SUBMISSION COVER SHEET

Name	Philip AMOS - Practical Workplace Relations
Address	36a Haig Street, BELMONT NSW 2280
Phone	02 4945 5220
Mobile	0407 716 331
Email	skillsmaster275@outlook.com

This submission is made by Practical Workplace Relations on behalf of all organization currently using the SkillsMaster System – Pro-rata Award Based Wage Assessment Tool.

Executive Summary

Practical Workplace Relations (PWR) is well known and respected as a Business Management, Human Resource Management, Recruitment and Workplace Relations Consultancy service, and has provided advice and assistance for many clients throughout Australia. Over the last twenty five years of operation PWR has specialized within the Disability Sector and in particular Australian Disability Enterprises.

PWR's experience extends over thirty years, supporting and consulting with senior Management of organisations in Administration Management, Workplace Relations, Human Resource Management, Payroll, Workplace Health and Safety Management and Employee Training and Development.

PWR is strongly committed to providing quality services to its disability sector clients in accordance with its policies and the requirements of its clients to meet their legislative requirements and the Disability Service Standards.

To meet the needs of its client PWR developed and assisted organisations to implement the computerized SkillsMaster© System – A Skills Management and Training Needs Analysis System, incorporating: A Pro-rata Award Based Wage Assessment Tool for People with a Disability, Employee Case Notes Records and Analysis, and Employee Profile, Functional Assessment and Individual Employment Plans.

Through regular visits and working within the sector PWR has a very clear understanding of the problems faced by many organizations in managing not only the financial requirements to remain viable but the day to day issues and problems associated with managing people with a disability in a workplace environment where the organization is subject to the same legal and regulatory obligations regarding employment as other organisations employing people without a disability and working in an open employment environment.

MATTER NO. AM2014/286
SUPPORTED EMPLOYMENT SERVICES AWARD 2010 – FOUR YEARLY REVIEW OF MODERN AWARD

FURTHER SUBMISSION TO THE FAIR WORK COMMISSION IN RESPONSE TO THE STATEMENT ISSUED BY THE COMMISSION ON 11TH SEPTEMBER 2018

THIS SUBMISSION IS ON BEHALF OF THE USERS OF THE SKILLSMASTER© SYSTEM PRO-RATA AWARD BASED WAGE ASSESSMENT TOOL FOR DETERMINING WAGE OUTCOMES FOR PEOPLE WITH A DISABILITY WORKING IN AN AUSTRALIAN DISABILITY ENTERPRISE (ADE)

1. This submission will principally deal with the issues raised by the Commission in the Statement dated 16th April 2018 at paragraph 15, Sub-sections seven (7) to thirteen (13).

2. Statements 16th April 2018 and 11th September 2018

Based on the Commissions observations following the report-back hearing held on 29th May 2018 and the conclusions reached in the Statement of 11th September 2018, it is our view, any further consultation with, or review by the applicants, or other interested parties regarding the provisional views of the Commission would only delay, have no real outcomes, and would not accomplish any consensus of the parties which would bring this matter to a conclusion.

3. Having regard to the comments from the interested parties contained in the Statement of 11th September 2018 we support the view that the final decision should be determined by the Full Bench on the understanding the matter would firstly be subject to the conferral process contained in the Statement dated 16th April 2018, at paragraph 15, Sub-section 10.

4. Proposed New Wage Assessment Tool

It is our preferential view, that the SkillsMaster System is a fair, equitable, reliable, and non-discriminative wage assessment tool and should continue to be included in the Award as an appropriate Wage Assessment Tool for people with a disability working in an Australian Disability Enterprise, notwithstanding the additional benefits the SkillsMaster System offers to both employees and employers to manage employee skills development, behavioral management, training needs analysis and hard copy information (*reports*) for employees on their employment objectives and aspirations.

5. This view is supported by the previous two submissions (*17th September 2010 and 17th February 2018*) to the Commission during these proceedings and the fact, the SkillsMaster System is the only current wage assessment tool that specifically refers to, and incorporates the Award classification structure and the indicative tasks (*defined as Enterprise Units of Competence*) contained in that structure (*albeit the award is deficient in its content and description of each task*) into the system to assess if the employee can undertake the task (*competent at the task*), and conduct a wage assessment to determine the ability and productivity of the employee while undertaking the task the employee has been assessed as being competent.

6. The Skillsmaster System specifically compares the ability of an employee with a disability to an employee without a disability doing the same job relevant to the employees Award classification.

7. Although we strongly advocate our position for the Skillsmaster System to remain in the Award, we are not disregarding and we support the Commissions view that the Award classification structure does not adequately define the work undertaken by employees and particularly employees with a disability.

8. We also support the Commissions view that the Award classification structure should be so defined to clearly establish the roles and duties of each job required to be undertaken within an ADE.

9. This is the very process the Skillsmaster System undertakes in the development of an employees' '**Job Model**' which incorporates 'Units of Competence' to define the tasks to be undertaken.

10. Each Unit of Competence clearly defines the task, and skill and knowledge required by an employee to undertake the task.

11. The information contained in each Unit of Competence supports the evidence to determine if the employee is also competence to undertake the task.

12. The process of defining indicative tasks and matching skills requirements to competency standards in the Supported Employment Services Award 2010 should be no different to that of other Modern Awards.

13. An example of the process is contained in the provisions of the Manufacturing and Associated Industries and Occupations Award 2010 at *Clause 24 - Classifications and Adult Minimum Wages*.

Reference*:*

Attachment 'A' Award Extract, Sub-clause 24.3(b)

Attachment 'B' Award Extract, Schedule 'B' Classification Structure and Definitions

Attachment 'C' - National Metal and Engineering Industry Competency Standards Implementation Guide).

14. The process contained in Attachment 'C' National Metal and Engineering Industry Competency Standards Implementation Guide and specifically at ***Chapter 3*** which deals with the Industrial Relations issues associated with the implementation of a competency based wage structure in the Award have not changed and can be applied to the proposed new classification structure in the Supported Employment Services Award 2010**.**

15. It is our view the Commission should adopt or at least consider a similar process to that contained in the Manufacturing and Associated Industries and Occupations Award 2010, for determining and implementing the classification structure for employees with a disability relevant to a full award wage at Grades 1, 2 and 3. The process is consistent with the mechanism proposed by the Commission in the Statement dated 16th April 2018 at paragraphs 7 - 9.

16. The process in our view would establish the skill requirements at each level and could be matched against the relevant competency standards, either Industry Standards or Enterprise Specific Standards developed by the Commission in consultation with the Industry Sector (ADE's).

17. Many of the enterprise competency standards have already been developed and have been incorporated into the Skillsmaster System for many years.

18. The Skillsmaster System is primarily a computer based licensed Software Package used to store and analysis information for Training Management purposes. It is also used to determine wage outcomes for employees with a disability.

19. The information (ie: *Enterprise Competency Standards and associated Job Models*) contained in the system belong to the users and therefore is not subject to any license fee or copyright.

20. Should the Commission adopt our position, Practical Workplace Relations would be prepared to participate in a conferral process and work closely with any participants in the design of the new classification structure and wage assessment mechanism.

21. The Skillsmaster users would also be prepared to assist the Commission and other interested parties in any way necessary to provide non-private or copyright information currently used in the System to the industry as a whole.

22. Although the Skillsmaster System methodology used to calculate an employees' Pro-rata Award Based Wage is based on a fourteen (14) level wage structure commencing at five (5%) percent of the Award wage, the method used to calculate the wage is not dissimilar to that proposed by the Commission.

23. It should be noted that although the Skillsmaster System wage level structure commences at five (5%) percent of the relevant Award wage, employers using the system use the minimum of ten (10%) even though an employee may be assessed at less than ten (10%) percent.

24. To ensure the users of the Skillsmaster System (software) are not disadvantaged and have access to the information currently available and necessary to manage the training needs and 'Job Models' of the employees due to the introduction of any proposed new award classification structure, and a wage assessment process, the Skillsmaster System can be and will be modified to incorporate any changes to the number of incremental levels as proposed by the Commission including a minimum level together with any assessment requirements determined by the Commission as a consequence of changes to the Award.

25. With reference to our submissions of *17th September 2010 and 17th February 2018* the Skillsmaster System manuals clearly articulate the process of determining if an employee is competent at each of the task contained in the employees allocated 'Job Model' (*evidence*) and the process of establishing the output level of the employee to that of an employee without a disability doing the same job.

26. The process takes into consideration five issues that affect the overall productivity and ultimately the viability of the business including individual performance, supervision, training, behavioral management, and most importantly productivity measures, and is also consistent with the Commissions position contained at paragraph 9 of the statement dated 16th April 2018.

27. We support the Commissions view that any such wage assessment could or should be conducted by trained independent assessors, but only in consultation with the employer, and the employees' immediate supervisor when the assessment is being conducted, and with the cost of the assessment being subsidised, as was the assessment process using the BSWAT.

28. In regard to the transitional arrangements, based on the consultation of the parties over the past four (4) years, and to date, to come to some common ground regarding the development of a new wage assessment tool, we do not believe the process could be completed in the short term and may require an extended period of transition.

29. The extended period of transition if needed may be determined by the working party and/or the Member responsible for overseeing the development of new Classification Structure and Assessment process and should take into consideration all those issues raised by the Commission including the financial, viability and additional training impact the changes would have on the employees and each organisation.

30. In conclusion, we do not believe, there would be an insurmountable financial impact on ADE's if a new classification structure was developed using a similar process of that contained in the Manufacturing and Associated Industries and Occupations Award 2010 (*Procedure for classifying employees covered by the National Metal and Engineering Competency Standards*) and inserted into the Award, and further, a wage assessment process was developed similar to that contained in the Skillsmaster System with the ability, consistency and productivity considerations advocated by the Commission implemented within the system.

Phil Amos
On behalf of the users of the Skillsmaster System.

Attachment 'A'

Extract from the Manufacturing and Associated Industries and Occupations Award 2010

Clause 24 Classification and Adult Minimum Wages

24.3 Classification definitions and skill based career paths

(a) The definitions of the classifications referred to in clause **Error! Reference source not found.** are set out in **Error! Reference source not found.**.

[24.3(b) substituted by PR995121 ppc 19Mar10]

(b) Procedure for classifying employees covered by the National Metal and Engineering Competency Standards

[24.3(b)(i) substituted by PR995121 ppc 19Mar10]

(i) Procedures for classifying employees under this award are set out in the National Metal and Engineering Competency Standards Implementation Guide (the Guide) distributed by Manufacturing Skills Australia "MSA" (www.mskills.com.au).

[24.3(b)(ii) varied by PR995121 ppc 19Mar10]

(ii) Where there is agreement to implement the competency standards at the enterprise, or in the event that the classification of an employee is called into question, the issue is to be settled by the application of competency standards in accordance with clause 0 and the National Metal and Engineering Competency Standards Implementation Guide or by reference to the minimum training requirement in the relevant classification definition, except as provided in clause 0.

