



Technical and Vocational Education and Training (TVET) Council



**Occupational Standards of Competence**

**Properties and Facilities  
Maintenance  
Level 2**

Hastings House West, Balmoral Gap, Hastings, Christ Church  
Telephone: (246) 435-3096 Fax: (246) 429 2060 E-mail: [office@tvetcouncil.com.bb](mailto:office@tvetcouncil.com.bb)

Published by:  
The Technical and Vocational Education and Training (TVET) Council  
Hastings House West  
Balmoral Gap  
Christ Church  
BARBADOS, W.I.  
Tel: (246) 435-3096  
Fax: (246) 429-2060  
Email: [office@tvetcouncil.com.bb](mailto:office@tvetcouncil.com.bb) Website: [www.tvetcouncil.com.bb](http://www.tvetcouncil.com.bb)

Every effort has been made to ensure that the information contained in this publication is true and correct at the time of publication. However, the TVET Council's products and services are subject to continuous development and improvement and the right is reserved to change products and services from time to time. The TVET Council cannot accept any liability for loss or damage arising from the use of information in this publication.

© TVET Council 2020

## ACKNOWLEDGEMENTS

The Technical and Vocational Education and Training (TVET) Council thanks the following for their contribution to the development of this document:

### Members of the Properties and Facilities Maintenance Working Group

- |                            |   |   |
|----------------------------|---|---|
| Mr. Andre Belgrave         | - | Technical Assistant, Facilities Management<br>University of the West Indies                       |
| Mr. Nicholas Belle FMP SFP | - | Managing Director and FM Consultant, Consultant<br>Total Facilities Management & Consultants Inc. |
| Ms. Janelle Chandler       | - | Manager - Facility Management Department, Terra<br>Caribbean                                      |
| Mr. Stephenson Hunte       | - | Consultant - Facilident Services Inc.   |
| Mr. Ian Rogers             | - | Chief Executive, ACE Project Solutions  |
| Ms. Nicole Scantlebury     | - | Technical Writer, TVET Council  |

### Members of the Validation Committee

- |                           |   |  |
|---------------------------|---|--|
| Ms. Tamara Brathwaite     | - | NSR Consultancies                                |
| Mr. Justin Burke          | - | JB Consultants/Manager, Projectium Caribbean     |
| Mr. Derek Franklin        | - | Vice President Facilities, Sagicor               |
| Mrs. Majella Gooding      | - | Facilities Coordinator, Barbados Light and Power |
| Mr. Wayne Harper          | - | Property Manager, Williams Industries            |
| Mr. Thomas Hill           | - | NASSCO Ltd.                                      |
| Mr. Marlon King           | - | Chief Engineer Sandy Lane                        |
| Mrs. Kelly Lashley-Mclean | - | Facility Manager, Terra Caribbean                |
| Ms. Sharlene Maynard      | - | Building Supervisor, Massy Properties            |
| Ms. Alicia Simmons        | - | Independent Consultant                           |
| Mr. Errol Wallace         | - | Director, Property Services CIBC First Caribbean |

**Qualification Overview**  
**NVQB**  
**in**  
**Properties and Facilities Maintenance**  
**Level 2**

## **NVQB Qualification in Properties and Facilities Maintenance Level 2**

### **Qualification Overview**

This qualification is designed to provide training, assessment and recognised certification for persons in the properties and facilities maintenance sector.

Candidates must be able to carry out basic maintenance and planned preventative maintenance activities as well as be able to participate in budgeting and project management activities.

### **Who is the qualification for?**

This qualification is aimed at persons who have responsibility for performing basic maintenance activities within organisations or who, as contracted personnel, possess some autonomy and should be able to perform tasks independently and/or as part of a team. The foundation skills are such that progression can be made to higher levels within the maintenance sector, for example, maintenance supervisors or managers. The competencies are for persons who are likely to be in roles where, for example, their duties include:

- Performing basic repair activities
- Performing general maintenance activities

### **Jobs within the occupational area**

Relevant occupations include:

- Maintenance Assistant
- Property/Maintenance Engineer
- Facilities Assistant
- Maintenance Technician
- Caretaker/General Maintenance Workers
- Janitor
- Multi-Skilled Technician

This list is not exhaustive and only serves to illustrate the breadth of the qualification.

## **A08602 - APPROVED NATIONAL VOCATIONAL QUALIFICATION STRUCTURE**

### **PROPERTIES AND FACILITIES MAINTENANCE LEVEL 2**

To achieve the full qualification, candidates must complete all fourteen (14) mandatory units.

<b><u>MANDATORY UNITS (ALL MUST BE COMPLETED)</u></b>	<b><u>CODE</u></b>
<b>1. Perform first aid</b>	<b>UA09703</b>
1.1 Plan and prepare for initial first aid response	
1.2 Assess the situation	
1.3 Apply first aid	
1.4 Record and report incident	
1.5 Clean up	
<b>2. Communicate with customers and others</b>	<b>U49003</b>
2.1 Communicate information to customers and others	
2.2 Respond to customers and others	
<b>3. Give customers a positive impression of yourself and your organisation</b>	<b>U09602</b>
3.1 Establish effective relationships with customers	
3.2 Respond appropriately to customers	
3.3 Communicate information to customers	
<b>4. Interpret drawing requirements</b>	<b>UA23502</b>
4.1 Prepare sketch	
4.2 Interpret details from sketch	
<b>5. Perform measurements and calculations</b>	<b>U31501</b>
5.1 Obtain measurements	
5.2 Perform simple calculations	
5.3 Estimate approximate quantities	
<b>6. Plan and organise work</b>	<b>UA11302</b>
6.1 Identify work requirements	
6.2 Plan process to complete work	
6.3 Select tools and equipment	
6.4 Demonstrate safe and efficient sequence of work	
6.5 Report outcomes	
6.6 Clean up	

