



**Recognition of Prior Learning/  
Current Competencies**

**for**

**BCCPO3006B**

**Conduct Grader Operations**

**&**

**BCCM1001C**

**Follow OH&S Policies and  
Procedures**

# BCCPO3006B

## Conduct Grader Operations

### Introduction

This kit has been prepared to assist employers, employees and RTO's to efficiently and effectively work toward the recognition and certification of competencies required for the operation of a grader.

The kit is comprised of assessment tools for two units of competency, both of which are required for the full recognition and certification of a person's competency to operate a grader safely and effectively in the workplace.

With appropriate contextual evidence the toolkit enables the RTO to issue the grader operator with certification for BCCPO3006B unit of competency from the qualification Certificate III in Civil Construction (Plant Operations), BCCM1001C unit of competency, also from the qualification Certificate III in Civil Construction (Plant Operations) and MNCO1016A Conduct Grader Operations from Certificate III in Surface Coal Mining Operations.

Units BCCPO3006B and BCCM1001C can also be imported into Certificate III in Local Government (Operational Works) and Certificate III in Rural Service Industries.

To satisfy the requirements of the qualification, participants must demonstrate that they have achieved the elements of competency and the performance criteria contained within.

Recognition of prior learning (RPL) or Recognition of Current Competencies (RCC) is determined on an individual basis and involves judging the competencies attained by the applicant through previous training, work experience or life experience.

The usual goal of the RPL/RCC process is to determine whether recognition should be granted for one or more entire competencies. The following is the procedure, which will be followed for RPL/RCC to be granted for this unit of competency.

- Information
- Briefing conference
- Pre-requisites
- Assessment
- Certification

A guide to assist with the recognition process is included on Page 29 of this toolkit.

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## Conduct Grader Operations

### 1. Information

All applicants have been advised that recognition of prior learning exists.

Applicants should ask themselves

- What experiences can I relate to, that has enabled me to develop my skills and knowledge?
- Which aspects of my experiences are relevant to the assessment criteria of the competency?
- What evidence can I produce to prove that I can meet the assessment criteria?

Evidence that can be provided by applicants as proof of their experiences may include details of previous courses attended, previous qualifications gained and references etc.

The assessor can obtain additional evidence of the competency levels by written or oral questioning, observation of the applicant at work or in simulated workplace situations or by requesting assignments be completed.

Any experiences relating to the assessment criteria that have allowed the applicant to develop their knowledge and skills should be considered. Specifically the following:

- Education and training, including accredited and non-accredited training programs.
- Work experience including details of work performed that may be aligned with the competencies.

Importantly, evidence that should be included by the applicant is dependent on the level of risk associated with the competency and is directly related to the levels of risk if RPL / RCC is incorrectly granted. As the levels of risk increase for the competencies so will the levels of validity increase for the assessment process?

In order for RPL / RCC to be acknowledged, the evidence presented must reinforce the necessary skills required for the assessment criteria. The evidence provided must also be sufficient and authentic for management to ensure its judgement about competency is correct.

# BCCPO3006B

## Conduct Grader Operations

### 2. Briefing conference

A briefing conference is generally held to allow the applicant to clarify the concepts of RPL / RCC. The applicant may need to:

- Consider what competencies they have in relation to the competencies required.
- Seek and obtain guidance from senior staff members.
- Clarify the objectives of the document by asking questions.

### 3. Pre-requisites

This unit of competence has a pre-requisite unit of competence attached (BCCCM1001C – Follow OH&S Procedures) and evidence must be produced that identifies that the applicant can satisfy the context of this pre-requisite unit

### 4. Assessment

The assessment process will consist of an interview between the applicant, and a representative of the Registered Training Organisation (RTO), who is an construction industry grader operation specialist and is also a qualified assessor. The interview process will be based upon questions that are detailed within this document, and related to the assessment criteria within the unit BCCPO3006B. The purpose of this is to clarify and confirm that previous experiences have been identified. The assessment process will lead to identification of training needs for personnel that need further training to achieve the competency. The assessment process will involve a practical component to assess competency.

### 5. Certification

Certification will recognise the applicant's outcome of assessment by detailing the results within the applicant's personnel records. Once deemed competent, a Statement of Attainment for the competency will be issued. If the applicant is not yet competent, a training plan will be developed to ensure that the applicant is trained to the levels of competency required for the unit.

**BCCPO3006B**  
**Conduct Grader Operations**



**SECTION 1:**

**Applicant General Information**

**Date:**

<b>Name:</b>	
<b>Address:</b>	
<b>Date of Birth</b>	
<b>Phone Number:</b>	
<b>Occupation:</b>	

**Education/Training/Qualifications**

<b>Highest Level of School</b>	
<b>Other Qualifications</b>	
<b>Additional Studies</b>	


**Current Employer General Information**

<b>Name:</b>	
<b>Address:</b>	
<b>Contact Name:</b>	
<b>Phone Number:</b>	
<b>Fax Number:</b>	
<b>E-mail Address:</b>	


**BCCPO3006B**  
**Conduct Grader Operations**



**Previous Employment and Experience with Grader Operations**

Employer	Date	Occupation/Duties/Skills Attained
		

Provide details of the Make & Models of Graders and your previous operating experience.

Manufacturer of Equipment	Model	Experience / Attachments Used
Eg: Mitsubishi	MG400	2 years on final trim work for Bourke Shire Council preparing and maintaining road, using rippers on roadbase material and dozer blade to push material
		

# BCCPO3006B

## Conduct Grader Operations

### BCCPO3006B CONDUCT GRADER OPERATIONS

#### UNIT DESCRIPTOR

This unit specifies the competency required to conduct civil construction grader operations. It includes the minimum criteria for competency assessment. The unit covers planning and preparation for work, the conduct of operational checks, the safe and effective operation of the grader for a range of mandatory tasks, the fitting, use and removal of attachments and operator maintenance activities.