(iii) Where the employee has a relevant qualification recognised as a minimum training requirement for the level at which the employee seeks to be classified and the employee is exercising or will be required to exercise the skills and knowledge gained from that qualification necessary for that level of work, the employee must be classified appropriately. It is up to the employer to demonstrate reasons for a qualification that is a recognised minimum training requirement not being regarded as relevant for an employee's work.

(iv) Other provisions to be followed where competency standards are being implemented in an enterprise are that:

- management and employee representatives responsible for oversighting the implementation of competency standards within an enterprise must be given access to briefing and/or training courses on the competency standards and their implementation prior to implementation; and
- such briefings and/or training courses on the competency standards and their implementation must be approved by Manufacturing Skills Australia and can be either a joint briefing

delivered by the parties or by one party with the approval of other relevant parties at the enterprise or an approved course delivered by a Manufacturing Skills Australia recognised provider with the approval of the relevant parties at the enterprise, provided that this does not exclude the delivery of additional training or advice by the parties or Manufacturing Skills Australia to an enterprise.

[24.3(b)(v) inserted by PR995121 ppc 19Mar10]

(v) Points to be assigned to classification levels

The points to be assigned to the classification levels under this award are as contained in the following table:

Classification level	Recommended points
C14	-
C13	-
C12	Mandatory units plus 30 points
C11	Mandatory units plus 53 points
C10	Mandatory units plus 76 points
C9	12 additional points above C10
C8	24 additional points above C10
C7	36 additional points above C10
C6	48 additional points above C10
C5	60 additional points above C10 including mandatory units
C4	Standards to be finalised
C3	Standards to be finalised
C2a	Standards to be finalised
C2b	Standards to be finalised

[24.3(b)(vi) inserted by PR995121 ppc 19Mar10]

(vi) Where competency requirements for a classification level are not expressed in points, the classification level of an employee is to be determined on the basis of the relative proportion of competencies in the National Metal and Engineering Competency Standards held and utilised by the employee which are equivalent to the specified minimum training requirements in a classification level. Clauses 0, 0, 0 and 0 also apply.

© Procedure for classifying employees not classified by clause 0

[24.3(c) substituted by PR995121 ppc 19Mar10]

Where an employee's level is not determined by the Metal and Engineering competency standards, the classification level is to be determined by the classification structure and definitions at Schedule **Error! Reference source not found.** to **Error! Reference source not found.** and by reference to the indicative tasks in Schedule **Error! Reference source not found.**.

Attachment 'B'

Extract from the Manufacturing and Associated Industries and Occupations Award 2010

Schedule 'B' Classification Structure and Definitions

Schedule B—Classification Structure and Definitions

[Varied by PR986428, PR988376, PR992240, PR995121, PR505533, PR544780]

B.1 The classification structure and definitions set out in clauses B.2 and B.3 apply to employees covered by this award, except where otherwise specified.

B.2 Classification structure

B.2.1 C1–C14 Levels

[B.2.1 substituted by PR995121 ppc 19Mar10]

Classification levels Classification title Minimum training requirement Wage relativity to C10

(see clause B.2.2)

C1 Professional Engineer Professional Scientist Degree 180/210%

NOTE: Professional Engineers and Professional Scientists in Level C1 are covered by the Professional Employees Award 2010

C2(b) Principal Technical Officer Advanced Diploma or equivalent and sufficient additional training so as to enable the employee to meet the requirements of the relevant classification definition and to perform work within the scope of this level. 160%

C2(a) Leading Technical Officer

Advanced Diploma or equivalent and sufficient additional training so as to enable the employee to meet the requirements of the relevant classification definition and to perform work within the scope of this level. 150%

Principal Supervisor/ Trainer/Co-ordinator Advanced Diploma or equivalent of which at least 50% of the competencies are in supervision/training.

C3 Engineering Associate/ Laboratory Technical Officer—Level II Advanced Diploma of Engineering, or equivalent. 145%

C4 Engineering Associate/ Laboratory Technical Officer—Level 1 80% towards an Advanced Diploma of Engineering, or equivalent. 135%

C5	Advanced Engineering Tradesperson—Level II	Diploma of Engineering—Advanced Trade, or equivalent.	130%
	Engineering/Laboratory Technician—Level V	Diploma of Engineering—Technical, or equivalent.	
C6	Advanced Engineering Tradesperson—Level 1	C10 + 80% towards a Diploma of Engineering—Advanced Trade, or equivalent.	125%
	Engineering/Laboratory Technician—Level IV	50% towards an Advanced Diploma of Engineering, or 85% towards a Diploma of Engineering—Technical, or equivalent.	
C7	Engineering/ Manufacturing Tradesperson—Special Class Level II	Certificate IV in Engineering, or C10 + 60% towards a Diploma of Engineering, or equivalent.	115%
	Engineering/Laboratory Technician—Level III	Certificate IV in Manufacturing Technology, provided that the minimum experience required for a Technology Cadet has been completed, or Certificate IV in Laboratory Techniques, or 45% towards an Advanced Diploma of Engineering, or 70% towards a Diploma of Engineering—Technical, or equivalent	
C8	Engineering/ Manufacturing Tradesperson—Special Class Level I	C10 + 40% towards a Diploma of Engineering, or equivalent	110%
	Engineering/Laboratory Technician—Level II	40% towards an Advanced Diploma of Engineering, or 60% towards a Diploma of Engineering—Technical, or equivalent	
C9	Engineering/ Manufacturing Tradesperson—Level II	C10 + 20% towards a Diploma of Engineering or equivalent	105%
	Engineering/Laboratory Technician—Level I	Certificate III in Engineering—Technician, or Certificate III in Laboratory Skills, or Certificate III in Manufacturing Technology, provided that the minimum experience required for a Technology Cadet has been completed, or 50% towards a Diploma of Engineering, or equivalent	
C10	Engineering/ Manufacturing Tradesperson—Level I	Recognised Trade Certificate, or Certificate III in Engineering—Mechanical Trade, or Certificate III in Engineering—Fabrication Trade, or Certificate III in Engineering—Electrical/Electronic Trade, or equivalent	100%
	Engineering/ Manufacturing Systems Employee—Level V	Engineering Production Certificate III, or Certificate III in Engineering—Production Systems, or equivalent	
C11	Engineering/ Manufacturing Employee—Level IV	Engineering Production Certificate II, or Certificate II in Engineering—Production Technology, or Certificate II in Sampling and Measurement, or equivalent	92.4%
	Laboratory Tester		

C12 Engineering/ Manufacturing Employee—Level III Engineering Production Certificate I or Certificate II in Engineering, or equivalent 87.4%

C13 Engineering/ Manufacturing Employee—Level II In-house training 82%

C14 Engineering/ Manufacturing Employee—Level 1 Up to 38 hours induction training 78%

B.2.2 The percentage wage relativities to C10 in the table in clause B.2.1 reflect the percentages prescribed in 1990 in Re Metal Industry Award 1984—Part I (M039 Print J2043). The minimum wages in this award do not reflect these relativities because some wage increases since 1990 have been expressed in dollar amounts rather than percentages and as a result have reduced the relativities.

B.2.3 Supervisor/Trainer/Coordinator

Where an employee is performing supervisory responsibilities, the employee is to be classified as a:

(a) Supervisor/Trainer/Coordinator—Level I: 122% of the minimum wage paid to the highest technically qualified employee supervised or trained subject to clause 24.1(f)(i).

(b) Supervisor/Trainer/Coordinator—Level II: 115% of the minimum wage paid to the highest paid employee supervised or trained subject to clause 24.1(f)(ii).

(c) Supervisor/Trainer/Coordinator—Technical: 107% of the minimum wage applicable to the employee's technical classification.

B.3 Classification definitions

B.3.1 The following classification definitions should be read in conjunction with:

(a) the stream and field definitions in this award.

(b) the following definitions:

(i) Or equivalent means:

[B.3.1(b)(i) varied by PR995121 ppc 19Mar10]

- any training which a registered provider (e.g. TAFE), or State recognition authority recognises as equivalent to a qualification which Manufacturing Skills Australia recognises for this level, which can include advanced standing through recognition of prior learning and/or overseas qualifications; or
- where competencies meet the requirements set out in the Manufacturing Skills Australia competency standards in accordance with the National Metal and Engineering Competency Standards Implementation Guide.

(ii) Work within the scope of this level means:

[B.3.1(b)(ii) varied by PR995121 ppc 19Mar10, PR544780 ppc 01Jan14]

- for an employee who does not hold a qualification listed as a minimum training requirement, that the employee can apply skills within the enterprise selected in accordance with the National Metal and Engineering Competency Standards Implementation Guide, provided that the competencies selected are competency standards recognised as relevant and appropriate by Manufacturing Skills Australia and endorsed by the National Skills Standards Council; or
- where an employee has a qualification, clause 24.3(b)(iii) applies.

[B.3.1(b)(iii) varied by PR995121 ppc 19Mar10]

(iii) Engineering Associate/Technician is a generic term which includes technical officers in a wide range of disciplines including laboratories and quality assurance, draughting officers, planners and other para professionals.

(c) the National Metal and Engineering Competency Standards Implementation Guide especially Table 2 of that guide which shows the alignment between old and new titles under the Australian Qualifications Framework (e.g. Advanced Certificates are now known as National Diplomas and Associate Diplomas as National Advanced Diplomas).

(d) clause 24.3(c)

B.3.2 Supervisor/Trainer/Coordinator

(a) Supervisor/Trainer/Coordinator—Level I

(i) A Supervisor/Trainer/Coordinator—Level I is an employee who is responsible for the work of other employees and/or provision of structured on-the-job training. Such an employee has completed a qualification at AQF III level or above, of which at least one third of the competencies are related to supervision/training, or equivalent.

(ii) Notwithstanding the above definition an employee who is mainly engaged to perform work supervising or coordinating the work of other employees and who has sufficient additional training beyond that of those coordinated or supervised so as to enable the employee to perform work within the scope of this level must be classified at this level.

(b) Supervisor/Trainer/Coordinator—Level II

(i) A Supervisor/Trainer/Coordinator—Level II is an employee who is responsible for the supervision and/or training of Supervisor/Trainers/ Coordinators—Level I. Such an employee has completed an AQF IV or V qualification or equivalent of which at least 50% of the competencies are in supervision/training.

B.3.3 Wage Group: C14

[B.3.3(a) varied by PR995121 ppc 19Mar10]

(a) Engineering/Manufacturing Employee—Level I

[B.3.3(a)(i) varied by PR995121 ppc 19Mar10]

(i) An Engineering/Manufacturing Employee—Level I is an employee who is undertaking up to 38 hours induction training which may include information on the enterprise, conditions of employment, introduction to supervisors and fellow workers, training and career path opportunities, plant layout, work and documentation procedures, occupational health and safety, equal employment opportunity and quality control/assurance.