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

**CODE**

- |  |                |
|--|----------------|
| <b>7. Conduct building and equipment inspections</b>                     | <b>UA23602</b> |
| 7.1 Plan and prepare for inspection                                      |                |
| 7.2 Conduct inspection   |                |
| 7.3 Document outcomes of inspection                                      |                |
| <b>8. Carry out planned preventive maintenance (PPM) procedures</b>      | <b>UA23702</b> |
| 8.1 Participate in the creation of PPM programmes                        |                |
| 8.2 Prepare for PPM activities   |                |
| 8.3 Follow PPM procedures and schedules                                  |                |
| 8.4 Support the analysis, adjustment and improvement of PPM programmes   |                |
| 8.5 Carry out emergency maintenance                                      |                |
| 8.6 Complete PPM documentation   |                |
| <b>9. Plan, prepare and perform basic maintenance activities</b>         | <b>UA23802</b> |
| 9.1 Plan for basic maintenance activities                                |                |
| 9.2 Prepare for basic maintenance activities                             |                |
| 9.3 Perform basic maintenance activities                                 |                |
| 9.4 Clean up worksite  |                |
| <b>10. Use and maintain tools</b>  | <b>UA08701</b> |
| 10.1 Identify tools  |                |
| 10.2 Select and use tools  |                |
| 10.3 Clean and store hand and power tools                                |                |
| <b>11. Use measuring devices</b>   | <b>UA08601</b> |
| 11.1 Use a range of measuring devices                                    |                |
| 11.2 Maintain devices  |                |
| <b>12. Participate in project management activities</b>                  | <b>UA23902</b> |
| 12.1 Contribute to the preparation of the project plan                   |                |
| 12.2 Work according to the project plan                                  |                |
| <b>13. Contribute to the preparation of budgets</b>                      | <b>UA24002</b> |
| 13.1 Prepare quotations and invoices                                     |                |
| 13.2 Support the development and implementation of budgets               |                |
| <b>14. Contribute to the protection of the environment</b>               | <b>U68402</b>  |
| 14.1 Work in an environmentally conscious way                            |                |
| 14.2 Contribute to continuous improvements in protecting the environment |                |

**UA09703****Perform first aid**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to perform basic first aid response, basic life support and management of casualty and the emergency/incident.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Plan and prepare for initial first aid response | <ul style="list-style-type: none"> <li>1.1 Interpret the work activity and <b>first aid</b> documentation to ensure accuracy of preparation for the response.</li> <li>1.2 Identify and address potential <b>risks, hazards</b> and environmental issues through control measures.</li> <li>1.3 Select and wear the correct personal protective equipment for the response.</li> <li>1.4 Identify, select and maintain communication systems with other personnel during the response.</li> <li>1.5 Coordinate activities with others prior to, during and after the response.</li> <li>1.6 Record, report and replenish <b>first aid resources</b>.</li> </ul> |
| 2. Assess the situation                            | <ul style="list-style-type: none"> <li>2.1 Identify <b>hazards</b> and <b>risks</b>.</li> <li>2.2 Minimise <b>risks</b> immediately and implement control measures.</li> <li>2.3 Assess the casualty's vital signs and physical condition within the scope of the individual providing the initial response.</li> </ul>   |
| 3. Apply first aid                                 | <ul style="list-style-type: none"> <li>3.1 Provide <b>first aid</b> management within the scope of the individual and according to industry requirements.</li> <li>3.2 Reassure the casualty in a calm, sensitive manner and make them comfortable.</li> </ul>  |



- 3.3 Obtain and use **first aid resources and equipment** correctly as required to control **hazards and risks** and attend to the casualty.
  - 3.4 Monitor the casualty's condition and provide an accurate timely response in accordance with effective **first aid** principles and workplace procedures.
  - 3.5 Seek relevant **emergency services** in a timely manner.
  - 3.6 Finalise the management of the casualty.
- 4. Record and report incident
  - 4.1 Record accurately the details of the casualty's physical conditions, management of the situation and response to management.
  - 4.2 Convey details of the casualty's condition and management activities to relevant **emergency services** while maintaining sensitivity to the casualty and surroundings.
  - 4.3 Secure the personal effect of the casualty safely and give to relevant personnel.
  - 4.4 Prepare and submit relevant documentation in an appropriate and timely manner, presenting all relevant facts according to established procedures.
  - 4.5 Record and accurately report the use of **first aid resources**.
- 5. Clean up
  - 5.1 Recover, clean, inspect, replace and store **first aid** equipment where practical and as required.
  - 5.2 Dispose of medical waste in accordance with industry requirements.
  - 5.3 Report equipment faults to the appropriate persons.
  - 5.4 Conduct appropriate debriefing or evaluation exercises.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. First aid:**

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

**2. Risks:**

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

**3. Hazards:**

- Physical
- Biological
- Chemical
- Manual handling

**4. First aid resources and equipment:**

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

**5. Emergency services:**

- Coast guard
- Ambulance
- Fire
- Police

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the social/legal issues surrounding the provision of first aid.
2. When and how to use defibrillation units.
3. What are the basic occupational health and safety requirements.
4. What are the basic principles and concepts underlying the practice of first aid and how to carry out the associated functions.
5. How, when and which emergency services to call.
6. How to plan an appropriate first aid response.
7. How to use communication, information technology and literacy skills to function in an emergency environment.
8. How and when to prepare the appropriate documentation.
9. What is medical waste and how to dispose of it.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

### (2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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

### (3) Context of Assessment

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

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

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U49003

## Communicate with customers and others

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to politely and effectively communicate with other persons encountered while working. Clear communication is important to pass on all necessary information and make sure health and safety information and workplace procedures are understood.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Communicate information to customers and others | 1.1 Adhere to organisational standards of dress and department.                                 |
|  | 1.2 Obtain relevant and current information for working effectively.                            |
|  | 1.3 Communicate with colleagues and other personnel using appropriate communication strategies  |
|  | 1.4 Communicate information clearly in a systematic and structured manner.                      |
| 2. Respond to customers and others                 | 2.1 Respond to <b>customer's</b> questions and comments promptly and in a positive manner.      |
|  | 2.2 Acknowledge and respond to <b>communication</b> clearly, courteously and promptly.          |
|  | 2.3 Question persons to confirm that the information received is correctly understood.          |
|  | 2.4 Record information in an appropriate manner in accordance with organisational procedures.   |
|  | 2.5 Present accurate and current information in a clear and concise manner to relevant persons. |
|  | 2.6 Take corrective action when there are difficulties in relaying information.                 |

- 2.7 Report **faults** with **communication equipment** immediately to appropriate persons.
- 2.8 Acknowledge and respond to customers' needs and attitudes.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Customers:**

- Internal (colleagues, supervisors, etc.)
- External (other organisations, business places, the public)

**2. Communication:**

- Telephone calls
- Email/Internet
- Faxes
- Letters
- Social media
- Face-to-face/verbal

**3. Faults:**

- Electronic
- Mechanic
- Physical

**4. Communication equipment:**

- Telephones (fixed line, mobile)
- Computer equipment
- Smart phones, tablets
- Faxes

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the reasons for communicating with others.
2. What are the organisational procedures for personal appearance and behaviour
3. How does your behaviour and attitude reflect on your workplace and organisation.
4. What is the importance of creating a positive impression.
5. How to obtain your work instructions and verify that the work instructions are up-to-date.
6. What is the reason for checking that the information is understood correctly.
7. What are the different forms of communication available and how they are used.
8. How to use appropriate strategies to communicate with colleagues and other personnel.
9. Why it is important to communicate clearly and provide necessary information.
10. How to communicate information clearly and systematically.
11. Why it is important to respond positively to questions and queries from customers.
12. How to respond to customers' questions and queries courteously, promptly and in a positive manner.
13. What are the organisational procedures for acknowledging and responding to incoming information.
14. How to use effective questioning techniques to ensure information is understood.
15. What are the organisational and workplace procedures for recording information.
16. What is the correct process for transferring information.
17. How to ensure that the correct or authorised person receives the information.
18. How to identify problems in the relaying of information.
19. What are the corrective measures or actions taken to rectify problems in relaying information and how these should be applied.
20. What is the procedure for reporting faults with communication equipment.
21. How to identify customer needs and attitudes.
22. How to respond correctly to customers' needs and attitudes.



## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

### (2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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

### (3) Context of Assessment

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

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

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## U09602

**Give customers a positive impression of yourself and your organisation**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to provide excellent customer service. It covers communicating with customers in such a way that you give a positive impression of yourself and your organisation.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Establish effective relationships with customers | <ul style="list-style-type: none"> <li>1.1 Meet your organisation's standards for appearance and behavior.</li> <li>1.2 Greet your <b>customers</b> in a way that makes them feel welcome and shows that you are interested in serving them and in accordance with organisational policies and procedures.</li> <li>1.3 <b>Communicate</b> with your customers in a manner that makes them feel valued and respected, in accordance with organisational policies and procedures.</li> <li>1.4 Identify and confirm the needs and expectations of your <b>customers</b>.</li> <li>1.5 Treat your customers courteously and be helpful even when working under pressure.</li> <li>1.6 Maintain communication with <b>customers</b> to ensure that they are kept informed and reassured.</li> <li>1.7 Adapt your behavior to respond effectively to different customer behavior.</li> </ul> |
| 2. Respond appropriately to customers               | <ul style="list-style-type: none"> <li>2.1 Respond appropriately to <b>customers</b> who indicate that they need or want your attention.</li> <li>2.2 Select an appropriate way of communicating with your <b>customers</b> to suit their individual needs, in accordance with organisational policies and procedures.</li> </ul>  |

- 2.3 Respond promptly and positively to your **customers'** questions and comments, in accordance with organisational policies and procedures.
    - 2.4 Allow your **customers** time to consider your response and give further explanation where appropriate.
    - 2.5 Check with your **customers** that you have fully understood their needs and expectations.
  3. Communicate information to customers
    - 3.1 Locate information quickly that will help your **customers**.
    - 3.2 **Communicate** to your **customers** the information they need about the products or services offered by your organisation.
    - 3.3 Identify information that your customers might find complicated and check whether they fully understand.
    - 3.4 Explain clearly to your **customers** any reasons why their needs and expectations cannot be met.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Types of customers:**

- Have different needs and expectations
- Appear angry
- Appear confused
- Behave unconventionally

**2. Communicate:**

- Face to face methods (including verbal and non-verbal communication)
- Using telephone
- Using written (including electronic) methods

**3. Give customers a positive impression:**

- During routine delivery of customer service
- During a busy period for your organisation
- During a quiet period for your organisation
- When people, systems or resources have let you down
- When dealing with unusual variations to normal customer enquiries
- When dealing with customer complaints
- When dealing with customer enquiries that contain aspects outside your immediate job responsibilities

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are your customers' rights.
2. What are the specific aspects of safety and health, data protection, equal opportunities, disability discrimination legislation and regulations that affect the way products and services you deal with can be delivered to your customers.
3. What are the industry, organisational and professional codes of practice and ethical standards that affect the way products or services you deal with can be delivered to your customers.
4. What are the contractual agreements, if any, customers have with your organisation.
5. What are the products and services of your organisation relevant to your customer service role.
6. What are the organisational guidelines laid down that limits what you can do within your job.
7. What are the limits of your own authority and when do you need to seek agreement with or permission from others.
8. What are the organisational targets relevant to your job, your role in meeting them and the implications for your organisation if those targets are not met.
9. What are your organisation's standards for appearance and behavior.
10. What are your organisation's guidelines for recognising customers' needs and expectations and responding positively to them.
11. How to communicate in a clear, polite and confident way and why it is important to do so.
12. What are the rules and procedures regarding the methods of communication that you use.
13. How to recognise when a customer is satisfied, angry or confused.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

### (2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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

### (3) Context of Assessment

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

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

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA23502****Interpret drawing requirements**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to effectively interpret drawing requirements and applies to all individuals.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                  |  |
|----------------------------------|--|
| 1. Prepare sketch                | 1.1 Prepare <b>sketches</b> using appropriate symbols according to job specifications.                         |
|                                  | 1.2 Identify and include dimensions and instructions correctly from job specification sheet.                   |
|                                  | 1.3 Indicate baseline or datum points according to job specifications.   |
| 2. Interpret details from sketch | 2.1 Identify symbols correctly from <b>drawing</b> and <b>sketches</b> according to task requirements.         |
|                                  | 2.2 Identify components, assemblies or objects according to job specifications.                                |
|                                  | 2.3 Identify the dimensions from <b>sketches</b> and <b>drawings</b> according to job specifications.          |
|                                  | 2.4 Identify and follow instructions from <b>drawings</b> and <b>sketches</b> according to job specifications. |
|                                  | 2.5 Identify material requirements according to <b>drawings, sketches</b> and job specifications.              |
|                                  | 2.6 Calculate required materials using ratios and dimensions according to <b>drawings</b> or <b>sketches</b> . |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Sketches:**

- Manual
- Computer aided

**2. Drawings:**

- Standard engineering symbols
- Plans i.e. single line drawings
- Elevations



**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. How to read and interpret simple drawings and sketches.
2. How to prepare sketches using appropriate symbols.
3. How to identify and include dimensions and instructions.
4. How symbols, dimensions, drawing terminology and their applications are used.
5. What are base-line or datum points and how to indicate them on drawings or sketches.
6. Why it is important to indicate base-line or datum points.
7. How to identify symbols correctly from drawings and sketches.
8. How to identify components, assemblies or objects from job specifications.
9. How to identify dimensions from drawings and sketches.
10. How to identify and follow instructions from drawings and sketches.
11. How to identify material requirements from drawings, sketches and job specifications.
12. How to estimate measurements.
13. How to measure accurately.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