Element of Competency	Performance Criteria
<b>BCCPO3006B/01</b> Plan and prepare	1.1 Work instructions, including plans, specifications, quality requirements and operational details are obtained, confirmed and applied to the allotted task 1.2 Safety requirements are obtained from the site safety plan and organisational policies and procedures, confirmed and applied to the allotted task 1.3 Signage requirements are identified and obtained from the project traffic management plan and implemented 1.4 Plant, tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported 1.5 Environmental protection requirements are identified from the project environmental management plan, confirmed and applied to the allotted task
<b>BCCPO3006B/02</b> Conduct machine pre-operational checks	2.1 Pre-start, start up, park and shut down procedures are carried out in accordance with manufacturers' and/or site specific requirements 2.2 Grader controls and functions, including implements or other attachments, brakes and manoeuvrability are checked for serviceability and any faults are rectified or reported
<b>BCCPO3006B/03</b> Operate Grader	3.1 Site hazards associated with grader operations are identified and safe operating techniques are used to minimise risk 3.2 Operating techniques for grader are identified and applied to achieve optimum output in accordance with manufacturers' design specifications while achieving specified tolerances 3.3 Grader is operated to work instructions in accordance with company operating procedures



# BCCPO3006B

## Conduct Grader Operations

<p><b>BCCPO3006B/04</b></p> <p>Select, remove and fit attachments</p>	<p>4.1 Attachment is selected for the task</p> <p>4.2 Attachment is removed and fitted according to manufacturers' manual and site requirements</p> <p>4.3 Attachment is tested to ensure correct fitting and operation as specified in manufacturers' manual</p> <p>4.4 Attachment is used in accordance with manufacturers' recommendations and design limits</p> <p>4.5 Removed attachments are cleaned and stored in designated location</p>
<p><b>BCCPO3006B/05</b></p> <p>Relocate the grader</p>	<p>5.1 Grader is moved safely between work sites, observing relevant codes and traffic management requirements</p> <p>5.2 Grader is prepared for relocation in accordance with the manufacturers' specifications</p>
<p><b>BCCPO3006B/06</b></p> <p>Carry out machine operator maintenance</p>	<p>6.1 Grader is safely parked, prepared for maintenance and shut down in accordance with manufacturers' manual and organisational requirements</p> <p>6.2 Inspection and fault finding are conducted in accordance with manufacturers' specifications and/or organisational requirements</p> <p>6.3 Defective parts are removed and replaced safely and effectively according to manufacturers' manual and organisational requirements</p> <p>6.4 Regular programmed maintenance tasks are carried out in accordance with manufacturers' and/or organisational requirements</p>
<p><b>BCCPO3006B/07</b></p> <p>Clean up</p>	<p>7.1 Work area is cleared and materials disposed of or recycled in accordance with project environmental management plan</p> <p>7.2 Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturers' recommendations and standard work practices</p>

# BCCPO3006B

## Conduct Grader Operations

### REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

#### Required knowledge:

The specific knowledge that is required to achieve the performance criteria is as follows.

- 
- A knowledge of
    - Grader types, characteristics, technical capabilities and limitations
    - Basic principles of soil technology for civil works
    - Site and equipment safety requirements
    - Grader operating techniques related to essential tasks
    - Processes for interpreting drawings and sketches
    - Operational, maintenance and basic diagnostic procedures
    - Site isolation and traffic control responsibilities and authorities
    - Materials Safety Data Sheets and materials handling methods
    - Project quality requirements
    - Civil construction terminology
    - Methods of changing machine attachments
    - Safe operating techniques in all terrain
    - Basic earthworks calculations
    - Civil construction activity sequences of road construction, earthworks and drainage
    - Levelling techniques
  - JSA's/Safe work method statement

### RANGE STATEMENT

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 relate to this particular unit:

## Conduct Grader Operations

### Unit scope

- A grader is a self-propelled articulating or rigid framed wheeled machine designed to cut, move and place construction materials using a centrally mounted blade and may include forward and/or rear mounted rippers/scarifiers. The blade and attachment controls of a grader are normally hydraulic; however, they may be mechanical.
- Grader tasks are to include cutting and maintaining drains, forming/upgrading/maintaining roads, mixing/spreading materials, scarifying and ripping, cutting and trimming of batters and trimming of road sub-grades and pavements
- Grader tasks may include stripping/spreading topsoil and materials, cutting/boxing, cut and fill
- Attachments are to include tynes/scarifiers and may include dozer blade, machine guidance system, laser levelling equipment, ripper, slash
- Operator maintenance is to include cleaning, authorised servicing and the monitoring, recording and reporting of faults. It may also include the conduct of authorised minor replacements and the provision of assistance to maintenance personnel during maintenance and repair activities

### Occupational Health & Safety

- OH&S requirements are to be in accordance with State or Territory legislation and regulations, organisational safety policies and procedures, and project safety plan. This may include protective clothing and equipment, use of tools and equipment, workplace environment and safety, handling of materials, use of fire fighting equipment, use of first aid equipment, hazard control and hazardous materials and substances
- Personal protective equipment is to include that prescribed under legislation, regulation and workplace policies and practices
- Safe operating procedures are to include but not be limited to recognising and preventing hazards associated with underground and overhead services, other machines, personnel, restricted access barriers, traffic control, working at heights, working in proximity to others, worksite visitors and the public
- Safe parking practices are to include but not be limited to ensuring access ways are clear, equipment/ machinery is away from overhangs and refuelling sites, safe distance from excavations, and secured from unauthorised access or movement
- Hazards and risks may include but not be limited to uneven/unstable terrain,

