



## Packaging of Competency Standards for Vocational Qualifications

**CCPSFA1002**

**CVQ Level 1 – Floral Arrangement**

<b>Unit Code</b>	<b>Unit Title</b>	<b>Mandatory/ Elective</b>
PS00121	Produce Basic Floral Arrangement	Mandatory
PS00122	Produce a Corsage	Mandatory
PS00123	Produce Artificial Flowers	Mandatory
<b>ECECOR0011A</b>	Follow health, safety and security procedures	Mandatory
<b>MEMCOR0051A</b>	Perform related computations- (basic)	Mandatory
<b>ECECOR0121A</b>	Communicate in the workplace	Mandatory
<b>ECECOR0041A</b>	Work with others	Mandatory

## PS00121

## Produce Basic Floral Arrangement

## Unit Descriptor:

This unit deals with the skills and knowledge required for producing basic floral arrangements. It describes the work expectations associated with preparing materials to create a basic floral arrangement as well as the putting together of basic floral arrangement designs.

**ELEMENTS****PERFORMANCE CRITERIA**

Candidates must be able to:

- |   |                                                      |     |                                                                                                                                 |
|---|------------------------------------------------------|-----|---------------------------------------------------------------------------------------------------------------------------------|
| 1 | Prepare materials to create basic floral arrangement | 1.1 | Obtain instructions on type of floral design to be created and purpose for floral arrangement                                   |
|   |                                                      | 1.2 | Select tools and utensils according to floral design to be created                                                              |
|   |                                                      | 1.3 | Select appropriate flower and plant materials, container or base, other materials according to the floral design to be produced |
|   |                                                      | 1.4 | Determine the quantity of flower and plant materials required for floral design according to supervisor's instructions          |
|   |                                                      | 1.5 | Ensure selected flowers are colour coordinated according to established procedures                                              |
|   |                                                      | 1.6 | Ensure that flower and plant materials are of a good quality                                                                    |
| 2 | Put together basic floral arrangement                | 2.1 | Use tools and utensils safely according to supervisor's instructions                                                            |
|   |                                                      | 2.2 | Measure and cut flower and plant materials accurately, while maintaining quality and utilizing materials effectively            |
|   |                                                      | 2.3 | Arrange flower and plant materials according to characteristics of floral design                                                |
|   |                                                      | 2.4 | Take action to rectify defects in materials as required                                                                         |
|   |                                                      | 2.5 | Add any ancillary materials to finishing design following supervisor's instructions                                             |
|   |                                                      | 2.6 | Refer any problems to the supervisor immediately                                                                                |
|   |                                                      | 2.7 | Ensure the integrity of the design is protected from start to completion                                                        |

**RANGE STATEMENT**

- a) Floral design includes:
- shaped arrangements – round, triangle and oval/oblong
  - parallel arrangements- natural designs
  - contemporary/freestyle designs
- b) Tools and utensils includes:
- knife
  - glue gun
  - pliers/nipper
  - scissors
  - glue stick
  - ruler
  - measuring tape
- c) Flower and plant materials includes:  
Choose 1:
- fresh flowers, leaves and fillers
  - artificial flowers, leaves and fillers
  - dry flowers, leaves and fillers
- d) Other materials includes:
- floral foam
  - floral tape
  - stem wire/petal wire
- e) Characteristics includes:
- symmetrical or asymmetrical
  - line
  - focal point
  - filler
  - balance
  - colour

**UNDERPINNING KNOWLEDGE & SKILLS**

Candidates must know:

1. why is it important to know the purpose of the floral arrangement
2. how to recognize and produce the basic floral design shapes
3. what are the characteristics of the basic floral design shapes
4. how to select appropriate tools and utensils for the selected floral design
5. how to use tools safely
6. how to select flowers and plant materials required for floral designs
7. how to take and apply measurements when producing floral design
8. how to compare measurement for different types of floral designs
9. how to harmonize colours
10. how to determine colour according to schemes