### (2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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

### (3) Context of Assessment

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

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

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**U31501****Perform measurements and calculations**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to effectively carry out measurements and calculations of work to required tolerance. It applies to all individuals working in maintenance who carry out tiling, masonry, carpentry activities and other activities which require calculation to be done.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                |  |
|--------------------------------|--|
| 1. Obtain measurements         | <ul style="list-style-type: none"> <li>1.1 Obtain accurate measurements to job instructions using appropriate measuring devices.</li> <li>1.2 Select and read instruments to the limit of accuracy of the tool.</li> <li>1.3 Identify and record measurements accurately without error.</li> <li>1.4 Adhere to quality assurance requirements associated with enterprise's work operations.</li> </ul>   |
| 2. Perform simple calculations | <ul style="list-style-type: none"> <li>2.1 Use calculations involving fractions, percentage and mixed numbers to complete workplace tasks.</li> <li>2.2 Demonstrate knowledge of the mathematical relationships between various quantities.</li> <li>2.3 Perform calculations accurately using established formulae and apply the results to work activities, according to industry requirements.</li> <li>2.4 Perform statistical calculations using given data according to mathematical principles.</li> <li>2.5 Use the functions of the calculator to perform workplace tasks within the limitations of the instrument.</li> <li>2.6 Correct and self-check numerical information for accuracy according to mathematical principles.</li> </ul> |

3. Estimate approximate quantities
  - 3.1 Estimate measurements on site and compare to the measurements/quantities obtained from the job specifications/plan.
  - 3.2 Obtain information correctly from job instructions and job site according to organizational procedures.
  - 3.3 Estimate the costs for a simple project within + or – 10%.
  - 3.4 Estimate the time taken to complete work activities.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Measurements:**

- Linear quantities
- Sound pressure levels
- Weight
- Angular dimensions
- Volume

**2. Measuring devices:**

- Linear devices
- Weighing devices
- Time devices
- Area

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the tools used to measure sites.
2. How to measure sites/job areas accurately.
3. How to record measurements correctly and according to organisational procedures.
4. How to use measuring and calculating devices correctly
5. What are the formulas for basic calculations such as area and perimeter.
6. How to use scales, keys in calculating measurements from drawings/site plans.
7. What are units of measurements.
8. What are calculating devices and how to use them.
9. How to manipulate formulae.
10. How to use measuring devices and equipment safely.
11. How to apply mathematical procedures including addition, subtraction, multiplication, division, percentages and fractions.

---

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

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

**(2) Method of Assessment**

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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

**(3) Context of Assessment**

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

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

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA11302

## Plan and organise work

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to effectively plan and organise work assignments and applies to all individuals.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Identify work requirements                      | 1.1 Follow and adhere to instructions for work schedule, performance and quality assurance requirements and clarify where necessary. |
|  | 1.2 Obtain and confirm understanding of the relevant specifications for activity outcomes and clarify where necessary.               |
| 2. Plan process to complete work                   | 2.1 Identify tasks according to objectives, performance requirements and specifications.   |
|  | 2.2 Identify, prioritise and sequence tasks to achieve the effective completion of work according to organisational policy.          |
| 3. Select tools and equipment                      | 3.1 Identify and correctly wear <b>personal protective equipment</b> to suit job requirements.                                       |
|  | 3.2 Identify and select appropriate tools and equipment for the required task.   |
| 4. Demonstrate safe and efficient sequence of work | 4.1 Provide services safely in a logical and efficient sequence according to organisational procedures.                              |
|  | 4.2 Store tools, supplies and equipment safely when not in immediate use according to organisational policy.                         |
| 5. Report outcomes                                 | 5.1 Report to <b>appropriate persons</b> on the completion of activities according to organisational procedures.                     |



6. Clean up
- 5.2 Enter relevant customer details on database according to organisational procedures.
  - 6.1 Store unused materials safely in an appropriate area according to organisational safety procedures.
  - 6.2 Remove empty containers and waste materials from the service area according to organisational policies and procedures.
  - 6.3 Confirm that the service area is left clean, safe and secure on completion of work according to organisational health and safety requirements.
  - 6.4 Clean, maintain and store tools and equipment according to manufacturer's recommendations and organisational procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Personal protective equipment:**

- Gloves
- Face
- Body
- Head

**2. Appropriate persons**

- Supervisor
- Customer
- Colleague

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the organisational policies and procedures with regard to planning and organising allocated duties.
2. How to follow and adhere to instructions for work schedules, performance and quality assurance requirements and when to clarify.
3. Why it is important to obtain and confirm understanding of the relevant specifications for activity outcomes and how and when to clarify.
4. How to identify tasks according to objectives, performance requirements and specifications.
5. How to identify, prioritise and sequence tasks to achieve the effective completion of work according to organisational policy
6. How to identify and correctly wear personal protective equipment to suit job requirements.
7. What are the organisational and equipment safety requirements.
8. How to identify and select appropriate tools and equipment for the required service/task.
9. What are the materials and equipment appropriate to the task.
10. Why it is important to follow and adhere to instructions for work schedule, performance and quality assurance requirements.
11. How to follow routine instructions, perform tasks according to organisational procedures.
12. How to provide services safely in a logical and efficient sequence according to organisational procedures.
13. How to store tools, supplies and equipment safely when not in immediate use according to organisational policy.
14. How to report to appropriate persons on the completion of activities according to organisational procedures.
15. How to enter relevant client details on database according to organisational procedures.
16. How to store unused materials safely in an appropriate area according to organisational safety procedures.
17. How to remove empty containers and waste materials from the service area according to organisational policies and procedures.
18. Why it is important to leave the service area is left clean, safe and secure on completion of work according to organisational health and safety requirements.
19. Why it is important to clean, maintain and store tools and equipment according to manufacturer's recommendations and organisational procedures and how to do so.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

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

**(2) Methods of Assessment**

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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

**(3) Context of Assessment**

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

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

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA23602****Conduct building and equipment inspections**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to conduct inspections of buildings and equipment to ascertain their integrity and operational functionality. It also covers the organisational safety and health and legislative requirements for doing so.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                    |   |
|------------------------------------|---|
| 1. Plan and prepare for inspection | <ul style="list-style-type: none"> <li>1.1 Confirm the reasons for carrying out the <b>inspection</b> according to organisational requirements.</li> <li>1.2 Obtain the history of the building and equipment to be inspected from <b>relevant sources</b>.</li> <li>1.3 Confirm understanding of the safety and health requirements for conducting the <b>inspection</b>.</li> <li>1.4 Confirm with relevant personnel all details associated with conducting the building <b>inspection</b>.</li> </ul> |
| 2. Conduct inspection              | <ul style="list-style-type: none"> <li>2.1 Select and wear <b>personal protective equipment</b> correctly according to manufacturer's specifications and type of <b>inspection</b>.</li> <li>2.2 Conduct <b>inspection</b> and evaluate <b>conditions</b> in accordance with organisational, safety and health requirements, manufacturer's recommendation and maintenance schedules.</li> <li>2.3 Obtain evidence to support findings in accordance with organisational requirements.</li> </ul>         |
| 3. Document outcomes of inspection | <ul style="list-style-type: none"> <li>3.1 Document findings of <b>inspection</b> and any corrective actions to be taken in accordance with organisational procedures.</li> </ul>   |

