice workplace/organisation guidelines, specifications, requirements, policies and procedures Australian Standards workplace/organisation bulletins/memos engineer's design specifications/instructions. <p>An awareness of various modes of communication to receive work instructions including:</p> <ul style="list-style-type: none"> verbal <ul style="list-style-type: none"> face-to-face (supervisor to employee) telephone/mobile phone/pager PA system two-way radio workplace meetings written communication <ul style="list-style-type: none"> work plans/job cards memos/messages job description/statement workplace forms roster facsimile email intranet non-verbal <ul style="list-style-type: none"> gestures signals signage diagrams.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Strategies for obtaining, understanding and clarifying instructions/procedures including:</p> <ul style="list-style-type: none"> • correct sourcing and selection of information • consult appropriate personnel • active listening • open and closed questions. <p>A range of opportunities to read, interpret and follow information/instructions for a range of work tasks of varying degrees of difficulty.</p> <p>Planning and preparation for a range of tasks/ activities applicable to repairing electrical circuits.</p> <p>A basic overview of the role of employees in quality assurance.</p>
	<p>1.2 Job specifications are read and interpreted.</p>		<p>Learning experiences for the HSC must address:</p> <p>Define:</p> <ul style="list-style-type: none"> • job specification(s). <p>An understanding of the nature of electricity and electron flow.</p> <p>Understanding and application of Ohm's Law including:</p> <ul style="list-style-type: none"> • current (amps) • resistance (ohms) • power (watts) • voltage (volts). <p>Knowledge and understanding of electrical measurements.</p> <p>An understanding of the characteristics of different types of circuits including:</p> <ul style="list-style-type: none"> • basic/simple • series • parallel. <p>Knowledge of the elements of a circuit and their purpose including:</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • power supply • fuse • switch • load • conductor. <p>Understanding of circuit and wiring diagrams including:</p> <ul style="list-style-type: none"> • reading circuit diagrams <ul style="list-style-type: none"> - individual components (basic circuits) - complete vehicle circuit • symbols <ul style="list-style-type: none"> - components - Ohm's law • Australian Standards.
	<p>1.3 OH&S requirements, including personal safety needs, are observed throughout the work.</p>	<p>Safety (OH&S)</p> <ul style="list-style-type: none"> • OH&S requirements <u>are to</u> be in accordance with legislation/regulations/codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances • personal protective equipment <u>is to</u> include that prescribed under legislation/regulations/codes of practice and workplace policies and practices • safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, electrical safety, manual lifting and shifting and working in proximity to others and site visitors • emergency procedures related to this unit <u>are to</u> include but may not be limited to operating safely in the event of fires, enterprise first aid requirements and site evacuation. 	<p>Learning experiences for the HSC must address:</p> <p>An awareness of safe work practices and procedures when working with electrical circuits.</p> <p>Selection, use and application of a range of personal protective equipment (PPE) for working with electrical circuits.</p> <p>Importance of correctly fitting PPE.</p> <p>Awareness of a range of hazards associated with electrical circuits including:</p> <ul style="list-style-type: none"> • electric shock • electrical flashes • heat • burns • working in proximity to others. <p>A basic understanding of risk management.</p> <p>Procedures to follow in the event of an emergency.</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>1.4 Equipment and tooling are identified and checked for safe and effective operation.</p>	<p>Tooling and equipment</p> <ul style="list-style-type: none"> • tooling and equipment <i>may</i> include hand tooling, test lamp, multimeter, power/air tooling, specialist tooling for removal/replacement, special testing equipment and soldering equipment. 	<p>Learning experiences for the HSC must address:</p> <p>General features, purpose, maintenance and working knowledge of a range of tools and equipment for electrical testing and circuit repair including:</p> <ul style="list-style-type: none"> • test lights <ul style="list-style-type: none"> - standard - light-emitting diode (LED) • meters <ul style="list-style-type: none"> - automatic voltage regulator (AVR) - multimeter • soldering iron • wire strippers • electrical pliers • side cutters • terminal crimping tool. <p>Knowledge of the meaning of colours used in electrical tape and heat-shrink tubing.</p> <p>Knowledge of the purpose, function and use of a range of basic electrical components including:</p> <ul style="list-style-type: none"> • conductors • insulators • resistors • switches • semi-conductors <ul style="list-style-type: none"> - transistors - diodes • bulbs • connectors • capacitors • circuit protectors <ul style="list-style-type: none"> - fuses - fuseable links - relays • DC power source <ul style="list-style-type: none"> - lead/acid battery • loads <ul style="list-style-type: none"> - lights - radio - clock - electric windows/mirrors

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	1.5 Procedures are determined to minimise task time.		<ul style="list-style-type: none"> - air-conditioner - ignition system/engine management system. <p>Learning experiences for the HSC must address:</p> <p>A basic understanding of electrical test procedures including:</p> <ul style="list-style-type: none"> • correct order of test procedures • use of visual and test equipment methods • access to manufacturers' specifications and test results • use of troubleshooting guides • pre-testing and post-testing of repairs/components.
2 Test circuits/components and identify faults	2.1 Correct information is accessed and interpreted from manufacturer/ component supplier specifications.	<p>Information</p> <ul style="list-style-type: none"> • information sources <i>may include</i>, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/ plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches - safe work procedures related to repairing electrical circuits - regulatory/legislative requirements pertaining to automotive industry, including Australian Design Rules - engineer's design specifications and instructions - organisation work specifications and requirements - instructions issued by authorised enterprise or external persons - Australian Standards. 	<p>Learning experiences for the HSC must address:</p> <p>Knowledge of a range of sources of information for testing and repair of electrical circuits including:</p> <ul style="list-style-type: none"> • workshop manuals <ul style="list-style-type: none"> - factory - general/generic - electronic • manufacturers' specifications <ul style="list-style-type: none"> - specification charts - manufacturers' websites • trade and technical journals • dealer job/service card.
	2.2 Tests are carried out to determine faults using tooling and techniques.		<p>Learning experiences for the HSC must address:</p> <p>Knowledge of a range of common electrical circuit faults including:</p> <ul style="list-style-type: none"> • damage • corrosion • wear

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • electrical defects <ul style="list-style-type: none"> - open circuit - short circuit - grounded circuit - continuity. <p>Knowledge of procedures for identifying faults including:</p> <ul style="list-style-type: none"> • aural assessment • visual assessment • functional assessment. <p>Knowledge and understanding of a range of procedures for electrical testing including:</p> <ul style="list-style-type: none"> • measuring <ul style="list-style-type: none"> - voltage - current - resistance • test for open and/or short circuit • test individual components • testing for continuity. <p>Use of a range of electrical test equipment in accordance with manufacturers' specifications and workplace/organisation practices including standard operating procedures for:</p> <ul style="list-style-type: none"> • zero and calibration • selection of correct mode and range • diagnostic code extraction.
	2.3 Circuits/components are tested without causing damage to component or system.		<p>Learning experiences for the HSC must address:</p> <p>An awareness of the damage that can be caused while testing electrical circuits and methods of preventing this damage.</p>
	2.4 Faults are identified and preferred repair action determined.	<p>Unit Scope</p> <ul style="list-style-type: none"> • repairing electrical circuits <i>may</i> include replacement of fuses, bulbs and terminals, wiring repairs i.e. open circuits/short circuits/earthing • repair methods <u>are to</u> include: <ul style="list-style-type: none"> - electrical measurements 	<p>Learning experiences for the HSC must address:</p> <p>An ability to interpret, analyse and compare results to manufacturer's specifications and identify appropriate repair actions.</p> <p>Consultation with customer regarding faults and preferred repair action including:</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
		<ul style="list-style-type: none"> - fault finding using aural, visual and functional assessments for damage, corrosion, wear and electrical defects - reading circuit diagrams - pre- and post-repair testing - testing and identifying faults - repairs and adjustments - soldering • critical precautions <u>include</u> manufacturer/ component supplier procedures which must be applied as poor working practices are likely to damage electronic system ECUs and/or other components. 	<ul style="list-style-type: none"> • outline of fault and its cause/consequences • repair options • time/cost. <p>Appropriate actions including:</p> <ul style="list-style-type: none"> • adjust/repair individual components • overhaul entire unit • replace component/unit.
	2.5 Tests are carried out according to industry regulations/guidelines, OH&S, legislation and enterprise procedures/ policies.	<p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> • statutory/regulatory authorities <i>may</i> include Federal, State and local authorities administering acts, regulations and codes of practice. 	
3 Complete repairs to circuit wiring	3.1 Correct information is accessed and interpreted from manufacturer/ component supplier specifications.		<p>Learning experiences for the HSC must address:</p> <p>Understanding of the importance of correctly identifying component information including:</p> <ul style="list-style-type: none"> • name • type • serial number • manufacturer.
	3.2 Repairs, component replacement and adjustments are carried out using tooling, techniques and materials.	<p>Materials</p> <ul style="list-style-type: none"> • materials <i>may include</i> spare parts, soldering consumables and cleaning material. 	<p>Learning experiences for the HSC must address:</p> <p>Repairs including:</p> <ul style="list-style-type: none"> • replacement of components <ul style="list-style-type: none"> - fuses - bulbs - terminals • wiring repairs. <p>Knowledge of safe operating procedures for:</p> <ul style="list-style-type: none"> • soldering • crimping.
	3.3 Repairs to circuit wiring are completed without causing damage to component or system.		

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	3.4 Repairs are carried out according to industry regulations/guidelines OH&S, statutory and enterprise procedures/policies.		<p>Awareness of the consequences of not following manufacturer's recommendations when repairing or replacing components.</p> <p>Knowledge of procedures and devices used to protect electrical circuits during repair including:</p> <ul style="list-style-type: none"> • heat sinks • anti-static mats and straps.
4 Clean up work area and maintain equipment	4.1 Material that can be reused is collected and stored.	<p>Environmental requirements</p> <ul style="list-style-type: none"> • environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. 	<p>Learning experiences for the HSC must address:</p> <p>Awareness of government incentives/initiatives/policies to encourage environmentally sound workplace practices.</p>
	4.2 Waste and scrap is removed following workplace procedures.		<p>Learning experiences for the HSC must address:</p> <p>An awareness of procedures for minimisation of impact on the environment including:</p> <ul style="list-style-type: none"> • efficient use of energy and resources • containment of loose materials on site (such as litter and waste material) • removal and disposal of non-reusable materials in a responsible manner <ul style="list-style-type: none"> - hazardous material - non-hazardous material • recycling <ul style="list-style-type: none"> - paper-based products - plastic - packaging materials - worn components - metal components - other circuit materials/components • safe storage of reusable materials in accordance with workplace/organisation policy. <p>Knowledge of workplace/organisation policy and procedures for waste disposal.</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	4.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures.		<p>Learning experiences for the HSC must address:</p> <p>Clean-up procedures with proper consideration of the environment and OHS.</p> <p>A range of cleaning techniques including:</p> <ul style="list-style-type: none"> • wiping • washing • brushing • sweeping • scraping • use of cleaning agents (chemicals, solvents and detergents).
	4.4 Unserviceable equipment is tagged and faults identified in accordance with workplace requirements..		<p>Learning experiences for the HSC must address:</p> <p>Reporting of serious faults including:</p> <ul style="list-style-type: none"> • verbal notification to appropriate personnel • recording on job card/maintenance log • safety/lockout tagging where appropriate. <p>Personnel to whom problems should be reported:</p> <ul style="list-style-type: none"> • supervisor/manager • supplier/manufacturer. <p>Reasons for safety/lockout tagging including:</p> <ul style="list-style-type: none"> • ease of identification • evidence of serviceability • preventing use until repaired • prevent injury. <p>Procedures for marking and reporting unsafe or faulty tools for repair.</p>
	4.5 Operator maintenance is completed in accordance with manufacturer/ component supplier specifications and site procedures		<p>Learning experiences for the HSC must address:</p> <p>Knowledge of maintenance schedules.</p> <p>Awareness of routine operational maintenance for a range of tools and equipment including:</p>
	4.6 Tooling and equipment is maintained in accordance with workplace procedures		<ul style="list-style-type: none"> • lubrication • safety checks • cleaning and decontamination

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • tightening and adjustment • replacement of consumable components • repair/replacement of worn, malfunctioning or damaged components/parts. <p>The importance of routine maintenance and servicing of equipment including:</p> <ul style="list-style-type: none"> • safety • productivity • warranty of item • costs associated with down time/lost production and capital expenditure • legal requirements. <p>An understanding of:</p> <ul style="list-style-type: none"> • the purpose of work records • workplace/organisation expectations for the maintenance of work records • types of work records <ul style="list-style-type: none"> - used in an automotive work environment - required by industry regulation(s) • methods for work records <ul style="list-style-type: none"> - manual - electronic. <p>The importance of recording information that is:</p> <ul style="list-style-type: none"> • clear • legible • accurate • concise • appropriate in terms of industry terminology and abbreviations.

Training Package	Automotive Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Use and maintain workplace tools and equipment	
Unit code	Unit descriptor	HSC Indicative Hours 25
AURT270278A	<p>This unit covers the competence required to select, safely use and maintain workplace tooling and equipment.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, selection, use, servicing, maintenance and storage of tooling and equipment and completion of work finalisation processes, including clean-up and documentation.</p>	

Evidence Guide		HSC Requirements and Advice
The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.		
Critical aspects of evidence	Underpinning knowledge	Key Terms and Concepts
<p>It is <u>essential</u> that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • selection and safe use of hand tooling • selection and safe use of workplace equipment • basic maintenance of tooling and equipment within the scope of operator responsibility • selection and safe use of personal protective equipment. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • tool and equipment selection procedures • basic maintenance procedures for tooling and equipment • tool and equipment safety and operating procedures • types, characteristics, uses and limitations of hand tooling • types, characteristics, uses and limitations of power tooling • types, characteristics, uses and limitations of workplace equipment • work organisation and planning processes • enterprise quality processes. 	

Evidence Guide cont/d			HSC Requirements and Advice cont/d
Context of assessment	Method of assessment	Specific resource requirements for this unit	Key Terms and Concepts
<p>Application of competence <u>is</u> to be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repairs] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <i>may</i> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <i>may</i> be provided by customers, team leaders/ members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to the use and maintenance of workplace tooling and equipment • equipment, hand and power tooling appropriate to the use and maintenance of workplace tooling and equipment • activities covering mandatory task requirements • specifications and work instructions. 	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • signs of poor performance and inefficiency • sources of work instructions • standard operating procedures (SOP) • storage • verbal, non-verbal and written communication • waste management • workplace tools and equipment • work practices and procedures • work records.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to the use and maintenance of workplace tooling and equipment, including the use of measuring equipment, computerised technology and communication devices and the reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Select correct tooling and equipment for workplace application	1.1 Tooling and equipment are selected to meet job requirements.	The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:	<p>Learning experiences for the HSC must address:</p> <p>A range of sources for work instructions and procedures including:</p> <ul style="list-style-type: none"> • work schedules/plans/specifications • job card • role/duty statement • roster • standard operating procedures (SOP) • Material Safety Data Sheets (MSDS) • diagrams/sketches • manuals <ul style="list-style-type: none"> - workshop - product • regulations/legislation/codes of practice • workplace/organisation guidelines, requirements, policies and procedures • Australian Standards • organisation/company bulletins/memos • engineer's design specifications/instructions. <p>An awareness of various modes of communication to receive work instructions including:</p> <ul style="list-style-type: none"> • verbal <ul style="list-style-type: none"> - face-to-face (supervisor to employee) - telephone/mobile phone/pager - PA system - two-way radio workplace meetings • written communication <ul style="list-style-type: none"> - work plans/job cards - memos/messages - job description/statement - workplace forms - rosters - facsimile - email - intranet • non-verbal <ul style="list-style-type: none"> - gestures - signals - signage - diagrams.
	1.2 Suitable tooling and equipment are selected for use within the workplace environment.	<p>Unit scope</p> <ul style="list-style-type: none"> • tooling and equipment <i>may</i> include computer hardware/software, calculators, general office equipment, hand and power tooling, specialist tooling for removal/adjustment, storage racks, protective covers, measuring devices, plastics repair equipment, sealing equipment, adhesive equipment, heating equipment, templates, welding equipment, including oxy, arc, MIG and TIG, vehicle cleaning equipment, service workshop manuals, product manuals, hydraulic breaker tooling, line oilers, filters and gauges, alternator and starting motor bench testers, paint mixers, key cutters, multimeters, load testers, brake and drum lathes, fuel injector cleaners, ignition module test instruments • specific requirements <i>may</i> include hydraulic jacks, air bags and overhead cranes for lifting heavy machines • warehouse equipment includes: <ul style="list-style-type: none"> - auto picker, bag palletiser, barcode printer and scanner, belt conveyors, bolt cutter, cages, carton sealer, computers, forklifts, battery chargers, pallets, picking trolleys, sprinkler system, strapping machine, fire extinguishers, first aid box, safety signs, security alarm, safety harness, carton crushers, disposal bins, seals and ties, shrink wrap. 	
	1.3 Tooling and equipment are selected according to enterprise procedures/policies.	<p>Information</p> <ul style="list-style-type: none"> • information sources <i>may</i> include, but are not limited to: 	

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
		<ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches - regulatory/legislative requirements pertaining to the automotive industry - engineer's design specifications and instructions - organisation work specifications and requirements. - safe work procedures related to the use and maintenance of workplace tooling and equipment. - instructions issued by authorised enterprise or external persons - Australian Standards. <p>Unit context</p> <ul style="list-style-type: none"> • work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment • work <u>is</u> carried out in accordance with award provisions. <p>Communications</p> <ul style="list-style-type: none"> • communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <u>may</u> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. 	<p>Strategies for obtaining, understanding and clarifying instructions/procedures including:</p> <ul style="list-style-type: none"> • correct sourcing and selection of information • consulting appropriate personnel • active listening • open and closed questions. <p>Planning and preparation for a range of tasks/ activities applicable to using workplace tools and equipment.</p> <p>A basic overview of the role of employees in quality assurance.</p> <p>An understanding of the difference between hand, power and pneumatic tools.</p> <p>A basic knowledge of a range of hand, power and pneumatic tools and equipment common across the various sectors of the automotive industry including:</p> <ul style="list-style-type: none"> • name • characteristics • use • limitations • hazard controls • maintenance. <p>Hand tools including:</p> <ul style="list-style-type: none"> • general tools <ul style="list-style-type: none"> - spanner - screwdriver - socket - files - tension wrench - hacksaw • specialist tools <ul style="list-style-type: none"> - multimeter - hydrometer - battery load tester - wheel nut spanners - soldering iron • measuring devices <ul style="list-style-type: none"> - rule/straight edge - vernier calliper - micrometer
			<ul style="list-style-type: none"> - dial gauge

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> - dwell meter/tachometer • adhesive equipment. <p>Power and pneumatic tools including:</p> <ul style="list-style-type: none"> • drills <ul style="list-style-type: none"> - electric/air - set of twist drills • rattle gun • air ratchet • tyre pressure gauge • air gun. <p>Workplace equipment including:</p> <ul style="list-style-type: none"> • compressed air facilities <ul style="list-style-type: none"> - air compressor - air lines • oxyacetylene welding equipment • line oilers, filters and gauges • lifting equipment <ul style="list-style-type: none"> - jacks <ul style="list-style-type: none"> ▪ floor ▪ hydraulic ▪ air bags - overhead cranes - hoists <ul style="list-style-type: none"> ▪ vehicle ▪ engine • parts cleaning equipment • vehicle stands • layboard (creeper) • safety lead light system • battery charger • battery jumper leads. <p>Considerations for the selection of hand, power and pneumatic tools and workplace equipment including:</p> <ul style="list-style-type: none"> • skills/training • licensing requirements • time • cost • occupational health and safety (OHS) requirements <ul style="list-style-type: none"> - job safety analysis (JSA)/safe work method statement
			<ul style="list-style-type: none"> - risk assessment - emergency procedures

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • appropriateness for purpose • environmental factors <ul style="list-style-type: none"> - confined space - noise restrictions - pollution.
2 Use of tooling and equipment	2.1 Tooling and equipment are used in a safe manner to prevent injury to self and others.	<p>Safety (OH&S)</p> <ul style="list-style-type: none"> • OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances • personal protective equipment <u>is to</u> include that prescribed under legislation/ regulations/codes of practice and workplace policies and practices • safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors • emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation. 	<p>Learning experiences for the HSC must address:</p> <p>An awareness of safe work practices and procedures for the operation of workplace tools and equipment.</p> <p>Selection, use and application of a range of personal protective equipment (PPE) for the use of workplace tools and equipment.</p> <p>Importance of correctly fitting PPE.</p> <p>Awareness of a range of hazards associated with the use of workplace tools and equipment including:</p> <ul style="list-style-type: none"> • working with electricity • working with compressed air • vehicular movement • manual/mechanical lifting • working in proximity with others. <p>A basic understanding of risk management.</p>
	2.2 Tooling and equipment are used in a manner that does not cause damage to other workplace equipment.	<p>Quality requirements</p> <ul style="list-style-type: none"> • quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. 	<p>Learning experiences for the HSC must address:</p> <p>Pre-operational checks including:</p> <ul style="list-style-type: none"> • safety • consumables • adjustment/alignment for job task.
			<p>Knowledge of the use/application of a range of tools and equipment in an automotive context to produce desired outcomes, including:</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • loosening and fastening items/components • measuring • adjustment • lifting • removal. <p>Standard operating procedures (SOP) for a range of power tools and workplace equipment including:</p> <ul style="list-style-type: none"> • alignment • adjustment • clamping • start up and shut down.
3 Service and maintain workplace tooling and equipment	2.3 Observations are noted during the use of tooling/equipment.		
	3.1 Tooling and equipment are regularly checked against manufacturer/ component supplier recommendations to ensure safe operating condition.		<p>Learning experiences for the HSC must address:</p> <p>An awareness of the signs of poor performance and inefficiency including:</p> <ul style="list-style-type: none"> • noise • quality of end product • appearance • vibration • rough running • failure to start • presence of smoke and odours • blockages • amount of maintenance required • time taken to complete the job. <p>Procedures and documentation for identifying faulty tools and equipment including:</p> <ul style="list-style-type: none"> • malfunctions • worn, broken or missing components • faulty/damaged electrical leads • broken or missing safety guards. <p>Identification of common faults and/or defects in power tools and equipment.</p>
	3.2 Damaged/worn tooling and equipment are tagged and removed from the workplace for repair or replacement and reported in accordance with enterprise		<p>Learning experiences for the HSC must address:</p> <p>Personnel to whom problems should be reported:</p> <ul style="list-style-type: none"> • supervisor/manager

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	requirements.		<ul style="list-style-type: none"> supplier/manufacturer. Reporting of serious faults including: <ul style="list-style-type: none"> verbal notification to appropriate personnel recording on job card/maintenance log safety/lockout tagging where appropriate. Reasons for safety/lockout tagging including: <ul style="list-style-type: none"> ease of identification evidence of serviceability preventing use until repaired prevent injury. Procedures for marking and reporting unsafe or faulty tools for repair.
	3.3 Tooling/equipment are serviced, adjusted and/or maintained as per manufacturer/component supplier schedule to ensure safe and correct operation, within the scope of responsibility.	Unit scope <ul style="list-style-type: none"> maintenance methods <i>may</i> include routine maintenance to tooling and equipment as per schedules, labelling faulty tooling and equipment, minor repairs to tooling and equipment, and the chocking, jacking and supporting of machines on level and incline planes. 	Learning experiences for the HSC must address: Knowledge of maintenance schedules. Awareness of routine operational maintenance for a range of hand and power tools and workplace equipment including: <ul style="list-style-type: none"> lubrication safety checks cleaning and decontamination tightening and adjustment replacement of consumable components repair/replacement of worn, malfunctioning or damaged components/parts chocking, jacking and supporting of machines on level and incline planes hand sharpening (tools and tool bits).
	3.4 Servicing and maintenance operations are carried out according to industry regulations/guidelines, OH&S legislation, legislation and enterprise procedures/policies.	Statutory/regulatory authorities <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. 	
4 Store and secure tooling and equipment	4.1 Tooling and equipment are cleaned, checked and stored.	Environmental requirements <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. 	Learning experiences for the HSC must address: Clean-up procedures with proper consideration of the environment and OHS.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>A range of cleaning techniques including:</p> <ul style="list-style-type: none"> • wiping • washing • brushing • sweeping • scraping • use of cleaning agents (chemicals, solvents and detergents). <p>Cleaning equipment including:</p> <ul style="list-style-type: none"> • high pressure water cleaner • wet/dry vacuum • brooms and brushes • scrapers. <p>Tools and equipment cleaning/maintenance requirements as necessary including:</p> <ul style="list-style-type: none"> • removal of dirt, dust, grease and oil • sharpening • anti-rust treatments • repair and/or replacement of missing/damaged parts • scheduled servicing • refuel and top-up consumables.
	4.2 Tooling and equipment are securely stored.		<p>Learning experiences for the HSC must address:</p> <p>An awareness of issues relating to storage of tools and equipment including:</p> <ul style="list-style-type: none"> • climatic effects • OHS considerations • stability • security • ease of access. <p>Security of workplace equipment including:</p> <ul style="list-style-type: none"> • guards • storage racks • protective covers • lock-up procedures.
	4.3 Documents are completed according to enterprise policies and procedures.		<p>Knowledge of methods by which tools and equipment are stored and accessed.</p> <p>Learning experiences for the HSC must address:</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>An understanding of:</p> <ul style="list-style-type: none"> • the purpose of work records • workplace/organisation expectations for the maintenance of work records • types of work records <ul style="list-style-type: none"> - used in an automotive work environment - required by industry regulation(s) • methods for work records <ul style="list-style-type: none"> - manual - electronic. <p>The importance of recording information that is:</p> <ul style="list-style-type: none"> • clear • legible • accurate • concise • appropriate in terms of industry terminology and abbreviations.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Apply environmental regulations and best practice in a workplace or business	
Unit code	Unit descriptor	HSC Indicative Hours
AURC272003A	This unit covers the competence to identify and apply environmental regulations and avoid potential hazards in a workplace or business.	10

Evidence Guide		HSC Requirements and Advice
The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.		
Critical aspects of evidence	Underpinning knowledge	Key Terms and Concepts
<ul style="list-style-type: none"> • Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment. • Apply environmental regulations and best practice. • Identify material used in the business and assess their environmental impact. • Follow work instructions, operating procedures and inspection processes to: <ul style="list-style-type: none"> - minimise risk of injury to self and others - prevent damage and wastage of goods, equipment and products - maintain required production output, product and service quality. • Conduct operator maintenance on tooling and equipment to ensure environmental efficiency. • Work effectively with others. • Modify activities to cater for variations in workplace context and environment. • Use of a spill kit. 	<ul style="list-style-type: none"> • Aspects of environmental legislation and its implications to work being undertaken. • Characteristics and potential environmental impact of products used in the business. • Philosophy of prevent, reuse, reduce, recycle. • Procedures for reporting machinery faults and material defects. • Internal reporting procedures for significant environmental damage occurring in the workplace. 	<ul style="list-style-type: none"> • absorbent material • air quality • clean-up management • Department of Environment and Conservation • environmental impact • environmental issues • ethical environmental practice • environmental hazards/threats • environmental legislation • environmental planning • environmental policy • environmental regulations • fumes/gases • ground contamination • hazard and risk identification • legislative responsibilities • liquid waste • machinery faults • material defects • Material Safety Data Sheets (MSDS) • noise hazards • noise pollution • noise limits/controls • noise, dust and vibration management

Evidence Guide cont/d			HSC Requirements and Advice cont/d
Context of assessment	Method of assessment	Resource implications	Key Terms and Concepts
<p>Assessment <i>may</i> occur on the job or in a workplace simulated facility with process equipment, materials, work instructions and deadlines.</p>	<p>Assessment methods <u>must</u> confirm consistency of performance over time and in a range of workplace contexts.</p> <p>Assessment <u>should</u> be by direct observation of tasks and questioning on underpinning knowledge.</p> <p>Assessment <u>should</u> be conducted over time and may be in conjunction with assessment of other units of competence.</p>	<p>Access to an automotive business excluding, body repair, marine, mechanical involving removal of components containing oils or other fluids.</p>	<ul style="list-style-type: none"> • packaging • penalties/penalty tier system/penalty units • personal protective equipment (PPE) • prevent, reduce, reuse, recycle • recording and reporting procedures • safe handling • spill clean-up procedures • spill kit • spills • standard operating procedures • storage and disposal of hazardous/non-hazardous material • stormwater hazards • stormwater systems • storage equipment/facilities • waste management/minimisation • work instructions • waste disposal • waste water/contaminants.

Please note: AURC272003A *Apply environmental regulations and best practice in a workplace or business* is a compulsory unit of competency for Certificate I in Automotive. The underpinning knowledge and skills from this unit have been incorporated into the following HSC Requirements and Advice.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to environmental procedures from legislation, regulations, policies, guidelines and workplace practices in a workplace or business.	Level 1
Communicate ideas and information	Communicate ideas and information to enable all work is undertaken in accordance with environmental best practice, coordination of work with site supervisor, other workers and customers, and reporting of work outcomes and problems.	Level 1
Plan and organise activities	Plan and organise activities, including preparation of equipment and material and selection of worksite to avoid environmental contamination, backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to minimise wastage, optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly complete measurements and estimate material requirements.	Level 1
Solve problems	Use planning, checking and inspection techniques to avoid environmental contamination and wastage.	Level 1
Use technology	Use workplace technology related to environmental protection equipment.	Level 1

Please note: AURC272003A *Apply environmental regulations and best practice in a workplace or business* is a compulsory unit of competency for Certificate I in Automotive. The underpinning knowledge and skills from this unit have been incorporated into the following HSC Requirements and Advice.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Identify and apply environment regulations	1.1 Reasons for ethical environmental practice in a workplace or business are identified.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Automotive business</p> <ul style="list-style-type: none"> automotive business <u>excluding</u> body repair, marine and mechanical involving the removal of components containing oils or other fluids. <p>Unit scope</p> <ul style="list-style-type: none"> work involves normal activities of an automotive business, <u>including</u> the occupations of glazing, accessory fitting, window tinting, trimming and bicycles this unit is applicable to Certificate II qualifications. Other specific environmental units of competence apply to marine, paint and panel preparation and some mechanical stream qualifications involving the removal of components containing oils or other fluids. <p>Unit context</p> <ul style="list-style-type: none"> OH&S requirements, material safety data sheets, hazardous substances and dangerous goods code and safe operating procedures work <u>requires</u> individuals to demonstrate discretion, judgement and problem-solving skills in undertaking environmentally sound work practices competence <i>may</i> be demonstrated in workplace or business <u>excluding</u>, body repair, marine, mechanical involving the removal of components containing oils or other fluids. 	<p>Learning experiences for the HSC must address:</p> <p>A basic awareness of current environmental issues applicable to the automotive industry including:</p> <ul style="list-style-type: none"> sustainability waste management energy use/efficiency water resource management air pollution natural resource management re-use recycling. <p>Define:</p> <ul style="list-style-type: none"> ethical environmental practice. <p>An awareness of environmental hazards in the automotive industry including:</p> <ul style="list-style-type: none"> airborne particles noise gases/refrigerants vibration chemicals and other hazardous substances by-products/waste materials. <p>Consequences of poor environmental planning for the following:</p> <ul style="list-style-type: none"> waterways neighbouring properties air quality transport and logistics. <p>Characteristics and potential environmental impact of materials and products used or found in an automotive industry environment including:</p> <ul style="list-style-type: none"> chemicals solvents adhesives acids flammable materials paints
			<ul style="list-style-type: none"> oils petroleum-based substances

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	1.2 Environmental responsibilities of staff in a workplace or business are identified.	<p>Material</p> <ul style="list-style-type: none"> material safety data sheets. <p>Personal protective equipment</p> <ul style="list-style-type: none"> personal protective equipment <u>is to</u> include that prescribed under legislation, regulations and enterprise policies and practices. <p>Information and procedures</p> <ul style="list-style-type: none"> workplace procedures relating to the use of tooling and equipment work instructions, including job cards/ sheets site environmental policy workplace procedures relating to reporting and communication of environmental issues manufacturer/component supplier specifications and operational procedures. 	<ul style="list-style-type: none"> explosive goods by-products rubbers asbestos glass hydrocarbons refrigerants metals heavy metals. <p>How and where to obtain required Material Safety Data Sheets (MSDS).</p> <p>Learning experiences for the HSC must address:</p> <p>Knowledge of environmental responsibilities of staff in accordance with workplace/organisation policy and procedures including:</p> <ul style="list-style-type: none"> following work instructions, standard operating procedures and inspection processes reporting and communication of environmental issues maintaining environmental records <ul style="list-style-type: none"> incident and accident reports inspection reports. <p>An awareness of workplace/organisation site environmental policy.</p> <p>Environmental requirements including management of:</p> <ul style="list-style-type: none"> waste noise dust vibration clean-up. <p>Strategies and procedures for minimisation of potential negative environmental impacts including:</p> <ul style="list-style-type: none"> resource efficiency environmental monitoring
			<ul style="list-style-type: none"> environmental hazard and risk identification and reporting avoidance or minimisation strategies