(ii) An employee at this level performs routine duties essentially of a manual nature and to the level of their training:

- performs general labouring and cleaning duties;
- exercises minimal judgement;
- works under direct supervision;
- is undertaking structured training so as to enable them to work at the C13 level.

B.3.4 Wage Group: C13

[B.3.4(a) varied by PR995121 ppc 19Mar10]

(a) Engineering/Manufacturing Employee—Level II

[B.3.4(a)(i) varied by PR995121 ppc 19Mar10]

(i) An Engineering/Manufacturing Employee—Level II is an employee who has completed up to three months structured training so as to enable the employee to perform work within the scope of this level.

(ii) An employee at this level performs work above and beyond the skills of an employee at the C14 level and to the level of their skills, competence and training:

- works in accordance with standard operating procedures and established criteria;
- works under direct supervision either individually or in a team environment;
- understands and undertakes basic quality control/assurance procedures including the ability to recognise basic quality deviations/faults;
- understands and utilises basic statistical process control procedures;
- follows safe work practices and can report workplace hazards.

B.3.5 Wage Group: C12

[B.3.5(a) varied by PR995121 ppc 19Mar10]

(a) Engineering/Manufacturing Employee—Level III

[B.3.5(a)(i) substituted by PR995121 ppc 19Mar10]

(i) An Engineering/Manufacturing Employee—Level III is an employee who has completed an Engineering Production Certificate I or Certificate II in Engineering or equivalent so as to enable the employee to perform work within the scope of this level.

(ii) An employee at this level performs work above and beyond the skills of an employee at the C13 level and to the level of their skills, competence and training:

- is responsible for the quality of their own work subject to routine supervision;
- works under routine supervision either individually or in a team environment;
- exercises discretion within their level of skills and training;
- assists in the provision of on-the-job training.

B.3.6 Wage Group: C11

[B.3.6 substituted by PR995121 ppc 19Mar10]

(a) Engineering/Manufacturing Employee—Level IV

Laboratory Tester

(i) An Engineering/Manufacturing Employee—Level IV is an employee who has completed an Engineering Production Certificate II or Certificate II in Engineering—Production Technology or equivalent so as to enable the employee to perform work within the scope of this level.

(ii) A Laboratory Tester is an employee who has completed a Certificate II, or equivalent, in Sampling or Measurement so as to enable the employee to perform work within the scope of this level.

(iii) An employee at this level performs work above and beyond the skills of an employee at the C12 level and to the level of their skills, competence and training:

- works from complex instructions and procedures;
- assists in the provision of on-the-job training;
- co-ordinates work in a team environment or works individually under general supervision;
- is responsible for assuring the quality of their own work;
- in a laboratory the employee performs basic/simple routine tests under close supervision and communicates results of those tests to the appropriate personnel.

B.3.7 Wage Group: C10

[B.3.7(a) varied by PR995121 ppc 19Mar10]

(a) Engineering/Manufacturing Tradesperson—Level I

[B.3.7(a)(i) substituted by PR995121 ppc 19Mar10]

(i) An Engineering/Manufacturing Tradesperson—Level I is an employee who holds a trade certificate or tradespersons rights certificate or equivalent as an:

- Engineering Tradesperson (Electrical/Electronic)— Level I;

- Engineering Tradesperson (Mechanical)— Level I;
- Engineering Tradesperson (Fabrication)—Level I;
- Furnishing Industry Tradesperson Level I;
- Floor Finisher and/or Floor Coverer Tradesperson;
- or equivalent;

and is able to exercise the skills and knowledge of the engineering trade so as to enable the employee to perform work within the scope of this level.

[B.3.7(a)(ii) varied by PR995121 ppc 19Mar10]

(ii) An Engineering/Manufacturing Tradesperson—Level I works above and beyond an employee at the C11 level and to the level of their skills, competence and training:

- understands and applies quality control techniques;
- exercises good interpersonal and communications skills;
- exercises keyboard skills at a level higher than the C11 level;
- exercises discretion within the scope of this classification level;
- performs work under limited supervision either individually or in a team environment;
- operates lifting equipment incidental to their work;
- performs non-trade tasks incidental to their work;
- performs work which while primarily involving the skills of the employee's trade is incidental or peripheral to the primary task and facilitates the completion of the whole task, provided that such incidental or peripheral work does not require additional formal technical training;
- inspects products and/or materials for conformity with established operational standards.

[B.3.7(b) substituted by PR995121 ppc 19Mar10]

(b) Engineering/Manufacturing Systems Employee—Level V

[B.3.7(b)(i) substituted by PR995121 ppc 19Mar10]

(i) An Engineering/Manufacturing Systems Employee—Level V is an employee who, while still being primarily engaged in Engineering/Manufacturing work applies the skills acquired through the successful completion of an Engineering Production Certificate III or Certificate III in Engineering—Production Systems or equivalent in the production, distribution, or stores functions so as to enable the employee to perform work within the scope of this level.

[B.3.7(b)(ii) varied by PR995121 ppc 19Mar10]

(ii) An Engineering/Manufacturing Employee works above and beyond an employee at the C11 level and to the level of their skills, competence and training:

- understands and applies quality control techniques;
- exercises good interpersonal communications skills;
- exercises discretion within the scope of this classification level;
- exercise keyboard skills at a level higher than the C11 level;
- performs work under limited supervision either individually or in a team environment;
- inspects products and/or materials for conformity with established operational standards.

B.3.8 Wage Group: C9

[B.3.8 substituted by PR995121 ppc 19Mar10]

(a) Engineering/Manufacturing Tradesperson—Level II

(i) An Engineering/Manufacturing Tradesperson—Level II is an:

- Engineering Tradesperson (Electrical/Electronic)—Level II; or
- Engineering Tradesperson (Mechanical)—Level II; or
- Engineering Tradesperson (Fabrication)—Level II; or
- Furnishing Industry Tradesperson Level 2; or
- equivalent.

who has completed the minimum training requirements specified in clause B.2.1 of Schedule B or equivalent.

(ii) An Engineering/Manufacturing Tradesperson—Level II works above and beyond a tradesperson at the C10 level and to the level of their skills and competence and training performs work within the scope of this level:

- exercises discretion within the scope of this classification;
- works under limited supervision either individually or in a team environment;
- understands and implements quality control techniques;
- provides trade guidance and assistance as part of a work team;
- operates lifting equipment incidental to their work;
- performs non-trade tasks incidental to their work.

(b) Engineering/Laboratory Technician—Level I

(i) An Engineering/Laboratory Technician—Level I is an employee who has the equivalent level of training of the C9 level Engineering/Manufacturing Tradesperson or equivalent so as to enable the employee to apply skills within the scope of this level. The skills exercised by the Engineering/Laboratory Technician—Level I are in the technical field including draughting, planning or technical tasks, including in a laboratory, requiring technical knowledge.

(ii) At this level the employee is engaged on routine tasks in the technical field. In a laboratory the employee performs basic laboratory duties using written, spoken or diagrammatic instructions and/or basic quality control assurance procedures and techniques under general supervision-either individually or in a team environment.

B.3.9 Wage Group: C8

[B.3.9(a) substituted by PR995121 ppc 19Mar10]

(a) Engineering/Manufacturing Tradesperson—Special Class Level I

[B.3.9(a)(i) substituted by PR995121 ppc 19Mar10]

(i) An Engineering/Manufacturing Tradesperson—Special Class Level I means a:

- Special Class Engineering Tradesperson (Electrical/Electronic)—Level I; or
- Special Class Engineering Tradesperson (Mechanical)—Level I; or
- Special Class Engineering Tradesperson (Fabrication)—Level I; or
- equivalent.

who has completed the minimum training requirements specified in clause B.2.1 of Schedule B or equivalent.

[B.3.9(a)(ii) varied by PR995121 ppc 19Mar10]

(ii) An Engineering/Manufacturing Tradesperson—Special Class Level I works above and beyond a tradesperson at the C9 level and to the level of their skills, competence and training performs work within the scope of this level:

- provides trade guidance and assistance as part of a work team;
- assists in the provision of training in conjunction with supervisors and trainers;
- understands and implements quality control techniques;
- works under limited supervision either individually or in a team environment;
- operates lifting equipment incidental to their work;
- performs non-trade tasks incidental to their work.

[B.3.9(b) varied by PR995121 ppc 19Mar10

(b) Engineering/Laboratory Technician—Level II

[B.3.9(b)(i) substituted by PR995121 ppc 19Mar10]

(i) An Engineering/Laboratory Technician—Level II is an employee who has the equivalent level of training of the C8 level Engineering/Manufacturing Tradesperson Special Class—Level I or equivalent so as to enable the employee to apply skills within the scope of this level. The skills exercised by the Engineering/Laboratory Technician—Level II are in the technical field including draughting, planning or technical tasks requiring technical knowledge.

(ii) At this level the employee is required to exercise judgment and skill in excess of that required at the C9 level under the supervision of technical or professional staff.

B.3.10 Wage Group: C7

(a) Engineering/Manufacturing Tradesperson—Special Class Level II

[B.3.10(a)(i) substituted by PR995121 ppc 19Mar10]

(i) An Engineering/Manufacturing Tradesperson—Special Class Level II means a:

- Special Class Engineering Tradesperson (Electrical/Electronic)—Level II; or
- Special Class Engineering Tradesperson (Mechanical)—Level II; or
- Special Class Engineering Tradesperson (Fabrication)—Level II; or
- Higher Engineering/Manufacturing Tradesperson; or
- equivalent.

who has completed the minimum training requirements specified in clause B.2.1 of Schedule B or equivalent.

[B.3.10(a)(ii) varied by PR995121 ppc 19Mar10]

(ii) An Engineering/Manufacturing Tradesperson—Special Class Level II works above and beyond a tradesperson at the C8 level and to the level of their skills, competence and training performs work within the scope of this level:

- is able to provide trade guidance and assistance as part of a work team;
- provides training in conjunction with supervisors and trainers;
- understands and implements quality control techniques;
- works under limited supervision either individually or in a team environment;
- operates lifting equipment incidental to their work;
- performs non-trade tasks incidental to their work.

(b) Engineering/Laboratory Technician—Level III

[B.3.10(b) substituted by PR995121 ppc 19Mar10]

(i) An Engineering/Laboratory Technician—Level III is an employee who has the equivalent level of training of the C7 level Engineering/Manufacturing Tradesperson—Special Class Level II or equivalent so as to enable the employee to

apply skills within the scope of this level. The skills exercised by the Engineering/Laboratory Technician—Level III are in the technical field including draughting, planning or technical tasks requiring technical knowledge.

(ii) At this level the employee is engaged in detail draughting and/or planning or technical duties requiring judgement and skill in excess of that required of a technician at the C8 level under the supervision of technical or professional staff. The employee in a laboratory is able to troubleshoot at a basic level and perform a range of quality control and/or research and development tests with only general supervision.