- 3.2 **Maintain inspection** records according to organisational policies and procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Inspection:**

- Building
- Equipment and utilities

**2. Relevant sources:**

- Organisational archives
- Building planning department
- Manufacturers
- Maintenance files

**3. Personal protective equipment (PPE):**

- Gloves
- Goggles
- Safety boots
- Helmets
- Face masks, respirator
- Coveralls, aprons
- Ear plugs, ear muffs

**4. Condition:**

- Requiring repair
- Requiring replacement

**5. Document:**

- Electronically
- Manually

**6. Records:**

- Paper-based
- Electronically

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are building inspections and how to conduct them.
2. What is the purpose of and reasons for conducting building inspections.
3. What are the safety and health requirements for conducting building inspections and how to use these to mitigate risks against self and others.
4. How to meet the safety and health requirements for conducting building inspections.
5. How to access information on the building/equipment to be inspected.
6. What are the specifications, organisational, industry and legislative requirements for carrying out building inspections and maintaining such records.
7. How to record the results of building inspections according to organisational requirements.
8. How to use the findings of building inspections for planning maintenance activities.
9. Why it is important to maintain correct records and how to maintain them.
10. What are the various types of inspections to be conducted for building and equipment.
11. How to conduct inspections of a building's equipment, systems, wooden finishing, marble and fabric.
12. How to repair the fabric of a building.



## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

### (2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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

### (3) Context of Assessment

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

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

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA23702

## Carry out planned preventative maintenance (PPM) procedures

## Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to maintain buildings and their associated equipment and systems in good working order. It includes the development of planned preventative maintenance (PPM) plans for non-routine and planned activities to effectively maintain buildings and their systems and also covers scheduling emergency maintenance.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |   |     |  |
|----|---|-----|--|
| 1. | Participate in the creation of PPM programmes | 1.1 | Liaise with <b>relevant personnel</b> to plan the development of PPM programmes as required.   |
|    |   | 1.2 | Contribute to the development of <b>PPM activities</b> , schedules and procedures within the scope of your responsibility according to organisational policies and procedures. |
| 2. | Prepare for PPM activities                    | 2.1 | <b>Track</b> inventory of building and equipment in accordance with organisational policies and procedures.  |
|    |   | 2.2 | Confirm the required <b>resources</b> to perform PPM activities within designated timeframes and according to organisational policies and procedures.                          |
| 3. | Follow PPM procedures and schedules           | 3.1 | Confirm and review <b>hazard assessments</b> for the PPM programmes with <b>relevant personnel</b> and according to organisational procedures.                                 |
|    |   | 3.2 | Converse with team members and identify activities to be completed by each person, in accordance with organisational policies and procedures.                                  |
|    |   | 3.3 | Adhere to the <b>PPM procedures and schedules</b> when carrying out <b>PPM activities</b> on buildings and equipment.  |

- 3.4 Read and confirm understanding of relevant equipment user manual or manufacturer's specifications prior to commencing work on equipment.
  - 3.5 Conduct inspections and relevant tests on buildings and equipment according to manufacturers' instructions, manuals, building codes and specifications and organisational policies and procedures.
  - 3.6 Conduct maintenance repairs to buildings and equipment according to manufacturers' instructions, manuals, building codes and specifications and organisational policies and procedures.
  - 3.7 Report major faults with buildings and equipment in accordance with organisational policies and procedures.
  - 3.8 Remove faulty equipment and tag appropriately in accordance with organisational procedures.
  - 3.9 Start up, operate and shut down buildings and equipment to confirm functionality according to manufacturer and organisational policies and procedures.
  - 3.10 Report instances where **PPM activities** cannot be fully met or where there are deviations outside the planned schedule.
  - 3.11 Dispose of **waste** generated throughout **PPM activities** in accordance with environmental legislation and approved organisational procedures.
4. Support the analysis, adjustment and improvement of PPM programmes
    - 4.1 Review conducted **PPM activities** and schedules in conjunction with **relevant personnel** according to organisational policies and procedures.
    - 4.2 Identify and report problems encountered when conducting **PPM activities** to **relevant personnel** in accordance with organisational policies and procedures.

- 4.3 Make recommendations to **relevant personnel** on how PPM programmes and associated maintenance procedures can be improved, where possible, within the scope of your authority.
- 5. Carry out emergency maintenance
  - 5.1 Act on unplanned or emergency maintenance activities promptly in accordance with organisational policies and procedures.
  - 5.2 Perform the necessary checks and take corrective action to restore buildings and equipment to operational capacity in accordance with organisational safety and health procedures.
- 6. Complete PPM documentation
  - 6.1 Complete required PPM documentation in a timely manner and in accordance with operational procedures.
  - 6.2 Maintain PPM documentation in accordance with organisational and legislative requirements.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Relevant personnel:**

- Internal e.g. team members
- External e.g. customers

**2. PPM activities:**

- Heating ventilation air conditioning (HVAC) maintenance
- Roof maintenance
- Scheduled maintenance of equipment (mechanical/engineering)
- Utility system maintenance
- Emergency systems (fire, security) maintenance
- Pest control
- Emergency maintenance

**3. Track:**

- Electronically
- Manually

**4. Resources:**

- Tools and equipment
- Personal protective equipment

**5. Hazard assessments:**

- Risk assessment
- Method statement
- Permit to work systems
- Authorised maintenance procedures

**6. PPM procedures and schedules:**

- PPM plan
- PPM schedule
- Maintenance procedures
- Legislative requirements
- Hazard control procedures

**7. Waste:**

- Hazardous
- Non-hazardous

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are your own personal and legal responsibilities relating to safety and health in the workplace.
2. What are risk assessments and safe systems of work.
3. What are method statements and permit to work systems.
4. What is planned preventive maintenance (PPM) and its associated activities.
5. What are the PPM procedures relevant to the building/plant and equipment.
6. Which tools and equipment to use when performing PPM activities.
7. Which maintenance methods to use when performing PPM activities.
8. What are the maintenance authorisation procedures and limits of responsibility in line with manufacturers' and company procedures.
9. What is waste and what are the types of waste that are generated during PPM activities.
10. What are the organisational and legislative requirements for waste disposal within the work place.
12. How to handle and dispose of waste safely.
13. How to assist in the development of PPM plans.
14. What are computerised maintenance management systems (CMMS) and computer-aided facility management (CAFM) software and how to use them.
15. What are asset registers and how to use them.
16. Why it is important to track inventory and how to do so.
17. How to use help desks and manage key performance indicators (KPIs) effectively.
18. What are heating ventilation air conditioning (HVAC) systems, how these work and how to maintain them.
19. What are refrigeration systems, how to evacuate them and why it is important to do so.
20. What are the methodologies used in HVAC systems.
21. How air conditioners, cooling and heating systems and their components work, such as use of chilled water and boiler pipes.
21. What are the basics of HVAC systems and the types of maintenance or repairs done on them.
22. How to maintain, repair and refer HVAC system problems outside of your area of responsibility.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