11. what are the alternative techniques used to arrange flowers
12. how to determine the quality of flowers and plant materials
13. how to recognize and deal with defects in flowers, plant and other materials

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

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

- select tools and utensils, flower and plant materials, other materials, base/container for the floral design to be produced
- use tools and utensils safely
- measure and cut flower and plant materials accurately
- arrange flower and plant materials according to characteristics of floral design
- put together a basic floral arrangement ensuring integrity of the design is maintained
- use flowers and plant materials that are of a good quality
- colour coordinate flowers
- perform all tasks according to established procedures
- report problems according to established procedures

### (2) Method of Assessment

Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation, and oral questioning. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, standards, manuals and reference materials.

### (3) Context of Assessment

This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually

## PS00122

## Produce a Corsage

## Unit Descriptor:

This unit deals with the skills and knowledge required for producing a corsage. It describes the work expectations associated with preparing materials to create a corsage, making a bow, as well as, constructing a corsage.

**ELEMENTS****PERFORMANCE CRITERIA**

Candidates must be able to:

- |   |                                       |     |                                                                                                |
|---|---------------------------------------|-----|------------------------------------------------------------------------------------------------|
| 1 | Prepare materials to create a corsage | 1.1 | Obtain instructions on the purpose of corsage to be produced                                   |
|   |                                       | 1.2 | Select flower and plant materials, other materials, tools and utensils for making corsage      |
|   |                                       | 1.3 | Ensure flower and plant materials selected are of a good quality                               |
| 2 | Make a bow                            | 2.1 | Select type and colour of ribbon and size of wire according to supervisor's instructions       |
|   |                                       | 2.2 | Create loops according to size of corsage to be created while following established procedures |
|   |                                       | 2.3 | Secure loops with additional ribbon according to established procedures                        |
|   |                                       | 2.4 | Ensure that bow is tied securely                                                               |
| 3 | Construct a corsage                   | 3.1 | Use tools and utensils safely according to supervisor's instructions                           |
|   |                                       | 3.2 | Attach flowers to wire according to established procedures                                     |
|   |                                       | 3.3 | Dress flowers with appropriate plant materials according to established procedures             |
|   |                                       | 3.4 | Attach the bow to corsage according to established procedures                                  |
|   |                                       | 3.5 | Add any attachments to corsage according to supervisor's instructions                          |
|   |                                       | 3.6 | Refer problems to the supervisor immediately                                                   |

**RANGE STATEMENT**

- a) **Tools and utensils** relate to **PC1.2** and includes:
- knife
  - glue gun
  - pliers/nipper
  - scissors
  - glue stick
- b) **Flower and plant materials** relate to **PC1.2 and PC1.3** and includes:
- Choose 1:
- fresh flowers, leaves and fillers
  - artificial flowers, leaves and fillers
  - dry flowers, leaves and fillers
- c) **Other materials** relate to **PC1.2** and includes:
- floral tape
  - stem wire/petal wire

**UNDERPINNING KNOWLEDGE & SKILLS**

Candidates must know:

1. why is it important to know the purpose for the corsage to be produced
2. how to select appropriate tools and utensils for making a corsage
3. how to use tools safely
4. how to determine the quality of flowers and plant materials
5. how to harmonize colours
6. how to determine the size of loops for making the bow
7. what are the techniques involved in making a bow

## EVIDENCE GUIDE

### (1) Critical Aspects of Evidence

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

- select tools and utensils, flower and plant materials and other materials for making a corsage
- use flower and plant materials that are of a good quality
- use tools and utensils safely
- create and secure loops to form a bow
- attach flower and plant materials and bow to wire securely
- add attachments to corsage when required
- perform all tasks according to established procedures
- report problems according to established procedures

### (2) Method of Assessment

Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, standards, manuals and reference materials.

### (3) Context of Assessment

This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually.