B.3.11 Wage Group: C6

(a) Advanced Engineering Tradesperson—Level I

(i) An Advanced Engineering Tradesperson—Level I means an:

- Advanced Engineering Tradesperson (Electrical/Electronic)—Level I; or
- Advanced Engineering Tradesperson (Mechanical)—Level I; or
- Advanced Engineering Tradesperson (Fabrication)—Level I;

who has completed the minimum training requirements specified in clause B.2.1 of Schedule B or equivalent.

(ii) An Advanced Engineering Tradesperson—Level I works above and beyond a tradesperson at the C7 level and to the level of their skills, competence and training performs work within the scope of this level:

- undertakes quality control and work organisation at a level higher than for the C7 level;
- provides trade guidance and assistance as part of a work team;
- assists in the provision of training to employees in conjunction with supervisors/trainers;
- works under limited supervision either individually or in a team environment;
- prepares reports of a technical nature on specific tasks or assignments;
- exercises broad discretion within the scope of this level;
- operates lifting equipment incidental to their work;
- performs non-trade tasks incidental to their work.

(b) Engineering/Laboratory Technician—Level IV

[B.3.11(b) substituted by PR995121 ppc 19Mar10

(i) An Engineering/Laboratory Technician—Level IV is an employee who has the equivalent level of training of the C6 level Advanced Engineering Tradesperson—Level I or equivalent so as to enable the employee to apply skills within the scope of this level. The skills exercised by the Engineering/Laboratory Technician—Level IV

are in the technical field including draughting, planning or technical tasks requiring technical knowledge.

(ii) At this level the employee is engaged in detail draughting and/or planning and/or technical duties requiring judgement and skill in excess of that required of a technician at the C7 level under the supervision of technical and/or professional staff.

B.3.12 Wage Group: C5

(a) Advanced Engineering Tradesperson—Level II

(i) An Advanced Engineering Tradesperson—Level II means an:

- Advanced Engineering Tradesperson (Electrical/Electronic)—Level II; or
- Advanced Engineering Tradesperson (Mechanical)— Level II; or
- Advanced Engineering Tradesperson (Fabrication)— Level II;

who has completed the minimum training requirements specified in clause B.2.1 of Schedule B or equivalent.

(ii) An Advanced Engineering Tradesperson—Level II works above and beyond a tradesperson at the C6 level and to the level of their skills, competence and training performs work within the scope of this level:

- provides technical guidance or assistance within the scope of this level;
- prepares reports of a technical nature on tasks or assignments within the employee's skills and competence;
- has an overall knowledge and understanding of the operating principle of the systems and equipment on which the tradesperson is required to carry out their task;
- assists in the provision of on-the-job training in conjunction with supervisors and trainers;
- operates lifting equipment incidental to their work;
- performs non-trade tasks incidental to their work.

(b) Engineering/Laboratory Technician—Level V

[B.3.12(b) substituted by PR995121 ppc 19Mar10]

(i) An Engineering/Laboratory Technician—Level V is an employee who has the equivalent level of training of the C5 level Advanced Engineering Tradesperson—Level II or equivalent so as to enable the employee to apply skills within the scope of this level. The skills exercised by the Engineering/Laboratory Technician—Level V are in the technical field including draughting, planning or technical tasks requiring technical knowledge.

(ii) At this level the employee is required to exercise judgment and skill in excess of that required at the C6 level. In a laboratory the employee is required to use judgment

and problem solving skills to perform a range of routine and non-routine tests and to make modifications (within limits) to existing formula.

B.3.13 Wage Group: C4

(a) Engineering Associate/Laboratory Technical Officer—Level I

[B.3.13(a) varied by PR995121 ppc 19Mar10]

(i) An Engineering Associate/Laboratory Technical Officer —Level I means an employee who works above and beyond a technician at the C5 level and who has completed the minimum training requirements specified in clause B.2.1 of Schedule B or equivalent and is engaged in:

- making of major design drawings or graphics or performing technical duties in a specific field of engineering, laboratory or scientific practice such as research design, testing, manufacture, assembly, construction, operation, diagnostics and maintenance of equipment facilities or products, including computer software, quality processes, occupational health and safety and/or standards and plant and material security processes and like work and/or developing test procedures or manuals from test standards and like work; or

- planning of operations and/or processes including the estimation of requirements of staffing, material cost and quantities and machinery requirements, purchasing materials or components, scheduling, work study, industrial engineering and/or materials handling process.

B.3.14 Wage Group: C3

(a) Engineering Associate/Laboratory Technical Officer—Level II

[B.3.14(a) substituted by PR995121 ppc 19Mar10]

(i) An Engineering Associate/Laboratory Technical Officer—Level II means an employee who works above and beyond an Engineering Associate/Laboratory Technical Officer at the C4 level and who has successfully completed the minimum training requirements specified in clause B.2.1 of Schedule B or equivalent and is engaged in:

- performing draughting, planning or technical duties which require the exercise of judgment and skill in excess of that required by an engineering associate at the C4 level; or

- possesses the skills of an Engineering Associate/Laboratory Technical Officer—Level I in a technical field and exercises additional skills in a different technical field; or

- is a laboratory employee who, with limited supervision, applies the full range of laboratory skills to individual projects and is involved in the supervision and training of other laboratory workers; or

- is a laboratory employee who applies specialised technical skills, in addition to the full range of laboratory skills, to specific projects with minimum supervision.

B.3.15 Wage Group: C2(a)

(a) Leading Technical Officer

[B.3.15(a)(i) varied by PR995121 ppc 19Mar10]

(i) A Leading Technical Officer means an employee who works above and beyond an Engineering Associate/Laboratory Technical Officer—Level II at the C3 level and has successfully completed a national advanced diploma or equivalent and sufficient additional training so as to enable the employee to perform work within the scope of this level. An employee at the C2(a) level is able to perform or coordinate work in more than one engineering, scientific or technical field, or performs duties in a technical, engineering or scientific field which requires the exercise of judgement and/or skill in excess of that required of an Engineering Associate/Laboratory Technical Officer—Level II.

(b) Principal Engineering Supervisor/Trainer/Coordinator

(i) A Principal Engineering Supervisor/Trainer/Coordinator means a Supervisor/Trainer/Coordinator who has completed a national advanced diploma or equivalent of which at least 50% of the competencies are in supervision/training and who when engaged at this level:

- possesses a sound knowledge of occupational health and safety, industrial relations, and communications processes and is able to use this knowledge in training and leading the work of others;
- possesses a general knowledge and awareness of the administrative, business, and marketing strategies of the enterprises.

(ii) Indicative of the tasks which an employee at this level may perform are as follows:

- plans, writes and delivers training programs for all engineering/production employees, apprentices, trainees, trade and lower technical levels;
- plans and directs the work of engineering/production employees especially in new work organisation environments (e.g. group work arrangements, CIM production techniques).

B.3.16 Wage Group: C2(b)

[B.3.16 substituted by PR505533 from 24Dec10]

Principal Technical Officer

(a) A Principal Technical Officer works above and beyond an employee at the C2(a) level and has successfully completed sufficient additional training to enable the employee to perform work within the scope of this level in addition to a national advanced diploma or equivalent. Within organisational policy guidelines and objectives a principal technical officer:

(i)
- performs work requiring mature technical knowledge involving a high degree of autonomy, originality and independent judgment;

- looks after and is responsible for projects and coordinating such projects with other areas of the organisation as required by the operation of the organisation;

- is responsible for the coordination of general and specialist employees engaged in projects requiring complex and specialised knowledge;

- plans and implements those programs necessary to achieve the objectives of a particular project;

- in the performance of the above functions, applies knowledge and/or guidance relevant in any or all of the fields of designing, planning and technical work as required by the operation;

- operates within broad statements of objectives without requiring detailed instructions; or

(ii)
- performs work at the above level of skill in a particular technical field;

- has as the overriding feature of their employment the ability to perform creative, original work of a highly complex and sophisticated nature;

- provides specialised technical guidance to other employees performing work within the same technical field.

[B.3.16(a)(ii) inserted by PR995121 ppc 19Mar10; B.3.16(a)(ii) renumbered as B.3.16(b) by PR505533]

(b) In a laboratory, a Principal Technical Officer will exhibit and use technical principles, research and development skills as well as interpersonal/supervisory skills in the co-ordination of a specialist laboratory team.

B.4 Indicative Tasks for employees covered by clause 24.3(c)

[B.4 inserted by PR995121 ppc 19Mar10]

B.4.1 For an employee covered by clause 24.3(c) the following indicative tasks identified for a particular classification are to be used as a guide in classifying the employee. These tasks operate in conjunction with clausesB.1–B.3.

B.4.2 For the purposes of clause B.3.4 (level C13) the following are the indicative tasks which an employee at this level may perform:

- assembles components using basic written, spoken and/or diagrammatic instructions in an assembly environment;

- repetition work on automatic, semi-automatic or single purpose machines or equipment;

- basic soldering or butt and spot welding skills or cuts scrap with oxyacetylene blow pipe;

- use selected hand tools;
- boiler cleaning;
- maintains simple records;
- repetitive packing in standard containers;
- uses hand trolleys and pallet trucks;
- assists in the provision of on-the-job training;
- non-trades cleaning up of wooden floors, punching of nails and sanding of wooden floors by machine or hand and/or application of all types of sealers and plastic coatings on wooden floors.

B.4.3 For the purposes of clause B.3.5 (level C12) the following are the indicative tasks which an employee at this level may perform:

- operates flexibility between assembly stations;
- operates machinery and equipment requiring the exercise of skill and knowledge beyond that of an employee at level C13;
- non-trade skills;
- basic tracing and sketching skills;
- receiving, despatching, distributing, sorting, checking, packing (other than repetitive packing in a standard container or containers in which such goods are ordinarily sold), documenting and recording of goods, materials and components;
- assists in the provision of on-the-job training;
- basic inventory control in the context of a production process;
- basic keyboard skills;
- advanced soldering techniques;
- boiler attendant;
- operation of mobile equipment including fork-lifts, overhead cranes and winch operation;
- ability to measure accurately;
- assists one or more tradespersons;
- welding which requires the exercise of knowledge and skills above level C13;
- operate (i.e. serve as a burner of) a single tunnel kiln or a downdraft kiln;
- sewer and/or gluer and/or seamer of carpets, linoleums or other coverings;
- powder coating and tinting under supervision.