## Conduct Grader Operations

trees, fires, overhead and underground services, bridges, buildings, excavations, traffic, embankments, cuttings, structures and hazardous materials

- Emergency procedures related to this unit are to include but may not be limited to emergency shutdown and stopping, extinguishing fires, organisational first aid requirements and evacuation

### Environmental Requirements

Environmental requirements are to include but are not limited to organisational/project environmental management plan, waste management, water quality protection, noise, vibration, dust and clean-up management

### Quality Requirements

Quality requirements may include but not be limited to dimensions, tolerances, standards of work and material standards as detailed in the project drawings, specifications and project documentation to meet client satisfaction

### Statutory/Regulatory Authorities

State/Regulatory Authorities may include Federal, State and Local Authorities

### Materials

- Materials may include but are not limited to clays, silts, stone, gravel, mud, rock, sand, topsoil, blended materials, organic materials, typical construction materials/waste and bituminous mixes
- Rock types may include metamorphic, igneous and sedimentary

### Tools and equipment

Tools and equipment are to include hand tools and maintenance equipment relevant to the particular grader.

### Communications

- Communications are to include but not be limited to verbal instructions and fault reporting and may include two way radio, hand signals, mobile phone, site specific instructions, written instructions or instructions related to job/task
- On site meeting processes may include notification/ scheduling (time, place,

purpose), task discussions and local coordination of procedural and operational issues

### Information

Information sources may include but not be limited to verbal or written and graphical instructions, signage, work schedules/plans/specifications, work bulletins, charts and hand drawings, memos, maps, material safety datasheets (MSDS) and diagrams or sketches and the following:

- Safe work procedures related to the operation of graders on construction sites
- Regulatory/legislative requirements pertaining to grader operations and the environment
- Manufacturers' specifications and instructions
- Organisation work specifications and requirements.
- Instructions issued by authorised organisational or external personnel
- Relevant Australian Standards



## Critical Aspects of Evidence

This checklist is to be used by the applicant to identify their current competence against these critical aspects of evidence. If you believe that you can perform the tasks described, tick the applicable box and detail your supporting evidence.

Critical Aspects of Evidence	<input type="checkbox"/> ✓	Supporting Evidence
Can locate, interpret and apply relevant information, standards & specifications	<input type="checkbox"/>	
Complies with site safety plans, OH&S regulations & legislation applicable to workplace operations	<input type="checkbox"/>	
Complies with organisational policies and procedures including quality requirements	<input type="checkbox"/>	
Grader operations can be performed in at least two different soil types and mix and spread materials	<input type="checkbox"/>	
Can scarify, rip, cut and trim batters	<input type="checkbox"/>	
Can trim road sub-grades and pavements	<input type="checkbox"/>	
Can cut and maintain drains	<input type="checkbox"/>	
Can apply emergency procedures where required	<input type="checkbox"/>	
Can fit & remove at least one attachment to the grader	<input type="checkbox"/>	
Can perform authorised maintenance of the grader	<input type="checkbox"/>	
Can communicate & work effectively with others	<input type="checkbox"/>	

# BCCM1001C

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### Underpinning Knowledge

This checklist is to be used by the applicant to identify their current competence against this against the underpinning knowledge requirements for this unit of competency. If you believe that you can perform the tasks described, tick the applicable box and detail your supporting evidence.

Critical Aspects of Evidence	<input type="checkbox"/> ✓	Supporting Evidence
Identify the characteristics of different types of graders including their technical capabilities and limitations	<input type="checkbox"/>	
Identify the basic principles of soil technology for civil works	<input type="checkbox"/>	
Identify the processes for interpreting drawings and sketches	<input type="checkbox"/>	
Diagnose operational and maintenance procedures	<input type="checkbox"/>	
Identify isolation and traffic control responsibilities	<input type="checkbox"/>	
Identify site quality requirements	<input type="checkbox"/>	
Explain civil construction terminology	<input type="checkbox"/>	
Demonstrate methods of changing machine attachments	<input type="checkbox"/>	
Demonstrate basic earthworks calculations	<input type="checkbox"/>	
Demonstrate construction activity sequences of road construction, earthworks and drainage	<input type="checkbox"/>	
Demonstrate the preparation and implementation of JSA/JRA/Safe Work Method Statements	<input type="checkbox"/>	

## Key Competencies

This checklist is to be used by the applicant to identify their current competence against the key competency requirements for this unit of competency. If you believe that you can perform the tasks described, tick the applicable box and detail your supporting evidence.

Key Competencies	<input type="checkbox"/> ✓	Supporting Evidence
<b>Communication</b> – Speak clearly & directly, listen carefully to instructions & information, read & interpret work instructions & safety signs, calculate basic weights, distances & volumes, complete incident & maintenance reports	<input type="checkbox"/>	
<b>Teamwork</b> – Apply teamwork in a range of situations, particularly in a safety context, contribute to the planning & execution of operations, work cooperatively with people of different ages, gender, race, religion or political persuasion.	<input type="checkbox"/>	
<b>Problem solving</b> – Adjust work methods in response to changing weather & site conditions, participate in team solutions to safety issues	<input type="checkbox"/>	
<b>Initiative &amp; enterprise</b> - Independently adapt to changing work conditions or different work areas, identify potential improvements to working practice & conditions, identify & assess risks in the workplace	<input type="checkbox"/>	
<b>Technology</b> – Use technology to monitor & report on work progress, use communications technology appropriate to the workplace (email, mobile, radio, etc), operate equipment safely	<input type="checkbox"/>	
<b>Planning &amp; organising</b> – Manage time & priorities to complete work, identify & obtain appropriate equipment & permits, identify potential hazards & prepare appropriate responses, follow procedures & techniques relevant to the equipment & work being done	<input type="checkbox"/>	
<b>Self management</b> – Take responsibility for planning & organising own work priorities & completing assigned tasks, monitor own performance to ensure work will be completed well & on time, understand the standard of work expected at a work site	<input type="checkbox"/>	
<b>Learning</b> – Be willing to learn new ways of working, seek information to improve performance from people & workplace documents like policies,	<input type="checkbox"/>	