## PS00123

## Produce Artificial Flowers

## Unit Descriptor:

This unit deals with the skills and knowledge required for producing artificial flowers. It describes the work expectations associated with preparing materials to create artificial flowers and constructing artificial flowers.

<b>ELEMENTS</b>		<b>PERFORMANCE CRITERIA</b>	
Candidates must be able to:			
1	Prepare materials to create artificial flowers	1.1	Obtain instructions on the type and purpose for artificial flowers to be produced
		1.2	Select appropriate frames/templates according to size and shape specifications of the artificial flower to be produced
		1.3	Select appropriate material and fabric, other materials, tools and utensils for making artificial flowers
		1.4	Ensure that the material and fabric selected are of a good quality
2	Construct artificial flowers	2.1	Treat material and fabric according to established procedures for the type of artificial flower to be made
		2.2	Cut petal and leaf pattern from material and fabric using the selected templates/frames accurately
		2.3	Crimp, fold, bend or twist petals and leaves according to the flower and leaf type to be produced
		2.4	Cover wire with appropriate materials according to established procedures
		2.5	Cut wire carefully, according to the size and shape specifications for the petals and leaves
		2.6	Form flower centre according to the established procedures for the type of artificial flower to be made
		2.7	Arrange petals according to the established procedures for the type of artificial flower to be made
		2.8	Ensure completed flower meets the size, shape and colour specifications
		2.9	Refer any problems to the supervisor immediately



**RANGE STATEMENT**

(a) **Material and fabric** relate to **PC1.3, PC1.4, PC2.1 and PC2.2** and includes:

Choose 1:

- satin
- crepe paper
- kite paper
- brown paper
- ribbon
- stockings

b) **Other materials** relate to **PC1.3** and includes:

- floral tape
- stem wire/petal wire

) **Tools and utensils** relate to **PC1.3** and includes:

- knife
- glue gun and liquid glue
- pliers/nipper
- scissors
- glue stick
- ruler/measuring tape
- thread

**UNDERPINNING KNOWLEDGE & SKILLS**

Candidates must know:

1. how to select the appropriate material and fabric to create artificial petals and leaves
2. how to select and use templates/frames correctly
3. how to cut material and fabric to create petals and leaves
4. what are the techniques involved in creating petals and leaves
5. what are the techniques used in attaching the stem to the petals and leaves
6. how are petals and leaves arranged to create a flower

## EVIDENCE GUIDE

**(1) Critical Aspects of Evidence (lists what should be demonstrated by performance evidence)**

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

- select appropriate frames/templates according to specifications of the artificial flowers to be produced
- select tools and utensils, material and fabric and other materials for making artificial flowers
- use material and fabric that are of a good quality
- treat material and fabric according to established procedures
- cut petal and leaf patterns from material and fabric accurately
- form flowers, leaves and flower centre according to established procedures
- arrange petals according to established procedures
- produce artificial flower that meets size, colour and shape specifications
- perform all tasks according to established procedures
- report problems according to established procedures

**(2) Method of Assessment**

Assessors should gather a range of evidence, over a period of time, which is valid, sufficient and authentic. Evidence should be gathered through a variety of ways including direct observation and oral questioning. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, manufacturer's specifications, standards, manuals and reference materials.

**(3) Context of Assessment**

This unit may be assessed on the job or off the job. Where assessment is done off the job, an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by working individually.

**ECECOR0011A: Follow health, safety and security procedures**

## Competency Descriptor:

This unit deals with the skills and knowledge required to work safely in the workplace and applies to all individuals operating in the Entertainment and Cultural Products Industry.