B.4.4 For the purposes of B.3.6 (level C11) the following are the indicative tasks which an employee at this level may perform:

- uses precision measuring instruments;
- machine rigging (certificated), setting, loading and operation;
- inventory and store control including licensed operation of all appropriate materials handling equipment, use of tools and equipment within the scope of basic (non-trades) maintenance, and computer operation at a level higher than that of an employee at level C12;
- intermediate keyboard skills;
- basic fault finding skills;
- performs basic quality checks on the work of others;
- licensed and certified for fork-lift, engine driving and crane driving operations to a level higher than level C12;
- assists in the provision of on-the-job training;
- has a knowledge of the employer's operation as it relates to production process;
- lubrication of production machinery equipment;
- operate (i.e. serve as a burner of) more than one tunnel kiln;
- operates a multipress complex;
- operates a FEL (clay and ceramics industry) in excess of three cubic metres;
- bulk paint tinting and resin manufacturing.

B.4.5 For the purposes of clause B.3.7 (level C10) the following are the indicative tasks which an employee at this level may perform:

- approves and passes first off samples and maintains quality of product;
- works from production drawings, prints or plans;
- operates, sets up and adjusts all production machinery in a plant including production process welding to the extent of training;
- can perform a range of maintenance functions including removing equipment fastenings, use of destructive cutting equipment, lubrication of production equipment, and running adjustments to production equipment;
- operates all lifting equipment;
- basic production scheduling and materials handling within the scope of the production process or directly related functions within raw materials/finished goods locations in conjunction with technicians;

- understands and applies computer techniques as they relate to production process operations;
- first class engine drivers' certificate;
- high level stores and inventory responsibility beyond the requirements of an employee at level C11;
- assists in the provision of on-the-job training in conjunction with tradespersons and trainers;
- has a sound knowledge of the employer's operations as it relates to the production process.

National Metal and Engineering Industry

Competency Standards
Implementation Guide

Published by

Manufacturing, Engineering and Related Services
Industry Training Advisory Body Ltd. (MERS ITAB)

for

Australian Industry Group ***and***
Metal Trades Federation of Unions
(AMWU, AWU, NUW, LHMU, CFMEU)

First published - September 1995
Second edition - June 1996
Third edition - March 1997
Fourth edition - November 1999

Disclaimer
While every effort has been made to ensure that this publication is accurate, no warranty of accuracy or liability is given and no liability is accepted for errors, omissions, loss or damage suffered as a result thereon. The parties strongly recommend that users of this Guide should consult their relevant organisation listed in Annexure 5 if any doubt or difficulty in interpretation arises.

MERS ITAB stock code S32

Contents

Chapter 1

Chapter 2

Chapter 3

Chapter 4

Contents

Chapter 5

Annexures

Chapter 1

Introduction

1.1 Using the Implementation Guide

This *Implementation Guide* to the National Metal and Engineering Industry Competency Standards is the document referred to in the Metal, Engineering and Associated Industries Award, 1998 in sub-clause 5.1.3(a). Throughout the *Guide* we will refer to this award simply as 'the Award'.

It should be read in conjunction with sub-clause 5.1.3 of the Award (reproduced in Annexure 3), which requires you to follow this *Guide* whenever competency standards are being implemented or used in your enterprise for the purposes of classifying employees or positions within the Award classification structure.

1.2 Who should read the *Implementation Guide*?

The implementation of the competency standards in enterprises must be done in a consultative manner. This *Guide* is written for employers, employees, shop stewards, managers and union officials who may be involved in the implementation process.

1.3 What are competency standards?

Competency standards are a set of descriptions of the level of skill and the depth of knowledge employees require to work competently at various skill levels in an industry. The industry parties (the unions and employer organisations) have agreed that they are the national benchmark for the recognition of skills. They are *national* because governments have agreed that these competency standards, once endorsed by the parties, the Manufacturing Engineering and Related Services Industry Training Advisory Body (MERS ITAB) and the Australian National Training Authority (ANTA), form the basis for

the recognition of skills and the nationally accredited Metal and Engineering Training Package.

Each description is called a 'competency unit'. In the metal and engineering industry, these competency units were developed by the MERS ITAB in conjunction with employer groups and unions. They have been arranged into levels which can be matched to the levels in the Award classification structure (there is an outline of the new classification structure in Annexure 2). The National Metal and Engineering Industry Competency Standards have been endorsed by MERS ITAB and ANTA, and they form the basis of training programs to meet the national Training Package qualifications and for workplace recognition of skills.

Workplace recognition of skills means that an employee's skills are recognised by the employer and also in the pay and classification structure. Such recognition may also be accepted by the training system, for the purpose of 'advanced standing' (that is, training credits) in courses, or for issuing national qualifications.

The competency standards for the metal and engineering industry consist of nearly three hundred separate competency units which identify the elements of skill and performance criteria necessary to perform a vast range of jobs in the industry.

Here are some examples of competency units. They show the wide range of types of tasks and skills presently covered by the competency standards.

Use hand tools

Operate in a workbased team environment

Apply quality systems

Weld using gas tungsten arc welding process (GTAW)

Perform precision jig boring operations

Plan a complete activity

Terminate and connect electrical wiring

Purchase materials

Perform emergency first aid

Perform laboratory procedures

Give formal presentations and take part in meetings

Tool and die maintenance

Diagnose and repair microprocessor based equipment

Modify fluid power system operation

Manual production assembly

The large range of competency units gives you ample scope to describe the skills needed for the full range of jobs your enterprise has. In this *Guide,* we call a package of competency units for a particular job or skill area a 'job profile' or a 'skill profile'. You can package competency units together to cover and define each particular job or skill area, to help identify the requirements for a classification level, and to help identify the training needs for a job or skill area.

1.4 The move to a competency-based training system

The move to a competency-based training system gained momentum in the late 1980s as part of a national strategy to reform the training system. In developing competency standards since then, employer

organisations and unions have been part of a national movement towards a training system that is more relevant to industry's needs, and in which these needs dictate the training that is carried out. Our aim has been to integrate more closely education and training with the use of skills in employment, and enhance the skills base of the industry. So the development of competency standards in the metal and engineering industry is being matched by similar activity in other industries throughout Australia.

In changing the way we train and the way we work, one of the major initiatives of the Australian Industry Group and the Metal Trades Federation of Unions was to create a new 14-level classification structure in the Award. An outline of the classification structure is set out in Annexure 2.

When the industry parties began this process, costly and outdated procedures were common in the work environment, and there was no career path for many workers. We consider that a classification structure based on *skills* is essential to reform in the workplace, to recognise and make fullest use of employees' skills.

To achieve this reform, we need to:

- encourage people to acquire a wider range of skills (called 'multi-skilling')
- reduce barriers to employees using their skills and training
- redesign work
- introduce a wider range of career path options
- recognise employees' additional skills through reclassification
- develop a more consultative and participative approach to work and management structures — this includes a more cooperative and team-based approach to solving problems at work

1.5 Competency standards and training

The first role of the National Metal and Engineering Industry Competency Standards is to form the basis for all national metal and engineering training, the Metal and Engineering Training Package, and the issuing of national qualifications. It applies to all accredited training provided by Registered Training Organisations (RTOs) (including companies that are RTOs).

In this *Implementation Guide,* we will refer throughout to the National Metal and Engineering Industry competency standards as 'the competency standards'.

Through the National Metal and Engineering Industry competency standards we can ensure:

- uniform recognition of skills nationwide, regardless of whether that skill is acquired on the job or through a formal training program
- articulation, i.e. there is no need to repeat training — completion of the relevant parts of one qualification counts towards the completion of a higher-level qualification
- advanced standing (that is, credit) is given for skills already held
- transfer of training credits between courses and registered training providers

1.6 Workplace recognition of skills

The second role of the competency standards is to provide you with an objective tool to help you recognise skills needed in the industry and workplace. They do this by providing you with:

- skill descriptions that are recognised industry-wide
- a way of assessing whether an employee has the skills to match the requirements of their position within the enterprise

- a way of accurately identifying any gap between the skills an employee has and the skills they need to perform that particular job within the classification to which they have been assigned
- a tool to help you identify the additional training that an employee needs to close the 'skills gap' (the gap between the skills the employee has and what they should have for work they are required to perform)
- a means of checking whether an employee's classification is appropriate

This may affect the current classification of some individual employees, if by using the process described in Chapters 3 to 5 it is found that they are using skills that warrant their reclassification to a higher level. We discuss how competency standards and the skills-based classification structure are linked in Chapter 2.

1.7 Why implement standards?

The industry is committed to competency standards because of the gains to be made in work reorganisation, skills enhancement and labour flexibility; and the opportunities for employees, who will gain access to career paths, skills portability and work classification based on competency.

We expect that the implementation of the competency standards will revolutionise the training system in the industry, and enable the 14-level classification structure to operate as it was intended. The competency standards are designed to:

- help identify the skills needed to carry out existing jobs and new jobs in a more objective, precise and comprehensive manner
- facilitate work reorganisation and job redesign based on higher, broadly based skills

- help you assess the current skills gap in order to develop training plans at your enterprise, as provided for in clause 5.2, 'Training', of the Award
- provide a flexible data base of skills needed in the industry that reflects the industry's changing skill needs and provide a basis for determining formal training curricula
- facilitate and encourage workplace change and skill development across the whole industry
- provide the mechanism for appropriately classifying employees and giving them access to a career path
- provide the basis for nationally recognised and portable qualifications that can be used in a wide range of industries, and for industry leadership of the education and training system, including better integration of on- and off-the-job learning and improved recognition of prior learning and transfer of learning credits

1.8 Managed process for implementation throughout industry

The competency standards are available to be used by all enterprises covered by the Award. From 18 March 1996 there is a requirement to use the competency standards and this Guide whenever management, employees and the relevant union or unions at your enterprise have agreed to implement them. This requirement to use the competency standards and this Guide also applies whenever there is a query about the classification of an employee except where that employee holds the minimum training requirement for the classification he or she is seeking.

The detailed requirements are set out in the Award. In Annexure 3 we reproduce sub-clause 5.1.3 of the Award on the implementation of the competency standards.

There have been a number of trials of the standards and there was also a Model Implementation Program (MIP) where a number of enterprises introduced the competency standards in a carefully monitored way. When implementing competency standards for the purposes of classification up to C5 you should ensure that the representatives to be involved in the implementation process are first given access to attend an industry training course or briefing on the competency standards and this Guide. The content of this briefing must be approved by the MERS ITAB.

The briefing can be delivered jointly by the parties, or by one of the parties with the approval of the other relevant parties at the enterprise, or by another provider who has been approved by the MERS ITAB where the relevant parties at the enterprise agree. A list of accredited providers of the briefing program is available from MERS ITAB.

Where there is a dispute, or likely dispute, about the implementation of the competency standards, a Board of Reference may be established by the Australian Industrial Relations Commission. (See sub-clause 5.1.3(g) reproduced in Annexure 4)

During 1996 there were a number of special procedures put in place to facilitate the introduction of the competency standards.

- There is a National Oversighting Committee which is chaired by a member of the Commission which meets regularly to monitor the implementation of the standards. This committee is also oversighting necessary reviews and refinements and coordinating further information and advice to enterprises.
- Special procedures apply where there is a dispute about the implementation of the competency standards. Problems or disputes at an enterprise level are to be dealt with by the relevant industry parties or the parties at the National Oversighting Committee. If they are not resolved they are referred to a Board of Reference constituted to deal with competency standards implementation.