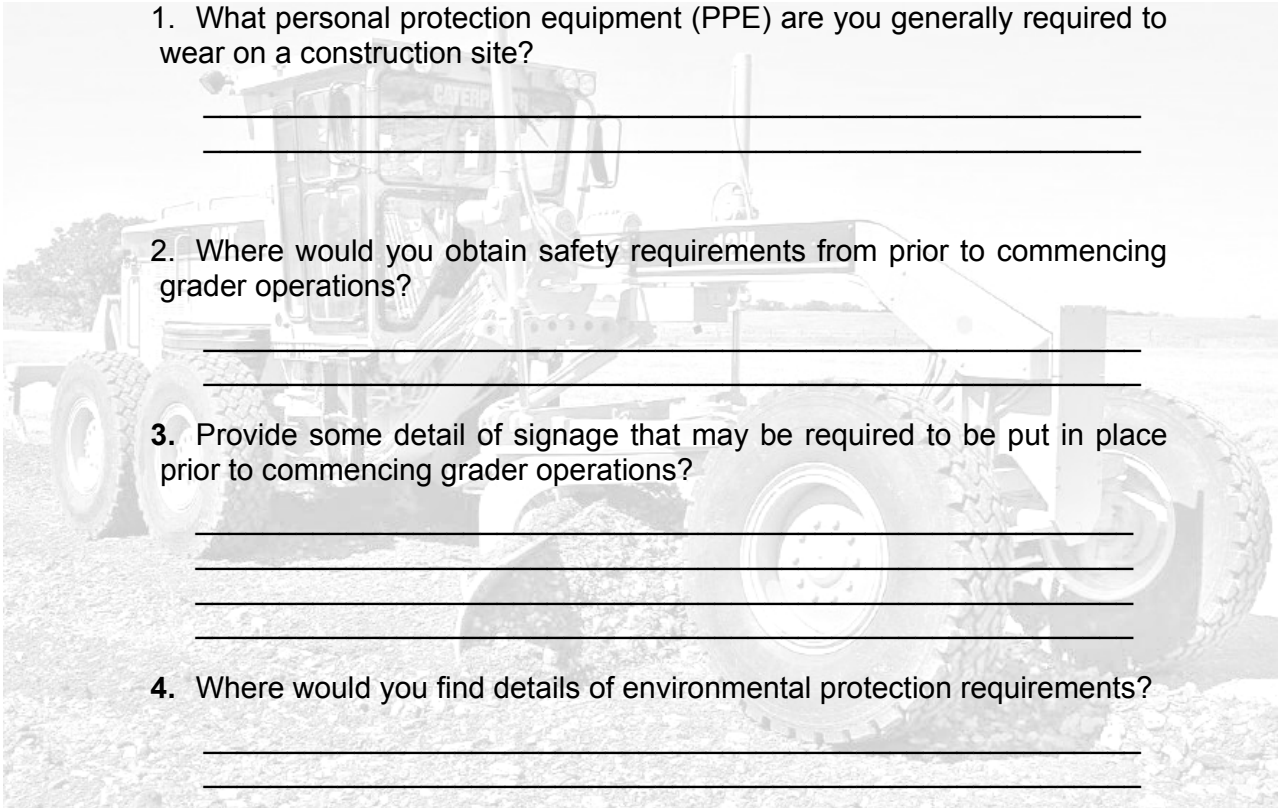
**BCCM1001C**  
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procedures etc, understand equipment characteristics, technical capabilities, limitations & procedures		
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**Underpinning Knowledge Questionnaire**

In determining the level of competence of the applicant it is important to gauge the underpinning knowledge requirements. The following section details questions that should be asked of each applicant to determine their underpinning knowledge of conduct grader operations.



1. What personal protection equipment (PPE) are you generally required to wear on a construction site?

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\_\_\_\_\_

2. Where would you obtain safety requirements from prior to commencing grader operations?

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\_\_\_\_\_

3. Provide some detail of signage that may be required to be put in place prior to commencing grader operations?

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\_\_\_\_\_

4. Where would you find details of environmental protection requirements?

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BCCM1001C  
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5. Provide an explanation of what your responsibilities are in protecting the environment?

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6. What would you inspect for in a walk around inspection of a grader prior to commencing work?

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7. List some of the items you inspect for in a post start check of a grader prior to commencing work?