Competency Field: Entertainment and Culture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Follow workplace health, safety and security procedures	1.1 Health, safety and security procedures are correctly followed and complied with in accordance with enterprise policies, relevant regulations and insurance requirements and safety plan.
	1.2 Breaches of health, safety and security procedures are accurately identified and promptly reported.
	1.3 All work activities are carried out in a manner that is safe and does not present a hazard to fellow workers and the public.
	1.4 Safety symbols and signs are accurately interpreted and safety instructions are followed.
2. Deal with emergency situations	2.1 Potential hazards are promptly recognised and required action is determined and taken within scope of individual responsibility.
	2.2 Emergency procedures are correctly followed in accordance with enterprise procedures and guidelines.
	2.3 Assistance is promptly sought from colleagues and/or other authorities where appropriate.
	2.4 Details of emergency situations are accurately reported in accordance with enterprise policies and guidelines.
3. Maintain personal safety standards	3.1 The appropriate safety clothing, footwear and personal protective equipment are used in accordance with organisation policies and guidelines.
	3.2 Appropriate measures are taken to prevent personal injury or impairment resulting from work activities and to control work hazards in accordance with organisation and safety requirements.



- 3.3 All manual lifting and handling are done in accordance with legal requirements, enterprise policies and relevant health and safety guidelines.
  - 3.4 Movements of the body that may cause risk to self are prevented in accordance with safety principles and enterprise requirements.
  - 3.5 Appropriate strategies are used to maintain fitness and to counter possible injury from overexertion.
  - 3.6 Adequate rest breaks are planned to maintain work performance and to counter stress and anxiety that may be experienced in working schedule.
  - 3.7 Contribution and assistance is made towards maintaining the workplace in a safe condition at all times in accordance with organisational and safety requirements.
- 4 Provide feedback on health, safety and security
    - 4.1 Health, safety and security issues requiring attention are promptly identified.
    - 4.2 Health, safety and security issues are raised with the designated person in accordance with enterprise and legislative requirements.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to following health, safety and security procedures.

Health, safety and security procedures may include:

- emergency, fire and accident
- hazard identification and control
- use of personal protective clothing and equipment
- safe sitting, lifting and handling
- security of documents, cash, equipment, people
- key control systems
- safe use of electrical equipment
- use of material safety data sheets
- safe use of chemicals and toxic substances
- safe construction of rigs and supports

Emergency situations may include:

- bomb threats
- accidents
- robbery
- fire
- armed hold-up
- floods
- earthquakes
- equipment collapse



## Workplace may include:

- established corporations
- home-based operations
- outdoor sites
- cooperatives
- small enterprises
- one-man operations
- venues
- natural or built environment
- institutions

## Work hazards may include:

- occupational overuse injury
- back injury
- hearing impairment
- stress
- performance anxiety
- electricity
- noise/sound level
- water and chemicals
- falls
- firearms/ammunition
- animals
- execution of special effects/stunts or action sequences
- adverse weather/lighting conditions
- diving and underwater work

## Workplace procedures may relate to:

- safety
- process-specific procedures
- use of materials
- recycling
- cost control
- reporting

## Personal protective equipment may include:

- safety glasses/goggles
- hair nets
- ear muffs/plugs
- gloves
- footwear
- protective clothing

## Measures to prevent injury or impairment may include:

- following all safety procedures accurately
- adopting correct posture
- taking adequate rest breaks
- controlling noise/sound levels and length of exposure to high levels of noise
- using personal protective equipment, e.g. earmuffs
- avoiding eye strain
- correct use of chemical and dangerous substances/equipment
- stress management techniques

## Potential hazards may include:

- slippery floors
- unprotected equipment
- unsecured electrical outlets and cables
- obstacles in walkways
- spilled chemicals
- noise and smoke



Areas of the body affected by common injuries may include:

- lower back
- ankle and foot
- knee
- muscles and tendons
- ligaments
- joints
- stress fractures

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to follow health, safety and security procedures in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

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

- following established safety and security procedures and understanding of the implications of disregarding those procedures
- demonstrate knowledge of the industry guidelines and relevant legislative and insurance requirements
- demonstrate understanding of the legal requirement to work in accordance with health, safety and security procedures
- perform work activities in conformance with safety requirements and maintain personal safety
- maintain safe work environment and report safety and security issues
- accurately interpret safety symbols and signs
- demonstrate the ability to explain safety procedures to others and deal with emergency situations