If more major concerns arise the Award sets out further steps to be followed by the parties and the National Oversighting Committee. (See sub-clause 5.1.3 of the Award for details)

1.9 Relationship between the competency standards and the Award classification definitions

The Metal and Engineering competency standards now form the basis of the Metal and Engineering Training Package MEM98. The Training Package is the nationally endorsed and recognised set of industry training qualifications that replace the previous module based courses up to the Australian Qualifications Framework (AQF) level V. The AQF level V qualification is the Diploma in Engineering and provides for a C5 outcome.

MERS ITAB has endorsed the Training Package qualifications as meeting the minimum training requirements for classifications up to C5. These requirements are shown in Schedule D, 1.1 Classification Structure in the Award. Each qualification is made up from units of competency, with packaging (or qualification rules) based on the competency standards packaging. Where a qualification does not have a direct relationship to a Training Package qualification (e.g. C8 and C6) then the minimum training requirements can be expressed as being a lower level qualification plus the additional competency standards units necessary to meet the points requirement for the classification level. Full details about the Metal and Engineering Training Package are available from MERS ITAB.

It is not the function of the competency standards to replace the minimum training requirements in the Award. Rather, they are a way of helping you determine an employee's skill level, particularly when they do not hold the minimum training requirement in the form of a recognised qualification for a classification level in the Award.

If an employee holds the minimum training requirement for a particular classification level in the Award, and they use or will be required to use those skills in their job, then you must establish a base classification for them on the basis of that qualification, *not* the competency standards. The base classification is the classification associated with the minimum training requirement the employee holds that is relevant to their employment — Annexure 2 provides an outline of the classification structure. Chapter 3 explains the relationship between training, the competency standards and classification levels in more detail.

If any problems arise during the implementation of the competency standards that cannot be resolved through the consultative mechanism in your enterprise, then the matter should be referred to the employer association or the union or unions — see Annexure 5 for a list of these.

1.10 Availability of competency standards

Copies of the National Metal and Engineering Competency Standards and the Metal and Engineering Training Package can be purchased from the MERS ITAB (see Annexure 5). They are available either in loose-leaf hard copy format or on computer disks.

A maintenance subscription service is available to enable users to be kept up to date with any changes.

Chapter 2

The competency standards framework

2.1 Development and application of the competency standards

The competency standards for the metal and engineering industry were developed in consultation with employers and unions within the industry and the National Metal and Engineering Training Board (NMETB). The NMETB is now a part of a wider body known as the Manufacturing, Engineering and Related Services Industry Training Advisory Body (MERS ITAB). The NMETB is still the sector board within the MERS ITAB responsible for metal and engineering issues. Competency standards have been prepared up to classification level C5 of the Award. Further competency standards are being developed for the levels above this.

The developers of the competency standards took into consideration the Award classification definitions. An outline of the classification structure is in Annexure 2.

2.2 The competency standards model

In order to develop the competency standards, the NMETB first developed a 'model' structure for the competency standards, and then based each individual competency unit on that. This model is designed to provide for flexibility, multi-skilling and specialisation.

The basic principle is this: individual competency units (apart from a small number of Core units) should not be attached exclusively to a particular occupation or classification level. Instead, it should be possible to apply them to a range of occupation or classification levels where they may be relevant.

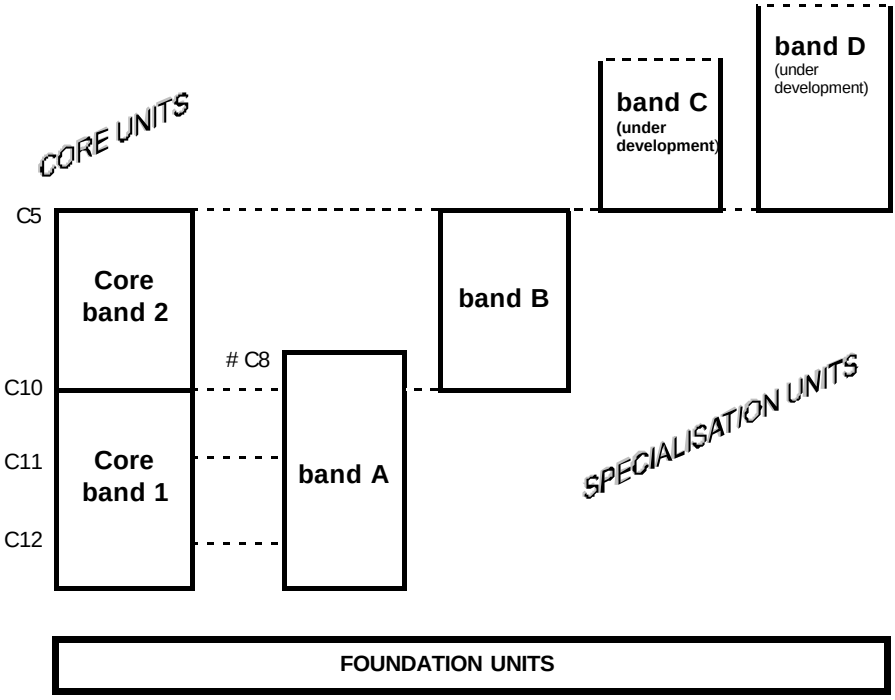
For example, the competency unit 'Interpret technical drawing' can be written into the job description of any employee in a job where this

skill is required, and is not exclusive to draftspeople. Similarly, the competency unit 'Perform lathe operations' is not restricted to engineering tradespeople.

Some competency units cannot be used unless the employee has also achieved pre-requisite competency units — these are specified in each competency unit to which they apply. Competency units can be packaged together (using some simple rules) to meet the requirements for a particular classification level or for a training qualification at a particular level. The same competency unit can be included in a package for a number of levels. The 'band' into which a competency unit falls (see Section 2.5) defines the range of levels over which that competency unit may be used.

Figure 1 on the next page shows an overview of the model and this is explained further in Section 2.5.

Figure 1
Metal and engineering industry competency standards bands up to C5



See Section 2.6 Dual band A / band B units on page 22

2.3 Weighting

Each competency unit has been assigned a numeric value or 'weighting'. This lets the users group competency units together to describe a particular skill or job profile for a job or group of related jobs within your enterprise, and then total them to discover how that skill profile relates to an appropriate classification level in the Award classification structure.

Not all skills are equally complex, so it is unrealistic to develop competency standards in which each competency unit represents an equal 'amount' of competence. The competency standards assign a number of 'points' to each competency unit to indicate its weighting, or unit weight.

In assigning points to each competency unit, we took into account a number of factors, including:

- the amount of formal and on-the-job training needed to gain the skill required
- the amount of background knowledge and experience needed
- the complexity of the skill

Table 1 on the next page lists the minimum points for various Award classifications and qualifications.

Note that there are no points listed for C13 and C14. To move within the Award classification structure from C14 to C13, an employee does not require accredited training, so points for transition between these levels are not applicable.

Table 3 on page 17 sets out the 'Core' and 'Foundation' competencies (see section 2.5). These competencies must be achieved in the way set out in Tables 1 and 2 on pages 15 and 16. An employee will remain at C13 until the profile points meet the requirements for C12.

Table 1
Number of standards points required at each classification level

Award Classification	Core points	Specialisation points (minimum)
C12	2 Core band 1 (2.1C12)	30 band A
C11	10 Core band 1 (2.1C12, 2.2C11, 2.3C11, 2.4C11, 2.5C11)	54 band A
C10	20 Core band 1 (2.1C12, 2.2C11, 2.3C11, 2.4C11, 2.5C11, 2.6C10, 2.7C10, 2.8C10, 2.9C10)	76 band A
C9	*Core band 2	AQF III/C10 + 12 band A/band B
C8	*Core band 2	AQF III/C10 + 24 band A/band B
C7	*Core band 2	AQF III/C10 + 36 band A/band B (maximum 24 band A) #
C6	*Core band 2	AQF III/C10 + 48 band A/band B (maximum 24 band A) #
C5	16 Core band 2 (2.10C5, 2.11C5, 2.13C5, 2.14C5, 2.15C5, 2.16C5)	AQF III/C10 +44 band A/band B (maximum 24 band A) #

*At classification levels C9 to C6, Core band 2 units may be included, but the full 16 points from the Core band 2 units must be included in the total number of points in order to be recognised at C5.

See section 2.6 Dual band A / band B units on page 22 and Annexure 8

Table 2
The relationship between the Award classifications and qualifications in the Metal and Engineering Training Package

Qualification title and national code	Minimum points required	Award classification outcome
Certificate I in Engineering *National code MEM10198*	16	C13
Certificate II in Engineering – Production *National code MEM20198*	32	C12
Certificate II in Engineering – Production Technology *National code MEM20298*	64	C11
Certificate III in Engineering – Production Systems *National code MEM30198*	96	C10
Certificate III in Engineering – Mechanical Trade *National code MEM30298*	96	C10
Certificate III in Engineering – Fabrication Trade *National code MEM30398*	96	C10
Certificate III in Engineering – Electrical /Electronic Trade *National code MEM30498*	96	C10
Certificate III in Engineering – Technician *National code MEM30598*	Year 12 +40 or AQF III + 12	C9
Certificate IV in Engineering – Higher Engineering Trade *National code MEM40198*	132 or AQF III + 36	C7
Diploma in Engineering *National code MEM50198*	Year 12 + 80 or AQF III + 60	C5
Advanced Diploma in Engineering (proposed)	to be finalised	C3, C2a

Contact MERS ITAB for more information on the Metal and Engineering Training Package.

Table 3 Core and foundation competencies

Foundation competency units

1.1F Undertake interactive workplace communication
1.2F Apply principles of occupational health and safety in a work environment
1.3F Apply quality procedures
1.4F Plan to undertake a routine task
Note that Foundation units do not carry unit weight points

Core competency units - band 1

At C12, the *Foundation* units and the C12 Core unit is needed.
The C12 Core unit is:

	Unit weight points
2.1C12 Apply quality systems	2
Total Core points required at C12 =	**2**

At C11, the Foundation units, C12 Core unit and C11 Core units are required.
The C11 Core units are:

	Unit weight points
2.2C11 Organise and analyse information	2
2.3C11 Operate in a work based team environment	2
2.4C11 Assist in the provision of on the job training	2
2.5C11 Measure with graduated devices	2
Add C12 Core points	2
Total Core points required at C11 =	**10**

At C10, the *Foundation* units, the C12, C11 and C10 Core units are required.
The C10 Core units are:

	Unit weight points
2.6C10 Plan a complete activity	4
2.7C10 Perform computations – basic	2
2.8C10 Perform computations	2
2.9C10 Perform computer operations	2
Add C12 and C11 Core points	10
Total Core points required at C10 =	**20**

Core competency units – band 2
(total of 16 points to be gained by C5)

	Unit weight points
2.10C5 Write reports	2
2.11C5 Research and prepare presentations and reports	2
2.13C5 Perform mathematical computations	4
2.14C5 Use graphical techniques & perform simple statistical computations	2
2.15C5 Operate in an autonomous team environment	2
2.16C5 Interpret quality specifications and manuals	4
Total Core points in band 2 =	**16**

2.4 Fields

To help those developing and maintaining the competency standards, competency units have been grouped into 18 broad areas of activity, called 'fields'. You will also find them useful as a guide to the section of the competency standards where you are most likely to find references to the competency standards you are looking for. It enables you to find related competency units more easily.