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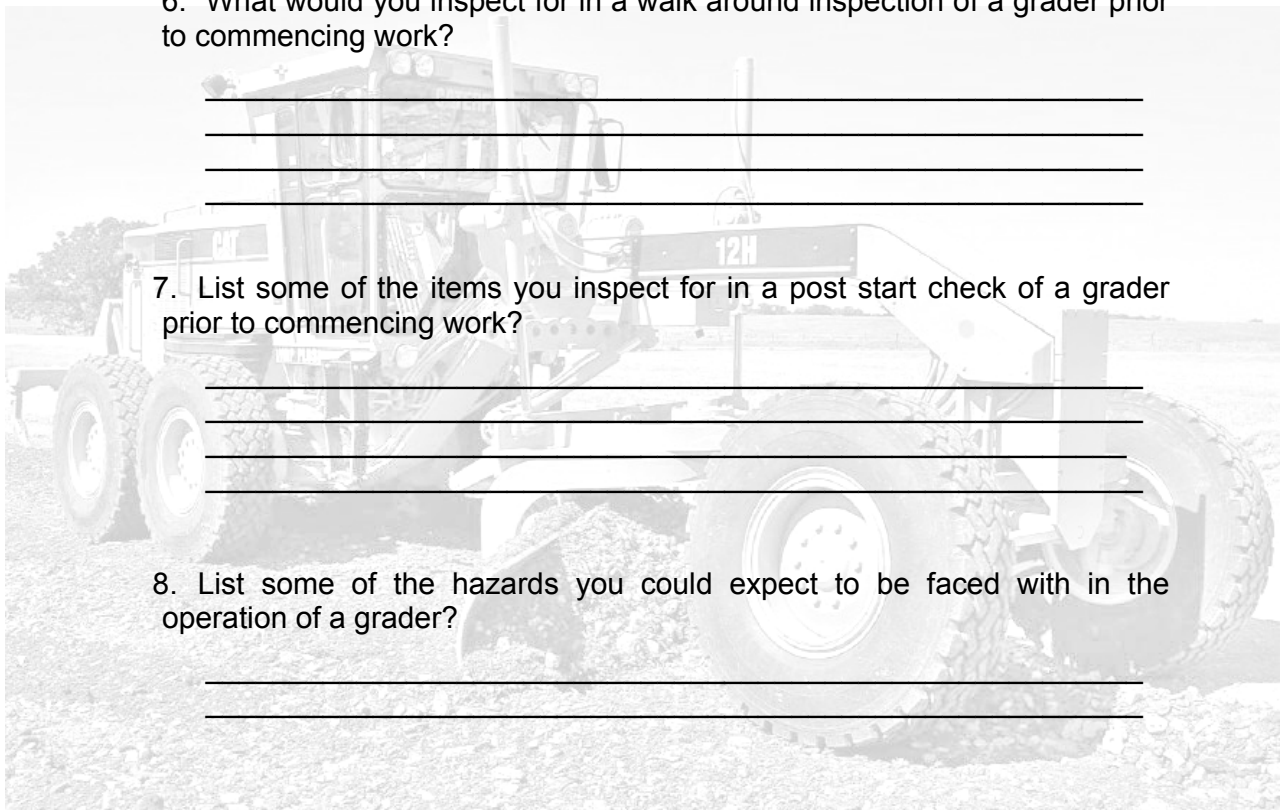
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8. List some of the hazards you could expect to be faced with in the operation of a grader?

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9. For three of the hazards identified in Q8, provide some detail of how you would control these hazards?

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10. Briefly describe a procedure you are familiar with when identifying a fault with the grader you are operating?

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11. Briefly describe the procedure for parking, shutting down the grader and preparing it for maintenance?

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12. Assume that you are operating your grader on a 6% grade and puncture a rear tyre, briefly explain the procedure for preparing the grader for a tyre change?

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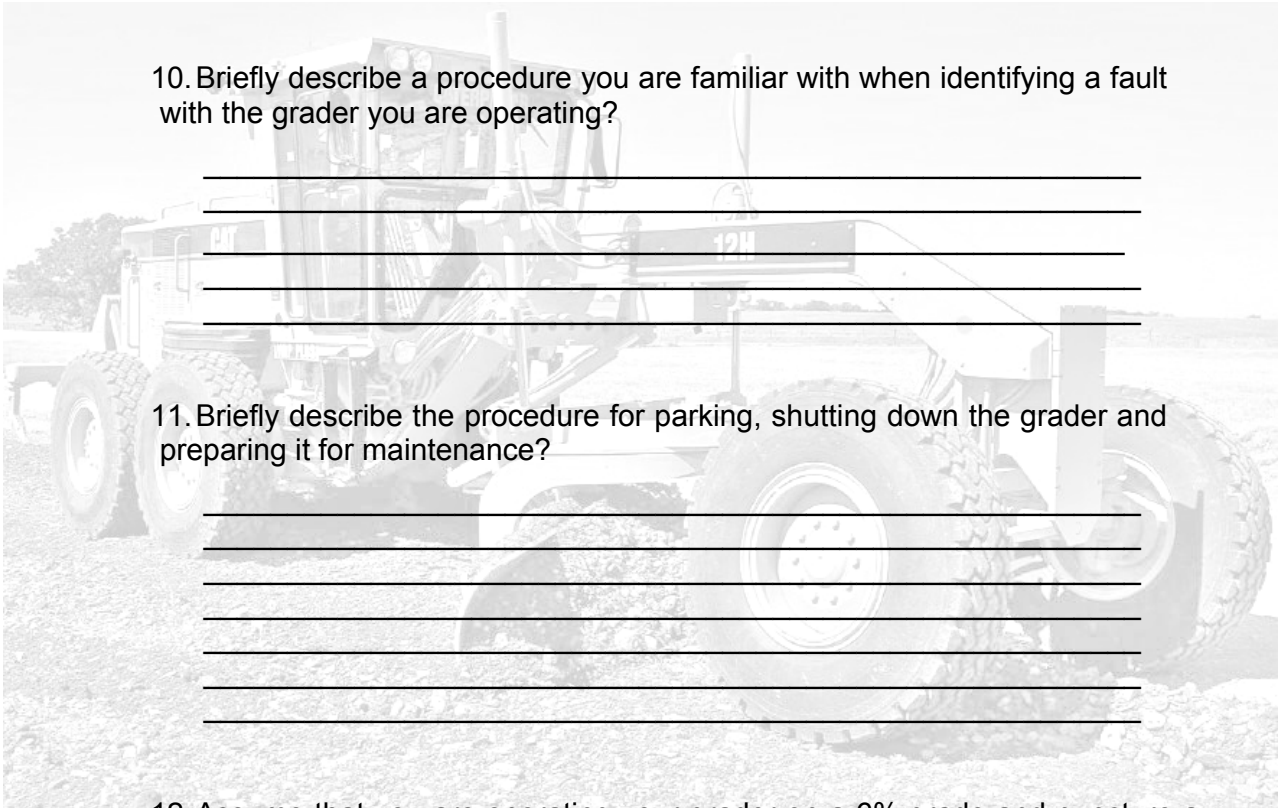
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13. Briefly explain the procedure for using a set of rippers on the grader?