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> - regular maintenance of machinery and equipment - identifying, reporting and rectifying machinery faults and material defects - use of biodegradable/non-toxic materials • waste minimisation <ul style="list-style-type: none"> - accurate measurements and calculations - recycling - using recyclable products - resource efficiency • emergency procedures • removal and disposal of non-reusable materials in a responsible manner: <ul style="list-style-type: none"> - work materials - chemicals and hazardous substances • safe storage of reusable materials in accordance with enterprise/workplace policy and statutory requirements • containment of loose materials in the workplace (such as mud, dust, litter and waste material).
	<p>1.3 Penalties for individual breaches of legislation are identified.</p>	<p>Unit context</p> <ul style="list-style-type: none"> • work <u>is</u> carried out in accordance with legislative obligations, environmental legislation, health regulations, manual handling procedures and organisation insurance requirements. <p>Information and procedures</p> <ul style="list-style-type: none"> • environmental legislation, regulations and advice. 	<p>Learning experiences for the HSC must address:</p> <p>A basic understanding of the main features of relevant environmental legislation and their amendments including:</p> <ul style="list-style-type: none"> • <i>Protection of the Environment Operations Act 1997 (NSW)</i> • <i>Protection of the Environment Operations Amendment Act 2005 (NSW)</i> • <i>Protection of the Environment Operations (Noise Control) Regulation 2000 (NSW)</i> • <i>Protection of the Environment Operations (Clean Air) Regulation 2002 (NSW)</i> • <i>Protection of the Environment Operations (Penalty Notices) Regulations 2004</i> • <i>Water Management Act 2000 (NSW)</i> • <i>Waste Avoidance and Resource Recovery Act 2001 (NSW)</i> • Codes of Practice (WorkCover NSW) <ul style="list-style-type: none"> - Control of Workplace Hazardous Substances
			<ul style="list-style-type: none"> - Storage and Handling of Dangerous Goods. <p>An awareness of the roles/responsibilities of the NSW Department of Environment and Conservation</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			incorporating Environment Protection Authority (EPA). Awareness of legislative responsibilities of: <ul style="list-style-type: none"> • the workplace/organisation • an individual worker. Awareness of penalties for corporations and individuals regarding: <ul style="list-style-type: none"> • noise offences • waste disposal • oil/fuel spills • acid disposal. Understanding of the penalty tier system and penalty units.
	1.4 Waste is minimised, waste materials, including solids, sludge and biological materials are sorted and stored in bins for recycling or disposal.		Learning experiences for the HSC must address: Environmental requirements for dealing with waste including: <ul style="list-style-type: none"> • recycling <ul style="list-style-type: none"> - paper-based products - plastic - packaging materials - worn components - metal components - consumable materials - engine/body components - by-products • approved storage and disposal of <ul style="list-style-type: none"> - hazardous material - non-hazardous material. Knowledge of workplace/organisation policies and procedures for waste disposal.
	1.5 Packaging on goods received is sorted and disposed of.		Learning experiences for the HSC must address: Packing materials including: <ul style="list-style-type: none"> • paper • cardboard
			<ul style="list-style-type: none"> • plastic • packing tape • ties/staples • polystyrene.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
2 Identify and avoid hazards to stormwater	2.1 No waste water or contaminants are allowed to enter stormwater system.		<p>Learning experiences for the HSC must address:</p> <p>Environmental hazards/threats to stormwater systems including:</p> <ul style="list-style-type: none"> • chemical/gas/oil spillage/leakage • waste discharge • pollution • inappropriate human interaction • malfunction of separators.
	2.2 Parts and components containing environmentally hazardous materials are stored undercover in a sealed and bunded or drained treatment area.		<p>Learning experiences for the HSC must address:</p> <p>Appropriate storage equipment and facilities including:</p> <ul style="list-style-type: none"> • storage containers • recycling containers • spill trays • treatment areas • wash bays • bunding. <p>Awareness of the hazards of ground contamination.</p>
	2.3 Liquid wastes are drained into storage or recycling containers.		
	2.4 Spill kit is located and used as needed to prevent stormwater contamination.	<p>Tooling and equipment</p> <ul style="list-style-type: none"> • tooling and equipment <u>are to</u> include spill kits and recycling containers. 	<p>Learning experiences for the HSC must address:</p> <p>Knowledge of the contents of a spill kit including:</p> <ul style="list-style-type: none"> • mops/brooms • booms • PPE • absorbent material <ul style="list-style-type: none"> - sawdust - wool/cotton pads/rolls. <p>Standard operating procedures for the use of spill kits.</p> <p>Appropriate disposal of absorbent material.</p>
	2.5 Spills are cleaned immediately and workplace is kept clean to prevent unintentional stormwater pollution.		<p>Learning experiences for the HSC must address:</p> <p>Acknowledgement of the importance of cleaning up spills.</p> <p>Procedures to follow in the event of a spill including:</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • notification <ul style="list-style-type: none"> - appropriate authorities (emergency services, EPA and local council) - colleagues - supervisor • workplace/organisation policies and procedures <ul style="list-style-type: none"> - evacuate - secure building • reporting. <p>How and when to seek assistance.</p> <p>Knowledge of spill clean-up procedures:</p> <ul style="list-style-type: none"> • stop the source • contain the spill and control its flow • stop the spill from entering any stormwater drains by blocking the drain inlets • clean up the spill in accordance with relevant MSDS.
3 Identify and avoid hazards to air quality	3.1 Hazards of air borne particles are identified, minimised and contained.		<p>Learning experiences for the HSC must address:</p> <p>Airborne environmental hazards/threats including:</p> <ul style="list-style-type: none"> • hazardous substance evaporation • chemical/gas spillage/leakage • equipment/machinery emissions. <p>A knowledge of techniques to minimise airborne hazards including:</p> <ul style="list-style-type: none"> • appropriate storage of solvents and fuels • conducting spray painting in a booth • regularly servicing air filters on spray booths • dampening floor before sweeping • removing sweepings in a sealed container • vacuuming brake dust into a sealed container • minimising period of time to run vehicles/engines • good tuning
			<ul style="list-style-type: none"> • using pollution control devices • regular maintenance of equipment • collection and recycling of air-conditioner refrigerants • use of workshop exhaust extraction systems.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	3.2 Hazards gases and fumes are identified, minimised and contained.		<p>Learning experiences for the HSC must address:</p> <p>Knowledge of the characteristics of and hazards associated with gases commonly found in the automotive industry including:</p> <ul style="list-style-type: none"> • carbon monoxide • hydrocarbons • nitrogen oxides.
4 Identify and avoid noise hazards	4.1 Noise creating activities are minimised and carried out within approved operating hours.		<p>Learning experiences for the HSC must address:</p> <p>Noise pollution including:</p> <ul style="list-style-type: none"> • sound • vibration. <p>An awareness of workplace sources of noise hazards including:</p> <ul style="list-style-type: none"> • mechanical tools, equipment and machinery • engines • fans and exhausts • transport of materials, such as on conveyors and trucks • pumps and compressors • whistles and alarms. <p>Awareness of noise limits and controls including:</p> <ul style="list-style-type: none"> • time restrictions • noise emissions • council zoning. <p>Strategies for minimising noise impact:</p> <ul style="list-style-type: none"> • noise source controls <ul style="list-style-type: none"> - enclosing the source - silencing exhausts/mufflers - noise barrier systems - active noise control
			<ul style="list-style-type: none"> - times of operation • sound-transmission controls <ul style="list-style-type: none"> - reflective or absorptive materials as noise barriers/covers - mounds, bunds and trenches - maximising the distance from the noise source to the receiver - maintaining plant and equipment to ensure that

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>the designers' noise-output specifications continue to be met</p> <ul style="list-style-type: none"> • noise receiver controls <ul style="list-style-type: none"> - insulation - double glazing of windows and use of air-conditioning • using the building structure to shield outdoor areas <ul style="list-style-type: none"> - sealing air gaps around doors and windows - using solid core doors - using thicker window glass, double glazing.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Implement and monitor environmental regulations in the automotive mechanical industry	
Unit code	Unit descriptor	HSC Indicative Hours
AURT271781A	This unit covers the competence to undertake service or repair of light or heavy vehicles, motorcycles, outdoor power equipment or their components in a manner that ensures the protection of the environment.	10

Evidence Guide		HSC Requirements and Advice
The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.		
Critical aspects of evidence	Underpinning knowledge	Key Terms and Concepts
<ul style="list-style-type: none"> • Apply safe handling requirements for equipment, products and materials, including use of personal protective equipment. • Implement environmental regulations and best practice. • Identify materials used in an automotive workplace or business and assess their environmental impact. • Follow work instructions, operating procedures and inspection processes to: <ul style="list-style-type: none"> - minimise risk of injury to self and others - prevent damage and wastage of goods, equipment and products - maintain production output and product quality. • Work effectively with others. • Modify activities to cater for variations in workplace context and environment. • Use of a spill kit. • Conduct operator maintenance on tooling and equipment to ensure environmental efficiency. 	<ul style="list-style-type: none"> • Aspects of environmental legislation and its implications to work being undertaken. • Characteristics and potential environmental impact of products used in automotive mechanical workplace or business. • Philosophy of prevention, reduce, reuse, recycle. • Procedures for documenting machinery faults and material defects. • Action to be undertaken in case of significant environmental threat in the workplace or business. • Documenting procedures for significant environmental damage occurring in the workplace. 	<ul style="list-style-type: none"> • absorbent material • air quality • clean-up management • Department of Environment and Conservation • environmental impact • environmental issues • ethical environmental practice • environmental hazards/threats • environmental legislation • environmental planning • environmental policy • environmental regulations • fumes/gases • ground contamination • hazard and risk identification • legislative responsibilities • liquid waste • machinery faults • material defects • Material Safety Data Sheets (MSDS) • noise hazards • noise pollution • noise limits/controls

Evidence Guide cont/d			HSC Requirements and Advice
Context of assessment	Method of assessment	Specific resource requirements for this unit	Key Terms and Concepts
<p>Assessment <i>may</i> occur on the job or in a workplace simulated facility with process equipment, materials, work instructions and deadlines.</p>	<p>Assessment methods <u>must</u> confirm consistency of performance over time and in a range of workplace contexts.</p> <p>Assessment <u>should</u> be by direct observation of tasks and questioning on underpinning knowledge.</p> <p>Assessment <u>should</u> be conducted over time and should be in conjunction with assessment of other units of competence.</p>	<p>The following resources <u>should</u> be made available:</p> <ul style="list-style-type: none"> • an automotive mechanical workplace or business with a range of vehicles or mechanical components • spill kits, recycling drums, vacuum cleaners/ brooms/mop and bucket, quick break degreasing agents, undercover bunded or drained areas liquid, sludge and solid wastes. 	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • noise, dust and vibration management • packaging • penalties/penalty tier system/penalty units • personal protective equipment (PPE) • prevent, reduce, reuse, recycle • recording and reporting procedures • safe handling • spill clean-up procedures • spill kit • spills • standard operating procedures • storage and disposal of hazardous/non-hazardous material • stormwater hazards • stormwater systems • storage equipment/facilities • waste management/minimisation • work instructions • waste disposal • waste water/contaminants.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to environmental procedures from legislation, regulations and workplace or business practices in an automotive mechanical workplace or business.	Level 2
Communicate ideas and information	Communicate ideas and information to enable work undertaken is in accordance with environmental best practice, coordination of work with site supervisor, other workers and customers, and documenting of work outcomes and problems.	Level 2
Plan and organise activities	Plan and organise activities, including the preparation of equipment and material and the selection of worksite to avoid environmental contamination, backtracking, workflow interruptions or wastage.	Level 3
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to minimise wastage, optimise workflow and productivity.	Level 2
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly complete measurements and estimate material for work.	Level 2
Solve problems	Use planning, checking and inspection techniques to avoid environmental contamination and wastage.	Level 2
Use technology	Use workplace technology related to environmental protection equipment.	Level 2

Please note: AURC272003A *Apply environmental regulations and best practice in a workplace or business* is a compulsory unit of competency for Certificate I in Automotive. The underpinning knowledge and skills from this unit have been incorporated into the following HSC Requirements and Advice.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Implement environment regulations	1.1 Reasons for ethical environmental practice in an automotive mechanical workplace or business are identified.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Automotive mechanical workplace or business</p> <ul style="list-style-type: none"> mechanical workplace or business undertaking either general or specialist mechanical repairs to; light or heavy vehicles or their mechanical components, motorcycles or outdoor power equipment. Specialised mechanical repairs <i>can</i> include transmissions, steering and suspension, brakes, engine reconditioning, diesel fuelled plant, exhausts and radiators. <p>Unit scope</p> <ul style="list-style-type: none"> work <u>involves</u> activities of a mechanical or mechanical specialist workplace or business, including service, removal, repair or fitting of mechanical components for light vehicles, heavy vehicles motorcycles, outdoor power equipment this unit is applicable to many mechanical qualifications at both certificate II and III level. <p>Unit context</p> <ul style="list-style-type: none"> OH&S requirements <u>include</u> OH&S legislation, material safety data sheets, hazardous substances and dangerous goods code and safe operating procedures work <u>requires</u> individuals to demonstrate discretion, judgement and problem-solving skills in undertaking environmentally sound work practices competence <i>may</i> be demonstrated in workplaces involved in the service, repair, overhaul, replacement or fitting of vehicles parts and components. 	<p>Learning experiences for the HSC must address:</p> <p>A basic awareness of current environmental issues applicable to the automotive industry including:</p> <ul style="list-style-type: none"> sustainability waste management energy use/efficiency water resource management air pollution natural resource management re-use recycling. <p>Define:</p> <ul style="list-style-type: none"> ethical environmental practice. <p>An awareness of environmental hazards in the automotive industry including:</p> <ul style="list-style-type: none"> airborne particles noise gases/refrigerants vibration chemicals and other hazardous substances by-products/waste materials. <p>Consequences of poor environmental planning for the following:</p> <ul style="list-style-type: none"> waterways neighbouring properties air quality transport and logistics. <p>Characteristics and potential environmental impact of materials and products used or found in an automotive industry environment including:</p> <ul style="list-style-type: none"> chemicals solvents adhesives acids flammable materials paints oils

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • petroleum-based substances • explosive goods • by-products • rubbers • asbestos • glass • hydrocarbons • refrigerants • metals • heavy metals. <p>How and where to obtain required Material Safety Data Sheets (MSDS).</p>
	<p>1.2 Environmental responsibilities of staff in an automotive mechanical workplace or business are identified.</p>	<p>Materials</p> <ul style="list-style-type: none"> • material safety data sheets. <p>Personal protective equipment</p> <ul style="list-style-type: none"> • personal protective equipment <u>is to</u> include that prescribed under legislation, regulations and enterprise policies and practices. <p>Information and procedures</p> <ul style="list-style-type: none"> • workplace procedures <u>relating to</u> the use of tooling and equipment • work instructions, <u>including</u> job sheets • workplace procedures <u>relating to</u> documenting and communication of environmental issues • manufacturer/component supplier specifications and operational procedures • site environmental policy. 	<p>Learning experiences for the HSC must address:</p> <p>Knowledge of environmental responsibilities of staff in accordance with workplace/organisation policy and procedures including:</p> <ul style="list-style-type: none"> • following work instructions, standard operating procedures and inspection processes • reporting and communication of environmental issues • maintaining environmental records <ul style="list-style-type: none"> - incident and accident reports - inspection reports. <p>An awareness of workplace/organisation site environmental policy.</p> <p>Environmental requirements including management of:</p> <ul style="list-style-type: none"> • waste • noise • dust • vibration • clean-up. <p>Strategies and procedures for minimisation of potential negative environmental impacts including:</p> <ul style="list-style-type: none"> • resource efficiency • environmental hazard and risk identification and reporting

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • environmental monitoring • avoidance or minimisation strategies <ul style="list-style-type: none"> - regular maintenance of machinery and equipment - identifying, reporting and rectifying machinery faults and material defects - use of biodegradable/non-toxic materials • waste minimisation <ul style="list-style-type: none"> - accurate measurements and calculations - recycling - using recyclable products - resource efficiency • emergency procedures • removal and disposal of non-reusable materials in a responsible manner: <ul style="list-style-type: none"> - work materials - chemicals and hazardous substances • safe storage of reusable materials in accordance with enterprise/workplace policy and statutory requirements • containment of loose materials in the workplace (such as mud, dust, litter and waste material).
	<p>1.3 Penalties for individual breaches of legislation are identified.</p>	<p>Unit context</p> <ul style="list-style-type: none"> • work <u>is</u> carried out in accordance with legislative obligations, environmental legislation, OH&S regulations, manual handling procedures and organisation insurance requirements. <p>Information and procedures</p> <ul style="list-style-type: none"> • environmental legislation, regulations and advice. 	<p>Learning experiences for the HSC must address:</p> <p>A basic understanding of the main features of relevant environmental legislation and their amendments including:</p> <ul style="list-style-type: none"> • <i>Protection of the Environment Operations Act 1997 (NSW)</i> • <i>Protection of the Environment Operations Amendment Act 2005 (NSW)</i> • <i>Protection of the Environment Operations (Noise Control) Regulation 2000 (NSW)</i> • <i>Protection of the Environment Operations (Clean Air) Regulation 2002 (NSW)</i> • <i>Protection of the Environment Operations (Penalty Notices) Regulations 2004</i> • <i>Water Management Act 2000 (NSW)</i> • <i>Waste Avoidance and Resource Recovery Act 2001 (NSW)</i> • Codes of Practice (WorkCover NSW) <ul style="list-style-type: none"> - Control of Workplace Hazardous Substances - Storage and Handling of Dangerous Goods.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>An awareness of the roles/responsibilities of the NSW Department of Environment and Conservation incorporating Environment Protection Authority (EPA).</p> <p>Awareness of legislative responsibilities of:</p> <ul style="list-style-type: none"> • the workplace/organisation • an individual worker. <p>Awareness of penalties for corporations and individuals regarding:</p> <ul style="list-style-type: none"> • noise offences • waste disposal • oil/fuel spills • acid disposal. <p>Understanding of the penalty tier system and penalty units.</p>
	<p>1.4 Waste is minimised, waste material, including sludge, solids and other wastes are sorted and stored in bins for recycling or disposal.</p>	<p>Tooling and equipment</p> <ul style="list-style-type: none"> • tooling and equipment <u>are to</u> include recycling bins and drums, banded or drained wash bays and preparation areas, parts washers, spill kits, quick break degreasing compounds, cleaning equipment, oil drip trays, waste management systems and waste water systems. 	<p>Learning experiences for the HSC must address:</p> <p>Environmental requirements for dealing with waste including:</p> <ul style="list-style-type: none"> • recycling <ul style="list-style-type: none"> - paper-based products - plastic - packaging materials - worn components - metal components - consumable materials - engine/body components - by-products • approved storage and disposal of <ul style="list-style-type: none"> - hazardous material - non-hazardous material. <p>Knowledge of workplace/organisation policies and procedures for waste disposal.</p>
	<p>1.5 Packaging on goods received is sorted and reused or disposed of to recycling.</p>		<p>Learning experiences for the HSC must address:</p> <p>Packing materials including:</p> <ul style="list-style-type: none"> • paper • cardboard • plastic • packing tape

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> • ties/staples • polystyrene.
2 Monitor and avoid hazards to stormwater	2.1 No waste water or contaminants are allowed to enter stormwater systems.		<p>Learning experiences for the HSC must address:</p> <p>Environmental hazards/threats to stormwater systems including:</p> <ul style="list-style-type: none"> • chemical/gas/oil spillage/leakage • waste discharge • pollution • inappropriate human interaction • malfunction of separators.
	2.2 Surface cleaning, engine degreasing and preparation is undertaken in an impervious paved area and does not contaminate stormwater.		<p>Learning experiences for the HSC must address:</p> <p>Awareness of specialised cleaning bays/areas with particle traps to enable the following:</p> <ul style="list-style-type: none"> • correct disposal of solids • protection of grassed areas • prevention of run-off. <p>Knowledge of a range of surface cleaning and engine degreasing materials and techniques including:</p> <ul style="list-style-type: none"> • water-based degreasers • wet vacuuming.
	2.3 Parts and components containing environmentally hazardous material are stored under cover in a sealed and bunded or drained treatment area.		<p>Learning experiences for the HSC must address:</p> <p>Appropriate storage equipment and facilities including:</p> <ul style="list-style-type: none"> • storage containers • recycling containers • spill trays • treatment areas • wash bays • bunding. <p>Awareness of the hazards of ground contamination.</p>
	2.4 Liquid wastes are drained into storage or recycling containers.		

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	2.5 Parts washing is undertaken in an approved parts washer that does not cause contamination of stormwater or ground.		<p>Learning experiences for the HSC must address:</p> <p>Understanding of the features and operation of specialist parts washing systems including:</p> <ul style="list-style-type: none"> • active enzyme water-based solution • ultrasonic water-based solution.
	2.6 Spill kit is located and used as needed to prevent stormwater contamination.		<p>Learning experiences for the HSC must address:</p> <p>Knowledge of the contents of a spill kit including:</p> <ul style="list-style-type: none"> • mops/brooms • booms • PPE • absorbent material <ul style="list-style-type: none"> - sawdust - wool/cotton pads/rolls. <p>Standard operating procedures for the use of spill kits.</p> <p>Appropriate disposal of absorbent material.</p>
	2.7 Drip trays are used under vehicles when chance of spillage or leakage is present.		
	2.8 Spills are cleaned up immediately and workplace is kept clean to prevent unintentional stormwater pollution.		<p>Learning experiences for the HSC must address:</p> <p>Acknowledgement of the importance of cleaning up spills.</p> <p>Procedures to follow in the event of a spill including:</p> <ul style="list-style-type: none"> • notification <ul style="list-style-type: none"> - appropriate authorities (emergency services, EPA and local council) - colleagues - supervisor • workplace/organisation policies and procedures <ul style="list-style-type: none"> - evacuate - secure building • reporting. <p>How and when to seek assistance.</p>
			Knowledge of spill clean-up procedures:

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	2.9 Hands are cleaned over drains connected to an oil/water separator or drums for collecting liquid waste.		<ul style="list-style-type: none"> • stop the source • contain the spill and control its flow • stop the spill from entering any stormwater drains by blocking the drain inlets • clean up the spill in accordance with relevant MSDS.
3 Monitor and avoid hazards to air quality	3.1 Vehicle exhausts and emissions are minimised and not permitted to collect in the workplace.		<p>Learning experiences for the HSC must address:</p> <ul style="list-style-type: none"> • Knowledge of the features and use of common workshop ventilation and extraction systems.
	3.2 Hazards of airborne particles are monitored, minimised and contained.		<p>Learning experiences for the HSC must address:</p> <p>Airborne environmental hazards/threats including:</p> <ul style="list-style-type: none"> • hazardous substance evaporation • chemical/gas spillage/leakage • equipment/machinery emissions. <p>A knowledge of techniques to minimise airborne hazards including:</p> <ul style="list-style-type: none"> • appropriate storage of solvents and fuels • conducting spray painting in a booth • regularly servicing air filters on spray booths • dampening floor before sweeping • removing sweepings in a sealed container • vacuuming brake dust into a sealed container • minimising period of time to run vehicles/engines • good tuning • using pollution control devices • regular maintenance of equipment • collection and recycling of air-conditioner refrigerants • use of workshop exhaust extraction systems.
	3.3 Hazards of gases are monitored, minimised and contained.		<p>Learning experiences for the HSC must address:</p> <ul style="list-style-type: none"> • Knowledge of the characteristics of and hazards associated with gases commonly found in the
			<p>automotive industry including:</p> <ul style="list-style-type: none"> • carbon monoxide

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	3.4 Welding is conducting in a well-ventilated area.		<ul style="list-style-type: none"> • hydrocarbons • nitrogen oxides.
4 Monitor and avoid noise hazards	4.1 Noise generating activities are minimised and carried out within approved operating hours.		<p>Learning experiences for the HSC must address:</p> <p>Noise pollution including:</p> <ul style="list-style-type: none"> • sound • vibration. <p>An awareness of workplace sources of noise hazards including:</p> <ul style="list-style-type: none"> • mechanical tools, equipment and machinery • engines • fans and exhausts • transport of materials, such as on conveyors and trucks • pumps and compressors • whistles and alarms. <p>Awareness of noise limits and controls including:</p> <ul style="list-style-type: none"> • time restrictions • noise emissions • council zoning. <p>Strategies for minimising noise impact:</p> <ul style="list-style-type: none"> • noise source controls <ul style="list-style-type: none"> - enclosing the source - silencing exhausts/mufflers - noise barrier systems - active noise control - times of operation. • sound-transmission controls <ul style="list-style-type: none"> - reflective or absorptive materials as noise barriers/covers - mounds, bunds and trenches - maximising the distance from the noise source to the receiver
			<ul style="list-style-type: none"> - maintaining plant and equipment to ensure that the designers' noise-output specifications continue to be met • noise receiver controls

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> - insulation - double glazing of windows and use of air-conditioning • using the building structure to shield outdoor areas - sealing air gaps around doors and windows - using solid core doors - using thicker window glass, double glazing.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Apply environmental regulations and best practice in the body repair industry	
Unit code	Unit descriptor	HSC Indicative Hours
AURV271403A	This unit covers the competence to environmental regulations and best practice to avoid potential hazards during the preparation of vehicle bodies for repair.	10

Evidence Guide		HSC Requirements and Advice
The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.		
Critical aspects of evidence	Underpinning knowledge	Key Terms and Concepts
<ul style="list-style-type: none"> • Apply safe handling requirements for equipment, products and material, including use of personal protective equipment. • Apply environmental regulations and best practice. • Identify materials used in the vehicle body repair process and assess their environmental impact. • Follow work instructions, operating procedures and inspection processes to: <ul style="list-style-type: none"> - minimise the risk of injury to self and others - prevent damage and wastage of goods, equipment and products - maintain production output and product quality. • Conduct operator maintenance on tooling and equipment to ensure environmental efficiency. • Work effectively with others. • Modify activities to cater for variations in workplace context and environment. • Use of a spill kit. 	<ul style="list-style-type: none"> • Relevant aspects of environmental legislation and its implications to work being undertaken. • Characteristics and potential environmental impact of products used in the body repair process. • Philosophy of prevent, reduce, reuse, recycle. • Procedures for reporting machinery faults and material defects. • Internal reporting procedures for significant environmental damage occurring in the workplace. 	<ul style="list-style-type: none"> • absorbent material • air quality • clean-up management • Department of Environment and Conservation • environmental impact • environmental issues • ethical environmental practice • environmental hazards/threats • environmental legislation • environmental planning • environmental policy • environmental regulations • fumes/gases • ground contamination • hazard and risk identification • legislative responsibilities • liquid waste • machinery faults • material defects • Material Safety Data Sheets (MSDS) • noise hazards • noise pollution • noise limits/controls • noise, dust and vibration management

Evidence Guide cont/d			HSC Requirements and Advice
Context of assessment	Method of assessment	Specific resource requirements for this unit	Key Terms and Concepts
<p>Assessment <i>may</i> occur on the job or in a workplace simulated facility with process equipment, material, work instructions and deadlines.</p>	<p>Assessment methods must confirm consistency of performance over time and in a range of workplace contexts.</p> <p>Assessment should be by direct observation of tasks and questioning on underpinning knowledge.</p> <p>Assessment should be conducted over time and should be in conjunction with assessment of other units of competence.</p>	<p>The following should be made available:</p> <ul style="list-style-type: none"> access to a body repair workshop with damaged vehicles, metal and plastic panels and fillers, spray booth, various spray guns, paint mixing equipment, recycling bins, vacuum cleaners/brooms, liquid, sludge and solid wastes. 	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> packaging penalties/penalty tier system/penalty units personal protective equipment (PPE) prevent, reduce, reuse, recycle recording and reporting procedures safe handling spill clean-up procedures spill kit spills standard operating procedures storage and disposal of hazardous/non-hazardous material stormwater hazards stormwater systems storage equipment/facilities waste management/minimisation work instructions waste disposal waste water/contaminants.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to environmental procedures from legislation, regulations, policies, guidelines and workplace practices in a body repair workshop.	Level 1
Communicate ideas and information	Communicate ideas and information to enable work undertaken is in accordance with environmental best practice, coordination of work with other workers and customers, and the reporting of work outcomes and problems.	Level 1
Plan and organise activities	Plan and organise activities, including the preparation of equipment and materials and selection of worksite to avoid environmental contamination, backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to minimise wastage, optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to complete measurements and estimate material requirements required for the work.	Level 1
Solve problems	Use planning and checking techniques to avoid wastage and environmental contamination.	Level 1
Use technology	Use the workplace technology related to environmental protection equipment.	Level 1

Please note: AURC272003A *Apply environmental regulations and best practice in a workplace or business* is a compulsory unit of competency for Certificate I in Automotive. The underpinning knowledge and skills from this unit have been incorporated into the following HSC Requirements and Advice.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
1 Apply environmental regulations	1.1 Reasons for ethical environmental practice in a body repair workshop are identified.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Automotive body repair workshop</p> <ul style="list-style-type: none"> • panel removal and replacement procedures • panel surface cleaning and paint application. <p>Unit scope</p> <ul style="list-style-type: none"> • work involves the normal activities of a body repair shop, <u>including</u> removal and repair of metal and plastic panels and body components, and preparation of panels for painting. <p>Unit context</p> <ul style="list-style-type: none"> • OH&S requirements <u>include</u> OH&S requirements, material safety data sheets, hazardous substances and dangerous goods code and safe operating procedures • work <u>requires</u> individuals to demonstrate discretion, judgement and problem-solving skills in undertaking environmentally sound work practices • competence be demonstrated in workplaces involved in the repair of vehicle bodies through the removal and replacement of body panels and the preparation of panels for painting. 	<p>Learning experiences for the HSC must address:</p> <p>A basic awareness of current environmental issues applicable to the automotive industry including:</p> <ul style="list-style-type: none"> • sustainability • waste management • energy usage/efficiency • water resource management • air pollution • natural resource management • re-use • recycling. <p>Define ethical environmental practice.</p> <p>An awareness of environmental hazards in the automotive industry including:</p> <ul style="list-style-type: none"> • airborne particles • noise • gases/refrigerants • vibration • chemicals and other hazardous substances • by-products/waste materials. <p>Consequences of poor environmental planning for the following:</p> <ul style="list-style-type: none"> • waterways • neighbouring properties • air quality • transport and logistics. <p>Characteristics and potential environmental impact of materials/products used/found in an automotive industry environment including:</p> <ul style="list-style-type: none"> • chemicals • solvents • adhesives • acids • flammable materials • paints • oils
			<ul style="list-style-type: none"> • petroleum-based substances • explosive goods

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	1.2 Environmental responsibilities of staff in a body repair workshop are identified.	<p>Materials</p> <ul style="list-style-type: none"> material safety data sheets. <p>Personal protective equipment</p> <ul style="list-style-type: none"> personal protective equipment <u>is to</u> include that prescribed under legislation, regulations and enterprise policies and practices. Face masks are available for rubbing back and painting. <p>Information and procedures</p> <ul style="list-style-type: none"> workplace procedures <u>relating to</u> the use of tooling and equipment work instructions, <u>including</u> job sheets/ cards workplace procedures <u>relating to</u> reporting and communication of environmental issues manufacturer/component supplier specifications and operational procedures site environmental policy. 	<ul style="list-style-type: none"> by-products rubbers asbestos glass hydrocarbons refrigerants metals heavy metals. <p>How and where to obtain required material safety data sheets (MSDS).</p> <p>Learning experiences for the HSC must address:</p> <p>Knowledge of environmental responsibilities of staff in accordance with workplace/organisation policy and procedures including:</p> <ul style="list-style-type: none"> following work instructions, standard operating procedures and inspection processes reporting and communication of environmental issues maintaining environmental records <ul style="list-style-type: none"> incident and accident reports inspection reports. <p>An awareness of workplace/organisation site environmental policy.</p> <p>Environmental requirements including management of:</p> <ul style="list-style-type: none"> waste noise dust vibration clean-up. <p>Strategies and procedures for minimisation of potential negative environmental impacts including:</p> <ul style="list-style-type: none"> resource efficiency environmental hazard and risk identification and reporting
			<ul style="list-style-type: none"> environmental monitoring avoidance or minimisation strategies <ul style="list-style-type: none"> regular maintenance of machinery and equipment

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> - identifying, reporting and rectifying machinery faults and material defects - use of biodegradable/non-toxic materials • waste minimisation <ul style="list-style-type: none"> - accurate measurements and calculations - recycling - using recyclable products - resource efficiency • emergency procedures • removal and disposal of non-reusable materials in a responsible manner: <ul style="list-style-type: none"> - work materials - chemicals and hazardous substances • safe storage of reusable materials in accordance with enterprise/workplace policy and statutory requirements • containment of loose materials in the workplace (such as mud, dust, litter and waste material).
	<p>1.3 Penalties for individual breaches of the legislation are identified.</p>	<p>Unit context</p> <ul style="list-style-type: none"> • work <u>is</u> carried out in accordance with legislative obligations, environmental legislation, health regulations, manual handling procedures and organisation insurance requirements. <p>Information and procedures</p> <ul style="list-style-type: none"> • environmental legislation, regulations and Australian Standards. 	<p>Learning experiences for the HSC must address:</p> <p>A basic understanding of the main features of relevant environmental legislation and their amendments including:</p> <ul style="list-style-type: none"> • <i>Protection of the Environment Operations Act 1997 (NSW)</i> • <i>Protection of the Environment Operations Amendment Act 2005 (NSW)</i> • <i>Protection of the Environment Operations (Noise Control) Regulation 2000 (NSW)</i> • <i>Protection of the Environment Operations (Clean Air) Regulation 2002 (NSW)</i> • <i>Protection of the Environment Operations (Penalty Notices) Regulations 2004</i> • <i>Water Management Act 2000 (NSW)</i> • <i>Waste Avoidance and Resource Recovery Act 2001 (NSW)</i> • Codes of Practice (WorkCover NSW) <ul style="list-style-type: none"> - Control of Workplace Hazardous Substances - Storage and Handling of Dangerous Goods.
			<p>An awareness of the roles/responsibilities of the NSW Department of Environment and Conservation incorporating Environment Protection Authority (EPA).</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Awareness of legislative responsibilities of:</p> <ul style="list-style-type: none"> • the workplace/enterprise • an individual worker. <p>Awareness of penalties for corporations and individuals regarding:</p> <ul style="list-style-type: none"> • noise offences • waste disposal • oil/fuel spills • acid disposal. <p>Understanding of the penalty tier system and penalty units.</p>
	<p>1.4 Waste is minimised, waste material, including sludge and solids is sorted and stored in bins for recycling or disposal.</p>	<p>Tooling and equipment</p> <ul style="list-style-type: none"> • tooling and equipment <u>are to</u> include spill kits, recycling bins and drums, banded or drained wash bays and preparation areas, spray booths and vacuum/air extraction equipment and waste water management system. 	<p>Learning experiences for the HSC must address:</p> <p>Environmental requirements for dealing with waste including:</p> <ul style="list-style-type: none"> • recycling <ul style="list-style-type: none"> - paper-based products - plastic - packaging materials - worn components - metal components - consumable materials - engine/body components - by-products • approved storage and disposal of <ul style="list-style-type: none"> - hazardous material - non-hazardous material. <p>Knowledge of workplace/enterprise policies and procedures for waste disposal.</p>
	<p>1.5 Packaging on goods received is sorted and reused or disposed of to recycling.</p>		<p>Learning experiences for the HSC must address:</p> <p>Packing materials including:</p> <ul style="list-style-type: none"> • paper • cardboard • plastic
			<ul style="list-style-type: none"> • packing tape • ties/staples • polystyrene.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
2 Identify and avoid hazards to stormwater	2.1 No waste water or contaminants are allowed to enter the stormwater system.		<p>Learning experiences for the HSC must address:</p> <p>Environmental hazards/threats to stormwater systems including:</p> <ul style="list-style-type: none"> • chemical/gas/oil spillage/leakage • waste discharge • pollution • inappropriate human interaction • malfunction of separators.
	2.2 Surface cleaning and preparation is undertaken in an impervious paved area and does not contaminate stormwater.		<p>Learning experiences for the HSC must address:</p> <p>Awareness of specialised cleaning bays/areas with particle traps to enable the following:</p> <ul style="list-style-type: none"> • correct disposal of solids • protection of grassed areas • prevention of run-off.
	2.3 Parts and components containing environmentally hazardous material are stored undercover in a sealed and bunded or drained treatment area.		<p>Learning experiences for the HSC must address:</p> <p>Appropriate storage equipment and facilities including:</p> <ul style="list-style-type: none"> • storage containers • recycling containers • spill trays • treatment areas • wash bays • bunding. <p>Awareness of the hazards of ground contamination.</p>
	2.4 Paint, thinners/reducers are reused, recycled or stored in a bunded or drained area for collection by an approved disposal agent.		
	2.5 Spill kit is located and used as needed to prevent stormwater contamination.		<p>Learning experiences for the HSC must address:</p> <p>Knowledge of the contents of a spill kit including:</p> <ul style="list-style-type: none"> • mops/brooms
			<ul style="list-style-type: none"> • booms • PPE • absorbent material <ul style="list-style-type: none"> - sawdust - wool/cotton pads/rolls.