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

**(2) Method of Assessment**

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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

**(3) Context of Assessment**

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

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

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA23802

**Plan, prepare and perform basic maintenance activities**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to plan, prepare and perform basic maintenance activities and applies to individuals within the maintenance sector of an organisation,

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |  |     |  |
|----|--|-----|--|
| 1. | Plan for basic maintenance activities    | 1.1 | Identify job requirements based on consultation with <b>client</b> and maintenance schedule.   |
|    |  | 1.2 | Confirm understanding of the maintenance schedule with <b>clients</b> according to organisational policy.  |
|    |  | 1.3 | Identify and select appropriate <b>tools and equipment</b> for maintenance activities, including personal protective equipment according to organisational policy. |
|    |  | 1.4 | Obtain manufacturer's' specifications or manuals for <b>tools and equipment</b> for maintenance activities.  |
|    |  | 1.5 | Identify occupational health and safety requirements for basic maintenance activities.   |
|    |  | 1.6 | Identify and calculate appropriate quantities of <b>materials</b> required for the job according to client requirements or maintenance schedule.                   |
|    |  | 1.7 | Plan work and access to the work location according to operating procedures and legislation.   |
| 2. | Prepare for basic maintenance activities | 2.1 | Confirm the work to be completed with <b>clients</b> and other <b>essential personnel</b> , according to operational procedures.                                   |



- 2.2 Select and correctly fit appropriate personal protective equipment according to job requirements and organisational health and safety requirements.
  - 2.3 Conduct a basic inspection of the work area to identify hazards and follow occupational safety and health procedures to minimise risk to yourself and others.
  - 2.4 **Report** hazards which cannot be resolved within your area of responsibility to relevant personnel according to organisational health and safety procedures.
  - 2.5 Obtain and check **tools and equipment** for serviceability and make appropriate changes when defects are found, according to organisational procedures.
  - 2.6 Prepare and store **materials** and equipment safely, easily accessible and ready for application, according to manufacturers' specifications.
  - 2.7 Erect safety signage and barricades, where necessary, according to site and safety requirements.
3. Perform basic maintenance activities
- 3.1 Follow occupational health and safety policies and procedures while carrying out **basic maintenance activities**.
  - 3.2 Operate tools and equipment to complete **basic maintenance activities**, in accordance with manufacturer specifications and standard operating procedures.
  - 3.3 Use **materials** correctly to complete **basic maintenance activities** in accordance with manufacturer's specifications and standard operating procedures.
  - 3.4 Inspect completed **basic maintenance activities** to ensure they meet required industry standards, job specifications and **client** requirements.

- 3.5 Document **basic maintenance activities** in accordance with organisational policies and procedures.
  - 3.6 Notify **clients** on completion of work in accordance with organisational procedures.
- 4. Clean-up worksite
  - 4.1 Clear work area of **materials** and store for re-use or disposal according to standard operating procedures.
  - 4.2 **Clean** and store **tools and equipment** in accordance with manufacturers' recommendations and standard operating procedures.
  - 4.3 **Clean** work area according to operational procedures and industry requirements.
  - 4.4 **Dispose of waste** using appropriate methods according to manufacturer's recommendations, environmental and organisational procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Clients:**

- Internal
- External

**2. Tools and equipment:**

- Hand
- Power
- Pneumatic

**3. Essential personnel:**

- Artisans
- Suppliers of materials

**4. Basic maintenance activities:**

- Painting
- Plumbing
- Tiling
- Replacement of basic electrical/electronic items/fixtures i.e. lighting
- Masonry/stone work
- Carpentry
- Glass work
- Landscaping including hardscapes
- Pools including waterscapes

**5. Materials:**

- Painting
- Plumbing
- Tiling
- Electrical and lighting
- Masonry/stone work
- Carpentry
- Glass work
- Landscaping including hardscapes
- Pools including waterscapes

**6. Report:**

- Verbal
- Non-verbal

**7. Clean:**

- Manually
- Mechanically

**8. Waste:**

- Hazardous
- Non-hazardous

**9. Dispose:**

- Special disposal (for hazardous waste)
- Normal disposal (for non-hazardous waste)

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are types of basic maintenance activities performed within your job function.
2. What are the methods and materials used for basic maintenance activities performed within your job function.
3. What are the types of materials used for basic maintenance activities and their application methods.
4. What are the standard operating procedures, health and safety protocols, best practices and general building standards which must be adhered to when performing various types of basic maintenance activities.
5. How to prepare for basic maintenance activities.
6. How to prepare materials for use during basic maintenance activities.
7. How to check tools and equipment before use in basic maintenance activities.
8. How to use tools and equipment during basic maintenance activities.
9. What hazards are present within the work environment and how to reduce risk to your safety and health.
10. What personal protective equipment should be used when performing basic maintenance activities.
11. What are the procedures for handling and storing tools, equipment and materials.
12. Which tools are used during basic maintenance activities.
13. How to use and operate hand and power tools.
14. How to read manufacturer's specifications for using power tools.
15. What is manual handling and which techniques you should employ to maintain your safety and health.
16. What is ergonomics and what are the ergonomic techniques that you should employ to maintain your safety and health.
17. How to accurately interpret drawings and instructions relevant to basic maintenance activities.
18. How to estimate required materials from drawings, blueprints, or written instructions.
19. How to communicate with relevant personnel relating to basic maintenance activities being conducted and how to report or resolve issues or concerns within your level of responsibility.
20. How to maintain various records related to work orders and assigned activities.
21. How to maintain the work area in a safe, clean and orderly condition.
22. What are the environmental, industry and organisational requirements for the disposal of waste.
23. How to safely dispose of various types of waste generated during basic maintenance activities.