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil



### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- relevant industry safety guidelines
- relevant Occupational Health and Safety legislation and codes of practice
- major safety requirements for work environment
- major causes of workplace accidents
- workplace hazards
- types and usage of personal protective gear and equipment
- safety requirements relating to handling and usage of tools, equipment and materials
- emergency evacuation procedures
- fire hazards and workplace fire hazard minimisation procedures
- organisational health, safety and security procedures
- symbols used for Occupational Health and Safety signs
- designated personnel responsible for Occupational Health and Safety
- safety report and safety implementation reports

#### Skills

The ability to:

- follow health, safety and security procedures
- identify major causes of workplace accidents relevant to the work environment
- identify and appropriately deal with safety and security risks in the work environment
- deal with emergency situations
- maintain safe work environment
- communicate effectively
- perform work activities safely

### (4) Resource Implications

The following resources should be made available:

- workplace (actual enterprise or simulated)
- relevant Occupational Health and Safety acts, regulations and codes of practice
- relevant industry safety guidelines
- enterprise's emergency and Occupational Health and Safety policies and procedures
- relevant protective equipment
- documents for reporting safety breaches and accidents

### (5) Method of Assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

**(5) Method of Assessment Cont'd.**

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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



**MEMCOR0051A: Perform related computations – (basic)**

Competency Descriptor:

This unit deals with the skills and knowledge required to perform basic computations and effectively carry out measurements of work to required tolerance, and applies to all individuals working in the metal engineering and maintenance industry.

Competency Field:

Maintenance and metal fabrication

**ELEMENT OF COMPETENCY****PERFORMANCE CRITERIA**

1.	Apply four basic rules of calculation	1.1	Simple calculations are performed using four basic rules, addition, subtraction, multiplication and division.
		1.2	Concepts are understood and simple calculations are performed involving length, perimeter, angles, area and volume.
2.	Perform basic calculations involving fractions and decimals	2.1	Simple calculations are performed involving fractions and mixed numbers using the four basic rules.
		2.2	Simple calculations are performed involving decimal fractions and mixed numbers using the four basic rules.

**RANGE STATEMENT**

This unit applies to simple projects applicable to:

- metal fabrication
- mechanical maintenance
- electrical/electronic maintenance
- manufacturing

Calculations may be performed using:

- pen
- paper
- calculator
- protractor

Basic numeracy skills below those described in this unit are not covered in these standards and are assumed to be held on entry to the industry. Basic numeracy means the ability to:

- perform simple arithmetic using whole numbers
- apply the four basic rules of:
  - addition
  - subtraction
  - multiplication
  - division



Computations performed in an appropriate application for the industry in which the person is working. Skills may be demonstrated in relation to:

- measurement
- statistical application
- ratio and proportion
- estimation
- calculations with fractions and decimals
- interpretation of drawings
- interpretation of diagrams
- interpretation of mathematical statements and formulae.
- interpretation of numbers and arithmetic operations.

## EVIDENCE GUIDE

Competency is to be demonstrated by the effective calculation of measurements and calculation of materials in accordance with range of variables statement relevant to the work orientation.

### (1) Critical Aspects of Evidence

During assessment the individual will:

- take responsibility for the quality of their own work
- perform computations in accordance with standard principles
- apply the four basic rules of calculations
- performs basic calculations involving fractions and decimals
- perform computations accurately
- use accepted motor vehicle repair techniques, practices, processes and workplace procedures.

All must be associated with the calculations and computations being performed or other units requiring the exercise of the skills and knowledge covered by this unit.