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	<p>2.6 Spills are cleaned up immediately and the workplace is kept clean to prevent stormwater pollution.</p>		<p>Standard operating procedures for the use of spill kits.</p> <p>Appropriate disposal of absorbent material.</p> <p>Learning experiences for the HSC must address:</p> <p>Acknowledgement of the importance of cleaning up spills.</p> <p>Procedures to follow in the event of a spill including:</p> <ul style="list-style-type: none"> • notification <ul style="list-style-type: none"> - appropriate authorities (emergency services, EPA and local council) - colleagues - supervisor • workplace/organisation policies and procedures <ul style="list-style-type: none"> - evacuate - secure building • reporting. <p>How and when to seek assistance.</p> <p>Knowledge of spill clean-up procedures:</p> <ul style="list-style-type: none"> • stop the source • contain the spill and control its flow • stop the spill from entering any stormwater drains by blocking the drain inlets • clean up the spill in accordance with relevant MSDS.
<p>3 Identify and avoid hazards to air quality</p>	<p>3.1 Paint is mixed in a well-ventilated room.</p>		<p>Learning experiences for the HSC must address:</p> <p>An awareness of the hazards associated with the mixing and preparation of paint and equipment for body work.</p> <p>Knowledge of the features and use of common workshop ventilation and extraction systems.</p>
	<p>3.2 Abrasive sanding is undertaken in an enclosed booth or chamber.</p>		<p>Learning experiences for the HSC must address:</p> <p>Knowledge of the properties and use of a range of different types of abrasive grits.</p> <p>Understanding of standard operating procedures for</p>

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			wet blasting/sanding. An awareness of the hazards associated with abrasive sanding.
	3.3 Clean-up of guns and spraying equipment is conducted in an environmentally safe manner.		Learning experiences for the HSC must address: Understanding of the features and operation of specialist spray-gun cleaning equipment including cleaning cabinets.
	3.4 Hazards of airborne particles are identified, minimised and contained.		Learning experiences for the HSC must address: Airborne environmental hazards/threats including: <ul style="list-style-type: none"> • hazardous substance evaporation • chemical/gas spillage/leakage • equipment/machinery emissions. A knowledge of techniques to minimise airborne hazards including: <ul style="list-style-type: none"> • appropriate storage of solvents and fuels • conducting spray painting in a booth • regularly servicing air filters on spray booths • dampening floor before sweeping • removing sweepings in a sealed container • vacuuming brake dust into a sealed container • minimising period of time to run vehicles/engines • good tuning • using pollution control devices • regular maintenance of equipment • collection and recycling of air conditioner refrigerants • use of workshop exhaust extraction systems.
	3.5 Hazards of gases and fumes are identified, minimised and contained.		Learning experiences for the HSC must address: Knowledge of the characteristics of and hazards associated with gases commonly found in the automotive industry including:
			<ul style="list-style-type: none"> • carbon monoxide • hydrocarbons • nitrogen oxides.
4 Identify and avoid noise hazards	4.1 Noise generating activities are minimised and carried out within		Learning experiences for the HSC must address:

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
	approved operating hour.		<p>Noise pollution including:</p> <ul style="list-style-type: none"> • sound • vibration. <p>An awareness of workplace sources of noise hazards including:</p> <ul style="list-style-type: none"> • mechanical tools, equipment and machinery • engines • fans and exhausts • transport of materials, such as on conveyors and trucks • pumps and compressors • whistles and alarms. <p>Awareness of noise limits and controls including:</p> <ul style="list-style-type: none"> • time restrictions • noise emissions • council zoning. <p>Strategies for minimising noise impacts:</p> <ul style="list-style-type: none"> • noise source controls <ul style="list-style-type: none"> - enclosing the source - silencing exhausts/mufflers - noise barrier systems - active noise control - times of operation. • sound-transmission controls <ul style="list-style-type: none"> - reflective or absorptive materials as noise barriers/covers - mounds, bunds and trenches - maximising the distance from the noise source to the receiver - maintaining plant and equipment to ensure that the designers' noise-output specifications continue to be met • noise receiver controls <ul style="list-style-type: none"> - insulation
			<ul style="list-style-type: none"> - double glazing of windows and use of air conditioning • using the building structure to shield outdoor areas <ul style="list-style-type: none"> - sealing air gaps around doors and windows - using solid core doors - using thicker window glass, double glazing.

Training Package	Automotive Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Identify environmental regulations and best practice in a workplace or business	
Unit code	Unit descriptor	HSC Indicative Hours
AURC172003A	This unit covers the competence to identify environmental regulations and avoid potential hazards in an automotive workplace.	0*

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<ul style="list-style-type: none"> • Demonstrate a knowledge of environmental regulations and best practice as they would apply in an automotive workplace or business. • Identify material used in an automotive business and assess their environmental impact. 	<ul style="list-style-type: none"> • Aspects of environmental legislation and its implications for work being undertaken in an automotive business. • Characteristics and potential environmental impact of products used in the automotive industry. • Philosophy of prevention, reuse, reduce, recycle. • Procedures for use of spill kit. • Effects of noise pollution and methods to minimise it.

* The knowledge and skills required by this unit of competency have been incorporated into the HSC requirements and advice of the three units AURC272003A *Apply environmental regulations and best practice in a workplace or business*, AURT271781A *Implement and monitor environmental regulations in the automotive mechanical industry* and AURV271403A *Apply environmental regulations and best practice in the body repair industry*. This unit should be assessed concurrently with AURC272003A or AURT271781A or AURV271403A.

Context of assessment	Method of assessment	Resource implications
Assessment <i>may</i> occur on the job or in an institutional setting.	Assessment <u>should</u> be by questioning on underpinning knowledge. Assessment <i>could</i> be conducted over time and may be in conjunction with assessment of other units of competence.	<u>Access to</u> environmental legislation, regulations and best practice models.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to environmental procedures from legislation, regulations and workshop practices in a workplace or business.	Level 1
Communicate ideas and information	Communicate ideas and information to enable all work is undertaken in accordance with environmental best practice, coordination of work with site supervisor, other workers and customers, and reporting of work outcomes and problems.	Level 1
Plan and organise activities	Plan and organise activities, including preparation of equipment and material and selection of worksite to avoid environmental contamination, backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to minimise wastage, optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly complete measurements and estimate material requirements.	Level 1
Solve problems	Use planning, checking and inspection techniques to avoid environmental contamination and wastage.	Level 1
Use technology	Use workplace technology related to environmental protection equipment.	Level 1

Element	Performance Criteria	Range Statement
1 Identify environment regulations	1.1 Reasons for ethical environmental practice in an automotive workshop are identified. 1.2 Responsibilities of staff in an automotive workshop are identified. 1.3 Penalties for individual breaches of legislation are identified. 1.4 Methods to minimise waste and sort store for recycling or disposal are identified. 1.5 Methods to sort and dispose of packaging on goods received are identified.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Automotive business</p> <ul style="list-style-type: none"> competence can be obtained in an institutional setting. <p>Unit scope</p> <ul style="list-style-type: none"> work <u>involves</u> the theory and knowledge related to environmental issues in the automotive industry. <p>Unit context</p> <ul style="list-style-type: none"> OH&S requirements, material safety data sheets, hazardous substances and dangerous goods code and safe operating procedures competence <u>is</u> demonstrated in accordance with legislative obligations, environmental legislation, health regulations, manual handling procedures and organisation insurance requirements competence <u>requires</u> individuals to demonstrate discretion, judgement and problem-solving skills in undertaking environmentally sound work practices competence <i>may</i> be demonstrated in appropriate setting and does not require practical demonstration. <p>Tooling and equipment</p> <ul style="list-style-type: none"> no specific tooling and equipment are required . <p>Material</p> <ul style="list-style-type: none"> material safety data sheets. <p>Personal protective equipment</p> <ul style="list-style-type: none"> no specific personal protective equipment is required. <p>Information and procedures</p> <ul style="list-style-type: none"> environmental legislation, regulations and advice typical site environmental policy typical manufacturer/component supplier specifications and operational procedures.
2 Identify hazards to stormwater	2.1 Actions to be taken to ensure no waste water is allowed to enter stormwater system are identified. 2.2 Storage methods for parts and components containing environmentally hazardous materials are identified. 2.3 Recycling and storage procedures for liquid wastes are identified. 2.4 Uses of a spill kit are identified. 2.5 Procedures to keep workplace clean and prevent unintentional stormwater pollution are identified.	
3 Identify hazards to air quality	3.1 Hazards of airborne particles are identified, and methods to minimise and contain are identified. 3.2 Hazards of gases and fumes are identified, and methods to minimise and contain are identified.	
4 Identify noise hazards	4.1 Effects of noise creating activities and methods to minimise these are identified.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Read in the workplace	
Unit code	Unit descriptor	HSC Indicative Hours
AURC251356A	This unit covers the competence required to read business texts/manuals, so decisions can be made on similar terms/conditions, or interpret manuals to enable assistance to others for problem solving.	5

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • reading and interpreting texts in the workplace • carrying out actions described in written texts • assessing texts for suitability as instructions • communicating effectively with others involved in or affected by the work. 	<ul style="list-style-type: none"> • Reading and interpreting skills. • Enterprise texts/stationery. • Enterprise policies and procedures for action required.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>The underpinning knowledge and skills <i>may</i> be assessed on or off the job.</p> <p>The assessment of practical skills <u>must</u> take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable.</p> <p>The prescribed outcome <u>must</u> be able to be achieved without direct supervision.</p>	<p>Practical assessments:</p> <ul style="list-style-type: none"> • read and correctly interpret business texts and documents and take action • carry out tasks from written texts • read equipment manuals to assist in operation and maintenance schedules • assess texts for suitability as instructions. 	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • written texts • equipment/material relevant to task • enterprise specific documents (stock records, job cards, repair quotations, personnel records, time sheets, financial drafts, meeting notes) • operational forms/memos/messages/faxes • computer manuals • equipment manuals • internal/external business correspondence/ memos • service contracts • dictionaries and other language aids.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to reading in the workplace.	Level 1
Communicate ideas and information	Communicate ideas and information to customers and supervisors related to reading in the workplace.	Level 1
Plan and organise activities	Plan and organise activities related to reading in the workplace.	Level 1
Work with others and in a team	Work with others and in a team by seeing and conveying information related to the planning, sequencing and completion of the task.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to count and measure.	Level 1
Solve problems	Establish diagnostic processes which identify methods of reading in the workplace.	Level 1
Use technology	Use the workplace technology related to reading in the workplace.	Level 1

Element	Performance Criteria	Range Statement
1 Read texts that contain specialist knowledge and may be organised in a variety of formats	1.1 Purpose of text is understood and correctly described.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit context</p> <ul style="list-style-type: none"> • this unit of competence applies to the following and should be contextualised to the qualification to which it is being applied: <ul style="list-style-type: none"> - RS&R [Retail, Service and Repair]. <p>Unit scope</p> <ul style="list-style-type: none"> • methods <u>include</u>: <ul style="list-style-type: none"> - reading and understanding texts - reading and interpreting specific business details and documents (e.g. service manuals, service contracts, etc.) for passing on to others - reading and interpreting internal/external correspondence and taking action - carrying out tasks as described in texts - assessing texts for suitability as instructions • specific requirements: <ul style="list-style-type: none"> - non routine operational information only - interpret written text to enable action to be taken. <p>Information</p> <ul style="list-style-type: none"> • enterprise operating procedures • product manufacturer/component supplier specifications • customer requirements • industry/workplace codes of practice. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> • State/Territory OH&S legislation • award provisions.
	1.2 Main points or ideas presented are described.	
	1.3 New technical words are comprehended.	
	1.4 Meaning of key words and phrases are explained.	
	1.5 Effectiveness of text as an instruction is assessed.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Use numbers in the workplace	
Unit code	Unit descriptor	HSC Indicative Hours
AURC251677A	This unit covers the competence to collect, calculate and/or estimate numerical information and to prepare various numerical reports to ensure efficiency in the organisation.	5

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> collecting and organising numerical information interpreting numerical information and presenting results in accordance with workplace requirements applying numerical information to perform workplace tasks communicating effectively with others involved in or affected by the work. 	<ul style="list-style-type: none"> Basic knowledge of legislation and statutory requirements, including OH&S. Basic knowledge of enterprise policies and procedures in relation to the collection, storage and application of numerical information. Basic mathematical concepts. Calculations including addition, multiplication, subtraction, division and percentages. Calculations involving whole numbers and fractions.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>The underpinning knowledge and skills <i>may</i> be assessed on or off the job.</p> <p>The assessment of practical skills <u>must</u> take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable.</p> <p>The prescribed outcome <u>must</u> be able to be achieved without direct supervision.</p>	<p>Practical assessments:</p> <ul style="list-style-type: none"> • read and correctly interpret business texts and documents and take action • carry out tasks from written texts • read equipment manuals to assist in operation and maintenance schedules • assess texts for suitability as instructions. 	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • written texts • equipment/material relevant to task • enterprise specific documents (stock records, job cards, repair quotations, personnel records, time sheets, financial drafts, meeting notes) • operational forms/memos/messages/faxes • computer manuals • equipment manuals • internal/external business correspondence/ memos • service contracts • dictionaries and other language aids.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to collating figures, calculation and analysis.	Level 1
Communicate ideas and information	Communicate ideas and information to use calculations in reports, emails and memos.	Level 1
Plan and organise activities	Plan and organise activities using numbers/calculations in plans/budgets.	Level 1
Work with others and in a team	Work with others and in a team by presentations involving team members.	Level 1
Use mathematical ideas and techniques	Numerical skills in the selection and application of mathematical processes, including at a minimum; addition, subtraction, multiplication and division.	Level 1
Solve problems	Establish diagnostic processes which use numbers/calculations/ estimations when preparing budgets.	Level 1
Use technology	Technical skills in the use of calculators or computers.	Level 1

Element	Performance Criteria	Range Statement
1 Collect and organise numerical information	1.1 Procedures for collecting and organising numerical information are established.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> enterprise <i>may</i> vary in size, type and location, in the range of work activities conducted, hours of operation and in the number and type of staff applications <i>may</i> include, but not limited to the involvement in the preparation of budgets, calculations involving invoices or order forms, sales calculations, calculation of costs, enterprise financial duties, calculation or estimation of quantities, materials, equipment settings or time requirements, wages and leave entitlement. <p>Unit context</p> <ul style="list-style-type: none"> legislative requirements <u>include</u> State/ Territory legislation related to OH&S and award provisions enterprise policies and procedures are followed regarding privacy and confidentiality. <p>Information</p> <ul style="list-style-type: none"> manufacturer/component supplier specifications, enterprise operating procedures, customer requirements and industry/workplace codes of practice numerical information <i>may</i> also be sourced from enterprise specific documents, invoices, statements, stock records, job cards, repair quotations, personal records, time sheets, computer records, equipment or material supply quotations and supplier invoices or statements.
	1.2 Numerical information is collected.	
	1.3 Numerical information provided from other sources is monitored, checked for accuracy and corrected.	
	1.4 Numerical information from different sources is compared.	
2 Interpret and present numerical and related information	2.1 Procedures are established for the interpretation of numerical information.	
	2.2 Numerical information is identified, interpreted and manipulated.	
	2.3 Numerical information is checked for accuracy.	
	2.4 Numerical and related information is presented.	
	2.5 Evidence for interpretation of results is presented.	
3 Apply numerical and related information	3.1 Quantities/resources required in the workplace are estimated.	
	3.2 The time required to complete the task is estimated.	
	3.3 Settings for equipment and machinery are estimated and adjusted.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Work effectively with others	
Unit code	Unit descriptor	HSC Indicative Hours
AURC270688A	This unit covers the competence to organise self, perform tasks, behave responsibly and work effectively as a member of a work group or team.	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • organising and accepting responsibility for own workload • following the designated work plan for the job • contributing to collective planning, cooperative work and effective outcomes • cooperating with others to complete work oriented activities • participating in identifying and meeting own development needs • consistently applying enterprise and/or industry standards of dress and grooming • consistently and responsibly applying enterprise policies and procedures in regard to workplace ethics, including interpretation of staff rosters, notification of availability for work and allocated duties/job description • consistently applying enterprise policies and procedures and legislative requirements regarding non discriminatory language and attitudes • knowing own rights and responsibilities regarding awards/enterprise agreements. 	<ul style="list-style-type: none"> • General knowledge of enterprise work procedures. • General knowledge of group dynamics and the impact of working effectively with others on individual and group performance. • General knowledge of enterprise work systems, equipment, management and facility operating systems. • Operational knowledge of enterprise policies and procedures and legislative requirements in regard to: <ul style="list-style-type: none"> - workplace ethics - work availability or non attendance - staff rosters - dress and grooming - discriminatory behaviour - harassment - equal opportunity - staff counselling and disciplinary procedures. • Operational knowledge of industry awards or enterprise/workplace agreements.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>This unit <i>may</i> be assessed in conjunction with other units that form part of the job role or function.</p> <p>Elements of competence contain both knowledge and practical components. Knowledge components <i>may</i> be assessed off the job. Practical components <u>should</u> be assessed on the job or in a simulated work environment.</p> <p>Evidence is best gathered using the products, processes and procedures of the individual workplace as the means by which the candidate achieves industry competencies.</p>	<p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.</p> <p>Evidence of performance <i>may</i> be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • a workplace or simulated workplace • documentation, such as enterprise or sample policies and procedures manuals related to ethics, employee and employer rights and responsibilities, dress and grooming, discrimination, job descriptions and organisation charts • legislation such as equal employment opportunity, equal opportunity and anti discrimination • enterprise or sample awards and/or enterprise/workplace agreements • a qualified workplace assessor.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information to follow routine procedures and directions.	Level 1
Communicate ideas and information	Communicate ideas and information to plain English literacy and communication skills in relation to reading and understanding workplace documents.	Level 1
Plan and organise activities	Plan and organise activities to carry out routine tasks with limited supervision.	Level 1
Work with others and in a team	Work with others and in a team by informing supervisor of issues which will affect timeframes and goals.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to estimate requirements of tasks.	Level 1
Solve problems	Establish diagnostic processes which use basic analytical, problem solving, negotiation and conflict management skills in relation to working with others.	Level 1
Use technology	Use workplace technology related to documenting work progress on computers/information systems.	Level 1

Element	Performance Criteria	Range Statement
1 Contribute to determination of work roles	1.1 Work roles for each group or team member are identified based on information and instructions about objectives, performance requirements and procedures.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> • staff <i>may</i> be full time, part time or casual and vary in terms of staff training and in staffing levels. Staff <i>may</i> be operating in routine or busy trading and may include persons from a range of social, cultural or ethnic backgrounds and physical and mental abilities • activities <i>may</i> include normal or routine work requirements or non routine work requirements • enterprise <i>may</i> vary in size, type and location, the range of work activities conducted, hours of operation and the number and type of staff • staff <i>may</i> work in teams or groups of varying size and structure.
	1.2 Contributions are made to assist in the determination of the roles and responsibilities for the successful completion of work activities.	
2 Contribute to planning of activities	2.1 Suggestions and information are provided to contribute to the planning of work activities and associated procedures.	<p>Unit context</p> <ul style="list-style-type: none"> • communication <i>may</i> include face to face, telephone, written or electronic means • legislative requirements <i>may</i> include legislation or regulations in relation to OH&S, equal opportunity, anti discrimination, consumer law, trade practices and fair trading, industrial relations, and industry codes of practice • awards/agreements <i>may</i> include State/ Territory and Federal industry awards and enterprise or workplace agreements. <p>Information</p> <ul style="list-style-type: none"> • enterprise policies and procedures <u>relating to</u> organisational structure, work roles and responsibilities, career paths, work standards, dress and grooming standards, work objectives and performance requirements.
3 Organise and accept responsibility for own workload	3.1 Priorities and deadlines are established and documented in consultation with others.	
	3.2 Work activities are planned and progress of work is communicated to others whose personal work plans and timeframes may be affected .	
	3.3 Work is completed to the standard expected in the workplace in accordance with guidelines, directions and instructions.	
	3.4 Variations and difficulties affecting work requirements are identified through regular reviews and action is taken to report these issues to appropriate persons.	
	3.5 Additional support to improve work is communicated clearly to appropriate persons.	
4 Maintain enterprise dress and grooming standards	4.1 Enterprise and/or industry dress standards and requirements are maintained.	
	4.2 Enterprise and/or industry grooming standards are maintained.	
5 Work with others	5.1 Forms of communication appropriate to the work activities are used.	
	5.2 Assistance in the completion of activities is requested.	

Element	Performance Criteria	Range Statement
	<p>5.3 Support is provided to colleagues to ensure designated team goals are achieved.</p> <p>5.4 Contributions to the achievement of a required outcome are made.</p> <p>5.5 Work is undertaken in accordance with procedures on an individual and shared basis.</p> <p>5.6 Problems are discussed and resolved where possible through agreed and accepted processes.</p> <p>5.7 Suggestions for improvements to process are made and discussed within the team.</p>	
<p>6. Participate in identifying and meeting own development needs</p>	<p>6.1 Competencies for the workplace are identified.</p> <p>6.2 Organisational structure, career paths and development opportunities are identified.</p> <p>6.3 Steps are taken, in consultation with appropriate persons, to identify own learning needs through assessment and planning for future work requirements.</p> <p>6.4 Opportunities to learn and develop required competencies are undertaken, including establishing networks and working relationships with others.</p>	
<p>7. Work effectively and responsibly</p>	<p>7.1 Notification of shift/work availability or non attendance for shift/work is given without undue delay and according to enterprise policies and procedures.</p> <p>7.2 Staff rosters are interpreted.</p> <p>7.3 Non-discriminatory attitudes are displayed when interacting with customers, staff and management.</p> <p>7.4 Non-discriminatory language is used consistently.</p> <p>7.5 Awards/enterprise agreements are identified and interpreted.</p>	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Remove and tag automotive electrical system components	
Unit code	Unit descriptor	HSC Indicative Hours
AURE100064A	This unit covers the competence to remove and tag automotive electrical system components.	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • identifying, removing and tagging a range of components by their title and application • conducting removal and tagging without damage to components or tooling and equipment. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • automotive electrical terminology • function of each component • relationship of body components to each other • application of body components • removal procedures • tagging procedures • quality procedures • organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able to be under the particular circumstance, and is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to removing and tagging automotive electrical components • equipment, hand and power tooling appropriate to removing and tagging automotive electrical components • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit may be assessed in conjunction with other units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills, e.g. when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to removing and tagging automotive electrical components, including use of measuring equipment and communication devices, and reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to remove and tag automotive electrical components	1.1 Nature and scope of work requirements are identified and confirmed.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> work involved <u>includes</u> electrical systems of light vehicles, motorcycles, heavy vehicles road transport, heavy vehicles mobile plant, outdoor power equipment and marine methods <u>include</u> tagging by title and application. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate minimal judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/regulations/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, and working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
	1.2 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	1.3 Procedures and information such as workshop manuals and specifications, and tooling are sourced.	
	1.4 Method options are analysed and those most appropriate to the circumstances are selected and prepared.	
	1.5 Dangers associated working with removal and tagging of automotive electrical system components are observed.	
2 Remove automotive electrical system components	2.1 Automotive electrical components for removal are identified.	<p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management and clean-up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal quality policy and standards and enterprise operations and procedures.
	2.2 Methods for the conduct of removal and tagging are implemented in accordance with manufacturer/component supplier specifications.	
	2.3 Components are removed without damage.	
	2.4 Inspection of components is carried out.	
	2.5 Report is processed in accordance with enterprise procedures.	
3 Tag automotive electrical components	3.1 Tagging procedures are identified.	<p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management and clean-up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal quality policy and standards and enterprise operations and procedures.
	3.2 Resource requirements for tagging are identified and support equipment is identified and prepared.	

Element	Performance Criteria	Range Statement
	3.3 Components are tagged without damage.	<p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling and hand held power tooling. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include tags and cleaning material. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> enterprise operating procedures, workshop manuals, supplier data sheets, parts catalogues, customer orders and industry/workplace codes of practice, material safety data sheets and Australian Design Rules safe work procedures <u>related to</u> removing and tagging automotive electrical components organisation work specifications and requirements.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Test, service and maintain battery storage systems	
Unit code	Unit descriptor	HSC Indicative Hours
AURE118671A	This unit covers the competence to inspect, service and maintain battery storage systems in on site major earth moving and plant equipment.	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • servicing and maintaining battery storage systems in accordance with manufacturer/component supplier and site requirements • completing inspection in accordance with manufacturer/component supplier requirements • completing work within workplace timeframes • completing workplace documents. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S and environmental regulations/requirements, equipment, material and personal safety requirements • dangers of working with battery testing equipment • operating principles and layout of battery storage systems • inspection procedures • service and/or maintenance procedures • enterprise quality procedures • work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service and Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able to be under the particular circumstance, and is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to inspection, servicing and maintenance of battery storage systems • equipment, hand and power tooling appropriate to inspection, servicing and maintenance of battery storage systems • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Analytical skills for identification and analysis of technical information.	Level 1
Communicate ideas and information	Plain English literacy and communication skills in relation to dealing with customers and team members. Questioning and active listening skills for example when obtaining information from customers. Oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	As applied to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interacting effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to inspection, servicing and maintenance of battery storage systems, including use of specialist tooling, measuring equipment and communication devices and reporting/ documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to undertake inspection	1.1 Nature and scope of work requirements are identified and confirmed.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> battery storage systems covered by this unit are for on site major earth moving and plant equipment. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/regulations/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting and working in proximity to others and site visitors emergency procedures <u>related to</u> this unit are to include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.
	1.2 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	1.3 Procedures and information such as site procedures and specifications, and tooling are sourced	
	1.4 Technical requirements for inspection are sourced and support equipment is identified and prepared.	
	1.5 Warnings in relation to working with batteries are observed.	
2 Conduct inspection	2.1 Methods for the conduct of inspection are implemented in accordance with workplace procedures and manufacturer/ component supplier specifications.	
	2.2 Inspection results are compared with manufacturer/ component supplier specifications.	
	2.3 Results are documented with evidence and supporting information and recommendations made.	
	2.4 Report is forwarded to persons for action in accordance with workplace procedures	
3 Prepare to service and maintain	3.1 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	3.2 Procedures and information are identified and sourced.	
	3.3 Technical and tool requirements for servicing and maintenance	Statutory/regulatory authorities

Element	Performance Criteria	Range Statement
	are identified and support equipment is identified and prepared.	<ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State and local authorities administering acts, regulations and codes of practice.
4. Carry out service and maintenance	4.1 Methods for the conduct of service and/or maintenance are implemented in accordance with workplace procedures and manufacturer/component supplier specifications.	<p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include cleaning material. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and graphical instructions and fault reporting and <i>may</i> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers.
	4.2 Adjustments made during service and/or maintenance are in accordance with manufacturer/component supplier specifications	
5 Clean up work area and maintain equipment	5.1 Material that can be reused is collected and stored.	<p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams and sketches - safe work procedures related to inspection, servicing and maintenance of battery storage systems - regulatory/legislative requirements pertaining to automotive industry, including Australian Design Rules - engineer's design specifications and instructions - organisation work specifications and requirements - instructions issued by authorised enterprise or external persons - Australian Standards.
	5.2 Waste and scrap is removed following workplace procedure.	
	5.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures.	
	5.4 Unserviceable equipment is tagged and faults identified in accordance with workplace requirements	
	5.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and site procedures.	
	5.6 Tooling and equipment is maintained in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Carry out soldering of electrical wiring/circuits	
Unit code	Unit descriptor	HSC Indicative Hours 15
AURE224008A	<p>This unit covers the competence to carry out soldering processes appropriate to electrical components/wiring/circuits.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, soldering and testing of joints and completion of work processes, including clean-up and documentation.</p>	

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • identifying, setting up, operating and maintaining heating equipment and hand tooling. • achieving soldering outcome and work quality relevant to application. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirement, equipment material and personal safety requirements • fluxes and their application • types of material, including solder, electrical terminals, wires and circuits • preparation and soldering procedures • guidelines regarding acceptable solder tolerance levels to be considered and manufacturer/component supplier specification • work organisation and planning processes • enterprise quality processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service and Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able to be under the particular circumstance, and is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to soldering of electrical wiring/circuits • equipment, hand and power tooling appropriate to soldering of electrical wiring/circuits • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to soldering of electrical components/wiring, work orders, plans and safety procedures.	Level 1
Communicate ideas and information	Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems.	Level 1
Plan and organise activities	Plan and organise activities, including preparation and layout of worksite and obtaining of equipment and material to avoid backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to soldering of electrical wiring/circuits, including the use of soldering tooling, measuring equipment and communication devices and the reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare for work	<p>1.1 Work instructions are used to determine job requirements, including job sheets, quality and quantity of material.</p> <p>1.2 Job specifications are read and interpreted.</p> <p>1.3 OH&S requirements, including personal protection needs, are observed throughout the work.</p> <p>1.4 Material for repairs and replacements are selected and inspected for quality.</p> <p>1.5 Correct hand and power tooling and safety equipment are selected and checked for safe use.</p> <p>1.6 Products are determined to minimise waste material.</p> <p>1.7 Procedures are identified for maximising energy efficiency while completing the job.</p>	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> work <u>involves</u> the application of solder in electrical/electronic wiring and circuitry applications. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate some judgement and problem-solving skills in safety equipment, soldering techniques, environmental issues, repair procedures and vehicle operational requirements work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.
2 Prepare components/wiring/ circuits, tooling and equipment for soldering	<p>2.1 Correct information is accessed and interpreted from manufacturer/component supplier specification.</p> <p>2.2 Materials/components to be joined are cleaned and solder/flux combinations identified.</p> <p>2.3 Soldering equipment is prepared/cleaned.</p> <p>2.4 Preparation is completed without causing damage to vehicle or component.</p> <p>2.5 Preparation activities are carried out according to a standard that meets industry regulations/guidelines, OH&S, legislation and enterprise procedures/policies.</p>	

Element	Performance Criteria	Range Statement
3 Carry out soldering of components/wiring/circuits	3.1 Correct information is accessed and interpreted from manufacturer/component supplier specifications.	<p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling and soldering equipment, including electric and gas-fired torches. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include cleaning substances, flux and solder. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and may include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/ plans /specifications, work bulletins, memos, material safety data sheets, diagrams or sketches - safe work procedures related to soldering of electrical wiring/circuits - engineer’s design specifications and instructions - organisation work specifications and requirements - instructions issued by authorised enterprise or external persons - Australian Standards.
	3.2 Soldering is completed without causing damage to vehicle or component.	
	3.3 Soldering joint is tested prior to placing into service.	
	3.4 Soldering activities are carried out according to a standard that meets industry regulations/guidelines, OH&S, legislation and enterprise policy/procedures.	
4 Clean up work area and maintain equipment	4.1 Material that can be reused is collected and stored.	
	4.2 Waste and scrap is removed following workplace procedures.	
	4.3 Equipment and work area are cleaned and inspected for serviceable conditions in accordance with workplace procedures.	
	4.4 Unserviceable equipment is tagged and faults identified in accordance with workplace.	
	4.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and site procedures.	
	4.6 Tooling is maintained in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)		HSC Requirements and Advice
Unit title	Service engines and associated engine components (outdoor power equipment)		
Unit code	Unit descriptor	<p>This unit covers the competence to service engines and engine components of small engines appropriate to outdoor power equipment.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, completion and servicing and testing of engine operations and completion of work finalisation processes, including, clean-up and documentation.</p> <p>For service and repair of light/heavy vehicle engines see AURT201170A Inspect and service engines.</p>	HSC Indicative Hours 20
AURP201570A			

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting servicing methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • servicing of a range of engines and associated components to workplace and manufacturer/component supplier requirements • completing servicing of engine and associated components within workplace timeframes • completing workplace records. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • construction and operating principles of two and four stroke spark ignition engines and four stroke compression ignition engines • types and layout of service/repair manuals (hard copy and electronic) • servicing procedures • different servicing requirements for different engines • minor adjustment procedures • technical information • types of lubricants, application and methods of lubrication • work organisation and planning processes • enterprise quality processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>The application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including, Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the Automotive industry’s RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions (real or simulated) and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following resources <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to servicing of outdoor power equipment engines • equipment, hand and power tooling appropriate to servicing of outdoor power equipment engines • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Analytical skills for identification and analysis of technical information.	Level 2
Communicate ideas and information	Plain English literacy and communication skills in relation to dealing with customers and team members. Questioning and active listening skills for example when obtaining information from customers. Oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	As applied to own work activities, including, making good use of time and resources, sorting out priorities and monitoring own performance.	Level 1
Work with others and in a team	Interacting effectively with other persons both on a one to one basis and in groups, including, understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to servicing of outdoor power equipment engines, including, use of measuring equipment, computerised technology, use of communication devices and reporting/recording of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to service two and four stroke engines	1.1 OH&S requirements, including, State/Territory regulatory requirements and personal protection needs are observed throughout the work.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> this unit of competence <u>applies to</u> outdoor power equipment engines which <i>may</i> be stationary or mobile, air and liquid cooled, overhead and side valve, two and four stroke spark ignition and four stroke compression ignition engines methods <u>are to</u> include servicing and minor adjustments. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate some judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors emergency procedures <u>are to</u> include, but not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including, Australian Standards, internal company quality policy and
	1.2 Procedures and information are identified and sourced.	
	1.3 Technical and tool requirements for servicing and repair are identified and support equipment is identified and prepared.	
2 Service engines and engine components	2.1 Work to be carried out is identified and agreed to.	<p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate some judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors emergency procedures <u>are to</u> include, but not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including, Australian Standards, internal company quality policy and
	2.2 Information is accessed and interpreted from workshop manuals or service guides.	
	2.3 Methods for the conduct of service are implemented in accordance with workplace procedures and manufacturer/ component supplier specifications.	
	2.4 Engines and/or components are serviced within workplace guidelines and procedures.	
	2.5 Lubricants are accessed and applied to engines.	
	2.6 Engines are started and run up to operating temperature and checked for leaks, abnormal noises and pressures where applicable.	
	2.7 Workplace documentation is completed and dealt with relevant to service and repair outcomes.	
	2.8 Service operations are completed within established industry guidelines and timeframes.	
	2.9 Service is completed without causing damage to component or system.	