**EVIDENCE GUIDE**

*For assessment purposes:*

**(1) Critical Aspects of Evidence**

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

**(2) Method of Assessment**

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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

**(3) Context of Assessment**

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

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

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA08701****Use and maintain tools**

Unit Descriptor:

This unit describes the knowledge, skills and attitudes required to competently identify, use, maintain and store appropriate tools and applies to all individuals in the industry.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |   |  |
|---|--|
| 1. Identify tools                       | <ul style="list-style-type: none"> <li>1.1 Identify and locate <b>tools</b> to be used in workplace operations.</li> <li>1.2 Identify the functions of <b>tools</b> according to manufacturers' instructions.</li> <li>1.3 Identify sources and types of <b>power supply</b> for <b>tools</b> according to manufacturers' specifications, where necessary</li> </ul>   |
| 2. Select and use tools                 | <ul style="list-style-type: none"> <li>2.1 Adhere to occupational health and safety requirements for using tools.</li> <li>2.2 Use appropriate <b>personal protective equipment</b> according to the task to be completed.</li> <li>2.3 Select <b>tools</b> according to job specifications.</li> <li>2.4 Check <b>tools</b> and <b>components</b> for serviceability and safety and report any faults to supervisor.</li> </ul> |
| 3. Clean and store hand and power tools | <ul style="list-style-type: none"> <li>3.1 Clean and maintain <b>tools</b> according to manufacturers' instructions and workplace requirements.</li> <li>3.2 Clean and store power leads and hoses to <b>tools</b> according to manufacturers' instructions.</li> <li>3.3 <b>Report</b> any unserviceable tools to relevant personnel according to workplace procedures.</li> </ul>  |

- 3.4 Transport **tools** in a safe secure manner to minimise risk of injury and damage to equipment according to workplace procedures.
- 3.5 Store **tools** safely according to manufacturers' specifications, to prevent damage to equipment.
- 3.6 Clean the work area and remove waste according to regulations and operating procedures.



**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Tools:**

- Hand tools
- Power tools

**2. Components:**

- Leads
- Hoses
- Joints

**3. Power supply:**

- AC (alternating current)
- DC (direct current)

**4. Report:**

- Verbal
- Non-verbal

**5. Personal protective equipment:**

- Gloves
- Goggles
- Safety boots
- Helmets
- Face masks, respirator
- Coveralls, aprons
- Ear plugs, ear muffs

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

- 1 How to identify, locate and select hand and power tools.
2. How to identify the functions of hand and power tools.
3. Why it is important to adhere to occupational health and safety requirements when using hand and power tools.
4. How to select, fit and use the correct personal protective equipment.
5. Why it is important to check tools and components for serviceability and safety.
6. Why it is important to report faults to the Supervisor.
7. How to select equipment to hold or support materials where applicable.
8. What weather conditions impede the handling and transportation of materials.
9. What recording and reporting procedures are required following the tests and why.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

### (2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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

### (3) Context of Assessment

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

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

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**UA08601****Use measuring devices**

Unit Descriptor:

This unit describes the knowledge, skills and attitude required to effectively measure with devices and applies to all individuals working in the maintenance sectors.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |                                     |   |
|-------------------------------------|---|
| 1. Use a range of measuring devices | <ul style="list-style-type: none"> <li>1.1 Select appropriate <b>measuring devices</b> to achieve required outcome.</li> <li>1.2 Check selected <b>measuring devices</b> for serviceability according to manufacturer's specifications.</li> <li>1.3 Zero <b>measuring devices</b> to obtain greater accuracy of measurements according to manufacturer's specifications.</li> <li>1.4 Use <b>measuring devices</b> according manufacturer's specifications, workplace procedures and safety requirements.</li> <li>1.5 Obtain <b>measurements</b> to the expected degree of accuracy according to requirements of the task.</li> </ul> |
| 2. Maintain devices                 | <ul style="list-style-type: none"> <li>2.1 Maintain and store measuring devices according to manufacturer's specifications and workplace procedures.</li> <li>2.2 Make adjustments to the measuring devices as expected by manufacturer's specifications.</li> <li>2.3 Tag and report faulty devices according to workplace procedures.</li> </ul>  |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Measuring devices:**

- Linear (e.g. tape)
- Non-linear (e.g. thermometers)
- Electrical (e.g. multimeter)

**2. Measurements:**

- Length /width/depth
- Squareness
- Angles
- Temperature

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are electrical/electronic devices.
2. What are basic measuring devices.
3. How to interpret and understand documentation and information about measuring devices.
4. How to apply basic numeracy to using measuring devices.
5. How to follow safety instructions.
6. How to correctly use various measuring devices.
7. How to adjust measurements.
8. How to measure accurately.
9. How to apply quality assurance.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

### (2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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

### (3) Context of Assessment

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

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

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA23902

## Participate in project management activities

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to participate in project management activities. It covers carrying out work tasks according to the project plan and documenting project details.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |    |   |     |   |
|----|---|-----|---|
| 1. | Contribute to the preparation of the project plan | 1.1 | Identify the key objectives and scope of the project in consultation with <b>relevant personnel</b> and in accordance with organisational and operating procedures.             |
|    |   | 1.2 | Contribute to the development of a project plan in consultation with <b>relevant personnel</b> in accordance with key objectives and the scope of the project.                  |
|    |   | 1.3 | Confirm the project plan with <b>relevant personnel</b> and confirm your role and responsibilities for contributing to the delivery of the project within the agreed timelines. |
|    |   | 1.4 | Identify the required <b>resources</b> to fulfill project requirements according to the project plan.   |
| 2. | Work according to the project plan                | 2.1 | Obtain the <b>resources</b> allocated for the project from relevant sources in accordance with operating procedures.  |
|    |   | 2.2 | Work according to the project plan and report deviations from the project plan to <b>relevant personnel</b> in accordance with organisational policies and procedures.          |
|    |   | 2.3 | Communicate <b>challenges</b> encountered during the project to <b>relevant personnel</b> in a timely manner in accordance with organisational procedures.                      |



- 2.4 Rectify **challenges** encountered within own scope of responsibility and refer any others to **relevant personnel** according to organisational procedures.
- 2.5 Complete required, relevant **documentation** during or at the end of the project according to organisational procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Relevant personnel:**

- Internal
- External

**2. Resources:**

- Physical e.g. materials, equipment
- Human
- Financial

**3. Challenges:**

- Financial
- Physical
- Human

**4. Documentation:**

- Paper
- Electronic

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What is project management and what are the key stages in the project life cycle.
2. What are the organisational and operational requirements for participating in project management activities within your organisation.
3. What are the legislative, industry, codes of practice for managing projects within your organisation.
4. What is your role and responsibility in supporting the management of projects that you are undertaking within your work environment.
5. What is a project plan and what should be included in it.
6. What are the various types of projects undertaken within maintenance departments.
7. How to utilise resources effectively whilst completing a project.
8. How to accurately perform measurements and calculations for projects.
9. What challenges may be encountered during maintenance projects and how to rectify such in a timely manner.
10. What are the risk and contingencies common to maintenance departments and how to deal with them.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