### (2) Pre-requisite Relationship of Units

- Nil

**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- drawings and specifications
- basic operations in simple geometry,
- measurement and calculations
- costing relative to the automotive trade processes
- numbers and arithmetic operations
- calculations with fractions and decimals
- estimation and measurement
- percentages (some applications)
- ratio and proportion (some applications)
- basic statistics (data, tables, graphs and sales)
- mathematical statements and formulae

Skills

The ability to:

- read and interpret drawings
- measure and calculate manually
- record measurements
- operate electronic calculating devices
- communicate effectively

**(4) Resource Implications**

The candidate will be provided with:

- all tools, equipment, materials and documentation required.
- any relevant workplace procedures.
- any relevant product and manufacturing specifications.
- any relevant codes, standards, manuals and reference materials.

**(5) Method of Assessment**

The candidate will be required to:

- answer questions put by the assessor.
- present evidence of credit for any off-job training related to this unit.

Evidence of competence may be obtained through a variety of methods including:

- observation
- oral questioning
- examination of assessee's portfolio/CV
- supporting statement from section engineer, supervisor or equivalent
- examples of installation activities to which applicant has contributed, or worked on
- training courses on basic math
- examples of authenticated assessments and/or assignments from formal education courses
- self assessment reports
- simulation



Assessor must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.

All tasks involved must be completed within reasonable timeframes relating to typical workplace activities.

#### (6) Context of Assessment

This unit may be assessed on the job, off the job or a combination of both. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

### CRITICAL EMPLOYABILITY SKILLS

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

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

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

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

**ECECOR0121A: Communicate in the workplace**

## Competency Descriptor:

This unit deals the skills and knowledge required to communicate in the workplace and applies to all individuals operating in the Entertainment and Cultural Products Industry.

Competency Field: Entertainment and Culture

<b>ELEMENT OF COMPETENCY</b>	<b>PERFORMANCE CRITERIA</b>
1. Gather, convey and receive instructions, information and ideas	1.1 Verbal/written instructions received and responded to with correct actions.
	1.2 Information to achieve work responsibilities is collected from appropriate sources.
	1.3 Input from internal and external sources is sought and used to develop and refine new ideas and approaches.
	1.4 Instructions are accurately conveyed and work signage responded to with correct action.
	1.5 The method(s)/equipment used to communicate ideas, instructions and information is appropriate to the audience.
	1.6 Effective listening and speaking skills are used in oral communication.
	1.7 Instructions or enquiries are responded to promptly and in accordance with enterprise requirements.
	1.8 Questions are used to gain extra information and clarification.
2. Carry out face-to-face routine communication	2.1 Communications are conducted in an open, professional and friendly manner.
	2.2 Appropriate language and tone is used and the effect of personal body language is considered.
	2.3 Active listening and questioning are used to ensure effective two-way communication.
	2.4 Cultural and social differences are identified and sensitivity to differences is displayed.



- |    |                                                                               |     |                                                                                                                                                                       |
|----|-------------------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Communicate and follow work instructions                                      | 3.1 | Routine instructions, messages and schedules are given or followed.                                                                                                   |
|    |                                                                               | 3.2 | Workplace procedures are accurately interpreted and carried out according to procedures laid down by the enterprise or supervisor.                                    |
|    |                                                                               | 3.3 | Communication is carried out clearly, concisely and effectively so instructions, messages and procedures are understood.                                              |
|    |                                                                               | 3.4 | Suggestions and information are provided relevant to the planning/conduct of work activities.                                                                         |
| 4. | Draft routine correspondence                                                  | 4.1 | Written information and ideas are presented in clear and concise language and the information is presented in a manner that is easily understood by the recipient(s). |
|    |                                                                               | 4.2 | Correspondence is drafted and presented within designated timelines.                                                                                                  |
|    |                                                                               | 4.3 | Presentation of written information meets enterprise standards of style, format and accuracy.                                                                         |
| 5. | Gather information                                                            | 5.1 | Correct sources of information are identified and confirmed.                                                                                                          |
|    |                                                                               | 5.2 | Relevant information is assessed and analysed from a range of sources.                                                                                                |
|    |                                                                               | 5.3 | Information is selected and sequenced correctly.                                                                                                                      |
| 6. | Participate in group discussion/meetings to achieve appropriate work outcomes | 6.1 | Participation in on-site meetings/discussions is done in accordance to predetermined procedures.                                                                      |
|    |                                                                               | 6.2 | Interaction is carried out to achieve constructive outcome.                                                                                                           |
|    |                                                                               | 6.3 | Responses are conveyed to others in the group.                                                                                                                        |
|    |                                                                               | 6.4 | Constructive contributions are made in terms of the work process involved.                                                                                            |
|    |                                                                               | 6.5 | Goals and aims are communicated clearly.                                                                                                                              |



## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to communicating in the workplace.

Communication type may include:

- oral
- electronic
- written
- non-verbal
- formal
- informal
- direct
- indirect

Communication equipment may include but is not limited to:

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

Enterprise requirements may be included in:

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

Correspondence may include but is not limited to:

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

Information to achieve work responsibilities may include:

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

Oral communication may include but is not limited to:

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

Written information may include but is not limited to:

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

Signage may include but are not limited to:

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



Range of information sources may include:

- instructions: oral/memos
- signage
- work schedules/work bulletins
- diagrams
- books and magazines
- Internet

Standards may include:

- standards set by work group
- organisational policies and procedures
- specified work standards
- legislation
- Occupational Health and Safety standards

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to communicate in the workplace in accordance with the performance criteria and the range listed within the range of variables statement.

### (1) Critical Aspects of Evidence

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

- demonstrate knowledge of principles of effective communication in relation to listening, questioning and non-verbal communication and correct spelling, grammar and punctuation
- receive and convey information accurately and interact with other team members
- communicate information about work activities and processes and demonstrate literacy in relation to work requirements
- communication methods used are appropriate to the audience
- participate in group discussion/meetings to achieve appropriate work outcomes and provide ideas
- messages and written communication are clear, concise and correct
- information is accessed, gathered and promptly provided in a clear and concise format
- correspondence produced is relevant to request and in accordance with quality requirements

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil



**(3) Underpinning Knowledge and Skills**Knowledge

Knowledge of:

- organisation's policies, plans and procedures
- standard turnaround times
- correct spelling, grammar and punctuation
- principles of effective communication in relation to listening, questioning and non-verbal communication
- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- types of communication
- usage of communication tools/equipment
- sources of information on work processes
- relevant signs and symbols commonly used in the workplace

Skills

The ability to:

- identify work requirements and understand and process basic, relevant workplace documentation
- request advice, receive feedback and work with a team
- organise work priorities and arrangements
- display problem solving skills to solve routine problems
- select and use technology appropriate to a task
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities
- convey meaning clearly, concisely and coherently
- apply questioning and active listening techniques
- communicate non-verbally in a clear and precise manner
- demonstrate literacy skills in regard to basic workplace documents

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- access to relevant sources of information
- instructions, information, messages and signage
- appropriate communication tools/equipment
- enterprise policies and procedures
- relevant standards

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- testimonials from clients
- evaluation of qualifications/portfolio/awards/resume/workplace documents
- authenticated assessments and/or assignments from relevant training courses
- supporting statement from supervisor or previous employer

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

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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

**ECECOR0041A: Work with others**

## Competency Descriptor:

This unit deals with the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work environment.

Competency Field: Entertainment and culture

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Participate in the work/group process	1.1 The relevant work requirements for the group/process are correctly identified. 1.2 Own role and role of each individual in meeting work requirements are correctly identified and own role is performed to expectations. 1.3 Appropriate assistance is provided to other team members involved in the work group/process as required and constructive contributions are made to meeting work requirements. 1.4 Time and resource constraints are accounted for in planning for and fulfilling work requirements. 1.5 Work place activities are conducted in compliance with the organization's work policies, procedures and conventions covering acceptable workplace conduct. 1.6 Individual differences into are taken into account when performing work activities to achieving work requirements. 1.7 Strengths of individuals are utilised to develop others in the group and the sharing of knowledge is incorporated in the group/process activities.
2. Contribute to the flow of information and ideas	2.1 Work outcomes are enhanced by sharing information and ideas relevant to the work activity with others. 2.2 Information provided to others is relevant, timely and accurate. 2.3 Information and ideas required to assist in the achievement of work requirements are sought from the appropriate persons when required. 2.4 Information is recorded in the required detail and in the specified format.