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Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Trainer Name: \_\_\_\_\_

Trainer Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# BCCM1001C

## Follow OHS Policies & Procedures

### ASSESSMENT PURPOSE

The purpose of this assessment is to establish the learner's ability to

- Follow safe work practices
- Assess risks
- Follow emergency procedures

### ASSESSMENT TYPE

Observation

BCCM1001C – Follow OH&S Policies and Procedures Observation Checklist				
This unit specifies the competency required to work safely on a civil construction site adhering to OH&S policies and procedures. It includes the minimum criteria for competency assessment. This unit includes emergency procedures, identification of hazards applicable to civil construction workplaces and basic risk assessment				
1. Follow safe work practices	Comment	Trainer	Student	Date
1.1 Tasks are performed in safe manner and accordance with legislative requirements, enterprise policies and procedures				
1.2 Organisation of duties, tools, equipment and materials are performed in accordance with enterprise procedures				
1.3 Personal protective equipment and clothing is worn, used and stored according to enterprise procedures				
1.4 Plant and equipment guards are used in accordance with manufacturers specifications and regulations				

# BCCM1001C

## Follow OHS Policies & Procedures

BCCM1001C – Follow OH&S Policies and Procedures Observation Checklist				
1.5 Safety signs and symbols are identified and followed				
<b>2. Assess risks</b>	<b>Comment</b>	<b>Trainer</b>	<b>Student</b>	<b>Date</b>
2.1 Hazards in the work area are identified, assessed and reported to designated personnel				
2.2 OH&S issues and risks in the work area are identified, assessed and reported to designated personnel				
2.3 Safe workplace procedures and safe work instructions are followed for controlling risks				
2.4 OH&S, hazard, accident or incident reports are completed according to workplace procedures and state/ territory legislation				
<b>3. Follow emergency procedures</b>	<b>Comment</b>	<b>Trainer</b>	<b>Student</b>	<b>Date</b>
3.1 Appropriate personnel are identified in the event of an emergency				

# BCCM1001C

## Follow OHS Policies & Procedures

BCCM1001C – Follow OH&S Policies and Procedures Observation Checklist				
3.2 Safe workplace procedures for dealing with accidents, fires and emergencies are followed within scope of responsibilities				
3.3 Emergency and evacuation procedures are practiced and carried out when required				



# BCCM1001C

## Follow OHS Policies & Procedures

### ASSESSMENT PURPOSE

The purpose of this assessment is to establish the learner's ability to

- Follow safe work practices
- Assess risks
- Follow emergency procedures

### ASSESSMENT TYPE

#### Written

This unit specifies the competency required to work safely on a civil construction site adhering to OH&S policies and procedures. It includes the minimum criteria for competency assessment. This unit includes emergency procedures, identification of hazards applicable to civil construction workplaces and basic risk assessment.

#### Question 1

What is the state OH&S legislation?

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#### Question 2

Name three items of personal protective equipment used on construction sites?

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#### Question 3

Name three things safety signs used for?

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BCCM1001C  
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**Question 4**

Why are inductions necessary?

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**Question 5**

What is covered in an induction?

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**Question 6**

Why are site and safety requirements important?

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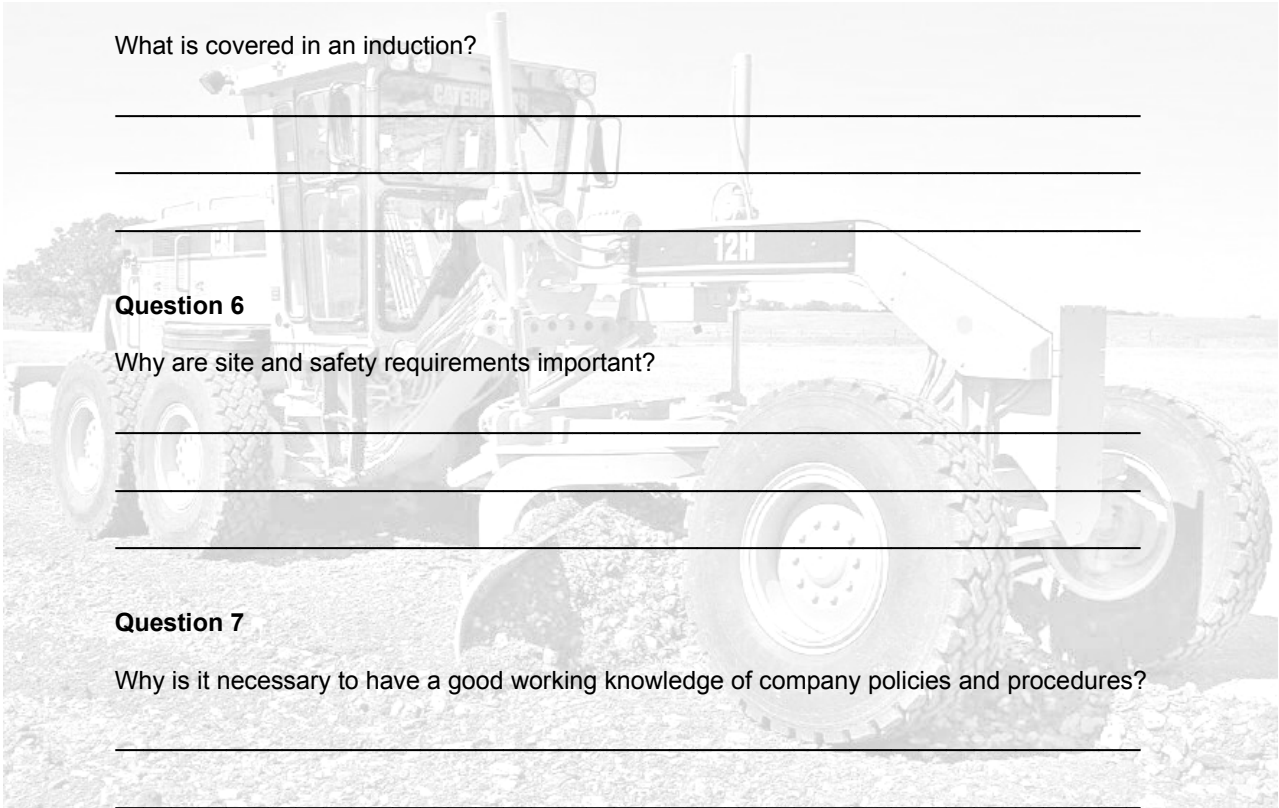
**Question 7**