Element	Performance Criteria	Range Statement
3 Prepare engines for delivery to customer	3.1 Repair work carried out is documented and delivered to appropriate persons.	<p>standards and enterprise operations and procedures.</p> <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering applicable acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling and lubricating equipment. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include spare parts, lubricants, fluids and cleaning materials. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and may include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches - safe work procedures related to servicing of outdoor power equipment engines - regulatory/legislative requirements pertaining to outdoor power equipment - engineer's design specifications and instructions - organisation work specifications and requirements - instructions issued by authorised enterprise or external persons - Australian Standards.
	3.2 Final inspection is made to ensure protective guards, cowlings and safety features are in place.	
	3.3 Engines are cleaned to workplace expectations.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)		HSC Requirements and Advice
Unit title	Remove, fit and adjust line trimming system components		
Unit code	Unit descriptor		HSC Indicative Hours
AURP245465A	<p>This unit covers the competence to remove, fit and adjust line trimming system components.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, customer's authorisation to proceed with the work, removal, fitting, adjustment and testing of system components and completion of work finalisation processes, including, clean-up and documentation.</p>		10

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • completing removal, fitting and adjusting of a range of line trimming system components in accordance with workplace and manufacturer/component supplier requirements • completing work within workplace timeframes • presentation of line trimmer to customer in compliance with workplace requirements. 	<ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements. • Operating principles of line trimming equipment. • Types and layout of service/repair manuals (hard copy and electronic). • Classifications of line trimming systems and components. • Enterprise quality procedures. • Work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>The application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including, Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the Automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions (real or simulated) and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following resources <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • area for safe testing of line trimming system • material relevant to removal, fitting and adjustment of line trimming system components • equipment, hand and power tooling appropriate to removal, fitting and adjustment of line trimming system components • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including, making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including, understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to removal, fitting and adjustment of line trimming system components, including, use of specialist tooling, measuring equipment, use of communication devices and reporting/recording of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to undertake work on line trimming systems	1.1 OH&S requirements, including, State/Territory regulatory requirements and personal protection needs are observed throughout the work.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> line trimming equipment <i>may</i> include brush cutters and lawn edgers which may be electric motor and petrol engine driven line trimming equipment <i>may</i> be stand alone or fitted to other equipment systems other variables <i>may</i> include: <ul style="list-style-type: none"> impact and overload protection automatic and manual line adjustment line sizes and types methods <u>are to</u> include removing, fitting, adjusting, testing and checking components and systems. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate some judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
	1.2 Procedures and information such as workshop manuals and specifications, and tooling are sourced.	
	1.3 Method options are analysed and those most appropriate to the circumstances are selected and prepared.	
	1.4 Technical requirements for line trimming systems are sourced and equipment is identified and prepared.	
2 Determine customer requirements	2.1 Customer requirements and equipment specifications are checked, following workplace procedures.	<p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate some judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
	2.2 Customer is advised of implications and costs.	
	2.3 Availability of line trimming system components, equipment, facilities and qualified persons is determined.	
	2.4 Customer authorisation to proceed with work is obtained.	
	2.5 Line trimming system components are checked for suitability of purpose.	
3 Remove and fit line trimming system components	3.1 Task sequence is planned to include testing and checking processes.	<p>Environmental requirements</p>
	3.2 Tooling are selected to meet job requirements and checked to ensure they are in good working order.	
	3.3 Components are removed as planned and work checked at designated points.	
	3.4 Components are fitted and adjusted to line trimming system specifications and customer requirements.	
	3.5 The line trimming system is operated through full operating	

Element	Performance Criteria	Range Statement
	range and operation checked against specifications and customer needs.	<ul style="list-style-type: none"> environmental requirements <u>are to</u> include, but are not limited to waste management, noise, dust and clean up management.
4 Return line trimming system to customer service	4.1 Workplace records are completed, including, warranty information.	<p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including, Australian Standards, internal company quality policy and standards and enterprise operations and procedures. <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering applicable acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <u>are to</u> include general workshop equipment, line trimming system components, equipment stands, air tooling and exhaust gas extraction system. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include spare parts, line, lubricants and cleaning materials. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include but not be limited to verbal and visual instructions and fault reporting and may include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> verbal or written and graphical instructions, signage, work schedules/ plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches safe work procedures related to removal, fitting and adjustment of line trimming system components regulatory/legislative requirements pertaining to outdoor power equipment engineer's design specifications and instructions organisation work specifications and requirements instructions issued by authorised enterprise or external persons Australian Standards.
	4.2 Customer report is provided including, information on replacements.	
	4.3 Customer report is provided including, information on replacements.	
	4.4 Use and care of equipment and warranty requirements are explained to the customer.	
	4.5 Job card is completed and delivered to appropriate persons.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Service and repair faults in post-boring systems	
Unit code	Unit descriptor	HSC Indicative Hours
AURP245571A	This unit covers the competence to rectify faults in post-boring and drilling systems, including, those attached to chainsaws. The unit includes identification and confirmation of work requirement, preparation for work, customer's authorisation to proceed with work, completion of servicing and repair activities, checking of operating systems and completion of work finalisation processes, including, clean-up and documentation.	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is the ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • conducting service and repair in accordance with workplace and manufacturer/component supplier requirements • completing service and repair of post borers and associated components within workplace timeframes • post boring equipment presentation to customer in compliance with workplace requirements. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • operating principles of post boring equipment • the relationship of a post boring system to power unit, drive, safety, reversing and adjustment systems and overload protection device • classifications of post boring systems and components • types and layout of service/repair manuals (hard copy and electronic) • types of lubricants, methods of lubrication • types and causes of faults in post boring systems • servicing procedures • repair procedures • enterprise quality procedures • work organisation and planning procedure.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>The application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including, Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the Automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it <u>must</u> also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions (real or simulated) and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following resources <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • area for safe testing of post hole boring equipment • material relevant to servicing and repair of faults in post boring systems • equipment, hand and power tooling appropriate to servicing and repair of faults in post boring systems • activities covering mandatory task requirements • specifications and work instructions.
		<p>Relationship to other units</p>
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including, making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including, understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to servicing and repair of faults in post boring systems, including, use of measuring equipment, use of communication devices and reporting/recording of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to undertake service and repair post boring equipment	1.1 OH&S requirements, including, State/Territory regulatory requirements and personal protection needs are observed throughout the work.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> this unit of competence <u>should</u> be contextualised to the qualification to which it is being applied post-boring systems <i>may</i> be stand-alone or chainsaw attachments and may be either electric or petrol driven. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate some judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions.
	1.2 Procedures and information such as workshop manuals and specifications, and tooling are sourced.	
	1.3 Method options are analysed and those most appropriate to the circumstances are selected and prepared.	
	1.4 Technical and/or calibration requirements for post-boring equipment are sourced and support equipment is identified and prepared.	
2. Determine repair requirements	2.1 Customer requirements and equipment specifications are checked, following workplace procedures.	<p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances personal protective equipment <u>is to</u> include that prescribed under legislation/regulation/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include but may not be limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean-up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including, Australian Standards, internal company quality policy and standards and enterprise operations and procedures.
	2.2 Post-boring system is tested, faults are identified and test results are documented.	
3. Plan repair procedure	3.1 Service and repair procedure is planned, costed and discussed with the customer.	
	3.2 Implications of service and repair, including, technical and regulatory requirements and replacement parts needed are explained to the customer.	
	3.3 Customer authorisation to proceed with repair is obtained.	
	3.4 Service and repair sequence is planned and availability of tooling and equipment is determined.	
	3.5 Availability of replacement parts and facilities is determined.	
4. Remove components, rectify faults and fit components	4.1 Tooling and equipment are selected to meet job requirements.	

Element	Performance Criteria	Range Statement
	4.2 Components are removed for service and repair procedure. 4.3 Unusable components are discarded and reusable and repairable components are retained, following workplace procedures. 4.4 Service and repair procedures are followed and work checked at designated points to determine serviceability of sub-assemblies and conformity to specifications.	Statutory/regulatory authorities <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering applicable acts, regulations and codes of practice. Tooling and equipment <ul style="list-style-type: none"> tooling and equipment <i>may</i> include general workshop equipment, equipment for safe testing of post-boring systems and components, equipment stands, air tooling, grinders, exhaust gas extraction system, lubrication, welding and pressing equipment.
5. Check repaired postboring system for normal operation	5.1 Repaired post-boring system is operated through full operating range. 5.2 Operation is checked against equipment specifications and customer requirements. 5.3 Adjustments, fluid levels and alignments are checked. 5.4 Workplace records are updated, including, customer file, accounts, follow-up notices and warranty information.	Materials <ul style="list-style-type: none"> materials <i>may</i> include spare parts, lubricants, fluids and cleaning materials. Communications <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and may include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. Information <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches safe work procedures related to servicing and repair of faults in post boring systems regulatory/legislative requirements pertaining to post boring equipment engineer's design specifications and instructions organisation work specifications and requirements instructions issued by authorised enterprise or external persons Australian Standards.
6. Return repaired postboring system to customer service	6.1 Customer report, including, information on repairs and replacements, is provided. 6.2 Final inspection is made to ensure protective guards, safety features and cowlings are in place. 6.3 Follow-up adjustments, use and care of equipment and warranty requirements are explained to customer. 6.4 Job card is completed and delivered to appropriate persons.	

Training Package	Automotive Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Identify and select automotive parts and products	
Unit code	Unit descriptor	HSC Indicative Hours 40
AURS238127A	<p>This unit covers the competence required to identify automotive parts and products based on evidence from customers and/or other sources which may include catalogue numbers or samples of parts/products or their purpose.</p> <p>It requires application of both manual and computer based catalogue or equivalent systems.</p>	

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • eliciting sufficient information from the customer and/or other sources to enable a confirmed identification of vehicle or unit the part/product intended • accessing the parts/products catalogue systems associated with required vehicle/unit • using both manual and computer based parts/products catalogues and equivalent documentation to trace and identify common specific brand parts/products • communicating effectively with others involved in or affected by the work. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S in relation to customer safety and ergonomics of computer workstations • common automotive terminology • the main automotive systems and assemblies and their functions • the parts/product catalogue systems, both brand specific and general options, used by enterprise • the legal issues associated with the supply and use of non conforming parts/components/ accessories • enterprise quality processes • work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <i>may</i> be applied under project related conditions (real or simulated) and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <i>may</i> be provided by customers, team leaders/members or other appropriate persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • information and material identifying and selecting automotive parts and products • equipment identifying and selecting automotive parts and products • activities covering task requirements • specifications and work instructions.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customer and team members. Apply questioning and active listening skills, for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring own performance.	Level 1
Work with others and in a team	Interact effectively with other persons, including product specialists, both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate material requirements, estimate and calculate costs and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems, to systematically develop solutions to avoid or minimise reworking and to avoid wasting customer time.	Level 1
Use technology	Use workplace technology related to customer services, including use of measuring equipment, computerised technology, use of communication devices and reporting/ documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Identify the part/product and its end use	1.1 Customer is made to feel welcome and valued.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit Scope</p> <ul style="list-style-type: none"> • automotive part/product <ul style="list-style-type: none"> - this <i>may</i> include automotive parts, components and accessories specific to vehicle type or are for use by industry, and refinishing and treatment products • part/product information <ul style="list-style-type: none"> - this <i>may</i> include manufacturer/ component supplier specifications and technical documentation, enterprise procedures and documentation, enterprise or industry specifications, diagrams, sketches, verbal descriptions and physical and visual evidence • parts/products cataloguing systems <ul style="list-style-type: none"> - these systems <i>may</i> be hard-copy (book fast, loose leaf), stand alone computer or networked/on line computer supported services • information gathering techniques <ul style="list-style-type: none"> - customer <i>may</i> require active assistance and questioning to fully describe requirement in terms of common vehicle/ unit model, date of manufacture, purpose and appearance of product and other tracking information • recording of information <ul style="list-style-type: none"> - information provided by customer <i>may</i> need to be used when customer is no longer present and therefore an accurate record of information needs to be completed, retained and recovered when needed • provider/supplier information <ul style="list-style-type: none"> - provider/supplier information is not always required, but <i>should</i> be sought or accessed where incorrect identification of the part/product may result in legal liability, customer dissatisfaction and/or alienation. • customers <ul style="list-style-type: none"> - this <u>includes</u> both external and internal customers who <i>may</i> be technically qualified to describe parts/products, or technical novices requiring detailed support. Regardless, customers are made feel welcome, valued and, at end of the process, satisfied. <p>Unit context</p> <ul style="list-style-type: none"> • work <u>requires</u> individuals to demonstrate some judgement and problem solving skills in managing own work activities and contributing to a productive team environment • work <u>is</u> carried out in accordance with award provisions.
	1.2 Available information on the required part/product is gathered, documented and confirmed with customer.	
	1.3 End use or host for the part/product, i.e. vehicle/unit assembly or vehicle/unit assembly options, is established from an analysis of available information.	
2 Identify details of the part/product	2.1 The parts/product cataloguing system is identified and accessed.	
	2.2 Part/product is matched accurately with cataloguing information by accessing and using the catalogue system.	
	2.3 Details of identity of the part/product are documented and processed.	
3 Part/product is supplied or ordered for customer	3.1 Customer accepts process used.	
	3.2 Part/product is supplied or ordered if not in stock.	
	3.3 Customer records are updated.	

Element	Performance Criteria	Range Statement
		<p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and may include site specific instructions, telephones and pagers. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include, but are not limited to pollution and clean up management. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S <u>is to</u> be in accordance with legislation/regulations/codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/regulation/ codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to conduct of operational risk assessment and treatments associated with customer safety and working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to enterprise first aid requirements and site evacuation. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, enterprise quality policy, standards, operations and procedures. <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Present stock and sales area	
Unit code	Unit descriptor	HSC Indicative Hours
AURS238150A	This unit covers the competence required to establish and maintain stock and sales area.	10

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • presenting vehicle/products in a manner to maximise market appeal • maintaining suitable sales presentation area • communicating effectively with others involved in or affected by the work. 	<ul style="list-style-type: none"> • Enterprise policies and procedures. • Enterprise sales presentation area and floor plan arrangements. • Vehicle/product preparation and presentation techniques. • Vehicle/product models/types.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Underpinning knowledge and skills <i>may</i> be assessed on or off the job.</p> <p>Assessment of practical skills <u>must</u> take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available, assessment in simulated workplace conditions is acceptable.</p> <p>Prescribed outcome <u>must</u> be able to be achieved without direct supervision.</p>	<p>Practical assessments:</p> <ul style="list-style-type: none"> • present vehicle/products to maximise market appeal • maintain maximum merchandising effect of sales presentation area. 	<p>The following are <u>required</u>:</p> <ul style="list-style-type: none"> • vehicle/products for sale • suitable presentation area • sales material (e.g. brochures, pamphlets, banners, flags, stands, ramps, turntables) • a qualified workplace assessor.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, analyse and understand information related to feedback from customers.	Level 1
Communicate ideas and information	Communicate ideas and information to draft presentation to management for support.	Level 1
Plan and organise activities	Plan and organise activities to design presentation area.	Level 1
Work with others and in a team	Work with others and in a team by involving other members of sales team in design and maintenance.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to develop roster to maintain area.	Level 1
Solve problems	Establish diagnostic processes for which design is both practical and safe.	Level 1
Use technology	Use workplace technology related to process feedback.	Level 1

Element	Performance Criteria	Range Statement
1 Maximise and maintain presentation of vehicle/products for sale	1.1 Vehicle/product is clean and prepared to maximise market appeal in accordance with enterprise policies and procedures.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> • Methods <u>include</u>: <ul style="list-style-type: none"> - application of vehicle/product preparation/presentation techniques - application of procedures for maximising vehicle/product presentation area. <p>Unit context</p> <ul style="list-style-type: none"> • this unit of competence applies to the following and <u>should</u> be contextualised to the qualification it is being applied: <ul style="list-style-type: none"> - RS&R. <p>Sources of information/documents <i>may</i> include</p> <ul style="list-style-type: none"> • manufacturer/component supplier specifications • enterprise operating procedures • product manufacturer/component supplier specifications • customer requirements • industry/workplace codes of practice. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> • State/Territory/industry OH&S requirements • work <u>is</u> carried out in accordance with award provisions. <p>Resources <i>may</i> include:</p> <ul style="list-style-type: none"> • vehicles/products for sale • suitable presentation area • sales material (e.g. brochures, pamphlets, banners, flags, stands, ramps, turntables).
	1.2 Vehicle/product is placed in correct position to maximise presentation.	
	1.3 Vehicle/product condition is monitored and action taken where necessary to maintain maximum market appeal.	
2 Maximise presentation of sales area	2.1 Presentation area is defined from floor plan in accordance with enterprise policies and procedures.	
	2.2 Minimum vehicle/product numbers/types are determined and presented.	
	2.3 Display areas are clean, tidy and safe.	
	2.4 Correct handling, storage and display techniques are adopted according to vehicle/product types, enterprise and industry practices.	
3 Review acceptance of presentation of stock and sales area	3.1 Feedback from customers is sought.	
	3.2 Customer feedback is collated and analysed.	
	3.3 Action is taken.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Sell product(s)	
Unit code	Unit descriptor	HSC Indicative Hours
AURS241769A	This unit covers the competence required to make best use of time available, use specific sales techniques, and follow procedures for product delivery and customer follow up.	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • selling products to satisfy customer needs • use of sales techniques • communicating effectively with others involved in or affected by the work. 	<ul style="list-style-type: none"> • Selling procedures. • Communication skills, oral and written. • Communication techniques. • Product information. • Company policies and procedures. • Stock presentation techniques. • Industry legal requirements. • Finance, leasing and insurance contracts/policies.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Underpinning knowledge and skills <i>may</i> be assessed on or off the job.</p> <p>Assessment of practical skills <u>must</u> take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available assessment in simulated workplace conditions is acceptable.</p> <p>Prescribed outcome <u>must</u> be able to be achieved without direct supervision.</p>	<p>Practical assessments:</p> <ul style="list-style-type: none"> • sell product(s) to satisfy customer needs in accordance with enterprise policies and procedures • use specific sales techniques • convey information both orally and in writing • access, interpret and apply sales information • apply time management techniques. 	<p>The following are <u>required</u>:</p> <ul style="list-style-type: none"> • a workplace or simulated workplace • sales manuals, time management guides, enterprise/ industry guidelines, office equipment (computer, typewriter, telephone, fax, etc.) • sales videos, sales brochures • enterprise based sales recording systems • various products retailed via automotive industry • a qualified workplace assessor.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to collect and interpret technical information.	Level 1
Communicate ideas and information	Communicate ideas and information to convey information to the customer.	Level 1
Plan and organise activities	Plan and organise activities for sales demonstration.	Level 1
Work with others and in a team	Work with others and in a team by consulting with experienced staff.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to include customer limitations of price and time in recommendations.	Level 1
Solve problems	Establish diagnostic processes which have legal requirements included in recommendations.	Level 1
Use technology	Use workplace technology related to record sales.	Level 1

Element	Performance Criteria	Range Statement
1 Present and demonstrate product to customer	1.1 Product is presented to customer to maximise its features and market appeal in relation to customer perceived needs.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit Scope</p> <ul style="list-style-type: none"> • methods <u>include</u>: <ul style="list-style-type: none"> - demonstration to customer using sales techniques applied to product sold for or through automotive industry - verbal, written, practical - customers may be face to face or by telephone/electronic media. <p>Unit Context</p> <ul style="list-style-type: none"> • this unit of competence applies to the following and <u>should</u> be contextualised to the qualification it is being applied: <ul style="list-style-type: none"> - RS&R. <p>OH&S practices <u>must</u> abide by:</p> <ul style="list-style-type: none"> • State/Territory/industry OH&S requirements • work is carried out in accordance with award provisions. <p>Sources of information/documents <i>may</i> include:</p> <ul style="list-style-type: none"> • enterprise operating procedures • product manufacturer/component supplier specifications • customer requirements • industry/workplace codes of practice. <p>Resources <i>may</i> include:</p> <ul style="list-style-type: none"> • sales manuals, time management guides, enterprise/industry guidelines, office equipment (computer, typewriter, telephone, fax, etc.) • various products retailed via automotive industry • enterprise based sales recording systems • sales videos, sales brochures.
	1.2 Product features, fittings, controls and accessories are shown and talked through with customer and operated where necessary.	
	1.3 Customer is offered a test operation.	
2 Obtain customer agreement to purchase product	2.1 Price for product is negotiated and agreed.	
	2.2 Sale is made using closing technique according to automotive industry/enterprise policies and procedure.	
	2.3 Sale is made in accordance with legal requirements.	
3 Perform product delivery and customer follow up procedures	3.1 Product is delivered to customer in accordance with manufacturer/component supplier specification and industry/enterprise policies and procedures.	
	3.2 Customer satisfaction is determined, remedial action is taken where necessary to maximise repeat business possibilities.	
4 Use prospecting methods to locate potential market	4.1 Potential customers are identified by follow up of enterprise records of existing/past customers, service area customers, industry contacts and advertising strategies.	
	4.2 Plans are developed to contact potential customers.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Apply legal requirements relating to product sales	
Unit code	Unit descriptor	HSC Indicative Hours
AURS241803A	This unit covers the competence required to access, interpret and apply legal requirements relating to sale of products.	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • identifying and correctly interpreting legal requirements for product sales • application of legal requirements to product sales • correctly completing required documentation to record sale • communicating effectively with others involved in or affected by the work. 	<ul style="list-style-type: none"> • Product sales legislation. • Enterprise sales documentation procedures and policies.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Underpinning knowledge and skills <i>may</i> be assessed on or off the job.</p> <p>Assessment of practical skills <u>must</u> take place only after a period of supervised practice and repetitive experience. If workplace conditions are not available assessment in simulated workplace conditions is acceptable.</p> <p>Prescribed outcome <u>must</u> be able to be achieved without direct supervision.</p>	<p>Practical assessments:</p> <ul style="list-style-type: none"> • access, interpret and apply legal requirements to sale of products. 	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • documentation to fulfil legal requirements and enterprise policies • product manuals • a qualified workplace assessor.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to legislative requirements.	Level 2
Communicate ideas and information	Communicate ideas and information to explain safety and operation issues for products.	Level 2
Plan and organise activities	Plan and organise activities to demonstrate safe operation of products.	Level 2
Work with others and in a team	Work with others and in a team by consulting with experienced staff.	Level 2
Use mathematical ideas and techniques	Use mathematical ideas and techniques to have cost and time limitations included in demonstrations.	Level 1
Solve problems	Establish diagnostic processes recommending safe operating procedures.	Level 2
Use technology	Use workplace technology related to the demonstration of safe operation of products.	Level 1

Element	Performance Criteria	Range Statement
1 Identify legislation and documentation to sell product(s)	1.1 Legislation to sell product(s) is correctly identified and accessed where necessary.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> • methods <u>include</u>: <ul style="list-style-type: none"> - identifying and adhering to legal requirements - operation of products and safety requirements explained to and verified by the customer - customer acknowledgement of user manuals provided. - customer contact skills. <p>Unit context</p> <ul style="list-style-type: none"> • this unit of competence applies to the following and <u>should</u> be contextualised to the qualification it is being applied: <ul style="list-style-type: none"> - RS&R – administration/sales product sales. <p>Resources <i>may</i> include:</p> <ul style="list-style-type: none"> • documentation to fulfil legal requirements and enterprise policies • manuals, stationery • copies of legislation • product for sale. <p>OH&S practices <u>must</u> abide by:</p> <ul style="list-style-type: none"> • State/Territory/industry OH&S requirements • duty of care • work is carried out in accordance with award provisions. <p>Sources of information/documents <i>may</i> include:</p> <ul style="list-style-type: none"> • manufacturer/component supplier specifications • product manufacturer/component supplier specifications • customer requirements. <p>Sources of information/documents <i>may</i> include:</p> <ul style="list-style-type: none"> • enterprise operating procedures • industry/workplace codes of practice.
	1.2 Product documentation and manuals are identified and available for customers.	
2 Apply legislation to sell product(s)	2.1 Product(s) are sold in accordance with identified legal requirements, including duty of care.	
	2.2 Customer transaction is handled in accordance with consumer legislation.	
3 Record necessary information on product sales documentation	3.1 Correct product sales documentation is identified and accessed in accordance with enterprise policies and procedures.	
	3.2 Required information is clearly and accurately provided to complete legal requirements for correct documentation.	
	3.3 Customer is requested to sign acknowledgement of information provided: <ul style="list-style-type: none"> • operation instructions for product • safety requirements • supply of manual for product. 	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Remove and tag engine system components	
Unit code	Unit descriptor	HSC Indicative Hours
AURT100064A	This unit covers the competence to remove and tag engine system components.	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • identifying, removing and tagging a range of components by their title and application • conducting removal and tagging without damage to components or tooling and equipment. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • engine system terminology • function of each component • relationship of components to each other • application of components • removal procedures • tagging procedures • quality procedures • organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated automotive site.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it <u>must</u> also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to removing and tagging engine system components • equipment, hand and power tooling appropriate to removing and tagging engine system components • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to removing and tagging engine system components, including use of measuring equipment and communication devices and the reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to remove and tag engine system components	1.1 Nature and scope of work requirements are identified and confirmed.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> work involved <u>includes</u> engine systems from light vehicles, motorcycles, heavy vehicles road transport, heavy vehicles mobile plant, outdoor power equipment and marine craft methods <u>include</u> tagging by title and application. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate minimal judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/regulations/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.
	1.2 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	1.3 Procedures and information such as workshop manuals and specifications, and tooling required, are sourced.	
	1.4 Method options are analysed and those most appropriate to the circumstances are selected and prepared.	
	1.5 Dangers associated working with the removal and tagging of engine components are observed.	
2 Remove engine system components	2.1 Engine system components for removal are identified.	
	2.2 Methods for the removal and tagging are implemented in accordance with manufacturer/component supplier specifications.	
	2.3 Components are removed without damage.	
	2.4 Inspection of components is carried out.	
	2.5 Report is processed in accordance with workplace procedures.	
3 Tag engine system components	3.1 Tagging procedures are identified.	
	3.2 Resource requirements for tagging are identified and support equipment is identified and prepared.	

Element	Performance Criteria	Range Statement
	3.3 Components are tagged without damage.	<p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling and hand-held power tooling. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include tags and cleaning materials. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> enterprise operating procedures, workshop manuals, supplier data sheets, parts catalogues, customer orders and industry/workplace codes of practice, material safety data sheets and Australian Design Rules safe work procedures related to removing and tagging engine system components organisation work specifications and requirements.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Remove and tag steering, suspension and brake system components	
Unit code	Unit descriptor	HSC Indicative Hours
AURT100164A	This unit covers the competence to remove and tag steering, suspension and brake system components.	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • identifying, removing and tagging a range of components by their title and application • conducting the removal and tagging without damage to components or tooling and equipment. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • engine system terminology • function of each component • relationship of components to each other • application of components • removal procedures • tagging procedures • quality procedures • organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following resources <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to removing and tagging steering, suspension and brake components • equipment and hand and power tooling appropriate to removing and tagging steering, suspension and brake components • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to removing and tagging steering, suspension and brake components, including the use of measuring equipment and communication devices and the reporting/ documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to remove and tag steering, suspension and brake system components	1.1 Nature and scope of work requirements are identified and confirmed.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> work involved <u>includes</u> steering, suspension and brake systems on light vehicles, motorcycles, heavy vehicles road transport, heavy vehicles mobile plant and outdoor power equipment system components <u>include</u> steering linkages, tie rod ends, “I” beam axle, independent suspension, ball joints, leading and trailing shoe, duo servo and disc braking tagging <u>is to</u> be by title and application. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate minimal judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulations/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management and clean up management.
	1.2 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	1.3 Procedures and information such as workshop manuals and specifications, and tooling required, are sourced.	
	1.4 Method options are analysed and those most appropriate to the circumstances are selected and prepared.	
	1.5 Dangers associated working with the removal and tagging of engine components are observed.	
2 Remove steering, suspension and brake system components	2.1 Engine system components for removal are identified.	
	2.2 Methods for the removal and tagging are implemented in accordance with manufacturer/component supplier specifications.	
	2.3 Components are removed without damage.	
	2.4 Inspection of components is carried out.	
	2.5 Report is processed in accordance with workplace procedures.	
3 Tag steering, suspension and brake system components	3.1 Tagging procedures are identified.	
	3.2 Resource requirements for tagging are identified and support equipment is identified and prepared.	

Element	Performance Criteria	Range Statement
	3.3 Components are tagged without damage.	<p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling and hand held power tooling. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include tags and cleaning materials. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and may include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> enterprise operating procedures, workshop manuals, supplier data sheets, parts catalogues, customer orders and industry/workplace codes of practice, material safety data sheets and Australian Design Rules safe work procedures related to removing and tagging of steering, suspension and brake system components organisation work specifications and requirements.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Remove and tag transmission system components	
Unit code	Unit descriptor	HSC Indicative Hours
AURT100264A	This unit covers the competence to remove and tag transmission components.	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual circumstances in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • identifying, removing and tagging a range of components by their title and application • conducting the removal and tagging without damage to components or tooling and equipment. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • transmission terminology • function of each component • relationship of components to each other • application of components • removal procedures • tagging procedures • quality procedures • organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following resources <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to removing and tagging transmission components • equipment, hand and power tooling appropriate to removing and tagging transmission components • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to removing and tagging transmission components, including the use of measuring equipment and communication devices and the reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to remove and tag transmission components	1.1 Nature and scope of work requirements are identified and confirmed.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> work involved <u>includes</u> transmission systems of light vehicles, motorcycles, heavy vehicles road transport, heavy vehicles mobile plant, outdoor power equipment and marine craft transmission systems <i>may</i> be manual and/or automatic and/or semi automatic and/or power shift transmissions, driveline components, rear axle/final drive assemblies and multiple speed and overdrive transmissions components <u>are to</u> be tagged by title and application. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate minimal judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions.
	1.2 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	1.3 Procedures and information such as workshop manuals and specifications, and tooling required, are sourced.	
	1.4 Method options are analysed and those most appropriate to the circumstances are selected and prepared.	
	1.5 Dangers associated working with the removal and tagging of transmission components are observed.	
2 Remove transmission system components	2.1 Transmission components for removal are identified.	<p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulations/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
	2.2 Methods for the removal and tagging are implemented in accordance with manufacturer/component supplier specifications.	
	2.3 Components are removed without damage.	
	2.4 Inspection of components is carried out.	
	2.5 Report is processed in accordance with workplace procedures.	
3 Tag transmission components	3.1 Tagging procedures are identified.	<p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management and clean up management.
	3.2 Resource requirements for tagging are identified and support equipment is identified and prepared.	

Element	Performance Criteria	Range Statement
	3.3 Components are tagged without damage.	<p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling and hand held power tooling. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include tags and cleaning materials. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> enterprise operating procedures, workshop manuals, supplier data sheets, parts catalogues, customer orders and industry/workplace codes of practice, material safety data sheets and Australian Design Rules safe work procedures related to removing and tagging transmission components organisation work specifications and requirements.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Carry out workshop practice activities	
Unit code	Unit descriptor	HSC Indicative Hours
AURT100308A	This unit covers the competence required to carry out workshop practice activities, including general fitting, housekeeping, component cleaning, documenting and reporting skills.	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • conducting the workplace practice in accordance with workplace requirements • accurately interpreting workshop practice requirements • applying fitting skills to manufacturer/component supplier requirements • completing activities within workplace timeframes. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S and environmental regulations/requirements, equipment, material and personal safety requirements • dangers of working with workshop equipment • operating principles of machines and equipment and their relationship to each other • fitting procedures • workshop procedures • enterprise quality procedures • work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to carrying out workshop practice activities • equipment, hand and power tooling appropriate to carrying out workshop practice activities • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>is to</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques such as number and space techniques, estimation and approximation for practical purposes.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology to combine physical and sensory skills needed to operate equipment with understanding of scientific and technological principles needed to explore and adapt systems.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to undertake workshop practice	1.1 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work. 1.2 Procedures and information such as workshop manuals and specifications, and tooling required, are sourced. 1.3 Method options are analysed and those most appropriate to the circumstances are selected and prepared. 1.4 Technical requirements for workshop practice are sourced and support equipment is identified and prepared. 1.5 Warnings in relation to working within a workshop environment are observed.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> work involved <u>includes</u> all vehicle repair workshops workshop practice activities <u>are to</u> include housekeeping, component cleaning, general fitting, reporting and documenting. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate some limited judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulations/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and responses associated with vehicular movement, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to internal company quality policy and standards and enterprise operations and procedures.
2 Workshop practice is carried out	2.1 Methods for the workshop practice are implemented in accordance with workplace procedures and manufacturer/ component supplier specifications. 2.2 Observations are noted during the procedure. 2.3 Workshop practice scheduled documentation is completed. 2.4 Final inspection is made to ensure work is to workplace expectations. 2.5 Report is completed and delivered to persons.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> work involved <u>includes</u> all vehicle repair workshops workshop practice activities <u>are to</u> include housekeeping, component cleaning, general fitting, reporting and documenting. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate some limited judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulations/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and responses associated with vehicular movement, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to internal company quality policy and standards and enterprise operations and procedures.