- 2.5 Relevant work information is systematically and accurately maintained and filed for easy retrieval.
- 2.6 Differences in languages and cultural differences in communication styles are identified and their impact on the work process is accounted for.
3. Deal effectively with issues, problems and conflicts
- 3.1 Issues, problems and conflicts encountered in the work place are identified and assessed.
- 3.2 Issues, problems and conflicts are discussed with team members and solutions are suggested or they are referred to the appropriate person.

## RANGE STATEMENT

This unit applies to activities associated with the essential operations linked to working with others.

Working with others may include:

- one-to-one communication in a group or team
- taking part in informal discussions
- following instructions
- consulting with the community
- taking part in meetings
- dealing with conflict

Work requirements may include:

- goals
- objectives
- priorities
- specified targets or results
- time frames
- coordination with other work processes
- clear role definitions
- application of particular procedures
- organisation of work materials
- roster arrangements or particular approaches to work processes specified by the organisation or work group

Groups may include:

- established or ad hoc work units
- working parties
- task forces
- committees
- self directed teams

Techniques to resolve issues, problems or conflicts may include:

- problem solving
- negotiation
- conflict resolution
- use of a mediator or conciliator



Working with others requires individual diversity to be taken into account including:

- cultural, racial and ethnic background
- physical requirements
- gender
- languages
- customs
- religious and traditional beliefs

## EVIDENCE GUIDE

Competency is to be demonstrated by the ability to work with others in accordance with the performance criteria and the range listed within the range of variables statements.

### (1) Critical Aspects of Evidence

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

- participate in work process and contribute to achievement of goals and objectives
- demonstrate the ability to communicate effectively with others within the range of situations required for the job role
- provide ideas, lend assistance to others and resolve conflicts
- identify and fulfil own role in work process and utilise the strengths of others
- deal effectively with resource and time constraints and personal differences
- prepare for and conduct work operations in accordance with procedures
- demonstrate the ability to work effectively as part of a team
- demonstrate knowledge of effective communication techniques, including active listening, questioning and non-verbal communication

### (2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

### (3) Underpinning Knowledge and Skills

#### Knowledge

Knowledge of:

- individual roles and responsibilities and relationships to others
- techniques for managing own work load such as
  - meeting deadlines
  - acknowledging if tasks are beyond current capacity
  - handling tasks or problems as far as possible then referring on to others as required

**(3) Underpinning Knowledge and Skills Contd'.**Knowledge

Knowledge of: (Cont'd)

- acceptable workplace conduct, including
  - regular attendance
  - punctuality
  - maintaining an orderly workspace,
  - appropriate standards of personal presentation and hygiene
  - self-confidence and self-respect
  - acceptance of constructive criticism and a willingness for self-improvement
  - good humoured approach to others and adaptability and flexibility
- team work principles
- effective communication techniques
- conflict resolution techniques
- Occupational Health and Safety principles

Skills

The ability to:

- apply teamwork principles
- communicate effectively
- manage own work
- work harmoniously with others
- apply listening and questioning skills

**(4) Resource Implications**

The following resources should be made available:

- workplace (actual enterprise or simulated)
- enterprise policies and procedures

**(5) Method of Assessment**

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Evidence may be collected in a variety of ways including:

- direct observation
- oral questioning
- written test
- evaluation of work done/products made
- testimonials from clients

**(5) Method of Assessment**

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

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

Simulated activities must closely reflect the workplace.

**(6) Context of Assessment**

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

**CRITICAL EMPLOYABILITY SKILLS**

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

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

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

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