Why is it necessary to have a good working knowledge of company policies and procedures?

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BCCM1001C  
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**Question 8**

Why is it necessary to report workplace hazards?

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**Question 9**

Why is it necessary to have a first aid kit on a construction site?

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**Question 10**

List three types of hazards that could be found on a construction site?

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**Question 11**

Describe what should occur in a practice emergency evacuation

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**Question 12**

List three organisations that should be contacted in the event of an emergency?

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**ASSESSMENT PURPOSE**

The purpose of this assessment is to establish the learner's ability to

- Follow safe work practices
- Assess risks
- Follow emergency procedures

**ASSESSMENT TYPE**

Short answer quiz

Participant Name:	Answer Supplied	
	Yes	No
<b>Questions</b>		
Q1. Why should tasks be performed in a safe manner?	<input type="checkbox"/>	<input type="checkbox"/>
Q2. What are enterprise policies and procedures?	<input type="checkbox"/>	<input type="checkbox"/>
Q3. What is personal protective equipment?	<input type="checkbox"/>	<input type="checkbox"/>
Q4. Why should safety signs be followed?	<input type="checkbox"/>	<input type="checkbox"/>
Q5. Why should hazards be identified?	<input type="checkbox"/>	<input type="checkbox"/>
Q6. Why should OH&S risks be reported?	<input type="checkbox"/>	<input type="checkbox"/>
Q7. What are safe working procedures?	<input type="checkbox"/>	<input type="checkbox"/>
Q8. Why should incident reports be completed according to state legislation?	<input type="checkbox"/>	<input type="checkbox"/>
Q9. Why should safety signs be followed?	<input type="checkbox"/>	<input type="checkbox"/>
Q10. Why should emergency evacuations be practiced?	<input type="checkbox"/>	<input type="checkbox"/>
<b>Result of question and answer assessment:</b>		
Competent <input type="checkbox"/>	Not Yet Competent <input type="checkbox"/>	
Assessor's Signature	Printed Name	Date
Student's Signature	Printed Name	Date

BCCM1001C  
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Question 1

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Question 2

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Question 3

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Question 4

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Question 5

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Question 6

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Question 7

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Question 8

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Question 9

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Question 10

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Driven By Values  
Inspired By People

## Understanding Recognition



So you are thinking of taking on some study? You have been working in the industry for sometime now; you may even have one or two related qualifications.

Many people like you are asking if the experience gained through working and other studies can be considered.

The answer is yes. The process is known as Recognition and it allows you to compile evidence for evaluation against the requirements of the qualification.

Recognition may save you money and time. By meeting some or all of the requirements of a qualification you may not need to pay full course prices or attend the entire program.

### ***What is Recognition?***

Recognition is:

- used to recognise your existing experience, knowledge and skills in a given area of work.
- especially designed for you to gain a nationally recognised qualification.
- a way for you to be supported and guided in gathering and documenting your evidence.
- a customised approach to gaining a national qualification



## ***What is a competency standard?***

A competency standard is a set of criteria that has been developed by industry bodies through consultation that outline the knowledge, skills and attitudes an individual should have to carry out the various job roles.

Competency standards are expressed in what is known as units of competence. A qualification is made up of a predetermined number of units of competence. Each unit clearly details the necessary criteria you will need to demonstrate your existing experience, knowledge and skills. Some of these criteria are common to more than one unit while others are discrete.

## ***What is evidence?***

Evidence is the things you can present to the assessor as proof you have a full awareness and understanding of the necessary knowledge; that you can complete the necessary tasks; and produce the desired outcomes to an agreed level of quality, and that you approach your work, colleagues and industry with the right attitudes.

Evidence can sometimes be difficult to identify and your assigned assessor will help you to do this. Evidence may consist of:

- work samples, eg finished products you have created over a period of time
- demonstration, eg the assessor will watch you complete activities and record his or her observation
- third party referees, eg letters of support, supervisor sign-offs, performance review documents
- interviews, the assessor will interview you and document your responses
- written knowledge assessments, eg written exams or assignments that you submit to the assessor
- other documented proof, eg qualifications and certificates proving you have successfully completed previous courses, your resume and job descriptions

Other specifically designed activities may also be used in the evidence gathering process where it is necessary to gather evidence for competency standards that may not be part of a normal workplace.

## ***The assessment process***

Whatever the evidence requirements or the approaches needed to gather the evidence you will be fully informed and consulted with about these processes. There will not be any nasty surprises.