The fields are simply a method of organising and presenting the competency standards. They do not place any limits on the selection of competency units within or between fields.

In the National Metal and Engineering Industry Competency Standards, the following fields have been, or will be, used:

- Assembly
- Casting & Moulding
- Fabrication
- Forging
- Machine & Process Operations
- Surface Finishing
- Drawing, Drafting & Design
- Installation & Commissioning
- Materials Handling
- Measurement
- Occupational Health & Safety
- Planning
- Quality
- Communication
- Training
- Maintenance and Diagnostics
- Computer Applications
- Research & Development
- Work Organisation

2.5 Competency units

In the National Metal and Engineering Industry Competency Standards, competency units are divided into three categories:

Foundation units

Core units

Specialisation units

Foundation units

Foundation units describe skills that are an essential part of the skill profile for every job in the industry.

Employees will normally have acquired foundation competency units through a combination of secondary school education, induction training within your or some other organisation, and up to three months' structured training as required under the Award definition for C13.

The Foundation units are described in Volume 1 of the competency standards, and are summarised here in Table 3 on page 17.

Foundation units do not have a points weighting, and do not increase the number of points credited to a particular employee. However, the Foundation units form part of an employee's skill profile. An employee must have the Foundation Units before being eligible to progress to higher level competency units.

Employees do not have to be formally assessed on their Foundation units in order to be reclassified to a higher level, however evidence of completion of safety induction training may be required.

Core units

The Core units define competencies which are common and necessary across a range of classifications and positions in the metal and engineering industry. Core units have been fixed for Award classifications C12, C11, C10, and the C9-C5 classification range.

Core band 1 units can also be selected as Specialisation units at any level.

Higher level Core units can also be selected as Specialisation units below the level at which they are specified.

All employees must possess the skills specified in the Core units before they can progress to a higher classification level – see Tables 2 and 3 on pages 16 and 17.

Core units have been divided into four 'bands', as shown in Figure 1 on page 13. Band 2 contains the Core units which are more advanced than band 1, and so on.

Core band 1 Core units for classification levels C12 to C10

Core band 2 Core units for classification levels C9 to C5

For example, employees must acquire the skills specified in the Core units for levels C9 to C5 before they can progress to level C5. However, as with all Core units, they can be chosen at a lower classification level between C9 and C6 if desired.

Core units have been included in the following areas:

Occupational Health and Safety	Measurement
Mathematics/Computations	Planning
Computer Applications	Training
Quality	Communication

Specialisation units
Specialisation units describe the diverse range of competencies needed across the industry.

Like the Core units, the available Specialisation units are divided into two 'bands' with some overlap between them:

Specialisation band A – a range of competencies which may be used for career progression up to classification C8 (also see the next section 2.6 Dual band A / band B units)

Specialisation band B – a range of competencies which may be used for career progression between classifications C10 to C5, and must be used above C8

This grouping reflects the inherent differences in the level of skills used in the industry. For example, the tasks required of an employee with Specialisation band B skills require a greater depth of knowledge and/or experience than those required of an employee with Specialisation band A skills. At the same time the large range of Specialisation units in each grouping allows your enterprise a wide choice. At higher classification levels, a specified number of higher level skills. Classification levels C12 to C5 each have an associated points total. This total is made up from the weighting points allocated to Core and Specialisation units.

Any package of units can be selected at the enterprise as long as:

- the required number of units are selected from the Core band
- the remaining units come from the appropriate Specialisation band
- pre-requisite units are selected correctly

You can select:

- Specialisation band A units between C12 and C8
- Specialisation band B units between C10 and C5

You must have at least the minimum number of weighting points specified in Tables 1 and 2 from Specialisation band B units for C7, C6 and C5, but you can have more. The rest of the units are made up of Core units and units from Specialisation band A.

For example:

- to achieve C7 an employee must have at least 12 points from band B and/or Core band 2 units
- then to achieve C6 they must have a total of at least 24 points from band B and/or Core band 2 units
- then to achieve C5 they must have a total of at least 36 points from band B and/or Core band 2 units

However, these band B units can be acquired at any stage from C10 (that is from C10 to C9, or C9 to C8, or C8 to C7, or C7 to C6, or C6 to C5).

2.6 Dual band A / band B units

It has been agreed that some Specialisation units are allocated to both Specialisation band A and Specialisation band B. This is to provide for additional flexibility in the application of the competency standards. This is done in two ways:

Firstly some units appear in both Specialisation band A and Specialisation band B, as they are applicable to both work and training qualifications across the range from C12 to C5. These units are identified in the competency standards by way of a note. In the competency standards index these units have an asterisk (*) against their name.

Secondly there are some units which can be counted as if they were Specialisation band B units for the purpose of career path progression from C8 to C7 only. In the competency standards index these units have two asterisks (**) against their name.

These units are ones which correspond with substantial trade skills. This allows for progression past C8 to C7 based on trade multi skilling, which is required in a number of enterprises. These units are listed in Annexure 8. The units remain Specialisation band A units. This means that they cannot count as Specialisation band B units for any progression to C5 (or the Training Package qualification Diploma in Engineering).

The units listed in Annexure 8 relate to the traditional pathways to C8 level and the multiskilling which may be required by enterprises in those pathway areas. In particular they relate to fluid power, CNC skills and control system skills (including the necessary connection/ disconnection skills to physically access the equipment covered by the multiskilling units).

When you are applying the competency standards to determine the appropriate classification level for an employee, a structured five-step process should be used. This process is outlined in Chapter 4.

2.7 The competency standards format

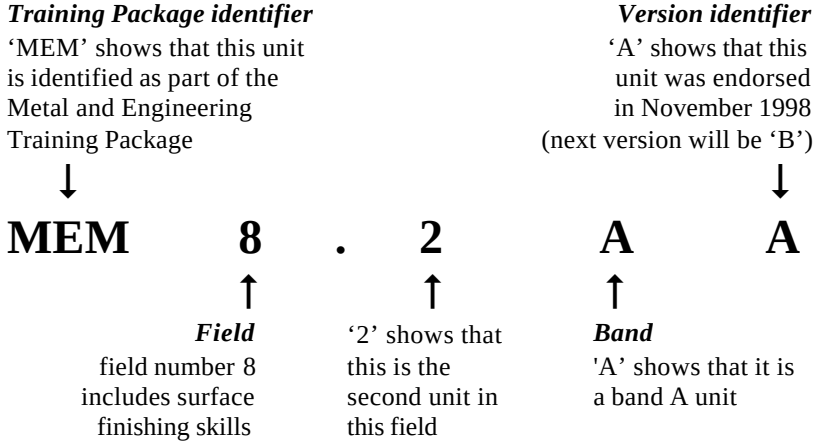
In developing the competency standards, we have used a document issued by ANTA called *Guidelines for Training Package Developers*, which lays down guidelines on the format and structure of competency standards.

Figure 2 on page 25 shows what a competency unit looks like and following this is a brief description of the structure of a unit in the competency standards.

The competency units numbering system

The Metal and Engineering Industry Competency Standards are now included in the Metal and Engineering Training Package and a revised unit numbering system has been put in place. Each unit is uniquely identified and the number includes the national Training Package code identifier, field and unit numbers, band, and the version.

Here is an example of a competency unit number –



The references to competency unit numbers in this Guide are abbreviated to just the field and unit number and the band. For example, MEM 8.2A A is shortened to 8.2A.

Unit MEM 8.2A A Pre-treat work for subsequent surface coating

Band – Specialisation band A **Field – Surface Finishing** **Unit weight 4**

Pre-requisite units – Path 1

13.3A Work safely with industrial chemicals and materials

Element 8.2A.1 Identify job material

Criteria 8.2A.1.1	*Assessor guide: observe that –*	*Assessor guide: confirm that –*
Common metals, alloys and non-metals are recognised	Common metals, alloys and non-metals can be identified from given samples	The characteristics of common metals, alloys and non-metals can be identified The procedures and techniques for identifying common metals, alloys and non-metals can be given Simple tests that can be used to assist in the identification of common metals, alloys and non-metals can be described

Element 8.2A.2 Identify job surface condition

Criteria 8.2A.2.1	*Assessor guide: observe that –*	*Assessor guide: confirm that –*
Common surface soils and conditions are recognised	Common surface soils and conditions can be identified from given samples	The common surface soils and conditions can be identified The procedures for identifying the type(s) of soil on surfaces to be finished can be given Simple tests that can be used to assist in identifying surface soils and conditions can be described

Element 8.2A.3 Perform pre-treatment processes in correct sequence

Criteria 8.2A.3.1	*Assessor guide: observe that –*	*Assessor guide: confirm that –*
Pre-treatment processes carried out following standard operating procedures	The appropriate pre-treatment processes are carried out in accordance with standard operating procedures.	The pre-treatment processes applicable to a range of materials can be identified The pre-treatment processes applicable to a range of surface soils and conditions can be identified The procedures for carrying out pre-treatment processes can be given The pre-treatment processes most suitable for given materials, surface soils and conditions can be identified The reasons for selecting the chosen pre-treatment process can be explained
Criteria 8.2A.3.2	*Assessor guide: observe that –*	*Assessor guide: confirm that –*
Pre-treatment process parameters are monitored to ensure they remain within specified limits	The pre-treatment process parameters are monitored and maintained within specified limits in accordance with standard operating procedures	The parameters to be monitored when using different pre-treatment processes can be identified The procedures for monitoring those parameters can be given The limits within which the pre-treatment process parameters are to be maintained can be identified

Range statement

Work is undertaken autonomously or in a team environment, using predetermined standards of quality, safety and operating procedures. Typical pre-treatment processes include solvent and aqueous degreasing, pickling, de-scaling, bright dipping, rinsing, pre-plate dipping etc. This unit applies to pre-treatment of common ferrous and non-ferrous work for finishing by a wide variety of processes, typical of which are, but not limited to: wet coating, powder coating, electroplating, anodising, electroless plating, electrophoretic coating and hot dip metallising. Adjustments to apparatus/equipment/controls include temperature settings, current/voltage and solution compositions.