### (2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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

### (3) Context of Assessment

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

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

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

## UA24002

## Contribute to the preparation of budgets

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to contribute to the preparation of budgets within the organisation. It covers the preparation of quotations used for budgeting purposes as well as the use of budgets to monitor the effective and economical completion of activities within the organisation.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |   |
|--|---|
| 1. Prepare quotations and invoices                       | <ul style="list-style-type: none"> <li>1.1 Prepare quotations for the project based on relevant information regarding activities to be completed.</li> <li>1.2 Request feedback for the quotation from <b>relevant personnel</b> in accordance with organisational policies and procedures.</li> <li>1.3 Review and amend quotations for activities based on feedback from <b>relevant personnel</b> in accordance with organisational financial procedures.</li> <li>1.4 Prepare invoices where necessary in accordance with organisational procedures.</li> </ul>   |
| 2. Support the development and implementation of budgets | <ul style="list-style-type: none"> <li>2.1 Review the draft budget for activities in consultation with <b>relevant personnel</b> according to organisational policies and procedures.</li> <li>2.2 Confirm the approved budget for activities with <b>relevant personnel</b> and confirm your role and responsibilities for contributing to their delivery within the agreed budget.</li> <li>2.3 Confirm that the resources for activities are allocated in accordance with approved budget.</li> <li>2.4 Support the reconciliation of costs with the original budget and share with <b>relevant personnel</b> in accordance with organisational financial procedures.</li> </ul> |

- 2.5 Complete reports on the use of your portion of the budget according to organisational procedures.

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Relevant personnel:**

- Internal
- External

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are quotations and invoices and how to prepare them.
2. What are budgets and how to support their implementation within the workplace.
3. What are the organisational and operational requirements for participating in budget activities.
4. What are your role and responsibilities in supporting the management of budgets within your work environment.
5. How to source resources within budget.
6. How to accurately prepare quotations for use in budgets.
7. How to apply budget to activities for effective use of resources.
8. What are risks and contingencies common to maintenance departments and how to accommodate these within quotations and budgets.
9. How to report on budget use.



## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

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

### (2) Method of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Written evidence
- Witness testimony
- Professional discussion

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

### (3) Context of Assessment

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

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

Simulation **should not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**U68402****Contribute to the protection of the environment**

Unit Descriptor:

This unit deals with the knowledge, skills and attitudes required to conduct work activities in a manner that protects the environment. Candidates should take steps to minimise any negative impact on the environment by completing tasks and activities in a way which causes as little damage or disturbance as possible to the environment while following organisational procedures.

**ELEMENT****PERFORMANCE CRITERIA**

*To be competent you must achieve the following:*

- |  |  |
|--|--|
| 1. Work in an environmentally conscious way                            | <ul style="list-style-type: none"> <li>1.1 Perform duties in accordance with <b>relevant policies and legislation</b>.</li> <li>1.2 Execute duties in a <b>manner which minimises environmental damage</b>.</li> <li>1.3 Operate and handle <b>equipment and materials</b> in a <b>manner that minimises environmental damage</b>.</li> </ul>  |
| 2. Contribute to continuous improvements in protecting the environment | <ul style="list-style-type: none"> <li>2.1 Identify instances of likely or actual environmental damage and take appropriate action.</li> <li>2.2 Identify improvements to procedures and practices in terms of good environmental practice and report to relevant persons.</li> <li>2.3 Dispose of <b>hazardous and non-hazardous waste</b> safely according to approved legislative procedures and practices.</li> <li>2.4 Contribute to sustainable development particularly in the conservation of energy, water, use of resources and equipment to minimise environmental damage.</li> </ul> |

**RANGE STATEMENT**

*All range statements must be assessed:*

**1. Relevant policies and legislation:**

- Organisational policies
- Health and safety at work
- Environmental legislation
- Solid waste management policies
- Recyclable policies

**2. Manner which minimises environmental damage:**

- Using recycled/reused items and materials where appropriate
- Disposing of polluting substances safely
- Reducing the volume of waste
- Using biodegradable and eco-friendly chemicals
- Planning tasks to reduce the use of fuel and electricity

**3. Equipment and materials**

- Hand tools
- Power tools
- Personal protective equipment
- Cleaning chemicals
- Soaps and sanitisers
- Paper towels
- Garbage disposal bags
- Cloths and towels
- Containers
- Access equipment

**4. Hazardous waste:**

- Oils
- Chemicals and solutions
- Harmful materials (asbestos, fibreglass)
- Electronic equipment
- Organic hazards (pest excrement, pest carcasses)

**5. Non-hazardous waste:**

- Food
- Plant matter
- Paper

**UNDERPINNING KNOWLEDGE AND SKILLS**

*You need to know and understand:*

1. What are the relevant policies and legislation governing environmental protection.
2. How to recognise any likely or actual environmental damage.
3. What are the appropriate actions to take in the discovery of likely or actual environmental damage.
4. What are the ways in which tools and materials should be used in order to minimise environmental damage.
5. What are the different types of pollution.
6. What are the consequences of pollution.
7. How to recognise wastage of energy, water, equipment and materials.
8. What are the methods of working that will minimise pollution and wastage of resources.
9. What are the types of damage which may occur, the impact these can have on the environment and corrective actions to be taken.
10. What are the methods of waste disposal which will minimise the risk to the environment.
11. What are the organisational requirements to prevent wastage.

## EVIDENCE GUIDE

*For assessment purposes:*

### (1) Critical Aspects of Evidence

Candidates must prove that they can carry out **all** the elements, meeting **all** of the performance criteria, range and underpinning knowledge **on no less than three (3) occasions**. This evidence must come from a real working environment.

### (2) Methods of Assessment

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

Evidence may be collected in a variety of ways including:

- Observation
- Written/oral questioning
- Witness testimony
- Personal statement
- Written evidence (projects or assignments)
- Case study and scenario analysis
- Role play/simulation

### (3) Context of Assessment

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

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

Simulation **must not be used**, except in exceptional circumstances where natural work evidence is unlikely to occur.

**Assessment methods**

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

**Assessors**

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

**Approved Centre**

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

**Case Studies**

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

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

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

**Competence**

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

**Element**

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

**Explanation of NVQ Levels**

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

**Level 1 - Entry Level**

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

**Level 2 - Skilled Occupations:**

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

**Level 3 - Technician and Supervisory Occupations:**

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

**Level 4 - Technical Specialist and Middle Management Occupations:**

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

**Level 5 - Chartered, Professional and Senior Management Occupations:**

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

**External Verifier**

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

**Internal Verifier**

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

**NVQ**

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

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

**NVQ Coordinator**

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

**Observation**

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

**Performance criteria**

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

**Product of Work**

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

**Questioning**

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

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

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



### Range statements

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

Range statements are prescriptive therefore each category must be assessed.

### Role-plays

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

### Simulations

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

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

### Supplementary evidence

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

### Underpinning knowledge

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

### Units

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

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

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

**Additional units** - are units which the candidate can undertake but are not a requirement to achieve a qualification

### Work-based projects

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

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