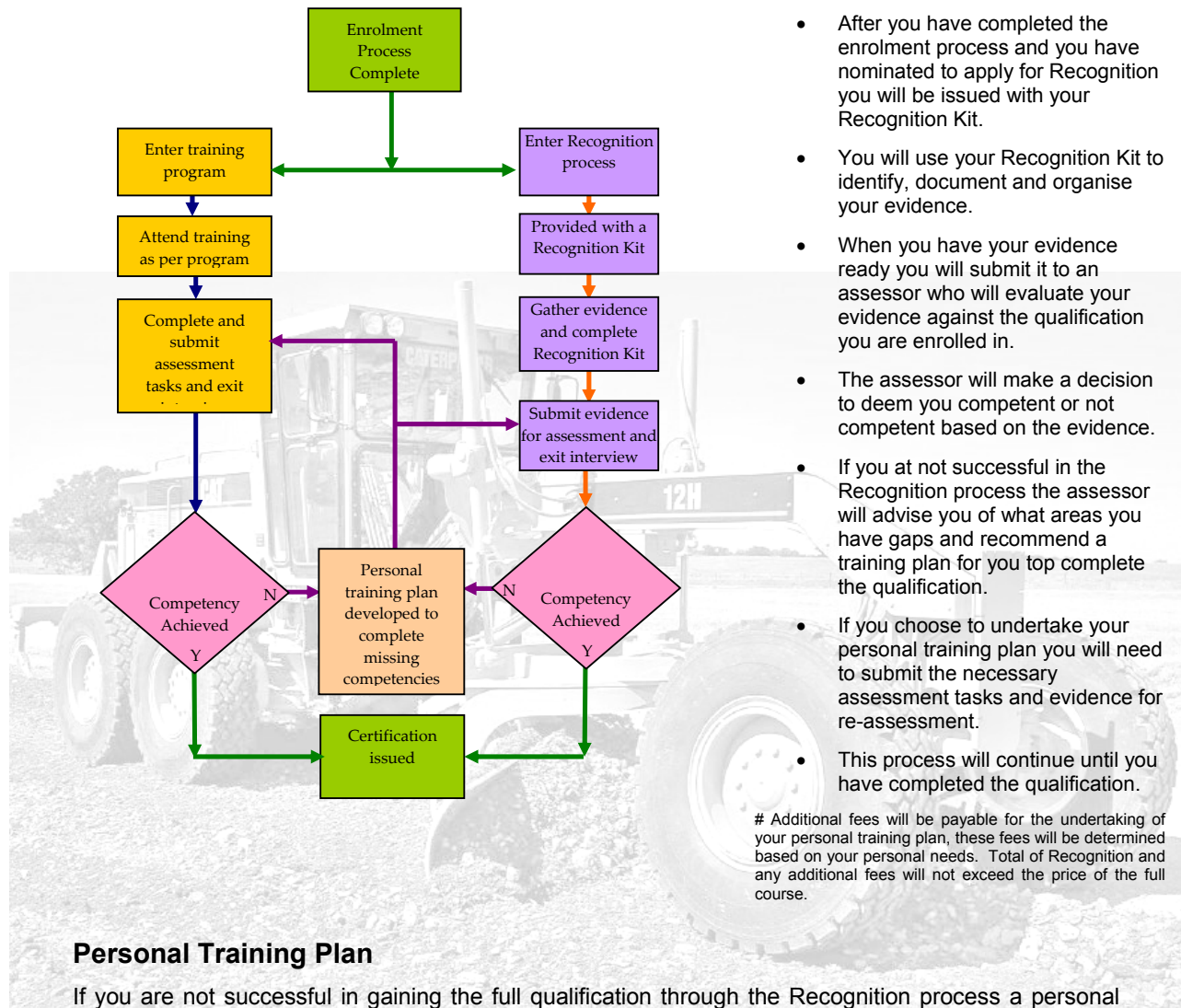
The assessment process is there to support and guide you to a result of competence. Even where you are unable to meet the required level of competence you will be informed as to what is needed to meet the gap.

The Recognition process will have one of two outcomes:

1. you will achieve competence against all the requirements and therefore gain the qualification you are being assessed against
2. you will only gain competence in some of the requirements and therefore not gain the full qualification, but you will be given a Statement of Attainment for the completed units

# Understanding Recognition

The following diagram explains the Recognition process:



- After you have completed the enrolment process and you have nominated to apply for Recognition you will be issued with your Recognition Kit.
- You will use your Recognition Kit to identify, document and organise your evidence.
- When you have your evidence ready you will submit it to an assessor who will evaluate your evidence against the qualification you are enrolled in.
- The assessor will make a decision to deem you competent or not competent based on the evidence.
- If you are not successful in the Recognition process the assessor will advise you of what areas you have gaps and recommend a training plan for you to complete the qualification.
- If you choose to undertake your personal training plan you will need to submit the necessary assessment tasks and evidence for re-assessment.
- This process will continue until you have completed the qualification.

# Additional fees will be payable for the undertaking of your personal training plan, these fees will be determined based on your personal needs. Total of Recognition and any additional fees will not exceed the price of the full course.

## Personal Training Plan

If you are not successful in gaining the full qualification through the Recognition process a personal training plan will be developed and presented to you as part of the feedback process. This plan will identify the areas in which you need to provide more evidence or to further develop your knowledge and skills.

The recommendations your assessor may offer you may include one or more of the following strategies:

- attending part of a face-to-face training program
- undertaking distance or online learning
- completing a specific project or specified tasks
- completing a specified set of assignments
- gaining more workplace experience

Your training plan will be unique to your own situation and learning needs and is open to negotiation with your assessor.