Element	Performance Criteria	Range Statement
		<p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling, gauges, measuring and equipment cleaning devices. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Sources of information/documents <i>may</i> include</p> <ul style="list-style-type: none"> enterprise operating procedures, job cards, workshop manuals, supplier data sheets, parts catalogues, customer orders and industry/workplace codes of practice, material safety data sheets Australian Design Rules.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Use and maintain basic measuring devices	
Unit code	Unit descriptor	HSC Indicative Hours 10
AURT125667A	<p>This unit covers the competence required to use and maintain measuring equipment used in general repair and of a basic nature.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, conduct of measurements, analysis and documenting of outcomes, maintenance of equipment and the completion of work finalisation processes, including clean-up and documentation.</p>	

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • measuring dimensions • maintaining measuring equipment • conducting measurement in accordance with workplace requirements • accurately interpreting measurements • completing measurements within workplace timeframes. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • common automotive measurement terminology • types of non specialist measuring equipment and their applications • measurement procedures • measuring equipment maintenance procedures • enterprise quality procedures • work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service and Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to the use and maintenance of measuring equipment • equipment, hand and power tooling appropriate to the use and maintenance of measuring equipment • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to the use and maintenance of measuring equipment, computerised technology and communication devices and the reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to undertake measurements	1.1 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> work involved <u>includes</u> measurement of length, width, squareness, flatness and depth, using imperial and metric measurement. measuring equipment, <u>including</u> split levels, depth gauges, steel rulers, tape measures, T squares and straight edges. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/regulations/codes of practice and workplace policies and practices <p>safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors</p> <ul style="list-style-type: none"> emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may include</i> Federal, State/Territory and
	1.2 Procedures and information such as workshop manuals and specifications, and tooling required, are sourced.	
	1.3 Method options are analysed and those most appropriate to the circumstances are selected and prepared.	
	1.4 Technical and/or calibration requirements for measuring equipment are sourced and support equipment is identified and prepared.	
	1.5 Warnings in relation to working with precision tooling are observed.	
	1.6 Correct and safe use of the repair equipment is demonstrated prior to work undertaken.	
2 Conduct measurements and analyse results	2.1 Methods for the conducting of measurements are implemented in accordance with workplace procedures and manufacturer/component supplier specifications.	
	2.2 Measurement results are compared with manufacturer/component supplier specifications to indicate compliance or non compliance.	
	2.3 Results are documented with evidence and supporting information and recommendation(s) made.	
	2.4 Report is processed in accordance with workplace procedures.	
3 Maintain measuring equipment	3.1 Information required for maintenance is accessed from manufacturer/component supplier specifications and correctly interpreted.	
	3.2 Routine maintenance of measuring equipment is carried out in accordance with manufacturer/component supplier specifications.	

Element	Performance Criteria	Range Statement
	3.3 Checks are completed without causing damage to component or system.	<p>local authorities administering acts, regulations and codes of practice.</p> <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may include</i>, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/ plans/specifications, work bulletins, memos, material safety data sheets diagrams or sketches - safe work procedures related to the use and maintenance of measuring equipment - regulatory/legislative requirements pertaining to the automotive industry, including Australian Design Rules, Environment Protection Regulations (Diesel Fuels), National Environment Protection For Diesel Vehicle Guidelines Engineer's design specifications and instructions - organisation work specifications and requirements - instructions issued by authorised enterprise or external persons - Australian Standards.
	3.4 Workplace documents are processed in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Select and use bearings, seals, gaskets, sealants and adhesives	
Unit code	Unit descriptor	HSC Indicative Hours
AURT200368A	<p>This unit covers the competence required to carry out the selection and use of bearings, seals, gaskets, sealants and adhesives relevant to the vehicle industry.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, installation of bearings, seals, gaskets, use of sealants and adhesives and completion of work finalisation processes, including documentation.</p>	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • selecting and installing the following bearings to workplace and manufacturer/component supplier requirements: <ul style="list-style-type: none"> - plain - anti friction - adjusting/pre loading taper roller bearings • selecting and using a minimum of three different types of lip seals and ‘O’ rings to workplace and manufacturer/component supplier requirements • selecting and applying two different types of gaskets to manufacturer/component supplier requirements • selecting and applying hardening and non hardening sealants to manufacturer/component supplier requirements • selecting and applying a polymer (silicone) adhesives to manufacturer/component supplier requirements • vehicle/component is presented to customer in compliance with workplace requirements. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S and environmental regulations/requirements, equipment, material and personal safety requirements • dangers of working with sealants and adhesives • operating principles of bearings, seals, gaskets and their relationship to other components • types, characteristics, uses and limitations of sealants and adhesives • types and layout of service/repair manuals (hard copy and electronic) • bearings, seals and gaskets installation procedures • sealant and adhesives application techniques • enterprise quality procedures • work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to the installation of bearings, seals and gaskets • material relevant to the selection and use of sealants and adhesives • equipment, hand and power tooling appropriate to installation of bearings, seals and gaskets • activities covering mandatory task requirements • specifications and work instructions.
		<p>Relationship to other units</p>
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to the selection and use of bearings, seals, gaskets, sealants and adhesives, including the use of measuring equipment, specialist tooling and equipment, and communication devices and the reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to select and use bearings, seals, gaskets, sealants and adhesives	1.1 Nature and scope of work requirements are identified and confirmed.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> bearings <u>are to</u> include plain (bushes and bearing inserts) and anti-friction (ball and roller) seals <u>are to</u> include lip, face and 'O' ring (dynamic and static) gaskets <u>are to</u> include special papers, cork, and composite material types used for cylinder head (heat and pressure), cooling system and transmission system sealants <u>are to</u> include hardening and non hardening types which may be used with another seal (e.g. special papers) or as the only seal adhesives <u>are to</u> include polymers (silicone) which may be used for glass (windscreens) engine and transmission components. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate discretion, judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulations/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation.
	1.2 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	1.3 Procedures and information such as workshop manuals and specifications, and tooling required, are sourced.	
	1.4 Method options are analysed and those most appropriate to the circumstances are selected and prepared.	
	1.5 Technical requirements for testing and installation are sourced and support equipment is identified and prepared.	
	1.6 Warnings in relation to working with sealants and adhesives are observed.	
2 Select and use sealants	2.1 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	2.2 Sealants and adhesives selected are those most appropriate for the work requirement.	
	2.3 Sealants and adhesives are used in accordance with manufacturer/ component supplier instructions.	
	2.4 Sealants and adhesives are stored in accordance with manufacturer/component supplier instructions.	
3 Prepare to install bearings, seals and gaskets	3.1 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	3.2 Procedures and information required are identified and sourced.	

Element	Performance Criteria	Range Statement
	3.3 Technical and tool requirements for installation are identified and support equipment is identified and prepared.	<p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management.
4 Carry out installation of bearings, seals and gaskets	4.1 Methods for the installation are implemented in accordance with workplace procedures and manufacturer/ component supplier specifications.	<p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.
	4.2 Adjustments made during the service and/or repair are in accordance with manufacturer/component supplier specifications.	<p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice.
5 Prepare vehicle/component for use or storage	5.1 Selection and installation documentation is completed.	<p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling, meters, gauges and load testing devices.
	5.2 Final inspection is made to ensure protective guards, safety features and cowlings are in place.	<p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include bearings, seals, gaskets, sealants, adhesives and cleaning materials.
	5.3 Final inspection is made to ensure work is to workplace expectations.	<p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers.
	5.4 Equipment is cleaned for use or storage to workplace expectations.	<p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches - safe work procedures related to the selection and use of bearings, seals, gaskets, sealants and adhesives - regulatory/legislative requirements pertaining to the automotive industry, including Australian Design Rules - engineer's design specifications and instructions - organisation work specifications and requirements - instructions issued by authorised enterprise or external persons - Australian Standards.
	5.5 Job card is processed in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)		HSC Requirements and Advice
Unit title	Inspect and service engines		
Unit code	Unit descriptor	<p>This unit covers the competence required to carry out the inspection and service of two and four stroke spark ignition and two and four stroke compression ignition engines.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, inspection and servicing of engines and completion of work finalisation processes, including clean-up and documentation.</p> <p>For service of outdoor power equipment engines and associated components see AURP01570A Service engines and associated engine components (outdoor power equipment).</p>	HSC Indicative Hours
AURT201170A			

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • accurately inspecting and documenting and interpreting analysis results • conducting inspection and servicing of a range of engines in accordance with workplace and manufacturer/component supplier requirements and specifications • completing the work within workplace timeframes • equipment is presented to customer in compliance with workplace requirements. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S and environmental regulations/requirements, equipment, material and personal safety requirements • National Environmental Protection Measures for Diesel Vehicles as applicable to tasks • dangers of working with engines • operating principles of engines, lubrication, cooling and fuel systems and their relationship to each other • types and layout of service/repair manuals (hard copy and electronic) • inspection procedures • service procedures • enterprise quality procedures • work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to the inspection and servicing of engines • equipment, hand and power tooling appropriate to the inspection and servicing of engines • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to inspection and servicing of engines, including the use of tooling, manual and computerised, measuring equipment, servicing tooling and equipment and communication devices and the reporting/ documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to undertake the inspection of engines	1.1 Nature and scope of work requirements are identified and confirmed.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> inspection and servicing of engines <u>includes</u> the assessment and adjustment/replacement of components in accordance with specifications including those associated with light vehicles, heavy vehicles, motorcycle and marine craft it <u>includes</u> four stroke spark ignition, two stroke spark ignition and four stroke compression ignition. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment within the scope of this unit. This <u>includes</u> an understanding of the level of work to be performed work <u>is</u> carried out in accordance with award provisions. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may include</i> site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling, meters, gauges, load testing devices and oil sample analysis equipment. <p>Materials</p> <ul style="list-style-type: none"> material <i>may</i> include oils, lubricants and cleaning materials. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may include</i> protective acts, regulations and codes of practice, clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulations/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular
	1.2 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	1.3 Procedures and information such as workshop manuals and specifications, and tooling required, are sourced.	
	1.4 Methods appropriate to the circumstances are selected and prepared in accordance with standard operating procedures.	
	1.5 Resources required for inspection of engine systems are sourced and support equipment is identified and prepared.	
	1.6 Warnings in relation to working with engine systems are observed.	
2 Conduct engine system inspections and analyse results	2.1 Engine systems inspections are implemented in accordance with workplace procedures and manufacturer/ component supplier specifications for engine servicing.	
	2.2 Engines are started and run up to operating temperature and inspected for leaks, abnormal noises and pressures.	
	2.3 Analysis results are compared with manufacturer/component supplier specifications to indicate compliance or non compliance.	
	2.4 Results are documented with evidence and supporting information and recommendation(s) are made.	
	2.5 Report is processed in accordance with workplace procedures.	
3 Prepare to service engines	3.1 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	

Element	Performance Criteria	Range Statement
	3.2 Procedures and information required are identified and sourced.	<p>movement, electrical safety, manual lifting and shifting, working in proximity to others and site visitors</p> <ul style="list-style-type: none"> emergency procedures related to this unit <u>are to</u> include, but are not limited to operating safely in the event of fires, enterprise first aid requirements and site evacuation.
	3.3 Resources required for servicing are identified and support equipment is identified and prepared.	
4 Carry out servicing	4.1 Service is implemented in accordance with workplace procedures and manufacturer/component supplier specifications.	<p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering. <p>Information</p> <ul style="list-style-type: none"> Information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches safe work procedures related to inspection and servicing of engines regulatory/legislative requirements pertaining to the automotive industry, including Australian Design Rules engineer's design specifications and instructions organisation work specifications and requirements instructions issued by authorised enterprise or external persons Australian Standards.
	4.2 Adjustments made during the service are in accordance with manufacturer/component supplier specifications.	
5 Prepare vehicle for use or storage	5.1 Servicing schedule documentation is completed.	
	5.2 Final inspection is made to ensure protective guards, safety features and cowlings are in place.	
	5.3 Final inspection is made to ensure work is to workplace expectations.	
	5.4 Vehicle is cleaned for use or storage to workplace expectations.	
	5.5 Job card is processed in accordance with workplace procedures.	

Training Package	Automotive Retail, Service and Repair (AUR05)		HSC Requirements and Advice
Unit title	Inspect and service cooling systems		
Unit code	Unit descriptor		HSC Indicative Hours 10
AURT202170A	<p>This unit covers the competence required to carry out the inspection and service of air and liquid cooling systems in an automotive retail, service and/or repair context.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, inspection, analysis and servicing of cooling systems and completion of work finalisation processes, including clean-up and documentation.</p>		

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • accurately interpreting analysis results • identification of application, purpose and operating principles • conducting inspection, servicing and operational testing in accordance with workplace and manufacturer/component supplier specifications • completing service of cooling systems and associated components within workplace timeframes • equipment is presented to customer in compliance with workplace requirements. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S and environmental regulations/requirements, equipment, material and personal safety requirements • dangers of working with coolants • identification of application, purpose and operating principles • inspection procedures • types and layout of service/repair manuals (hard copy and electronic) • cooling system service procedures • enterprise quality procedures • work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to the inspection and servicing of cooling systems • equipment, hand and power tooling appropriate to the inspection and servicing of cooling systems • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to the inspection and servicing of cooling systems, including the use of measuring equipment, servicing tooling and equipment and communication devices and the reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to undertake the inspection of cooling systems	1.1 Nature and scope of work requirements are identified and confirmed.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> • servicing <u>to include</u> fluids, filters, adjustments and operational testing, visual inspections and documents • methods <u>include</u>: <ul style="list-style-type: none"> - visual, aural and functional assessments (including, damage, corrosion, fluid levels/leaks, wear) • specific <u>requirements</u>: <ul style="list-style-type: none"> - fluid cooled systems, air cooled systems, combination systems • other variables <i>may</i> include: <ul style="list-style-type: none"> - thermostats, water pumps, hoses, ducting, fans, drive belts, heat exchanger, electric and viscous fans, sealed and non-sealed systems, interior heater and coolant heater manifold - ferrous and non ferrous metals - keel cooling, heat exchanger, raw water cooling, sacrificial anodes - cooling system additives.
	1.2 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	1.3 Procedures and information such as workshop manuals and specifications, and tooling required, are sourced.	
	1.4 Methods appropriate to the circumstances are selected and prepared in accordance with standard operating procedures.	
	1.5 Resources required for cooling system inspection are sourced and support equipment is identified and prepared.	
	1.6 Warnings in relation to working with pressurised cooling systems are observed.	
2 Inspect cooling systems and analyse results	2.1 Cooling systems inspection is implemented in accordance with workplace procedures and manufacturer/component supplier specifications.	<p>Unit context</p> <ul style="list-style-type: none"> • work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment within the scope of this unit. This <u>includes</u> an understanding of the level of work to be performed • work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> • OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances • personal protective equipment <u>is to</u> include that prescribed under legislation/ regulations/codes of practice and workplace policies and practices • safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, hazardous substances, machinery movement, manual lifting and shifting, working in proximity to others and site visitors
	2.2 Results are compared with manufacturer/component supplier specifications to indicate compliance or non compliance.	
	2.3 Results are documented with evidence and supporting information and recommendation(s) made.	
	2.4 Report is processed in accordance with workplace procedures.	
3 Prepare to service cooling systems	3.1 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	<ul style="list-style-type: none"> • emergency procedures related to this unit <u>are to</u> include, but are not limited
	3.2 Procedures and information required are identified and sourced.	
	3.3 Resources required for servicing cooling systems are identified	

Element	Performance Criteria	Range Statement
4 Carry out servicing	and support equipment is identified and prepared.	to operating safely in the event of fires, enterprise first aid requirements and site evacuation.
	4.1 Service is implemented in accordance with workplace procedures and manufacturer/component supplier specifications. 4.2 Adjustments made during the service are in accordance with manufacturer/component supplier specifications.	Environmental requirements <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. Quality requirements <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.
5 Prepare equipment for use or storage	5.1 Servicing schedule documentation is completed.	Statutory/regulatory authorities <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. Tooling and equipment <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling, meters, gauges and pressure testing devices. Materials <ul style="list-style-type: none"> materials <i>may</i> include coolant, spare parts and cleaning materials. Communications <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. Information <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches - safe work procedures related to the inspection and servicing of cooling systems - regulatory/legislative requirements pertaining to the automotive industry, including Australian Design Rules - engineer's design specifications and instructions - organisation work specifications and requirements - instructions issued by authorised enterprise or external persons - Australian Standards.
	5.2 Final inspection is made to ensure protective guards, safety features and cowlings are in place.	
	5.3 Final inspection is made to ensure work is to workplace expectations.	
	5.4 Equipment is cleaned for use or storage to workplace expectations.	
	5.5 Job card is processed in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Service final drive assemblies	
Unit code	Unit descriptor	HSC Indicative Hours 10
AURT212670A	<p>This unit covers the competence required to carry out testing and servicing of final drive assemblies and associated components in an automotive retail, service and/or repair context.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, testing and analysis of results, servicing of final drive assemblies and completion of work finalisation processes, including clean-up and documentation.</p>	

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • accurately interpreting test results • conducting the service in accordance with workplace and manufacturer/component supplier requirements • identification of application, purpose and operating principles • conducting inspection, servicing and operational testing in accordance with workplace and manufacturer/ component supplier specifications • equipment is presented to customer in compliance with workplace requirements. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S and environmental regulations/requirements, equipment, material and personal safety requirements • operating principles of final drive assemblies • identification of application, purpose and operating principles • inspection procedures • final drive assembly service procedures • final drive assembly enterprise quality procedures • work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following resources <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to the inspection and servicing of final drive assemblies • equipment, hand and power tooling appropriate to the inspection and servicing of final drive assemblies • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for the identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to the inspection and servicing of final drive assemblies, including the use of measuring equipment, computerised technology and communication devices and the reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to undertake tests of final drive assemblies and associated components	1.1 Nature and scope of work requirements are identified and confirmed.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> this unit of competence refers to work associated with servicing final drive assemblies on light and heavy vehicles, outdoor power equipment and motorcycles servicing to <u>include</u> fluids, filters, adjustments and operational testing, visual inspections and documents. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate discretion, judgement and problem-solving skills in managing own work activities and contributing to a productive team environment within the scope of this unit. This <u>includes</u> an understanding of the level of work to be performed work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulations/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, hazardous substances manual lifting and shifting, machinery movement and operation, working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, operating safely in the event of fires, enterprise first aid requirements and site evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and
	1.2 Operating principles of gear assemblies are explained and understood.	
	1.3 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	1.4 Procedures and information such as workshop manuals and specifications, and tooling required, are sourced.	
	1.5 Methods appropriate to the circumstances are selected and prepared in accordance with standard operating procedures.	
	1.6 Resources required for the testing of final drive assemblies and associated components are sourced and support equipment is identified and prepared.	
	1.7 Warnings in relation to working with final drive assemblies and associated components are observed.	
2 Test final drive assemblies and analyse results	2.1 System tests are implemented in accordance with workplace procedures and manufacturer/ component supplier specifications.	
	2.2 Inspection results are compared with manufacturer/ component supplier specifications to indicate compliance or non compliance.	
	2.3 Results are documented with evidence and supporting information and recommendation(s) made.	
	2.4 Report is processed in accordance with workplace procedures.	
3 Prepare to service final drive assemblies and associated components	3.1 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	

Element	Performance Criteria	Range Statement
	3.2 Procedures and information required are identified and sourced.	standards and enterprise operations and procedures.
	3.3 Resources required for servicing final drive assemblies are identified and support equipment is identified and prepared.	Statutory/regulatory authorities <ul style="list-style-type: none"> • statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice.
4 Carry out service	4.1 Service is implemented in accordance with workplace procedures and manufacturer/component supplier specifications	Tooling and equipment <ul style="list-style-type: none"> • tooling and equipment <i>may</i> include hand tooling, meters, gauges and load testing devices.
	4.2 Adjustments made during the service are in accordance with manufacturer/component supplier specifications.	Materials <ul style="list-style-type: none"> • materials <i>may</i> include lubricants, minor parts and cleaning materials.
5 Prepare vehicle/equipment for use or storage	5.1 Service schedule documentation is completed.	Communications <ul style="list-style-type: none"> • communications <u>are to</u> include but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers.
	5.2 Final inspection is made to ensure protective guards, safety features and cowlings are in place.	
	5.3 Final inspection is made to ensure work is to workplace expectations.	Information <ul style="list-style-type: none"> • information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches - safe work procedures related to the inspection and servicing of final drive assemblies - regulatory/legislative requirements pertaining to the automotive industry, including Australian Design Rules - engineer's design specifications and instructions - organisation work specifications and requirements - instructions issued by authorised enterprise or external persons - Australian Standards.
	5.4 Vehicle/equipment is cleaned for use or storage to workplace expectations.	
	5.5 Job card is processed in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Service final drive (driveline)	
Unit code	Unit descriptor	HSC Indicative Hours 10
AURT213170A	<p>This unit covers the competence required to carry out the servicing of final drive drivelines in an automotive retail, service and/or repair context.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, inspection of drivelines, the analysis of inspections results, servicing of drivelines and completion of work finalisation processes, including clean-up and documentation.</p>	

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • identification of application, purpose and operating principles • conducting inspection, servicing and operational testing in accordance with workplace and manufacturer/component supplier specifications • accurately interpreting inspection results • completing service of drivelines and associated components within workplace timeframes • vehicle is presented to customer in compliance with workplace requirements. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S and environmental regulations/requirements, equipment, material and personal safety requirements • dangers of working with wheeled and tracked vehicles • identification of application, purpose and operating principles • types and layout of service/repair manuals (hard copy and electronic) • inspection procedures • service procedures • enterprise quality procedures • work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following resources <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to the servicing of final drive drivelines and associated components • equipment, hand and power tooling appropriate to the servicing of final drive drivelines and associated components • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <i>may</i> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one-to-one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to the servicing of final drive drivelines and associated components, including the use of measuring equipment, computerised technology and communication devices and the reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to undertake inspections and servicing of drivelines	1.1 Nature and scope of work requirements are identified and confirmed.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> this unit of competence refers to work associated with servicing final drives (drivelines), <u>including</u> light and heavy vehicles and agricultural equipment variables <u>include</u>: <ul style="list-style-type: none"> universal joints and their alignment constant velocity joints centre bearings servicing to <u>include</u> fluids, filters, adjustments and operational testing, visual inspections and documents. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate discretion, judgement and problem-solving skills in managing own work activities and contributing to a productive team environment within the scope of this unit. This <u>includes</u> an understanding of the level of work to be performed work <u>is</u> carried out in accordance with award provisions.
	1.2 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	1.3 Procedures and information such as workshop manuals and specifications, and tooling required, are sourced.	
	1.4 Methods appropriate to the circumstances are selected and prepared in accordance with standard operating procedures.	
	1.5 Resources required for inspection and servicing of drivelines are sourced and support equipment is identified and prepared.	
	1.6 Warnings in relation to working with rotating devices are observed.	
2 Conduct inspections and analyse results	2.1 Inspections are implemented in accordance with workplace procedures and manufacturer/component supplier specifications.	<p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/regulations/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, hazardous substances, machinery movement and operation, manual lifting and shifting, working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, operating safely in the event of fires, enterprise first aid requirements and site evacuation.
	2.2 Inspection results are compared with manufacturer/component supplier specifications to indicate compliance or non compliance.	
	2.3 Results are documented with evidence and supporting information and recommendation(s) made.	
	2.4 Report is forwarded to persons for action in accordance with workplace procedures.	
3 Carry out service	3.1 Service is implemented in accordance with workplace procedures and manufacturer/component supplier specifications.	<p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management.
	3.2 Adjustments made during the service are in accordance with manufacturer/component supplier specifications.	

Element	Performance Criteria	Range Statement
4 Prepare equipment/vehicle for use or storage	4.1 Service schedule documentation is completed.	<p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling, meters, gauges and grease guns. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include lubricants, spare parts and cleaning materials. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches safe work procedures related to the servicing of final drive drivelines and associated components regulatory/legislative requirements pertaining to the automotive industry, including Australian Design Rules engineer's design specifications and instructions organisation work specifications and requirements instructions issued by authorised enterprise or external persons Australian Standards.
	4.2 Final inspection is made to ensure protective guards, safety features and cowlings are in place.	
	4.3 Final inspection is made to ensure work is to workplace expectations.	
	4.4 Equipment/vehicle is cleaned for use or storage to workplace expectations.	
	4.5 Job card is processed in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Balance wheels and tyres	
Unit code	Unit descriptor	HSC Indicative Hours 10
AURT217606A	<p>This unit covers the competence required to balance wheels and tyres.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, inspection and analysis of wheel balance, balancing of wheels and tyres and completion of work finalisation processes, including clean-up and documentation.</p>	

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual circumstances in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • accurately interpreting inspection results • conducting balancing procedures in accordance with workplace and manufacturer/component supplier requirements • completing balancing of wheels and tyres within workplace timeframes • equipment is presented to customer in compliance with workplace requirements. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S and environmental regulations/requirements, equipment, material and personal safety requirements • dangers of working with balancing equipment • on road operating characteristics of wheels and tyres and associated components are understood • types and layout of service/repair manuals (hard copy and electronic) • inspection procedures • balancing procedures • enterprise quality procedures • work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <i>may</i> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following resources <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to balancing wheels and tyres • equipment, hand and power tooling appropriate to balancing wheels and tyres • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <i>may</i> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to balancing wheels and tyres, including the use of measuring equipment, specialist tooling, computerised technology communication devices and the reporting/ documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to balance wheels and tyres	<p>1.1 Nature and scope of work requirements are identified and confirmed.</p> <p>1.2 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.</p> <p>1.3 Procedures and information such as workshop manuals and specifications, and tooling required, are sourced.</p> <p>1.4 Method options are analysed and those most appropriate to the circumstances are selected and prepared.</p> <p>1.5 Technical and/or operational requirements for balancing are sourced and support equipment is identified and prepared.</p> <p>1.6 Warnings in relation to working with balancing equipment are observed.</p>	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> work involved <i>may</i> include light vehicles, heavy vehicles, motorcycles and trailers variables <u>must</u> include: <ul style="list-style-type: none"> dynamic and static balance variables <i>may</i> include: <ul style="list-style-type: none"> steel and alloy rims. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate discretion, judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulations/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management.
2 Conduct inspection and analyse results	<p>2.1 Methods for the inspection are in accordance with workplace procedures and manufacturer/component supplier specifications.</p> <p>2.2 Inspection results are compared with manufacturer/ component supplier specifications to indicate compliance or non compliance.</p> <p>2.3 Results are documented with evidence and supporting information and recommendation(s) made.</p> <p>2.4 Report is processed in accordance with workplace procedures.</p>	
3. Carry out balancing procedures	<p>3.1 Methods for balancing wheels and tyres are implemented in accordance with workplace procedures and manufacturer/ component supplier specifications.</p> <p>3.2 Adjustments made during the balancing procedure are in accordance with manufacturer/component supplier specifications.</p>	
4 Prepare equipment for customer and/or storage	4.1 Work schedule documentation is completed.	<p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations,

Element	Performance Criteria	Range Statement
	4.2 Final inspection is made to ensure safety features are in place.	including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.
	4.3 Final inspection is made to ensure work is to workplace expectations.	Statutory/regulatory authorities <ul style="list-style-type: none"> • statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice.
	4.4 Equipment is cleaned for use or storage to workplace expectations.	Tooling and equipment <ul style="list-style-type: none"> • tooling and equipment <i>may</i> include hand tooling, meters, gauges and testing equipment, including static and dynamic balancing devices.
	4.5 Job card is processed in accordance with workplace procedures.	Materials <ul style="list-style-type: none"> • materials <i>may</i> include spare parts and cleaning materials. Communications <ul style="list-style-type: none"> • communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. Information <ul style="list-style-type: none"> • information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/ plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches - safe work procedures related to balancing wheels and tyres - regulatory/legislative requirements pertaining to the automotive industry, including Australian Design Rules - engineer's design specifications and instructions - organisation work specifications and requirements - instructions issued by authorised enterprise or external persons - Australian Standards.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Remove, fit and inspect wheel assemblies	
Unit code	Unit descriptor	HSC Indicative Hours
AURT217665A	<p>This unit covers the competence required to remove, fit and inspect wheel assemblies</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, removal, fitting and adjustment of wheel assemblies and completion of work finalisation processes, including clean-up and documentation.</p>	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual circumstances in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • conducting removal, replacement and tightening sequence and tensioning of wheel assemblies in accordance with workplace and manufacturer/ component supplier requirements • completing work within workplace timeframes • wheel assemblies are presented to customer in compliance with workplace requirements. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • dangers of working with split rims • wheel types, applications and limitations • working knowledge of wheel removal, fitting and adjustment techniques and procedures • types and layout of service/repair manuals (hard copy and electronic) • working knowledge of wheel inspection and classification • run out and off set checking procedures • enterprise quality procedures • work organisation and planning processes.

Evidence Guide cont/d		
Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it <u>must</u> also reinforce the integration of key competencies.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <i>may</i> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following resources <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to removal, fitting and adjustment of wheel assemblies • equipment, hand and power tooling appropriate to removal, fitting and adjustment of wheel assemblies • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <i>may</i> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to removal, fitting and adjustment of wheel assemblies, including the use of measuring equipment, specialist tooling, computerised technology, and communication devices and the reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare for work	1.1 Nature and scope of work requirements are identified and confirmed. 1.2 Information required for the work is accessed from manufacturer/component supplier specifications and correctly interpreted. 1.3 OH&S policies and procedures are observed throughout the work processes. 1.4 Components, tooling and equipment required for the work are identified, selected and prepared in accordance with site procedures. 1.5 Wheel assemblies to be inspected are identified and prepared in accordance with manufacturer/component supplier and site procedures.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> • wheel assemblies <i>may</i> include those for light and heavy vehicles, motorcycles and trailers • wheel assemblies <i>may</i> be spoked, split, well, safety and disc and be of steel or alloy construction. <p>Unit context</p> <ul style="list-style-type: none"> • work <u>requires</u> individuals to demonstrate discretion, judgement and problem-solving skills in managing own work activities and contributing to a productive team environment • work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> • OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances • personal protective equipment <u>is to</u> include that prescribed under legislation/ regulations/codes of practice and workplace policies and practices • safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and site visitors • emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and site evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> • environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> • quality requirements <u>are to</u> include, but are not limited to regulations,
2 Remove wheel assemblies for inspection	2.1 Information required for inspection is accessed from manufacturer/component supplier specifications and correctly interpreted. 2.2 Wheel is removed in accordance with manufacturer/component supplier requirements and approved safety practices. 2.3 Inspection of road wheel assemblies, mounting points and fittings for damage and wear is completed without causing damage to any component or system. 2.4 Removed/components are inspected in accordance with authorised procedures and inspection reports raised and processed.	
3 Fit wheel assemblies	3.1 Information required for fitting/refitting and adjustment of wheel assemblies is accessed from manufacturer/component supplier specifications and correctly interpreted.	

Element	Performance Criteria	Range Statement
	<p>3.2 Wheel fitting and adjusting procedures are carried out in accordance with legislation, industry and enterprise policies/ procedures guidelines.</p> <p>3.3 Tightening sequence, torque settings and spoke retensioning are completed in accordance with manufacturer/component supplier specifications and site procedures.</p> <p>3.4 Wheel operation is checked for correct assembly, run-out, offset and even wear in accordance with site procedures.</p> <p>3.5 Findings and recommendations are completed in accordance with enterprise procedures.</p>	<p>including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.</p> <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling, power tooling, lifting equipment and support stands, dial indicators and torque wrenches. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers.
4 Prepare wheel assemblies for use or storage	<p>4.1 Work schedule documentation is completed.</p> <p>4.2 Final inspection is made to ensure work is to workplace expectations.</p> <p>4.3 Job card is processed in accordance with workplace procedures.</p>	<p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/ plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches - safe work procedures related to the removal, fitting and adjustment of wheel assemblies - regulatory/legislative requirements pertaining to the automotive industry, including Australian Design Rules - engineer's design specifications and instructions - organisation work specifications and requirements - instructions issued by authorised enterprise or external persons - Australian Standards.

Training Package	Automotive Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Use and maintain measuring equipment	
Unit code	Unit descriptor	HSC Indicative Hours 15
AURT225667A	<p>This unit covers the competence required to use and maintain measuring equipment used in general automotive retail, service and/or repair and of a non specialist nature.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, conduct of measurements, analysis and documenting of outcomes, maintenance of equipment and completion of work finalisation processes, including clean-up and documentation.</p>	

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • measuring dimensions or variables using the instruments listed in the Range Statement • maintaining measuring equipment • conducting measurement in accordance with workplace requirements • accurately interpreting measurements • completing measurements within workplace timeframes. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • common automotive measurement terminology • types of non specialist measuring equipment and their applications • measurement procedures • measuring equipment maintenance procedures • enterprise quality procedures • work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/ members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to the use and maintenance of measuring equipment • equipment, hand and power tooling appropriate to the use and maintenance of measuring equipment • activities covering mandatory task requirements • specifications and work instructions.

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills for example when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring one's own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to correctly calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and avoid wastage.	Level 1
Use technology	Use workplace technology related to the use and maintenance of measuring equipment, including the use of measuring equipment, computerised technology and communication devices and the reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to undertake measurements	1.1 Nature and scope of work requirements are identified and confirmed.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> work involved <u>is to</u> include measurement of length, width, squareness, flatness, angles, roundness, depth, clearances, run out, resistance, current flow, voltage, pressure, temperature or any measurement that can be taken from analogue or digital devices, imperial and metric measurement measuring equipment <u>is to</u> include inside/outside micrometers, vernier callipers, dial gauges, depth gauges, steel rulers, T squares, straight edges, callipers, dividers, protractors, feeler gauges, ohm meters, volt meters, amp meters (AVR and multi meters), thermometers, pressure gauges. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment within the scope of this unit. This <u>includes</u> an understanding of the level of work to be performed work <u>is</u> carried out in accordance with award provisions. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include site specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous materials and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulations/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to the conduct of operational risk assessment and treatments associated with vehicular movement, hazardous substances, electrical safety, machinery movement, manual lifting and shifting, working in proximity to others and site visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to operating safely in the event of fires, enterprise first aid requirements and
	1.2 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	1.3 Procedures and information such as workshop manuals, specifications, and tooling required, are sourced.	
	1.4 Methods appropriate to the circumstances are selected and prepared in accordance with standard operating procedures.	
	1.5 Resources required for measuring are sourced and support equipment is identified and prepared.	
	1.6 Warnings in relation to working with precision tooling are observed.	
2 Conduct measurements and analyse results	2.1 Measurement is implemented in accordance with workplace procedures and manufacturer/component supplier specifications.	
	2.2 Measurement results are compared with manufacturer/ component supplier specifications to indicate compliance or non compliance.	
	2.3 Results are documented with evidence and supporting information and recommendation(s) made.	
	2.4 Report is processed in accordance with workplace procedures.	
3 Maintain measuring equipment	3.1 Information required for maintenance is accessed from manufacturer/component supplier specifications and correctly interpreted.	
	3.2 Routine maintenance and storage of measuring equipment is carried out in accordance with manufacturer/ component supplier specifications.	

Element	Performance Criteria	Range Statement
	<p>3.3 Checks are completed without causing damage to any component or system.</p> <p>3.4 Workplace documents are processed in accordance with workplace procedures.</p>	<p>site evacuation.</p> <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> • statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Quality requirements</p> <ul style="list-style-type: none"> • quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. <p>Information</p> <ul style="list-style-type: none"> • information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/ plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches - safe work procedures related to the use and maintenance of measuring equipment - regulatory/legislative requirements pertaining to the automotive industry, including Australian Design Rules - organisation work specifications and requirements - instructions issued by authorised enterprise or external persons - Australian Standards.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Remove and tag vehicle body system components	
Unit code	Unit descriptor	HSC Indicative Hours
AURV100064A	This unit covers competence to remove and tag automotive vehicle body system components.	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • identifying, removing and tagging a range of components by their title and application • conducting removal and tagging without damage to components or tooling and equipment. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • vehicle body terminology • function of each component • relationship of body components to each other • application of body components • removal procedures • tagging procedures • quality procedures • organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project-related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following resources <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • materials relevant to removing and tagging vehicle body components • equipment, hand and power tooling appropriate to removing and tagging vehicle body components • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Apply research and interpretive skills sufficient to locate, interpret and apply manufacturer/component supplier procedures, workplace policies and procedures. Apply analytical skills required for identification and analysis of technical information.	Level 1
Communicate ideas and information	Apply plain English literacy and communication skills in relation to dealing with customers and team members. Apply questioning and active listening skills when obtaining information from customers. Apply oral communication skills sufficient to convey information and concepts to customers.	Level 1
Plan and organise activities	Apply planning and organising skills to own work activities, including making good use of time and resources, sorting out priorities and monitoring own performance.	Level 1
Work with others and in a team	Interact effectively with other persons both on a one to one basis and in groups, including understanding and responding to the needs of a customer and working effectively as a member of a team to achieve a shared goal.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and wastage.	Level 1
Use technology	Use workplace technology related to removing and tagging vehicle body components, including use of measuring equipment, use of communication devices and reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare to remove and tag vehicle body components	1.1 Nature and scope of work requirements are identified and confirmed.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> work involved <u>includes</u> light or heavy vehicles methods <u>include</u> tagging by title and application. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate minimal judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances personal protective equipment <u>is to</u> include that prescribed under legislation/regulations/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to conduct of operational risk assessment and treatments associated with vehicular movement, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and worksite visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and
	1.2 OH&S requirements, including individual State/Territory regulatory requirements and personal protection needs are observed throughout the work.	
	1.3 Procedures and information such as workshop manuals, specifications, and tooling are sourced.	
	1.4 Method options are analysed and those most appropriate to the circumstances are selected and prepared.	
	1.5 Dangers associated working with removal and tagging of vehicle body components are observed.	
2 Remove vehicle body system components	2.1 Vehicle body components for removal are identified.	
	2.2 Methods for conduct of removal and tagging are implemented in accordance with manufacturer/component supplier/component supplier specifications.	
	2.3 Components are removed without damage.	
	2.4 Inspection of components is carried out.	
	2.5 Report is processed action in accordance with workplace procedures.	
3 Tag vehicle body components	3.1 Tagging procedures are identified.	
	3.2 Resource requirements for tagging are identified and support equipment is identified and prepared.	
	3.3 Components are tagged without damage.	

Element	Performance Criteria	Range Statement
		<p>local authorities administering applicable acts, regulations and codes of practice.</p> <p>Tooling and equipment</p> <ul style="list-style-type: none"> • tooling and equipment <i>may</i> include hand tooling and hand held power tooling. <p>Materials</p> <ul style="list-style-type: none"> • materials <i>may</i> include tags and cleaning materials. <p>Communications</p> <ul style="list-style-type: none"> • communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include worksite specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> • enterprise operating procedures, workshop manuals, supplier data sheets, parts catalogues, customer orders and industry/workplace codes of practice, material safety data sheets and Australian Design Rules • safe work procedures related to removing and tagging vehicle body components • organisation work specifications and requirements.

Training Package	Automotive Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Carry out panel repairs	
Unit code	Unit descriptor	HSC Indicative Hours 25
AURV225908A	<p>This unit covers competence to carry out panel repairs to pre paint condition. Repairs of body panels in this unit are limited to small repairs to accident damage, including dents.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, completion of panel repairs, application of fillers, application of protective coatings and completion of work finalisation processes, including clean-up and documentation.</p>	

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • reading and interpreting job sheets and filler material safety data sheets to prepare for work • identifying and selecting material used in the work process • identifying, setting up, operating and maintaining panel repair equipment and procedures to complete the following: <ul style="list-style-type: none"> - small panel repairs - application of fillers - application of protective coatings. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • types of body fillers and applications • types of adhesives • types of abrasives • equipment maintenance procedures • basic body filler repair procedure • basic panel beating • workplace guidelines regarding tolerance levels • procedures for reporting faults and material defects • work organisation and planning processes • enterprise quality processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project-related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to completing small repairs to panels • equipment, hand and power tooling appropriate to completing small repairs to panels • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to body repairs and work orders, plans and safety procedures for panel repairs.	Level 1
Communicate ideas and information	Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with worksite supervisor, other workers and customers, and reporting of work outcomes and problems.	Level 1
Plan and organise activities	Plan and organise activities, including preparation and layout of worksite and obtaining of equipment and material to avoid backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to complete measurements and estimate material requirements required for the work.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and wastage.	Level 1
Use technology	Use workplace technology related to completing small repairs to panels, including use of specialist tooling, measuring equipment, use of communication devices and reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare for work	1.1 Work instructions are used to determine job requirements, including quality, material, equipment and quantities. 1.2 Job specifications are read and interpreted. 1.3 OH&S requirements, including breathing protection, personal protection needs, are observed throughout the work. 1.4 Material for application is selected and inspected for quality. 1.5 Hand and power tooling are identified and checked for safe use. 1.6 Products are determined to minimise waste material. 1.7 Procedures are identified for maximising energy efficiency while completing job.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> repairs of body panels in this unit are limited to small repairs to accident damage, including dents repair methods <u>are to</u> include: <ul style="list-style-type: none"> panel and trim removal heating, welding, filling and finishing preparation of panels to pre paint condition. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p>
2 Carry out panel repairs	2.1 Information is accessed and interpreted from manufacturer/component supplier specifications. Components are repaired using approved methods and equipment in accordance with manufacturer/component supplier specifications. Where repair of components includes disturbance to electrical, mechanical, air conditioning systems or trim, authorised assistance is sought where required. Repairs are carried out to pre paint condition. Repair activities are carried out according to industry regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	<ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances personal protective equipment <u>is to</u> include that prescribed under legislation/regulation/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and worksite visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation. <p>Environmental requirements</p>
3 Carry out repairs using body fillers	3.1 Information is accessed and interpreted from manufacturer/component supplier specifications.	<ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean-up management.

Element	Performance Criteria	Range Statement	
	3.2 Components are repaired using approved methods and equipment in accordance with manufacturer/component supplier specifications.	<p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering applicable acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand and power tooling, vehicle protection, templates, welding and heating equipment, specialist tooling and lifting equipment. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include fillers, adhesives, abrasives, primers and cleaning materials. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and may include worksite specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to <ul style="list-style-type: none"> verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches safe work procedures related to completing small repairs to panels regulatory/legislative requirements pertaining to automotive industry, including Australian design rules engineer's design specifications and instructions workplace specifications and requirements instructions issued by authorised enterprise or external persons Australian Standards. 	
	3.3 Repairs are carried out to pre paint condition		
	3.4 Repair activities are carried out according to industry regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.		
4 Clean up work area and maintain equipment	4.1 Material that can be reused is collected and stored.		
	4.2 Waste and scrap is removed following workplace procedures.		
	4.3 Equipment and work area are cleaned and inspected for serviceable conditions in accordance with workplace procedures.		
	4.4 Unserviceable equipment is tagged and faults identified in accordance with workplace procedures.		
	4.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and worksite procedures.		
	4.6 Tooling is maintained in accordance with workplace procedures.		

Training Package	Automotive Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Carry out pre-repair operations (vehicle body)	
Unit code	Unit descriptor	HSC Indicative Hours
AURV226108A	<p>This unit covers competence required to clean components by mechanical or chemical means and remove components in preparation for repair and/or storage.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, cleaning of components, removal, tagging and storage of components and completion of work finalisation processes, including clean-up and documentation.</p>	20

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • applying vehicle protection methods • removing, cleaning, tagging and storing of a range of component parts • completing workplace records. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • use and handling of cleaning agents • technical information • removal and storage procedures • component tagging methods • work organisation and planning processes • enterprise quality processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project-related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to pre repair operations • equipment, hand and power tooling appropriate to pre repair operations • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to work orders, plans and safety procedures for removing, cleaning and storing vehicle units and components.	Level 1
Communicate ideas and information	Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with worksite supervisor, other workers and customers, and reporting of work outcomes and problems.	Level 1
Plan and organise activities	Plan and organise activities, including preparation and layout of worksite and obtaining of equipment and material to avoid backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to complete measurements and estimate material requirements required for the work.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and wastage.	Level 1
Use technology	Use workplace technology related to pre repair operations, including use of measuring equipment, use of communication devices and reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare for work	1.1 Work instructions are used to determine job requirements, including method, material and equipment.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> • cleaning and removal <i>may</i> include: <ul style="list-style-type: none"> - vehicle underbody, vehicle paint work, glass, bright work, plastics, rubber engine components, trim brake system components, suspension and final drive components - wiring looms and vehicle electrics (special attention should be paid to safe disconnection of electrical components and their storage) • methods <i>may</i> include: <ul style="list-style-type: none"> - dismantling - manual washing, machine assisted washing, use of protective coverings. <p>Unit context</p> <ul style="list-style-type: none"> • work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment • work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> • OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances • personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices • safe operating procedures <u>are to</u> include, but are not limited to conduct of operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and worksite visitors • emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> • environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management.
	1.2 Job specifications are read and interpreted.	
	1.3 OH&S requirements, including personal protection needs are observed throughout the work.	
	1.4 Equipment and tooling are identified and checked for safe and effective operation.	
	1.5 Procedures are determined to minimise waste material.	
	1.6 Procedures are identified for maximising energy efficiency while completing the job.	
2 Clean components prior to repairs and/or storage	2.1 Cleaning agents are used according to cleaning agent manufacturer/component supplier instructions.	
	2.2 Components of vehicle are cleaned to facilitate inspection, assessment, replacement, repair and/or storage.	
	2.3 Cleaning of components is achieved without causing damage to component or system.	
	2.4 Cleaning activities are carried out according to industry regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	
	2.5 Used cleaning agents and waste material are safely disposed of according to statutory and enterprise requirements.	
3 Remove, tag and store components	3.1 Information is accessed and interpreted from manufacturer/ component supplier specifications.	
	3.2 Components are removed, tagged and stored in accordance with manufacturer/component supplier specifications and enterprise procedures, to prevent injury to self and others or damage to components.	

Element	Performance Criteria	Range Statement
	3.3 Components are removed, tagged and stored without causing damage to component or system.	<p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering applicable acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling and equipment, vehicle protection, power tooling, jacks, stands, lifting equipment, special equipment (pressure washers, steam cleaners and spray equipment), storage tabs and racks.
	3.4 Removal and storage activities are carried out according to industry regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	
	3.5 Report on additional parts required to complete repair (not listed on quotation) is completed in accordance with enterprise policy.	
4 Clean up work area and maintain equipment	4.1 Material that can be reused is collected and stored.	<p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include cleaning agents/sprays (dew axing, detergents, degreasers, special purpose agents). <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include worksite specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets and diagrams or sketches - safe work procedures related to pre repair operations - regulatory/legislative requirements pertaining to automotive industry, including Australian Design Rules - engineer's design specifications and instructions - organisation work specifications and requirements - instructions issued by authorised enterprise or external persons - Australian Standards.
	4.2 Waste and scrap is removed following workplace procedure.	
	4.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures.	
	4.4 Unserviceable equipment is tagged and faults identified in accordance with workplace requirements.	
	4.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and worksite procedures.	
	4.6 Tooling is maintained in accordance with workplace procedures.	

Training Package	Automotive Retail, Service and Repair (AUR05)		HSC Requirements and Advice
Unit title	Remove and replace/fit protector mouldings, transfers and decals		
Unit code	Unit descriptor	HSC Indicative Hours 10	
AURV226965A	<p>This unit covers the competence required to remove and replace/fit protector mouldings, transfers and decals.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, removal, replacement and refitting of protector mouldings, transfers and decals and completion of work finalisation processes, including clean-up and documentation.</p>		

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • completing removal and replacement operations covering a minimum of three components, including: <ul style="list-style-type: none"> - a double sided tape moulding, and - an anti scruff or door frame tape - replacing/refitting protector mouldings, transfers and decals. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • types of mouldings, transfers and decals • methods for fitting mouldings, transfers and decals • fastening methods (adhesives and mechanical methods) • use of tooling and equipment • removal procedures • replacement/fitting procedures and preparation • work organisation and planning processes • enterprise quality processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project-related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to the removal and replacement/fitting of protector mouldings, transfers and decals • equipment, hand and power tooling appropriate to the removal and replacement/fitting of protector mouldings, transfers and decals • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to work orders, plans and safety procedures for removing and replacing/fitting protector mouldings, transfers and decals.	Level 1
Communicate ideas and information	Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with worksite supervisor, other workers and customers, and reporting of work outcomes and problems.	Level 1
Plan and organise activities	Plan and organise activities, including preparation and layout of worksite and obtaining of equipment and material to avoid backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to calculate time, assess tolerances, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and wastage.	Level 1
Use technology	Use workplace technology related to removal and replacement/refitting of protector mouldings, transfers and decals, including use of specialist tooling, measuring equipment and communication devices and the reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare for work	1.1 Work instructions are used to determine job requirements, including method, material and equipment. 1.2 Job specifications are read and interpreted. 1.3 OH&S requirements, including personal protection needs are observed throughout the work. 1.4 Material for the work is selected. 1.5 Equipment and tooling are identified and checked for safe and effective operation. 1.6 Procedures are determined to minimise waste material. 1.7 Procedures are identified for maximising energy efficiency while completing the job.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> specific requirements <u>are to</u> remove, replace/fit protector mouldings, transfers and decals, <u>including</u> door frame decals and anti-scuff protectors methods <u>are to</u> include adhesive bonding and mechanical fastening. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and worksite visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.
2 Remove protector mouldings, transfers and decals	2.1 Information is accessed and interpreted from manufacturer/ component supplier specifications. 2.2 Work is completed without causing damage to component, system or protector mouldings, transfers and decals. 2.3 Removal activities are carried out according to industry regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	
3 Prepare for replacement/ fitting of protector mouldings, transfers and decals	3.1 Information is accessed and interpreted from manufacturer/ component supplier specifications. 3.2 Protector mouldings, transfers and decals to be fitted are within specifications for dimensions, material and functional capability. 3.3 Adhesives are selected according to the product manufacturer/component supplier specification for type, method, application and thickness.	

Element	Performance Criteria	Range Statement	
	3.4 Work is completed without causing damage to component, system or protector mouldings or transfers and decals.	Statutory/regulatory authorities <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. 	
	3.5 Reusable moulds, decals and attachment clips/components are inspected and cleaned in preparation for refitting		Tooling and equipment <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling, adhesive equipment, measuring equipment and specialist tooling for removal.
4 Replace/fit protector mouldings, transfers and decals	4.1 Information is accessed and interpreted from manufacturer/component supplier specifications.	Materials <ul style="list-style-type: none"> materials <i>may</i> include adhesives and cleaning materials Communications <ul style="list-style-type: none"> communications are to include, but are not limited to verbal and visual instructions and fault reporting and may include worksite specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. Information <ul style="list-style-type: none"> information sources may include, but are not limited to: <ul style="list-style-type: none"> verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches safe work procedures related to the removal and replacement/refitting of protector mouldings, transfers and decals regulatory/legislative requirements pertaining to automotive industry, including Australian Design Rules engineer's design specifications and instructions organisation work specifications and requirements instructions issued by authorised enterprise or external persons Australian Standards. 	
	4.2 Protector mouldings, transfers and decals are replaced and fitted using approved methods, material and equipment.		
	4.3 Adhesives are applied according to the product manufacturer/component supplier specifications for type, method, application and thickness.		
	4.4 Work is completed without causing damage to component, system or protector mouldings, transfers and decals.		
	4.5 Replacement/refitting activities are carried out according to industry regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.		
5 Clean up work area and maintain equipment	5.1 Material that can be reused is collected and stored.		
	5.2 Waste and scrap is removed following workplace and environmental procedures.		
	5.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures.		
	5.4 Unserviceable equipment is tagged and faults identified in accordance with workplace requirements.		
	5.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and worksite procedures.		

Element	Performance Criteria	Range Statement
	5.6 Tooling is maintained in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Carry out masking procedures	
Unit code	Unit descriptor	HSC Indicative Hours 10
AURV229608A	<p>This unit covers the competence required to apply masking medium in preparation for vehicle/component painting.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, application of masking medium in preparation for vehicle/component painting and completion of work finalisation processes, including clean-up and documentation.</p>	

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • applying vehicle protection methods • completing the masking of a range of materials and surfaces. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • cleaning agents • masking materials and procedures • technical information • vehicle safety requirements • operating procedure of equipment • masking procedures • work organisation and planning processes • enterprise quality procedures.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project-related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following resources <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • materials relevant to carrying out masking procedures • equipment, hand and power tooling appropriate to carrying out masking procedures • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to work orders, plans and safety procedures for masking.	Level 1
Communicate ideas and information	Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with worksite supervisor, other workers and customers, and the reporting of work outcomes and problems.	Level 1
Plan and organise activities	Plan and organise activities, including preparation and layout of worksite and obtaining of equipment and material to avoid backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to apply masking material required for the work.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and wastage.	Level 1
Use technology	Use workplace technology related to carrying out masking procedures, including the use of specialist tooling and equipment, measuring equipment and communication devices and the reporting/ documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare for work	1.1 Work instructions are used to determine job requirements, including job sheets, material types dimensions and quantity. 1.2 Job specifications are read and interpreted. 1.3 OH&S requirements, including personal protection needs are observed throughout the work. 1.4 Materials are selected and inspected for quality. 1.5 Masking tooling and equipment are identified and checked for safe use. 1.6 Procedures are determined to minimise waste materials. 1.7 Procedures are identified for maximising energy efficiency while completing the job.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> masking procedures <u>are to</u> be applied to in situ panels, doors, plastic components, glass work, fenders, boots, bonnets and other relevant components masking methods <u>are to</u> include masking, dispensing and spraying. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances personal protective equipment <u>is to</u> include that prescribed under legislation/regulation/ codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and worksite visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.
2 Prepare vehicle body surfaces by masking	2.1 Surfaces to be refinished are cleaned of contaminants. 2.2 Components and ancillary fittings that can be affected by the refinishing process are protected and/or removed, tagged and stored securely. 2.3 Surfaces adjacent to the surfaces to be refinished are protected using approved masking methods and materials. 2.4 Preparation is completed without causing damage to component or system. 2.5 Masking procedures are carried out according to industry regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies. 2.6 Waste materials are disposed of in accordance with statutory and enterprise requirements.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> masking procedures <u>are to</u> be applied to in situ panels, doors, plastic components, glass work, fenders, boots, bonnets and other relevant components masking methods <u>are to</u> include masking, dispensing and spraying. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances personal protective equipment <u>is to</u> include that prescribed under legislation/regulation/ codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and worksite visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.

Element	Performance Criteria	Range Statement
3 Clean up work area and maintain equipment	3.1 Materials that can be reused are collected and stored.	<p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include cutting blades/scalpels, masking machines and dispensers, and spray equipment. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include various masking tapes (crepe, PVC, door aperture and trim masking tapes), marking papers and films, and cleaning materials. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include worksite specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches safe work procedures related to carrying out masking procedures regulatory/legislative requirements pertaining to automotive painting and finishing engineer's design specifications and instructions organisation work specifications and requirements instructions issued by authorised enterprise or external persons Australian Standards.
	3.2 Waste and scrap is removed following workplace procedures.	
	3.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures.	
	3.4 Unserviceable equipment is tagged and faults identified in accordance with workplace procedures.	
	3.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and worksite procedures.	
	3.6 Tooling is maintained in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Apply rust prevention and sound deadening materials	
Unit code	Unit descriptor	HSC Indicative Hours
AURV230203A	<p>This unit covers the competence required to apply special treatment material such as rust prevention and sound deadening substances to vehicle body component parts.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, preparation of surfaces for rust prevention and sound deadening treatment, application of special treatment materials and completion of work finalisation processes, including clean-up and documentation.</p>	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • observing environmental procedures • preparing and applying a range of rust prevention and sound deadening materials • drying rust prevention and sound deadening materials. 	<ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements. • Environmental procedures/material storage and disposal requirements. • Material Safety Data Sheets. • Protective coatings and their use. • Application methods. • Brushes and spray guns. • Spray gun/heat gun and brush techniques. • Paint drying methods. • Work organisation and planning processes. • Enterprise quality procedures.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project-related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • material relevant to the application of rust prevention and sound deadening materials • equipment, hand and power tooling appropriate to the application of rust prevention and sound deadening materials • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to work orders, plans and safety procedures for the application of rust prevention and sound deadening materials.	Level 1
Communicate ideas and information	Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with worksite supervisor, other workers and customers, and the reporting of work outcomes and problems.	Level 1
Plan and organise activities	Plan and organise activities, including preparation and layout of worksite and obtaining of equipment and material to avoid backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to calculate time, apply accurate measurements, calculate material requirements and establish quality checks.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and wastage.	Level 1
Use technology	Use workplace technology related to the application of rust prevention and sound deadening materials, including the use of specialist tooling and equipment, measuring equipment, computerised technology and communication devices and the reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare for work	1.1 Work instructions are used to determine job requirements, including method and material type. 1.2 Job specifications are read and interpreted. 1.3 OH&S requirements, including personal protection needs, are observed throughout the work. 1.4 Materials are selected and inspected for quality. 1.5 Hand, power tooling and safety equipment are identified and checked for operation. 1.6 Procedures are determined to minimise waste material. 1.7 Procedures are identified for maximising energy efficiency while completing the job.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> • methods <u>are to</u> include spray gun/heat gun techniques; drying techniques; hand brushing techniques; mixing, thinning, matching and spraying techniques; mechanical fastening techniques • rust prevention and sound deadening materials <i>may</i> include spray on sound deadening materials, mechanically fastened sound deadening materials, under body sealers, joint and seam sealants, paint protection, rust protection and upholstery protection. <p>Unit context</p> <ul style="list-style-type: none"> • work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment • work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> • OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances • personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices • safe operating procedures <u>are to</u> include, but are not limited to operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and worksite visitors • emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation.
2. Prepare surfaces for rust prevention and sound deadening materials	2.1 Surfaces are cleaned and dried to enable the rust prevention and sound deadening material to adhere. 2.2 Surfaces are prepared without causing damage to component or system. 2.3 Preparation activities are carried out according to industry regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	<ul style="list-style-type: none"> • emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> • environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management.
3. Apply special treatments and/or materials	3.1 The environment for the application of special treatments or material conforms to requirements for temperature, extraction of fumes and cleanliness. 3.2 Special treatments and/or materials are applied as per manufacturer/component supplier recommendations.	<p>Quality requirements</p>
	3.3 Special treatments or materials are dried using approved methods	

Element	Performance Criteria	Range Statement
	<p>and equipment, as necessary.</p> <p>3.4 Application is completed without causing damage to component or system.</p> <p>3.5 Application of special treatments or materials is completed within established industry guidelines.</p> <p>3.6 The finished product meets specifications for mechanical fastening and/or application for coverage depth, and texture, and is contaminant free.</p> <p>3.7 Application activities are carried out according to industry regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.</p>	<ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling, power tooling, spray guns, heat guns, air pressure regulators, heating and lighting systems, safety equipment, mixing equipment, stirring equipment, straining/thinning equipment, hand brushing equipment, paint pots and mechanical fastening equipment. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include rust prevention and sound deadening materials, brushes and cleaning materials. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include worksite specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches - safe work procedures related to the application of rust prevention and sound deadening materials - regulatory/legislative requirements pertaining to automotive painting and finishing - engineer's design specifications and instructions - organisation work specifications and requirements - instructions issued by authorised enterprise or external persons - Australian Standards.
4 Clean up work area and maintain equipment	<p>4.1 Material that can be reused is collected and stored.</p> <p>4.2 Waste material is disposed of and/or stored in accordance with statutory and enterprise requirements.</p> <p>4.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures.</p> <p>4.4 Unserviceable equipment is tagged and faults identified in accordance with workplace procedures.</p> <p>4.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and worksite procedures.</p> <p>4.6 Tooling is maintained in accordance with workplace procedures.</p>	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)		HSC Requirements and Advice
Unit title	Prepare vehicle components for paint repairs		
Unit code	Unit descriptor This unit covers the competence required to prepare body surfaces and apply primers and primer surfaces prior to final paint coats. The unit includes identification and confirmation of work requirement, preparation for work, preparation of body surfaces for final paint by application of primers and primer surfaces and completion of work finalisation processes, including clean-up and documentation.	HSC Indicative Hours 20	
AURV230349A			Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary of the qualification in which this unit of competency is packaged, will assist in identifying Employability Skill requirements.

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • cleaning and masking the areas/equipment for paint repairs • removing components and ancillary fittings for protection • applying primers to manufacturer/component supplier specifications. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • environmental protection requirements/material disposal and storage requirements • material safety data sheets • cleaning materials • preparation methods • industry code of practice • primer/paint application methods, including rolling • rubbing down procedures • enterprise quality procedures • work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project-related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • materials relevant to the preparation of vehicle components for paint repairs • equipment, hand and power tooling appropriate to the preparation of vehicle components for paint repairs • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Element	Performance Criteria	Range Statement
1 Prepare for work	<p>1.1 Work instructions are used to determine job requirements, including method and material type.</p> <p>1.2 Job specifications are read and interpreted.</p> <p>1.3 OH&S requirements, including personal protection needs, are observed throughout the work.</p> <p>1.4 Materials are selected and inspected for quality.</p> <p>1.5 Hand, power tooling and safety equipment are identified and checked for operation.</p> <p>1.6 Procedures are determined to minimise waste material.</p> <p>1.7 Procedures are identified for maximising energy efficiency while completing the job.</p>	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Unit scope</p> <ul style="list-style-type: none"> vehicle components to be prepared <u>are to</u> include in-situ panels, doors, plastic components, glasswork and bonnets preparation <u>may</u> include internal trim, external trim, accessories, lights, rubber seals, protective strips, decals and striping preparation methods <u>are to</u> include adhesive bonding, sanding (wet and dry), masking, surface preparation, chemical cleaning, priming and paint touch-up. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <u>may</u> include worksite specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <u>may</u> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual
2 Prepare vehicle surfaces for painting	<p>2.1 Information is accessed and interpreted from manufacturer/ component supplier specifications.</p> <p>2.2 Surfaces adjacent to the surfaces to be painted are protected using approved methods and material.</p> <p>2.3 Surfaces to be painted are cleaned of contaminants.</p> <p>2.4 Components and ancillary fittings that can be affected by the painting process are protected and/or removed and stored securely.</p> <p>2.5 Surfaces to be painted are prepared using approved methods, material and equipment.</p> <p>2.6 Unrecorded damage to surfaces and ancillary equipment is noted and reported to persons.</p>	

Element	Performance Criteria	Range Statement	
	2.7 Surface preparation activities are carried out according to industry regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	<p>and mechanical lifting and shifting, working in proximity to others and worksite visitors</p> <ul style="list-style-type: none"> emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation. <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include paint primers and cleaning materials. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include hand tooling, power tooling, cleaning equipment, adhesive equipment, spray painting equipment, rubbing down equipment, paint rollers and hand touch up equipment. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches safe work procedures related to the preparation of vehicle components for paint repair regulatory/legislative requirements pertaining to automotive painting and finishing engineer's design specifications and instructions organisation work specifications and requirements instructions issued by authorised enterprise or external persons Australian Standards. 	
3 Apply primers	2.8 Waste material is disposed of in accordance with statutory and enterprise requirements.		
	3.1 Components and ancillary fittings that can be affected by application processes are protected and/or removed and stored safely		
	3.2 Primers/primer surfaces are applied using approved methods, materials and equipment		
	3.3 Application activities are carried out according to industry regulations/guidelines, OH&S legislation, and enterprise procedures/policies		
	3.4 Work is completed without causing damage to any component or system		
4 Prepare primed surface for refinishing	4.1 Surfaces to be refinished and prepared using approved methods, materials and equipment		
	4.2 Preparation activities are carried out according to industry regulations/guidelines, OH&S legislation, and enterprise procedures/policies		
	4.3 Work is completed without causing damage to any component or system		
	4.4 Waste materials are disposed of in accordance with statutory and enterprise requirements		
5 Clean up work area and maintain equipment	5.1 Material that can be reused is collected and stored.		
	5.2 Waste and scrap is removed following workplace procedure.		

Element	Performance Criteria	Range Statement
	5.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures.	•
5.4 Unserviceable equipment is tagged and faults identified in accordance with workplace procedures.	5.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and worksite procedures.	
5.6 Tooling is maintained in accordance with workplace procedures.		

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Prepare vehicle/component/equipment for customer use	
Unit code	Unit descriptor	HSC Indicative Hours
AURV231649A	This unit covers the competence required to clean, and perform a final inspection of repaired/ manufactured/modified vehicle/component/equipment before delivery to a customer.	15

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • applying vehicle protection methods • applying pre delivery/inspection procedures • applying cleaning procedures • applying testing procedures. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S cleaning materials, equipment, material and personal safety requirements • environmental requirements for the disposal of substances • cleaning agents • technical information • vehicle safety requirements • vehicle/component systems operation • cleaning procedures • pre delivery/inspection procedures • testing procedures • work organisation and planning processes • enterprise quality processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated automotive worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project-related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/ members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • materials relevant to the preparation of vehicle/component/equipment for customer use • equipment, hand and power tooling appropriate to the preparation of vehicle/component/equipment for customer use • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to work orders, plans and safety procedures for preparing vehicle/component/equipment for customer use. Identifying safety and warranty information. Identifying service/repair information.	Level 1
Communicate ideas and information	Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with worksite supervisor, other workers and customers, and the reporting of work outcomes and problems. Explaining work outcomes to customers. Listening and following verbal instructions.	Level 1
Plan and organise activities	Plan and organise activities, including preparation and layout of worksite and obtaining of equipment and material to avoid backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to complete measurements and estimate material requirements required for the work.	Level 1
Solve problems	Use pre checking and inspection techniques to anticipate planning and scheduling problems, avoid wastage of time and material.	Level 1
Use technology	Use workplace technology related to the preparation of vehicle/component/equipment for customer use, including the use of computerised technology and communication devices and the reporting/documenting of results.	Level 1

Element	Performance Criteria	Range Statement
1 Prepare for work	1.1 Work instructions are used to determine work requirements, including method, material and equipment. 1.2 Job specifications are read and interpreted. 1.3 OH&S requirements, including personal protection needs are observed throughout the work. 1.4 Material for work is selected. 1.5 Equipment and tooling are identified and checked for safe and effective operation. 1.6 Procedures are determined to minimise waste material. 1.7 Procedures are identified for maximising energy efficiency while completing the work.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Unit scope</p> <ul style="list-style-type: none"> vehicles, components and equipment <i>may</i> include vessels, including life jackets, flares, rescue equipment; bicycles, including helmets; trailers; outdoor power equipment; and other components/ assemblies/accessories preparation methods <u>are to</u> include manual or machine assisted cleaning, visual inspection and testing, checklists for systems operation and written and verbal communication. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include worksite specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers.
2 Clean vehicle/component/equipment for delivery	2.1 Vehicle/component/equipment is cleaned in the prescribed manner, to industry standard and secured in preparation for customer pick up. 2.2 Cleaning is completed without causing damage to component or system. 2.3 Cleaning operations are carried out according to industry standards/regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	<p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/ codes of practice and workplace policies and practices
3 Deliver/hand-over vehicle/equipment/component to customer	3.1 Checklist and repair quotation is used to ensure operation of vehicle/component/ equipment systems. 3.2 Service, operating and warranty requirements are explained to customer. 3.3 Safety features are explained to the customer.	<ul style="list-style-type: none"> safe operating procedures <u>are to</u> include, but are not limited to operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and worksite visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation.

Element	Performance Criteria	Range Statement
	3.4 Final inspection is completed prior to hand-over.	<p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include polishes, paint protection agents, glass cleaners, chrome cleaners and upholstery cleaners. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include testing equipment, car washes, chemical baths, hot washes and high-pressure cleaners.
	3.5 Operations are carried out according to industry standards/regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	
4 Clean up work area and maintain equipment	4.1 Material that can be reused is collected and stored.	<p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures. <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches - safe work procedures related to the preparation of a vehicle/component/equipment for customer use - regulatory/legislative requirements pertaining to automotive industry, including Australian Design Rules - engineer's design specifications and instructions - organisation work specifications and requirements - instructions issued by authorised enterprise or external persons - Australian Standards.
	4.2 Waste and scrap is removed following workplace and environmental procedure.	
	4.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures.	
	4.4 Unserviceable equipment is tagged and faults identified in accordance with workplace requirements.	
	4.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and worksite procedures.	
	4.6 Tooling is maintained in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Wash/clean vehicle body and door cavities	
Unit code	Unit descriptor	HSC Indicative Hours 5
AURV231786AA	<p>This unit covers the competence required to wash vehicle body exterior and clean door jambs, boot and bonnet surrounds and inner sill panels.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, washing/cleaning of vehicle body and door cavities and completion of work finalisation processes, including clean-up and documentation.</p>	

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • electing methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • selecting and using appropriate material and equipment • washing and cleaning a range of vehicle body exteriors, door jambs, boot and bonnet surrounds and inner sill panels. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • environmental requirements for storage, handling and disposal of substances • material safety data sheets • cleaning/body protection agents and their recommended applications • washing and cleaning procedures for vehicle body exterior, door jambs, boot and bonnet surrounds and inner sill panels • work organisation and planning processes • enterprise quality processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project-related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • materials relevant to the washing/cleaning of vehicle bodies • equipment, hand and power tooling appropriate to the washing/cleaning of vehicle bodies • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to work orders, plans and safety procedures for washing a vehicle. Identifying safety precautions. Identifying recommended washing and body protection agents applications and procedures.	Level 1
Communicate ideas and information	Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with worksite supervisor, other workers and customers, and the reporting of work outcomes and problems. Reading and interpreting product labels and directions. Listening and following verbal instructions.	Level 1
Plan and organise activities	Plan and organise activities, including preparation and layout of worksite and obtaining of equipment and material to avoid backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to complete measurements and estimate material requirements required for the work, including measuring and mixing cleaning and protection fluids.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and wastage.	Level 1
Use technology	Use workplace technology related to the washing/cleaning of vehicle bodies, including the use of measuring equipment and communication devices and the reporting/documenting of results.	Level 2

Element	Performance Criteria	Range Statement
1 Prepare for work	<p>1.1 Work instructions are used to determine work requirements, including method, material and equipment.</p> <p>1.2 Job specifications are read and interpreted.</p> <p>1.3 OH&S requirements, including personal protection needs are observed throughout the work.</p> <p>1.4 Material for work is selected.</p> <p>1.5 Equipment and tooling are identified and checked for safe and effective operation.</p> <p>1.6 Procedures are determined to minimise waste material.</p> <p>1.7 Procedures are identified for maximising energy efficiency while completing the work.</p>	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> vehicle body and door cavities <u>are to</u> include body exterior, door jambs, boot and bonnet surrounds and inner sill panels methods <u>are to</u> include manual or machine assisted washing. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and worksite visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.
2 Wash/clean vehicle body exterior	<p>2.1 Tooling and equipment are selected and used according to workplace methods and customer requirements.</p> <p>2.2 Cleaning and protection agents are selected and used according to vehicle finish type, workplace methods and product manufacturer/component supplier recommended applications.</p> <p>2.3 Vehicle body exterior is washed and cleaned according to workplace/customer and product manufacturer/component supplier prescribed methods and procedures.</p> <p>2.4 Washing/cleaning is completed without causing damage to component or system.</p> <p>2.5 Vehicle body exterior is washed and cleaned according to industry standards/regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.</p>	<p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.

Element	Performance Criteria	Range Statement
	2.6 Cleaning and protection agents are stored according to manufacturer/component supplier recommendations and regulatory requirements.	<p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include tooling and equipment to clean body exterior and door/boot cavities, including pressure cleaning equipment. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include cleaning and surface protection agents. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and may include worksite specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches safe work procedures related to the washing/cleaning of vehicle bodies regulatory/legislative requirements pertaining to automotive vehicle cleaning engineer's design specifications and instructions organisation work specifications and requirements instructions issued by authorised enterprise or external persons Australian Standards.
3 Wash/clean door jambs, boot and bonnet surrounds and inner sill panels	3.1 Tooling and equipment are selected and used according to workplace methods and customer requirements.	
	3.2 Cleaning/protection agents are selected and used according to vehicle finish type, workplace methods and product manufacturer/component supplier recommended applications.	
	3.3 Vehicle body door/boot cavities are washed and cleaned according to workplace/customer and product manufacturer/component supplier prescribed methods and procedures.	
	3.4 Washing/cleaning is completed without causing damage to component or system.	
	3.5 Vehicle door jambs, boot and bonnet surrounds and inner sills are washed and cleaned according to industry standards/regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	
	3.6 Cleaning/protection agents are stored according to manufacturer/component supplier recommendations and regulatory requirements.	
4 Clean up work area and maintain equipment	4.1 Material that can be reused is collected and stored.	
	4.2 Waste material is removed following workplace and environmental procedure.	
	4.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures.	
	4.4 Unserviceable equipment is tagged and faults identified in accordance with workplace requirements.	

Element	Performance Criteria	Range Statement
	4.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and worksite procedures.	
	4.6 Tooling is maintained in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Wash/clean vehicle engine and engine compartment	
Unit code	Unit descriptor	HSC Indicative Hours 5
AURV231786BA	<p>This unit covers the competence required to wash/clean vehicle engine, engine compartment and components.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, washing/cleaning and drying of vehicle engine, engine compartment and components and completion of work finalisation processes, including clean-up and documentation.</p>	

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • observing environment protection requirements • a range of engine cleaning tasks • selecting and using materials and equipment • protecting electrical/electronic components • protecting air intake and fuel components • washing/cleaning engine, engine compartment and components. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • environmental requirements for storage, handling and disposal of substances • Material Safety Data Sheets • electrical/electronic system/component protection methods • air intake and fuel component protection methods • cleaning/protection agents and their recommended applications • washing/cleaning procedures for engine, compartment and components • drying procedures for engine, engine compartment and components • engine and system/component inspection and test procedures prior to hand over • work organisation and planning processes • enterprise quality processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project-related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • materials relevant to the washing/cleaning of engine and engine compartment • equipment, hand and power tooling appropriate to the washing/cleaning of engines and engine compartments • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to work orders, plans and safety procedures for washing a vehicle engine, compartment and components. Identifying safety precautions. Identifying recommended washing and engine/compartment/component protection agents, applications and procedures.	Level 1
Communicate ideas and information	Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with worksite supervisor, other workers and customers, and the reporting of work outcomes and problems. Reading and interpreting product labels and directions. Listening and following verbal instructions.	Level 1
Plan and organise activities	Plan and organise activities, including preparation and layout of worksite and obtaining of equipment and material to avoid backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to complete measurements and estimate material requirements required for the work, including measuring and mixing cleaning and protection fluids.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and wastage.	Level 1
Use technology	Use workplace technology related to the washing/cleaning of engines and engine compartments, including the use of measuring equipment and communication devices and the reporting/documenting of results.	Level 2

Element	Performance Criteria	Range Statement
1 Prepare for work	1.1 Work instructions are used to determine work requirements, including method, material and equipment. 1.2 Job specifications are read and interpreted. 1.3 OH&S requirements, including personal protection needs are observed throughout the work. 1.4 Material for work is selected. 1.5 Equipment and tooling are identified and checked for safe and effective operation. 1.6 Procedures are determined to minimise waste material. 1.7 Procedures are identified for maximising energy efficiency while completing the work.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> • methods are to include manual or machine assisted washing, engine and components washing, engine compartment and components washing and engine and component drying • critical precautions include adequate protection of electrical and electronic components, air induction inlets and fuel components during the washing and drying process. <p>Unit context</p> <ul style="list-style-type: none"> • work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment • work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> • OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances • personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices • safe operating procedures <u>are to</u> include, but are not limited to operational and risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual mechanical lifting and shifting, working in proximity to others and worksite visitors • emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> • environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> • quality requirements <u>are to</u> include, but are not limited to regulations,
2 Wash/clean engine and components	2.1 Tooling and equipment are selected and used according to workplace methods and customer requirements. 2.2 Cleaning/protection agents are selected and used according to workplace methods, engine component/system material type and product manufacturer/component supplier recommended applications. 2.3 Engine and components are washed and cleaned according to workplace/customer and product manufacturer/component supplier prescribed methods and procedures. 2.4 Washing/cleaning is completed without causing damage to component or system. 2.5 Engine and components are washed and cleaned according to industry standards/regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	<p>Environmental requirements</p> <ul style="list-style-type: none"> • environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> • quality requirements <u>are to</u> include, but are not limited to regulations,

Element	Performance Criteria	Range Statement
	2.6 Cleaning/protection agents are stored according to manufacturer/ component supplier recommendations and regulatory requirement.	including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.
3 Wash/clean engine compartment and components	3.1 Tooling and equipment are selected and used according to workplace methods and customer requirements.	<p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include tooling and equipment to clean body exterior and door/boot cavities, including pressure cleaning equipment. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include cleaning and surface protection agents. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and may include worksite specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches safe work procedures related to the washing/cleaning of vehicle bodies regulatory/legislative requirements pertaining to automotive vehicle cleaning engineer's design specifications and instructions organisation work specifications and requirements instructions issued by authorised enterprise or external persons Australian Standards.
3.2 Cleaning/protection agents are selected and used according to workplace methods, engine component/system material type and product manufacturer/component supplier recommended applications.	3.3 Engine compartment and components are washed and cleaned according to workplace/customer and product manufacturer/ component supplier prescribed methods and procedures.	
3.4 Washing/cleaning is completed without causing damage to component or system.	3.5 Engine compartment and components are washed and cleaned according to industry standards/regulations/ guidelines, OH&S requirements, legislation and enterprise procedures/policies.	
3.6 Cleaning/protection agents are stored according to manufacturer/component supplier recommendations and regulatory requirements.	4 Dry engine, compartment and components	
4.1 Drying processes and equipment are selected and used according to workplace methods and customer requirements.	4.2 Engine, compartment and components are dried according to workplace/customer and product manufacturer/ component supplier/system prescribed methods and procedures.	
4.3 Engine, compartment and components are dried according to industry standards/regulations/guidelines, OH&S requirements, legislation and enterprise procedures/ policies.	4.4 Drying is completed without causing damage to component or system.	
	4.5 Engine and components/systems are inspected and tested to	

Element	Performance Criteria	Range Statement
	ensure normal operation after the washing and drying process.	
5 Clean up work area and maintain equipment	5.1 Material that can be reused is collected and stored.	
	5.2 Waste material is removed following workplace and environmental procedure.	
	5.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures.	
	5.4 Unserviceable equipment is tagged and faults identified in accordance with workplace requirements.	
	5.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and worksite procedures.	
	5.6 Tooling is maintained in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Wash/clean vehicle underbody	
Unit code	Unit descriptor	HSC Indicative Hours
AURV231786CA	<p>This unit covers the competence required to wash/clean vehicle underbody, units and components.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, washing, cleaning and drying of the vehicle underbody and completion of work finalisation processes, including clean-up and documentation.</p>	5

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • observing environment protection requirements • a range of vehicle underbody washing tasks: <ul style="list-style-type: none"> - protecting electrical/electronic component - protecting air intake and fuel component - selecting and using material and equipment - washing/cleaning vehicle underbody, units and system components - observing environment protection requirements. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • environmental requirements for storage, handling and disposal of substances • Material Safety Data Sheets • electrical/electronic system/component protection methods • air intake and fuel component protection methods • cleaning/protection agents and their recommended applications • washing/cleaning procedures for vehicle underbody, units and system components • drying procedures for vehicle underbody, unit and system components • unit and system/component inspection and test procedures prior to hand-over • work organisation and planning processes • enterprise quality processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project-related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • materials relevant to the washing/cleaning of vehicle underbodies • equipment, hand and power tooling appropriate to the washing/cleaning of vehicle underbodies • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to work orders, plans and safety procedures for washing a vehicle underbody, units and system components. Identifying safety precautions. Identifying recommended washing agents, applications and procedures.	Level 1
Communicate ideas and information	Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with worksite supervisor, other workers and customers, and the reporting of work outcomes and problems. Reading and interpreting product labels and directions. Listening and following verbal instructions.	Level 1
Plan and organise activities	Plan and organise activities, including preparation and layout of worksite and obtaining of equipment and material to avoid backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to complete measurements and estimate material requirements required for the work, including measuring and mixing cleaning and protection fluids.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and wastage.	Level 1
Use technology	Use workplace technology related to the washing/cleaning of engines and engine compartments, including the use of measuring equipment and communication devices and the reporting/documenting of results.	Level 2

Element	Performance Criteria	Range Statement
1 Prepare for work	<p>1.1 Work instructions are used to determine work requirements, including method, material and equipment.</p> <p>1.2 Job specifications are read and interpreted.</p> <p>1.3 OH&S requirements, including personal protection needs are observed throughout the work.</p> <p>1.4 Material for work is selected.</p> <p>1.5 Equipment and tooling are identified and checked for safe and effective operation.</p> <p>1.6 Procedures are determined to minimise waste material.</p> <p>1.7 Procedures are identified for maximising energy efficiency while completing the work.</p>	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> • methods are to include manual or machine assisted washing, vehicle underbody washing, vehicle units and system component washing and vehicle unit and system component drying • critical precautions include adequate protection of electrical, electronic and fuel components and air induction inlets during the washing and drying process. <p>Unit context</p> <ul style="list-style-type: none"> • work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment • work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> • OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances • personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices • safe operating procedures <u>are to</u> include, but are not limited to operational and risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual mechanical lifting and shifting, working in proximity to others and worksite visitors • emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> • environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> • quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and
2 Wash/clean vehicle underbody, units and system components	<p>2.1 Tooling and equipment are selected and used according to workplace methods and customer requirements.</p> <p>2.2 Cleaning agents are selected and used according to workplace methods, vehicle underbody, unit and component material type and product manufacturer/component supplier recommended applications</p> <p>2.3 Vehicle underbody, units and system components are washed and cleaned according to workplace/customer and product manufacturer/component supplier prescribed methods and procedures</p> <p>2.4 Washing/cleaning is completed without causing damage to component or system.</p> <p>2.5 Vehicle underbody, units and system components are washed and cleaned according to industry standards/ regulations/guidelines, OH&S requirements, legislation and enterprise procedures/ policies.</p>	<p>Environmental requirements</p> <ul style="list-style-type: none"> • environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> • quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and

Element	Performance Criteria	Range Statement
	2.6 Cleaning/protection agents are stored according to manufacturer/component supplier recommendations and regulatory requirement.	standards and enterprise operations and procedures.
3 Dry vehicle underbody, units and system components	3.1 Drying processes and equipment are selected and used according to workplace methods and customer requirements.	<p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include pressure cleaning equipment and drying equipment. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include cleaning and surface protection agents. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and may include worksite specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches safe work procedures related to the washing/cleaning of vehicle bodies regulatory/legislative requirements pertaining to automotive vehicle cleaning engineer's design specifications and instructions organisation work specifications and requirements instructions issued by authorised enterprise or external persons Australian Standards.
	3.2 Vehicle underbody, units and system components are dried according to workplace/customer and product manufacturer/component supplier/system prescribed methods and procedures.	
	3.3 Drying is completed without causing damage to component or system.	
	3.4 Vehicle underbody, units and system components are dried according to industry standards/regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	
	3.5 Vehicle units and system components are inspected and tested to ensure normal operation after the washing and drying process.	
4 Clean up work area and maintain equipment	4.1 Material that can be reused is collected and stored.	
	4.2 Waste material is removed following workplace and environmental procedure.	
	4.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures.	
	4.4 Unserviceable equipment is tagged and faults identified in accordance with workplace requirements.	
	4.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and worksite procedures.	
	4.6 Tooling is maintained in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Clean and finish plastic trim and fittings	
Unit code	Unit descriptor	HSC Indicative Hours 5
AURV231809AA	<p>This unit covers the competence required to clean and finish vehicle internal and external plastic trim and fittings.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, selection and use of cleaning and finishing material and completion of work finalisation processes, including clean-up and documentation.</p>	

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • selecting and using material and equipment • cleaning and finishing of a range of internal and external vehicle body plastic trim and fittings. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S regulations/requirements, equipment, material and personal safety requirements • environmental requirements for storage, handling and disposal of substances • material safety data sheets • types of vehicle body plastics, trim and fittings • cleaning agents and their recommended applications • finishing agents and their recommended applications • cleaning and finishing procedures for internal and external vehicle body plastic trim and fittings • work organisation and planning processes • enterprise quality processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project-related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • materials relevant to the cleaning and finishing of plastic trim fittings • equipment, hand and power tooling appropriate to the cleaning and finishing of plastic trim fittings • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to work orders, plans and safety procedures for cleaning and finishing vehicle internal and external plastic trim and fittings. Identify safety precautions and recommended applications and procedures.	Level 1
Communicate ideas and information	Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with worksite supervisor, other workers and customers, and the reporting of work outcomes and problems. Read and interpret product labels/directions. Listen to and follow verbal instructions.	Level 1
Plan and organise activities	Plan and organise activities, including preparation and layout of worksite and obtaining of equipment and material to avoid backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to complete measurements and estimate material requirements required for the work. Measuring and mixing cleaning and finishing material/fluids.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and wastage.	Level 1
Use technology	Use workplace technology related to the cleaning and finishing of plastic trim fittings, including the use of measuring equipment and communication devices and the reporting/documenting of results.	Level 2

Element	Performance Criteria	Range Statement
1 Prepare for work	1.1 Work instructions are used to determine work requirements, including method, material and equipment. 1.2 Job specifications are read and interpreted. 1.3 OH&S requirements, including personal protection needs are observed throughout the work. 1.4 Material for work is selected. 1.5 Equipment and tooling are identified and checked for safe and effective operation. 1.6 Procedures are determined to minimise waste material. 1.7 Procedures are identified for maximising energy efficiency while completing the work.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> • this unit <u>is to</u> cover the cleaning and finishing of both internal and external plastic trim and fittings • methods <u>are to</u> include manual or machine assisted cleaning and finishing. <p>Unit context</p> <ul style="list-style-type: none"> • work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment • work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> • OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances • personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices • safe operating procedures <u>are to</u> include, but are not limited to operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and worksite visitors • emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation.
2 Clean vehicle internal and external plastic trim and fittings	2.1 Tooling and equipment are selected and used according to workplace methods and customer requirements. 2.2 Cleaning agents are selected and used according to plastic trim and fitting types, workplace methods and product manufacturer/ component supplier recommendations. 2.3 Plastic trim and fittings are cleaned according to workplace/ customer and product manufacturer/component supplier prescribed methods and procedures. 2.4 Cleaning is completed without causing damage to component or system. 2.5 Vehicle plastic trim and fittings are cleaned according to industry standards/regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	<p>Environmental requirements</p> <ul style="list-style-type: none"> • environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> • quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.

Element	Performance Criteria	Range Statement	
	2.6 Cleaning agents are stored according to manufacturer/component supplier recommendations and regulatory requirements.	<p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include cleaning equipment, cloths and brushes. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include cloths, brushes, finishing agents and cleaning agents. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and may include worksite specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches safe work procedures related to the cleaning and finishing of plastic trim fittings regulatory/legislative requirements pertaining to automotive painting and finishing engineer's design specifications and instructions organisation work specifications and requirements instructions issued by authorised enterprise or external persons Australian Standards. 	
3. Finish vehicle interior trim and seats	3.1 Tooling and equipment are selected and used according to workplace methods and customer requirements.		
	3.2 Finishing agents are selected and used according to plastic trim and fitting types, workplace methods and product manufacturer/component supplier recommendations.		
	3.3 Plastic trim and fittings are finished according to workplace/customer and product manufacturer/component supplier prescribed methods and procedures.		
	3.4 Finishing is completed without causing damage to component or system.		
	3.5 Vehicle plastic trim and fittings are finished according to industry standards/regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.		
	3.6 Finishing agents are stored according to manufacturer/component supplier recommendations and regulatory requirement.		
4 Clean up work area and maintain equipment	4.1 Material that can be reused is collected and stored.		
	4.2 Waste material is removed following workplace and environmental procedure.		
	4.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures.		
	4.4 Unserviceable equipment is tagged and faults identified in accordance with workplace requirements.		
	4.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and worksite procedures.		
	4.6 Tooling is maintained in accordance with workplace procedures.		

Training Package	Automotive Industry Retail, Service and Repair (AUR05)		HSC Requirements and Advice
Unit title	Clean and finish vehicle interior trim and seats		
Unit code	Unit descriptor	<p>This unit covers the competence required to clean and finish vehicle interior trim, seats and floor coverings, including boot/baggage/storage compartments.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, cleaning and finishing of vehicle interior trim, seats and floor coverings and completion of work finalisation processes, including clean-up and documentation.</p>	HSC Indicative Hours
AURV231809BA			10

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • selecting and using material and equipment • cleaning and finishing a range of vehicle interior trim and seats. 	<ul style="list-style-type: none"> • Material Safety Data Sheets. • Cleaning agents and their recommended applications. • Finishing agents and their recommended applications. • Types of trim/components, including seats carpets, mats, dash, arm rests, consoles, door trim. • Cleaning and finishing procedures for vehicle interior trim and seats. • Enterprise quality procedures. • Work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project-related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • materials relevant to the cleaning and finishing of vehicle interior trim and seats • equipment, hand and power tooling appropriate to the cleaning and finishing of vehicle interior trim and seats • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to work orders, plans and safety procedures for cleaning and finishing vehicle interior trim and seats. Identifying safety precautions. Identifying recommended applications and procedures.	Level 1
Communicate ideas and information	Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with worksite supervisor, other workers and customers, and the reporting of work outcomes and problems. Reading and interpreting product labels/directions. Listening and following verbal instructions.	Level 1
Plan and organise activities	Plan and organise activities, including preparation and layout of worksite and obtaining of equipment and material to avoid backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to complete measurements and estimate material requirements required for the work. Measuring and mixing cleaning and finishing material/fluids.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and wastage.	Level 1
Use technology	Use workplace technology related to the cleaning and finishing of vehicle interior trim and seats, including the use of measuring equipment and communication devices and the reporting/documenting of results.	Level 2

Element	Performance Criteria	Range Statement
1 Prepare for work	1.1 Work instructions are used to determine work requirements, including method, material and equipment. 1.2 Job specifications are read and interpreted. 1.3 OH&S requirements, including personal protection needs are observed throughout the work. 1.4 Material for work is selected. 1.5 Equipment and tooling are identified and checked for safe and effective operation. 1.6 Procedures are determined to minimise waste material. 1.7 Procedures are identified for maximising energy efficiency while completing the work.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> trim and seats <u>are to</u> include: <ul style="list-style-type: none"> leather, wood, wool, vinyl, plastic, poly-carbonates and fabric trim and seats carpet, rubber/composite material floor covers vehicle interior and boot/luggage/storage compartments methods <u>are to</u> include manual or machine assisted cleaning and finishing. <p>Unit context</p> <ul style="list-style-type: none"> work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices safe operating procedures <u>are to</u> include, but are not limited to operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and worksite visitors emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation.
2 Clean vehicle interior trim and seats	2.1 Tooling and equipment are selected and used according to workplace methods and customer requirements. 2.2 Cleaning agents are selected according to trim and seat fabric type, workplace methods and product/fabric manufacturer/ component supplier recommendations. 2.3 Cleaning agents are used and stored according to manufacturer/ component supplier recommendations and regulatory requirements. 2.4 Interior trim and seats are cleaned according to workplace/ customer and product/fabric manufacturer/component supplier prescribed methods and procedures. 2.5 Cleaning is completed without causing damage to component or system. 2.6 Interior trim and seats are cleaned according to industry standards/regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	<p>Environmental requirements</p> <ul style="list-style-type: none"> environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management <p>Quality requirements</p> <ul style="list-style-type: none"> quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and

Element	Performance Criteria	Range Statement
3 Finish vehicle interior trim and seats	3.1 Tooling and equipment are selected and used according to workplace methods and customer requirements.	<p>standards and enterprise operations and procedures.</p> <p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include cleaning equipment, cloths and brushes. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include cleaning agents, finishing agents and cleaning materials. <p>Communications</p> <ul style="list-style-type: none"> communications <u>are to</u> include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include worksite specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> - verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches - safe work procedures related to the cleaning and finishing of vehicle interior trim and seats - regulatory/legislative requirements pertaining to automotive industry, including Australian Design Rules - engineer's design specifications and instructions - organisation work specifications and requirements - instructions issued by authorised enterprise or external person - Australian Standards.
	3.2 Finishing agents are selected according to trim and seat fabric type, workplace methods and product/fabric manufacturer/component supplier recommendations.	
	3.3 Finishing agents are used and stored according to manufacturer/component supplier recommendations and regulatory requirement.	
	3.4 Interior trim and seats are finished according to workplace/customer and product/fabric manufacturer/component supplier prescribed methods and procedures.	
	3.5 Interior trim and seats are finished according to industry standards/regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	
4 Clean up work area and maintain equipment	4.1 Material that can be reused is collected and stored.	
	4.2 Waste material is removed following workplace and environmental procedure.	
	4.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures.	
	4.4 Unserviceable equipment is tagged and faults identified in accordance with workplace requirements.	
	4.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and worksite procedures.	
	4.6 Tooling is maintained in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)	HSC Requirements and Advice
Unit title	Clean and polish vehicle exterior paint	
Unit code	Unit descriptor	HSC Indicative Hours 5
AURV231809CA	<p>This unit covers the competence required to carry out vehicle body exterior paint cleaning and polishing.</p> <p>The unit includes identification and confirmation of work requirement, preparation for work, cleaning and polishing vehicle body exterior paint work and completion of work finalisation processes, including clean-up and documentation.</p>	

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge
<p>It is <u>essential</u> that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:</p> <ul style="list-style-type: none"> • observing safety procedures and requirements • communicating effectively with others involved in or affected by the work • selecting methods and techniques appropriate to the circumstances • completing preparatory activity in a systematic manner • selecting and using material and equipment • cleaning and polishing of a range of vehicle body exterior paints. 	<p>A working knowledge of:</p> <ul style="list-style-type: none"> • OH&S and environmental regulations/requirements, equipment, material and personal safety requirements • environmental requirements for storage, handling and disposal of substances • material safety data sheets • cleaning agents and their recommended applications • polishing agents and their recommended applications • cleaning and polishing procedures for vehicle body exterior finish • enterprise quality procedures • work organisation and planning processes.

Evidence Guide cont/d

Context of assessment	Method of assessment	Specific resource requirements for this unit
<p>Application of competence <u>is to</u> be assessed in the workplace or simulated worksite.</p> <p>Assessment <u>is to</u> occur using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment <u>is to</u> comply with regulatory requirements, including Australian Standards.</p>	<p>Assessment <u>must</u> satisfy the endorsed assessment guidelines of the automotive industry's RS&R [Retail, Service & Repair] Training Package.</p> <p>Assessment methods <u>must</u> confirm consistency and accuracy of performance together with application of underpinning knowledge.</p> <p>Assessment <u>must</u> be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.</p> <p>Assessment <u>may</u> be applied under project-related conditions and require evidence of process.</p> <p>Assessment <u>must</u> confirm a reasonable inference that competence is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.</p> <p>It is <i>preferable</i> that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance <u>may</u> be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements.</p>	<p>The following <u>should</u> be made available:</p> <ul style="list-style-type: none"> • workplace location or simulated workplace • materials relevant to cleaning and polishing vehicle exterior paint • equipment, hand and power tooling appropriate to cleaning and polishing vehicle exterior paint • activities covering mandatory task requirements • specifications and work instructions.
		Relationship to other units
		<p>Competence in this unit <u>may</u> be assessed in conjunction with other functional units which together form part of the holistic work role.</p>

Specific key competencies, underpinning and employability skills required to achieve the performance criteria

These include a number of processes learned throughout work and life, which are required in most jobs. Some of these are covered by the national key competencies, although others may be added. The details below highlight how these competencies are applied in the attainment of this unit.

Application of the key competencies in this unit are to satisfy the nominated level in which:

Level 1 – relates to working effectively within set conditions and processes;

Level 2 – relates to management or facilitation of conditions or processes; and

Level 3 – relates to design, development and evaluation of conditions or process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

Collect, analyse and organise information	Collect, organise and understand information related to work orders, plans and safety procedures for vehicle cleaning and polishing. Identifying safety precautions. Identifying recommended applications and procedures.	Level 1
Communicate ideas and information	Communicate ideas and information to enable confirmation of work requirements and specifications, coordination of work with worksite supervisor, other workers and customers, and the reporting of work outcomes and problems. Reading and interpreting product labels/directions. Listening and following verbal instructions.	Level 1
Plan and organise activities	Plan and organise activities, including preparation and layout of worksite and obtaining of equipment and material to avoid backtracking, workflow interruptions or wastage.	Level 1
Work with others and in a team	Work with others and in a team by recognising dependencies and using cooperative approaches to optimise workflow and productivity.	Level 1
Use mathematical ideas and techniques	Use mathematical ideas and techniques to complete measurements and estimate material requirements required for the work. Measuring and mixing cleaning and finishing material/fluids.	Level 1
Solve problems	Establish safe and effective work processes which anticipate and/or resolve problems and downtime, to systematically develop solutions to avoid or minimise reworking and wastage.	Level 1
Use technology	Use workplace technology related to cleaning and polishing vehicle exterior paint, including the use of measuring equipment and communication devices and the reporting/documenting of results.	Level 2

Element	Performance Criteria	Range Statement
1 Prepare for work	<p>1.1 Work instructions are used to determine work requirements, including method, material and equipment.</p> <p>1.2 Job specifications are read and interpreted.</p> <p>1.3 OH&S requirements, including personal protection needs are observed throughout the work.</p> <p>1.4 Material for work is selected.</p> <p>1.5 Equipment and tooling are identified and checked for safe and effective operation.</p> <p>1.6 Procedures are determined to minimise waste material.</p> <p>1.7 Procedures are identified for maximising energy efficiency while completing the work.</p>	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Unit scope</p> <ul style="list-style-type: none"> • methods <u>are to</u> include manual or machine assisted cleaning and polishing. <p>Unit context</p> <ul style="list-style-type: none"> • work <u>requires</u> individuals to demonstrate judgement and problem-solving skills in managing own work activities and contributing to a productive team environment • work <u>is</u> carried out in accordance with award provisions. <p>Safety (OH&S)</p> <ul style="list-style-type: none"> • OH&S requirements <u>are to</u> be in accordance with legislation/regulations/ codes of practice and enterprise safety policies and procedures. This <i>may</i> include protective clothing and equipment, use of tooling and equipment, workplace environment and safety, handling of material, use of fire fighting equipment, enterprise first aid, hazard control and hazardous material and substances • personal protective equipment <u>is to</u> include that prescribed under legislation/ regulation/codes of practice and workplace policies and practices • safe operating procedures <u>are to</u> include, but are not limited to operational risk assessment and treatments associated with vehicular movement, toxic substances, electrical safety, machinery movement and operation, manual and mechanical lifting and shifting, working in proximity to others and worksite visitors • emergency procedures related to this unit <u>are to</u> include, but are not limited to emergency shutdown and stopping of equipment, extinguishing fires, enterprise first aid requirements and worksite evacuation. <p>Environmental requirements</p> <ul style="list-style-type: none"> • environmental requirements <u>are to</u> include but are not limited to waste management, noise, dust and clean up management. <p>Quality requirements</p> <ul style="list-style-type: none"> • Quality requirements <u>are to</u> include, but are not limited to regulations, including Australian Standards, internal company quality policy and standards and enterprise operations and procedures.
2 Clean vehicle body exterior paint	<p>2.1 Tooling and equipment are selected and used according to workplace methods and customer requirements.</p> <p>2.2 Materials are selected according to vehicle finish type, workplace methods and paint manufacturer/component supplier recommendations.</p> <p>2.3 Materials are used and stored according to manufacturer/ component supplier recommendations and regulatory requirement.</p> <p>2.4 Vehicle body exterior finish is cleaned according to workplace and industry/product manufacturer/component supplier prescribed methods and procedures.</p> <p>2.5 Cleaning is completed without causing damage to component or system.</p>	

Element	Performance Criteria	Range Statement
3 Polish vehicle body exterior paint	2.6 Vehicle body exterior paint is cleaned according to industry standards/regulations/guidelines, OH&S requirements, legislation and enterprise procedures/policies.	<p>Statutory/regulatory authorities</p> <ul style="list-style-type: none"> statutory/regulatory authorities <i>may</i> include Federal, State/Territory and local authorities administering acts, regulations and codes of practice. <p>Tooling and equipment</p> <ul style="list-style-type: none"> tooling and equipment <i>may</i> include polishers. <p>Materials</p> <ul style="list-style-type: none"> materials <i>may</i> include cleaning and polishing agents and cleaning materials. <p>Communications</p> <ul style="list-style-type: none"> communications are to include, but are not limited to verbal and visual instructions and fault reporting and <i>may</i> include worksite specific instructions, written instructions, plans or instructions related to job/task, telephones and pagers. <p>Information</p> <ul style="list-style-type: none"> information sources <i>may</i> include, but are not limited to: <ul style="list-style-type: none"> verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, memos, material safety data sheets, diagrams or sketches safe work procedures related to cleaning and polishing vehicle exterior paint regulatory/legislative requirements pertaining to automotive industry, including Australian Design Rules engineer's design specifications and instructions organisation work specifications and requirements instructions issued by authorised enterprise or external persons Australian Standards.
	3.1 Tooling and equipment are selected and used according to workplace methods and customer requirements.	
	3.2 Materials are selected according to vehicle finish type, workplace methods and paint manufacturer/component supplier recommendations.	
	3.3 Materials are used and stored according to manufacturer/component supplier recommendations and regulatory requirements.	
	3.4 Vehicle body exterior paint is polished according to workplace, and industry/product manufacturer/component supplier prescribed methods and procedures.	
	3.5 Polishing is completed without causing damage to component or system.	
4 Clean up work area and maintain equipment	4.1 Material that can be reused is collected and stored.	
	4.2 Waste material is removed following workplace and environmental procedure.	
	4.3 Equipment and work area are cleaned and inspected for serviceable condition in accordance with workplace procedures.	
	4.4 Unserviceable equipment is tagged and faults identified in accordance with workplace requirements.	
	4.5 Operator maintenance is completed in accordance with manufacturer/component supplier specifications and worksite procedures.	
	4.6 Tooling is maintained in accordance with workplace procedures.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)/Business Services (BSB01)	HSC Requirements and Advice
Unit title	Apply basic communication skills	
Unit code	Unit descriptor This unit covers the development of communication skills in the workplace. It covers the activities of gathering, conveying and receiving information, together with completing assigned written information under direct supervision. This unit is related to BSBCMN203A Communicate in the workplace.	HSC Indicative Hours 0*
Competency field Common		

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Seeks advice on most appropriate workplace communication methods and lines of communication are established. • Oral and written communication is clear, concise and correct and completed within designated timelines. • Instructions are followed promptly and appropriately. • Advice and feedback are actively sought, acknowledged and acted upon. 	<p><i>* At this level the learner must demonstrate knowledge by recall in a narrow range of areas.</i></p> <ul style="list-style-type: none"> • Relevant legislation from all levels of government which affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations, anti discrimination and diversity. • Organisational policies, plans and procedures. • Knowledge of a limited range of communication methods. • Principles of effective listening, questioning and non verbal communication. • Writing techniques for basic workplace documents. 	<ul style="list-style-type: none"> • Literacy skills to identify work requirements, to draft written information and process basic, relevant workplace documentation. • Communication skills to identify lines of communication, request advice, effectively question, follow instructions, and receive feedback and to convey messages clearly and concisely. • Problem solving skills to solve routine problems related to the workplace under direct supervision. • Technology skills to use business equipment under direction. • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

* The knowledge and skills required by this unit of competency have been incorporated into the HSC requirements and advice of the unit AURV270789A *Communicate effectively in the workplace*. This unit should be assessed concurrently with AURC270789A.

Evidence Guide cont/d		
Context/s of assessment	Consistency of Performance	Resource implications
<p>Competency <u>is</u> demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.</p> <p>Assessment <u>must</u> take account of the endorsed assessment guidelines in the Business Services Training Package.</p> <p>Assessment of performance requirements in this unit <u>should</u> be undertaken in an actual workplace or simulated environment.</p> <p>Assessment <u>should</u> reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.</p>	<p>In order to achieve consistency of performance, evidence <u>should</u> be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.</p>	<p>The learner and trainer <u>should</u> have access to appropriate documentation and resources normally used in the workplace.</p>

Key Competency Levels

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Collect, analyse and organise information	In drafting/preparing to draft written information.	Level 1
Communicate ideas and information	To communicate workplace information.	Level 1
Plan and organise activities	For own work area, under direction.	Level 1
Work with others and in a team	To communicate information and receive feedback on performance.	Level 1
Use mathematical ideas and techniques	As an aid to solve problems.	Level 1
Solve problems	To gather and convey information under direct supervision.	Level 1
Use technology	To aid communication and the preparation of written information.	Level 1

Element	Performance Criteria	Range Statement
1 Identify workplace communication procedures	1.1 Workplace communication requirements are identified with assistance from appropriate people .	<p>The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Appropriate people <i>may</i> include:</p> <ul style="list-style-type: none"> • supervisors, mentors or trainers • colleagues • other staff members. <p>Organisational requirements <i>may</i> be included in:</p> <ul style="list-style-type: none"> • quality assurance and/or procedures manual • goals, objectives, plans, systems and processes • business and performance plans • legal and organisation policy/guidelines and requirements • access and equity principles and practice • ethical standards • Occupational Health and Safety policies, procedures and programs • quality and continuous improvement processes and standards. <p>Standards <i>may</i> include:</p> <ul style="list-style-type: none"> • standards set by work group • organisational policies.
	1.2 Appropriate lines of communication with supervisors and colleagues are identified.	<p>Lines of communication <i>may</i> include:</p> <ul style="list-style-type: none"> • formal and informal means • oral or written.
	1.3 Advice is sought on the communication method/equipment which is most appropriate for the task in hand.	<p>Communication method/equipment <i>may</i> include but are not limited to:</p> <ul style="list-style-type: none"> • computer network systems • personal computer equipment including hardware, keyboards, software and communication packages • telephones • facsimile machines.
	1.4 Effective questioning and active listening and speaking skills are used to gather and convey information.	
	1.5 Instructions or inquiries are answered or followed promptly and appropriately.	<p>Organisational procedures <i>may</i> relate to:</p> <ul style="list-style-type: none"> • workplace procedures related to specific tasks • following instructions • answering telephone calls

Element	Performance Criteria	Range Statement
		<ul style="list-style-type: none"> • requests from colleagues • use of voice mail • use of internet and email • informal discussions.
	1.6 Appropriate non verbal behaviour is used at all times.	
	1.7 Constructive feedback is encouraged, acknowledged and acted upon.	
2 Draft written information	2.1 Relevant procedures and formats are identified.	
	2.2 Assigned written information is drafted and presented for approval clearly and concisely within designated timelines.	<p>Written information <i>may</i> include but is not limited to:</p> <ul style="list-style-type: none"> • handwritten and printed materials • electronic mail • facsimiles • general correspondence or standard/form letters and memos • telephone messages or general messages.
	2.3 Written information meets required standards of style, format and detail.	
	2.4 Assistance and/or feedback is sought to aid communication skills development.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)/Business Services (BSB01)	HSC Requirements and Advice
Unit title	Use business technology	
Unit code	Unit descriptor This unit covers the skills and knowledge required to select, use, and maintain business technology. This technology includes the effective use of computer software to organise information and data. This unit is related to BSBCMN307A Maintain business resources.	HSC Indicative Hours 20
BSBCMN205A		
Competency field Common		

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Selection and application of functional software applications to produce workplace documents. • Application of Occupational Health and Safety procedures for set up of workstation, operation of computer, changing toner cartridges and other work with plant and substances. • Access, retrieval and storage of required data. 	<p><i>* At this level the learner must demonstrate knowledge by recall in a narrow range of areas.</i></p> <ul style="list-style-type: none"> • The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti discrimination. • The organisation's policies, plans and procedures, especially in regard to file naming and storage conventions. • The correct log on and shut down procedures for computer equipment. • Organisational IT procedures including back up and virus protection procedures. • Basic technical terminology in relation to reading help files and manuals. • Methods of detecting faults in and solving problems with business technology. 	<ul style="list-style-type: none"> • Literacy skills to identify work requirements and understand and process basic, relevant workplace information, follow written instructions. • Communication skills to request advice, receive feedback and work with a team. • Problem solving skills to solve routine problems. • Keyboarding skills to produce basic workplace documents. • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

Evidence Guide cont/d		
Context/s of assessment	Consistency of Performance	Resource implications
<p>Competency <u>is</u> demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.</p> <p>Assessment <u>must</u> take account of the endorsed assessment guidelines in the Business Services Training Package.</p> <p>Assessment of performance requirements in this unit <u>should</u> be undertaken in an actual workplace or simulated environment.</p> <p>Assessment <u>should</u> reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.</p>	<p>In order to achieve consistency of performance, evidence <u>should</u> be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.</p>	<p>The learner and trainer <u>should</u> have access to appropriate documentation and resources normally used in the workplace.</p>

Key Competency Levels

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Collect, analyse and organise information	To identify application needs.	Level 1
Communicate ideas and information	With members of the work team.	Level 1
Plan and organise activities	For self.	Level 1
Work with others and in a team	In communicating equipment faults.	Level 1
Use mathematical ideas and techniques	When preparing routine maintenance.	Level 1
Solve problems	To identify application problems.	Level 1
Use technology	To complete allocated tasks.	Level 2

Element	Performance Criteria	Range Statement
1 Select and use technology	1.1 Appropriate technology and software applications are selected to achieve the requirements of the task.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Technology <i>may</i> include:</p> <ul style="list-style-type: none"> • computer technology, such as laptops and PCs • digital cameras • zip drives • modems • scanners • printers. <p>Software applications <i>may</i> include:</p> <ul style="list-style-type: none"> • email, internet • word processing, spreadsheet, database, accounting, or presentation packages.
	1.2 Workspace, furniture and equipment are adjusted to suit the ergonomic requirements of the user.	<p>Legislation, codes and national standards relevant to the workplace which <i>may</i> include:</p> <ul style="list-style-type: none"> • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti discrimination • relevant industry codes of practice.
	1.3 Technology is used according to organisational requirements and in a way which promotes a safe work environment.	<p>Organisational requirements <i>may</i> relate to procedures including:</p> <ul style="list-style-type: none"> • log on procedures • correctly identifying and opening files • locating data • saving and closing files • Occupational Health and Safety policies, procedures and programs • storing data • manufacturer's guidelines • legal and organisation policy/guidelines and requirements.
2 Process and organise data	2.1 Files and records are identified, opened, generated or amended according to task and organisational requirements.	
	2.2 Input devices are operated according to organisational requirements.	<p>Input devices <i>may</i> include:</p> <ul style="list-style-type: none"> • keyboard

Element	Performance Criteria	Range Statement
		<ul style="list-style-type: none"> • numerical key pad • mouse • scanner.
	2.3 Data is stored appropriately and applications are exited without damage to or loss of data.	Storage of data <i>may</i> include: <ul style="list-style-type: none"> • storage in directories and sub directories • storage on CD ROMs, hard and floppy disk drives or back up systems • appropriate storage/filing of hard copies of computer generated documents.
	2.4 Manuals, training booklets and/or on line help or help desks are used to overcome basic difficulties with applications.	
3 Maintain technology	3.1 Used technology consumables are identified and replaced in accordance with manufacturer’s instructions and organisational requirements.	Technology consumables <i>may</i> include: <ul style="list-style-type: none"> • printer ribbons and cartridges • CD ROM • zip disks • print heads • floppy disks • toner cartridges • backup tapes.
	3.2 Routine maintenance is carried out and/or arranged in order to ensure that equipment is maintained in accordance with manufacturer’s instructions and organisational requirements.	Routine maintenance <i>may</i> include: <ul style="list-style-type: none"> • regular checking of equipment • replacing consumables • “in house” cleaning and servicing of equipment according to manufacturer’s guidelines • periodic servicing by qualified or manufacturer approved technician.
	3.3 Equipment faults are accurately identified and action taken in accordance with manufacturer’s instructions or by reporting fault to designated person.	Equipment faults or problems <i>may</i> be identified or anticipated by: <ul style="list-style-type: none"> • routine checking of equipment • preparation of a maintenance program • encouraging feedback from work colleagues • regular back ups of data • keeping a log book of detected faults • regular Occupational Health and Safety inspections • checking that repairs have been carried out.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)/Business Services (BSB01)	HSC Requirements and Advice
Unit title	Deliver a service to customers	
Unit code	Unit descriptor This unit covers the skills and knowledge required to identify customer needs and provide a service to customers within a prescribed framework. This unit is related to BSBCM310A Deliver and monitor a service to customers.	HSC Indicative Hours 15
BSBCM208A		
Competency field		
Common		

Evidence Guide

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge	Underpinning skills
<ul style="list-style-type: none"> • Accurate identification of customer needs through the use of appropriate interpersonal skills. • Treating customers in a courteous and professional manner through all stages of service procedure. • Application of organisational policy and procedures for responding to customer needs. 	<p><i>* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.</i></p> <ul style="list-style-type: none"> • The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti discrimination. • Understanding of organisation's business structure, products and services. • Knowledge of excellent customer service strategies. • Knowledge of the organisation's policy and procedures for customer service including handling customer complaints. • Understanding customer feedback mechanisms. • Understanding the special needs of customers. 	<ul style="list-style-type: none"> • Literacy skills to access and use workplace information. • Technology skills including the ability to select and use technology appropriate to a task. • Communication skills to identify customer needs. • Problem solving skills to deal with customer enquiries or complaints. • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

Evidence Guide cont/d		
Context/s of assessment	Consistency of performance	Resource implications
<p>Competency <u>is</u> demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.</p> <p>Assessment <u>must</u> take account of the endorsed assessment guidelines in the Business Services Training Package.</p> <p>Assessment of performance requirements in this unit <u>should</u> be undertaken in an actual workplace or simulated environment.</p> <p>Assessment <u>should</u> reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.</p>	<p>In order to achieve consistency of performance, evidence <u>should</u> be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.</p>	<p>The learner and trainer <u>should</u> have access to appropriate documentation and resources normally used in the workplace.</p>

Key Competency Levels

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Collect, analyse and organise information	To monitor and report on customer services.	Level 1
Communicate ideas and information	With customers on products and services.	Level 2
Plan and organise activities	To meet customer needs.	Level 1
Work with others and in a team	In completing scheduled tasks.	Level 1
Use mathematical ideas and techniques	To determine service or product costs.	Level 1
Solve problems	To respond to customer enquiries or complaints.	Level 2
Use technology	To complete allocated tasks.	Level 1

Element	Performance Criteria	Range Statement
1 Identify customer needs	1.1 Appropriate interpersonal skills are employed to ensure that the customer's needs are accurately identified.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Interpersonal skills <i>may</i> include:</p> <ul style="list-style-type: none"> • using appropriate body language • summarising and paraphrasing to check understanding of customer's message • providing an opportunity for the customer to confirm their request • seeking feedback from the customer to confirm understanding of needs • questioning to clarify and confirm the customer's needs • listening actively to what the customer is communicating. <p>Customers can be:</p> <ul style="list-style-type: none"> • internal or external • other agencies • individual members of the organisation • individual members of the public. <p>Customer needs <i>may</i> relate to:</p> <ul style="list-style-type: none"> • advice or general information • specific information • further information • making an appointment • complaints • purchasing organisation's products and services • returning organisation's products and services.
	1.2 Customer needs are assessed for urgency so that priorities for service delivery can be identified.	
	1.3 Customers are provided with information about available options for meeting their needs and assisted to identify their preferred option.	
	1.4 Personal limitations in addressing customer needs are identified and where appropriate, assistance is sought from designated person .	<p>Designated individuals and groups <u>are</u>:</p> <ul style="list-style-type: none"> • those with sufficient knowledge and the level of responsibility to meet customer needs.
2 Deliver service to customers	2.1 Prompt customer service is provided to meet identified needs in accordance with organisational requirements .	<p>Organisational requirements <i>may</i> include:</p> <ul style="list-style-type: none"> • quality assurance and/or procedures manual
		<ul style="list-style-type: none"> • availability of information

Element	Performance Criteria	Range Statement
		<ul style="list-style-type: none"> • pricing and discount policies • replacement and refund policy and procedures • payment and delivery options • goals, objectives, plans, systems and processes • business and performance plans • following Occupational Health and Safety procedures for dealing with customers • anti discrimination and related policy • access and equity principles and practice • quality and continuous improvement processes and standards • legal and organisation policy/guidelines and requirements. <p>Legislation, codes and national standards relevant to the workplace which <i>may</i> include:</p> <ul style="list-style-type: none"> • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti discrimination • relevant industry codes of practice.
	2.2 Appropriate rapport is established with customers to enable high quality service delivery.	
	2.3 Customers' complaints are handled sensitively and courteously in accordance with organisational requirements.	<p>Customer complaints <i>may</i> be about:</p> <ul style="list-style-type: none"> • damaged goods or goods not delivered • administrative errors such as incorrect invoices or prices • warehouse or store room errors such as incorrect product delivered • service errors • delivery errors • customer dissatisfaction with service quality.
	2.4 Opportunities to enhance the quality of service and products are identified and taken whenever possible.	<p>Opportunities for enhancing quality of service or product <i>may</i> include:</p> <ul style="list-style-type: none"> • procedures for delivery of goods • system for recording complaints • packaging procedures • training. <p>Service and products <u>are</u>:</p> <ul style="list-style-type: none"> • specific to the organisation.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)/Business Services (BSB01)	HSC Requirements and Advice
Unit title	Provide information to clients	
Unit code	Unit descriptor This unit covers the skills and knowledge required to greet clients and determine their needs in accordance with the organisation's requirements. This unit is related to BSBCM309A Recommend products and services.	HSC Indicative Hours 15
BSBCM209A		
Competency field Common		

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Underpinning knowledge	Underpinning Skills
<ul style="list-style-type: none"> • Application of organisational requirements for responding to client enquiries and promoting products and services. • Visitors or telephone enquiries are greeted promptly and politely. • Correct and current information about the organisation's products and services is provided. 	<p><i>* At this level the learner must demonstrate basic operational knowledge in a moderate range of areas.</i></p> <ul style="list-style-type: none"> • The relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti discrimination. • Understanding of organisation's business values, structure, products and services. • Types of resources available within the organisation and how to access them. • Organisational policies and procedures relating to client service. • Organisational structure and role of the members of the organisation. • Techniques of oral and written communication. • Telephone techniques. 	<ul style="list-style-type: none"> • Questioning and active listening skills to identify client requests. • Communication skills for conveying meaning clearly, concisely and coherently. • Client service skills in relation to giving and receiving information. • Problem solving skills to deal with client enquiries or complaints. • Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

Evidence Guide cont/d		
Context of assessment	Consistency of Performance	Resource implications
<p>Competency <u>is</u> demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.</p> <p>Assessment <u>must</u> take account of the endorsed assessment guidelines in the Business Services Training Package.</p> <p>Assessment of performance requirements in this unit <u>should</u> be undertaken in an actual workplace or simulated environment.</p> <p>Assessment <u>should</u> reinforce the integration of the key competencies and the Business Services Common Competencies for the particular AQF Level. Refer to the Key Competency Levels at the end of this unit.</p>	<p>In order to achieve consistency of performance, evidence <u>should</u> be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations.</p>	<p>The learner and trainer <u>should</u> have access to appropriate documentation and resources normally used in the workplace.</p>

Key Competency Levels

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Collect, analyse and organise information	To monitor and report on client services.	Level 1
Communicate ideas and information	With clients on products and services.	Level 1
Plan and organise activities	To meet client needs.	Level 1
Work with others and in a team	In completing scheduled tasks.	Level 1
Use mathematical ideas and techniques	To respond to client enquiry.	Level 1
Solve problems	To respond to client enquiries or complaints.	Level 1
Use technology	To complete allocated tasks.	Level 1

Element	Performance Criteria	Range Statement
1 Establish contact with clients	1.1 Communication with clients is conducted in a professional and courteous manner according to organisational requirements .	<p>The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>Clients <i>may</i> be:</p> <ul style="list-style-type: none"> • internal or external • other agencies • individual members of the organisation • individual members of the public. <p>Organisational requirements <i>may</i> be included in:</p> <ul style="list-style-type: none"> • goals, objectives, plans, systems and processes • business plans • Occupational Health and Safety policies, procedures and programs • legal and organisation policy/guidelines and requirements • access and equity principles and practice • quality and continuous improvement processes and standards • job description • defined resource parameters. <p>Legislation, codes and national standards relevant to the workplace which <i>may</i> include:</p> <ul style="list-style-type: none"> • award and enterprise agreements and relevant industrial instruments • relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and • environmental issues, equal opportunity, industrial relations and anti discrimination • relevant industry codes of practice.
	1.2 Personal dress and presentation is maintained in line with organisational requirements.	
	1.3 Appropriate interpersonal skills are used to facilitate accurate and relevant exchange of information.	<p>Interpersonal skills <i>may</i> include:</p> <ul style="list-style-type: none"> • using appropriate body language • summarising and paraphrasing to check understanding of client's message • providing an opportunity for the client to confirm their request • questioning to clarify and confirm the client's needs • listening actively to what the client is communicating.
	1.4 All work reflects sensitivity to client's specific needs and any cultural, family and individual differences.	<p>Sensitivity <i>may</i> include:</p> <ul style="list-style-type: none"> • respect for diversity • understanding how other people feel.

Element	Performance Criteria	Range Statement
2 Respond to client enquiry	2.1 Client enquiries are responded to promptly and politely and in accordance with organisational requirements.	Enquiries <i>may</i> be made through: <ul style="list-style-type: none"> • face to face, email, fax, telephone. Responding to enquiries <i>may</i> include: <ul style="list-style-type: none"> • arranging appointments • information about products or services • general information • referrals to other colleagues/departments • clarifying or resolving problems.
	2.2 Appropriate questioning and active listening are used to determine client needs.	
	2.3 Telephone calls are answered and made in accordance with organisational requirements.	
	2.4 Information relevant to client needs is provided in line with organisational requirements.	
	2.5 Enquiries outside area of responsibility/knowledge are referred to nominated person/s for resolution.	Nominated persons <i>may</i> include: <ul style="list-style-type: none"> • those who have the relevant knowledge and authority to exercise the responsibility.
	2.6 Additional information or follow up action is completed in line with client needs and organisational timelines.	

Training Package	Automotive Industry Retail, Service and Repair (AUR05)/Transport and Distribution (TDT02)		HSC Requirements and Advice
Unit title	Package goods		
Unit code	Unit descriptor	HSC Indicative Hours 10	
TDTA1197B	This unit involves the skills and knowledge required to package goods in accordance with regulatory and workplace requirements including selecting materials, packing and unwrapping products, and labelling packaged products/loads to the required labelling standards.		
Field A: Handling cargo/stock			

Evidence Guide

The evidence guide identifies critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Critical aspects of evidence	Required skills and knowledge
<p>Assessment <u>must</u> confirm appropriate knowledge and skills to:</p> <ul style="list-style-type: none"> • locate, interpret and apply relevant information • select packaging materials and pack and unwrap products • label packaged products/loads to labelling standards • ensure packaging adequately protects goods • minimise waste of packaging materials • identify special requirements of products and package appropriately • provide customer/client service and work effectively with others • convey information in written and oral form • maintain workplace records • select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context. 	<ul style="list-style-type: none"> • Australian and international codes and regulations relevant to the packaging of goods including the ADG Code. • Relevant OHS and environmental protection procedures and guidelines. • Workplace procedures and policies for the packaging of goods. • Focus of operation of work systems, equipment, management and site operating systems for the packaging of goods. • Problems that may occur when packaging goods and appropriate action that can be taken to resolve the problems. • Documentation requirements for the packaging of goods. • Housekeeping standards procedures required in the workplace. • Site layout and obstacles. • Ability to select and use relevant communications/computing/equipment/materials when packaging goods. • Ability to modify activities depending on differing workplace contexts, risk situations and environments. • Ability to read and comprehend simple statements in English. • Ability to read and interpret instructions, procedures and labels relevant to the packaging of goods. • Ability to use required personal protective clothing and equipment conforming to industry and OHS standards. • Ability to identify containers and goods coding, ADG and IMDG markings and where applicable emergency information panels. • Ability to estimate the size, shape and special requirements of goods/loads.

Evidence Guide cont/d

Context for assessment	Consistency of Performance
<p>Assessment of this unit <u>must</u> be undertaken by a Registered Training Organisation:</p> <ul style="list-style-type: none"> as a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning. <p>Appropriate practical assessment <u>must</u> occur:</p> <ul style="list-style-type: none"> at the Registered Training Organisation, and/or in an appropriate work situation. 	<p>Applies underpinning knowledge and skills when:</p> <ul style="list-style-type: none"> locating, interpreting and applying relevant information selecting packaging materials and packing and unwrapping products labelling packaged products/loads to required labelling standards ensuring packaging adequately protects goods minimising waste of packaging materials identifying special requirements of products and packaging the products appropriately providing customer/client service and working effectively with others conveying information in written and oral form maintaining workplace records. <p>Shows evidence of application of relevant workplace procedures <u>including</u>:</p> <ul style="list-style-type: none"> relevant codes of practice and legislative requirements including local and international regulations pertaining to the packaging of goods Australian and international regulations and codes of practice for the handling and transport of dangerous goods, explosives and hazardous substances OHS regulations and hazard prevention policies and procedures workplace procedures and work instructions concerning the packaging of goods (including housekeeping and security procedures) obtaining assistance from other team members when required customer service and quality assurance procedures and policies environmental protection procedures. <p>Action <u>is</u> taken promptly to report and/or rectify any potential difficulties in the packaging of goods in accordance with OHS requirements and workplace procedures.</p> <p>Performance <u>is</u> demonstrated consistently over a period of time and in a suitable range of contexts.</p> <p>Recognises and adapts appropriately to cultural differences in the workplace, <u>including</u> modes of behaviour and interactions among staff and others.</p> <p>Work <u>is</u> completed systematically with required attention to detail without damage to goods, equipment or personnel.</p>
Resource implications	
<p>Access is <u>required</u> to opportunities to:</p> <ul style="list-style-type: none"> participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to package goods in accordance with regulatory requirements, and/or package goods in accordance with relevant regulatory requirements in an appropriate range of operational situations. 	
Interdependent assessment of units	
<p>This unit of competency <i>may</i> be assessed in conjunction with other units that form part of a worker's job function.</p>	

Key competencies

Three levels of performance denote level of competency required to perform a task.

1. Perform 2. Administer 3. Design

Key Competency	Level
How can information be collected, analysed and organised?	Level 1
How are ideas and information communicated within this competency?	Level 1
How are activities planned and organised?	Level 2
How are problem solving skills applied?	Level 2
How are mathematical ideas and techniques used?	Level 2
How is use of technology applied?	Level 2
How is team work used within this competency?	Level 1

Element	Performance Criteria	Range Statement
1 Select materials and pack and unwrap products	a. Packaging specifications and order packaging documentation are correctly interpreted.	<p>The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:</p> <p>General context</p> <ul style="list-style-type: none"> • work <u>must</u> be carried out in compliance with the relevant regulations and workplace requirements concerning the packaging of goods • work <u>is</u> performed under some supervision generally within a team environment • work <u>involves</u> the application of workplace procedures and regulatory requirements to the packaging of goods as part of work activities in the warehousing, distribution and/or storage industries. <p>Worksite environment</p> <ul style="list-style-type: none"> • work <i>may</i> be conducted in a range of work environments by day or night environments by day or night • customers <i>may</i> be internal or external • workplaces <i>may</i> comprise large, medium or small worksites • work <i>may</i> be conducted in: <ul style="list-style-type: none"> - restricted spaces - exposed conditions - controlled or open environments • goods <i>may</i> involve special handling, storage and/or packaging requirements, including temperature controlled goods and dangerous goods • hazards in the work area <i>may</i> include exposure to: <ul style="list-style-type: none"> - chemicals - dangerous or hazardous substances - movements of equipment, goods and materials - oil or water on floor - a fire or explosion - damaged packaging or pallets - debris on floor - faulty racking - poorly stacked pallets - faulty equipment • consultative processes <i>may</i> involve: <ul style="list-style-type: none"> - other employees and supervisors - suppliers, customers and clients - relevant authorities and institutions - management and union representatives - industrial relations and OHS specialists
	b. Appropriate packaging technology suitable for the goods to be packed is selected.	
	c. Packaging materials are identified and matched to specifications.	
	d. Work plan ensures materials are used economically and that appropriate packaging is used that minimises loss and damage in transit or storage.	
	e. Work is planned in accordance with OHS requirements.	
	f. Completed packed goods are stacked to minimise damage from	- other maintenance, professional or technical staff

Element	Performance Criteria	Range Statement
	within and outside.	<ul style="list-style-type: none"> • communication in the work area <i>may</i> include: <ul style="list-style-type: none"> - phone - electronic data interchange (EDI) - fax - e-mail - Internet - radio - oral, aural or signed communications
2 Label packaged products/loads	a. Workplace labelling standards are identified.	<ul style="list-style-type: none"> • depending on the type of organisation concerned and the local terminology used, workplace procedures <i>may</i> include: <ul style="list-style-type: none"> - company procedures - enterprise procedures - organisational procedures - established procedures • personal protection equipment <i>may</i> include: <ul style="list-style-type: none"> - gloves - safety headwear and footwear - safety glasses - two-way radios - high visibility clothing.
	b. Appropriate goods handling, labelling and other identification symbols are utilised.	<p>Sources of information/documents</p> <ul style="list-style-type: none"> • information/documents <i>may</i> include: <ul style="list-style-type: none"> - goods identification numbers and codes - manifests, picking slips, merchandise transfers, stock requisitions and bar codes - codes of practice and regulations relevant to the packaging of goods - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances - operations manuals, job specifications and induction documentation - manufacturer's specifications for equipment - workplace procedures and policies - supplier and/or client instructions - dangerous goods declarations and material safety data sheets (where applicable) - award, enterprise bargaining agreement, other industrial arrangements - relevant Australian standards and certification requirements - quality assurance procedures - emergency procedures.
	c. Invoices and picking slips are attached (where required).	
	d. Workplace documentation is completed.	<p>Applicable regulations and legislation</p> <ul style="list-style-type: none"> • applicable regulations and legislation <i>may</i> include: <ul style="list-style-type: none"> - relevant codes and regulations for the packaging of goods
		<ul style="list-style-type: none"> - Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances,

Element	Performance Criteria	Range Statement
		including: <ul style="list-style-type: none"> ▪ Australian and International Dangerous Goods Codes ▪ Australian and International Explosives Codes - licence, patent or copyright arrangements - water and road use and licence arrangements - export/import/quarantine/bond requirements - marine orders - relevant State/Territory OHS and environmental protection legislation - workplace relations regulations - workers compensation regulations.

Training Package	Automotive Industry Retail, Service and Repair (AUR05)/Retail (WRR02)	HSC Requirements and Advice
Unit title	Operate retail equipment	
Unit code	Unit descriptor	HSC Indicative Hours
WRRCA1B	This unit involves the skills, knowledge and attitudes to operate a variety of retail equipment. It involves identifying the correct equipment required for a given task, maintaining retail equipment, applying keyboard skills and operating data entry equipment.	20

Evidence Guide

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical aspects of evidence	Underpinning skills and knowledge
<p>Competency in this unit <u>requires</u> evidence that the candidate:</p> <ul style="list-style-type: none"> • operates a range of store retail equipment according to store policy and procedures and industry codes of practice • operates and maintains a range of store retail equipment according to manufacturers' instructions and design specifications • applies store maintenance program and reports faults/problems • consistently applies safe work practices, in the operation and maintenance of store retail equipment, according to occupational health and safety legislation/regulations/codes of practice • reads and interprets operation manuals to solve routine faults/errors and maintains and uses the equipment effectively • uses keyboard skills to enter and edit data accurately • completes tasks in set time frame. 	<p>Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:</p> <p><u>Knowledge of:</u></p> <ul style="list-style-type: none"> • store policies and procedures, in regard to: <ul style="list-style-type: none"> - the operation of store retail equipment - maintenance of store retail equipment - reporting problems and faults • relevant legislation and statutory requirements • relevant occupational health and safety regulations • relevant industry codes of practice • purpose and impact of using electronic technology • operation and maintenance of store retail equipment • licensing requirements for carrying/moving merchandise (if applicable). <p><u>Skills in:</u></p> <ul style="list-style-type: none"> • completing tasks in set time frame • dealing with different types of transactions • following common fault finding procedures • operation and use of store retail equipment • literacy and numeracy skills in regard to: <ul style="list-style-type: none"> - reading store procedures for - operating equipment.

Context of Assessment

Assessment process	Integrated Competency Assessment	Resources required	Evidence Gathering Methods
<p>For valid and reliable assessment of this unit, evidence <u>should</u> be gathered through a range of methods to indicate consistent performance.</p> <p>It <i>can</i> be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.</p> <p>Evidence <u>should</u> be gathered as part of the learning process.</p>	<p>Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.</p> <p>The candidate will be <u>required to</u>:</p> <ul style="list-style-type: none"> • apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies • integrate knowledge and skills critical to demonstrating competence in this unit. <p>Unit WRRCA1B can be assessed with other units which make up a particular job function.</p>	<p>A real or simulated work environment.</p> <p>Relevant documentation, such as:</p> <ul style="list-style-type: none"> • store policy and procedure manuals • manufacturer’s instructions/operation manuals. <p>A range of store retail equipment.</p>	<p>Evidence <u>should</u> include products, processes and procedures from the workplace context or from a simulated work environment.</p> <p>Evidence <i>might</i> include:</p> <ul style="list-style-type: none"> • observation of the person in the workplace • a simulated role play • third party reports from a supervisor • customer feedback • answers to questions about specific skills and knowledge.

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency.

Following each question a number indicates the level to which the key competency needs to be demonstrated where:

0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How will the candidate apply the following key competency in this unit? The candidate will need to:

How can communication of ideas and information be applied?	Reporting equipment faults to appropriate personnel will require the communication of ideas and information.	Level 1
How can information be collected, analysed and organised ?	Maintaining retail equipment according to store policy will require information to be collected, analysed and organised.	Level 1
How are activities planned and organised ?	Entering and editing information will require activities to be planned and organised.	Level 1
How can team work be applied?	Team work will be applied when reporting to other staff members.	Level 1
How can the use of mathematical ideas and techniques be applied?	Entering data will require the use of mathematical ideas and techniques.	Level 1
How can problem solving skills be applied?	Maintaining equipment and identifying faults will require problem solving skills.	Level 1
How can the use of technology be applied?	The use of technology will be applied when operating retail equipment.	Level 1

Element	Performance Criteria	Range of Variables
1 Maintain retail equipment	1.1 Purpose of equipment used in store/department identified accurately.	<p>The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.</p> <p>The following variables <i>may</i> include but are not limited to:</p> <ul style="list-style-type: none"> • Store policies and procedures <u>in regard to</u>: <ul style="list-style-type: none"> - store administration - clerical systems. • Retail equipment <i>may</i> include: <ul style="list-style-type: none"> - point of sales terminals - electronic bar coding equipment for price labelling and stocktaking - portable data entry - printers - electronic ordering equipment - wrapping and packing equipment such as shrink wrapping - equipment for carrying or moving merchandise - equipment for storage of merchandise including refrigerators - weighing machines - thermometers - dye tag removers - trolley return equipment - computers - scanners - numerical keyboard equipment including calculators. • Appropriate personnel <i>may</i> include: <ul style="list-style-type: none"> - supervisor - team leader - manager.
	1.2 Equipment operated according to design specifications.	
	1.3 Equipment faults identified and reported to appropriate personnel.	
	1.4 Maintenance program for retail equipment identified and applied according to store policy.	
2 Apply keyboard skills	2.1 Keyboard operated using typing techniques within designated speed and accuracy requirements.	
	2.2 Information entered and edited accurately.	
3 Operate data entry equipment	3.1 Data entered using relevant equipment according to store policy and procedures.	
	3.2 Price marking equipment operated according to manufacturer's instructions and store policy.	
	3.3 Data entered accurately and within designated time limits.	