Evidence guide

Assessment context

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

Critical aspects

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with the pre-treating of work for subsequent surface coatings or other units requiring the exercise of the skills and knowledge covered by this unit. Competency in this unit cannot be claimed until all prerequisites have been satisfied.

Assessment conditions

The candidate will be provided with: All tools, equipment, materials and documentation required. The candidate will be permitted to refer to the following documents: Any relevant workplace procedures. Any relevant product and manufacturing specifications. Any relevant codes, standards, manuals and reference materials.

Assessment conditions (cont'd) The candidate will be required to: Orally, or by other methods of communication, answer questions put by the assessor. Identify colleagues who can be approached for the collection of competency evidence where appropriate. Present evidence of credit for any off-job training related to this unit. Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge.

Special notes

During assessment the individual will: demonstrate safe working practices at all times; communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment; take responsibility for the quality of their own work; plan tasks in all situations and review task requirements as appropriate; perform all tasks in accordance with standard operating procedures; perform all tasks to specification; - use accepted engineering techniques, practices, processes and workplace procedures. Tasks involved will be completed within reasonable timeframes relating to typical workplace activities

Core or Specialisation units
As we have described, each competency unit is identified as either a Core unit or a Specialisation unit, and is grouped into a 'band'.

So the unit 'Pre-treat work for subsequent surface finishing', which is identified as being a Specialisation band A unit, can be used for progression up to classification level C8.

Unit title
The title is a concise statement of the activity the unit covers.

For example, *Pre-treat work for subsequent surface finishing* describes the activities covered in the unit.

Unit weight
The 'unit weight' assigns a numeric value to the unit. This is described in detail in section 2.3 on page 14.

In the unit *Pre-treat work for subsequent surface finishing* the weighting is 4 points.

Pre-requisite units
Some competency units contain a list or lists of 'pre-requisite units'. This tells you that an employee needs the specific skills described in other competency units to support the skills listed in the unit you are selecting.

For example, in the unit *Pre-treat work for subsequent surface finishing*, an employee must achieve the competency unit 'Work safely with industrial chemical and materials' before they can be considered competent in this unit.

Where there are options within the pre-requisites then separate combinations or paths are shown. Where multiple paths (path 1, path 2 etc.) are shown then the most appropriate path should be chosen.

Elements
The 'elements' of a competency unit are statements identifying the components that go towards making up the competency unit.

Performance criteria

The 'performance criteria' describe what has to be achieved by an employee in order to meet the requirements of the unit and its elements.

Assessor guide

An assessor guide is provided for each criterion. It provides additional information and guidance for assessors to help them prepare appropriate assessment strategies and tools. It includes guidance on observation evidence to be gathered by an assessor as well as areas to confirm or clarify that the candidate has the required level of underpinning knowledge. Observation evidence may be gathered on a number of occasions when the candidate is undertaking the particular task. Confirming and clarifying underpinning skills and knowledge should be done in ways that are efficient and effective, such as oral questioning. Further details about assessment for each unit are included in the evidence guide.

Range statement

The 'range statement' defines the context of the competency unit. That is, it gives additional information about the level of autonomy (how closely the employee needs to be supervised), equipment and materials that may be used; describes the environment in which the competency unit is performed and the sorts of operations the competency unit covers; and refers to any relevant legislative requirement or Australian Standards. Some range statements also provide 'signposts' to other competency units that may be more appropriate in some circumstances or should also be considered for particular applications of skill. Where lists of equipment, machinery, materials etc. are shown in the range statement then these are provided for illustrative purposes.

Evidence guides

Evidence guides include information about recommended assessment context, critical aspects, conditions and special notes. They are provided to guide and assist the interpretation of a competency unit and for assessing employees. The evidence guides do not contain a

detailed method for assessment, as it is more appropriate for trainers and assessors to develop their own, taking into account the context and application of the competency unit.

However, depending on the unit, the evidence guides may indicate:

- the level of knowledge and understanding required for a competency unit
- the contexts in which assessment should occur
- the essential aspects of a competency unit and its relationship to other units
- the extent to which evidence samples could be provided

2.8 Pathways

An indicative 'pathway' of units has been developed to help you select competency units. This example is shown in Annexure 7. At this stage, pathways have only been developed for certain selected priority areas.

The pathways are an indicative package of competency units which reflect the skills needed for a typical job. You are not obliged to follow the pathway in your selection of units. However, it may help you to find related units and decide which level units are appropriate for particular work. The pathways take into account the accredited industry training courses.

2.9 Relationship of the competency standards to licensing or statutory requirements

Whenever there are licensing and/or statutory requirements covering certain work, any legal obligation will need to be met by the employee and/or the employer, in addition to the competencies described in the competency standards.

2.10 Applying the competency standards to your enterprise

Because of the generic nature of the National Metal and Engineering Industry Competency Standards, you should be able to implement them within your enterprise without needing any additional description of competencies or their application. However, you might find it useful to develop your own documentation to help you define such things as the 'standard operating procedures' for units within your enterprise.

There are a number of ways your enterprise could implement the competency standards:

- Use the competency standards as they are, without producing any further in-house documentation yourself. We recommend that you do this if those responsible for implementing competency standards in your enterprise can clearly interpret the performance criteria. Bear in mind that the performance criteria are written so as to cover a wide range of applications, and are therefore quite flexible. Because of this they can be used at the enterprise level, even though the enterprise may only have specific applications.
- Produce an 'overlay', without altering the competency standards. The overlay document would describe how the competency standards apply in your enterprise.
- Alternatively, produce an 'enterprise explanatory guide' listing the particular applications relevant to positions in your enterprise associated with particular competency units.

If, after taking all this into account, you find there are skills unique to your enterprise or to a process used in your enterprise, and the competency standards do not cover all the skills needed in your enterprise:

- Ask MERS ITAB to develop competency units to meet your enterprise's requirements, or

- In cooperation with MERS ITAB, develop your own competency units, and ask MERS ITAB to include them in the competency standards, or
- Develop your own competency units and submit them to ANTA for endorsement as 'Enterprise competency standards' under ANTA guidelines.

In Chapter 2 we outlined the competency standards model. In the following chapters we explain how to implement the competency standards. The competency standards are useful as a tool for:

- ensuring employees are correctly classified under the Award
- reorganising and designing work
- identifying training needs
- classifying new jobs

To implement the competency standards you should use the five-step process:

Step 1 Consultation

Step 2 Skills analysis and redesign

Step 3 Matching skill requirements to the competency standards

Step 4 Skills audit

Step 5 Implementation

This process is outlined in Chapter 4. Before you start implementation, it is important that you understand the industrial relations principles you will need to follow during implementation.

Chapter 3

Competency standards and industrial relations issues

Overview

In Chapter 2 we outlined the competency standards model. In the following chapters we explain how to implement the competency standards for industrial purposes. The competency standards are a useful tool for:

- ensuring employees are correctly classified under the Award
- reorganising and redesigning work
- identifying training needs
- classifying new jobs

To implement the competency standards you should use the five-step process:

Step 1 Consultation

Step 2 Skills analysis and redesign

Step 3 Matching skill requirements to the competency standards

Step 4 Skills audit

Step 5 Implementation

This process is outlined in Chapter 4, but before you start implementation it is important that you understand the industrial relations principles you will need to follow during implementation.

Industrial relations issues

3.1 Introduction

There are a number of issues you need to address when implementing the competency standards. These are outlined in Sections 3.2 to 3.7. In Sections 3.8 to 3.18 we deal with the way competency standards relate to the classification of employees.

3.2 Skills acquired and used

When your enterprise implements the competency standards for classification purposes, the process must be consistent with the principle issued by the Australian Industrial Relations Commission in its February 1989 *Review of Wage Fixing Principles* in relation to skills acquired and used:

> 'as a general rule the Commission will only approve payment or reclassification for acquisition of additional qualifications where the employee involved is required to exercise them in the course of employment.'

In plain English, this means that when the parties are working out a classification level an employee, and therefore how much they should be paid, the only skills that need to be taken into account are the ones they use for the job. For classification levels C12 to C5, this applies no matter how the employee acquired their skills, whether through accredited training or in some other way.

The whole idea of the competency standards is to improve people's skills throughout the industry, and in this way increase everyone's efficiency and productivity. Accordingly, provided it is consistent with your enterprise's needs, employers should provide every reasonable opportunity for employees to use the skills they have gained.

When determining what classification level to classify an employee at, the parties at your enterprise should carefully determine *the skills the employee needs to do their job in your enterprise*. Any skills they may have that your enterprise does not need do not count (subject to the provisions of the section on 'Skills used occasionally' below). But if the employee does have skills they are not using at present, but which could be useful and productive for your enterprise, it makes good sense to explore (through the consultative mechanism) ways of putting those skills to good use and to classify the employee accordingly.

To maximise productivity, efficiency and flexibility, the emphasis should be on expanding the skills base in your enterprise through a structured approach to work reorganisation and training using all relevant skills.

3.3 Skills used occasionally

When your enterprise is implementing the competency standards, the parties may identify skills which are not regularly used by an employee. These skills may be included in training plans and in the skill or job profile agreed on for work in your enterprise.

When you are considering these skills, note that:

- When the skills are needed occasionally but are regarded as part of the employee's duties and are used when needed, then they count towards the employee's classification.
- When the skills are not regarded as part of the employee's duties, and are only used when the employee is specifically requested to do so, or is temporarily transferred to a different position, then by agreement the skills could count towards their reclassification, or the 'mixed functions clause' in the Award could be used.

We recommend that you take a broad view when the skills used in a position are being defined.

The parties should distinguish the skills used from a narrow definition of the tasks performed so as to increase the flexibility available to the employer and the career path and the opportunities for skill recognition for the employee.

3.4 Wages and wage relativities

The implementation of the competency standards in your enterprise does not by itself justify wage increases for existing employees. Whenever there is likely to be disagreement over the appropriateness of an employee's classification, the five-step process in Chapter 4 of this *Implementation Guide* can be used to resolve it. The industrial agreement states:

> 'The parties agree that implementation of the competency standards is not of itself a basis upon which to justify wage increases for existing employees. In all cases, where the appropriateness of an employee's classification is an issue, the terms of this *Guide* shall be observed. Where an additional payment has already been made to an employee in recognition of skill and knowledge acquired and utilised by such an employee, the implementation of the competency standards shall not lead to double counting.'

When the competency standards are being implemented, the focus should be on the *individual employee's skills* and the application of those skills within your enterprise. This has several implications.

3.5 General wage increases

The implementation of the competency standards is not by itself a reason for a general wage increase over your entire enterprise, or for a wage increase for certain categories of employees. Wage increases which may arise from potential reclassifications are dealt with in the next two sections.

3.6 Existing wage relativities

Implementing the competency standards may affect existing wage relativities.

For example, two employees are currently receiving the same rate of pay, and on implementing the competency standards you find that one of them is actually exercising higher-level skills that warrant their reclassification to a higher level and to a higher rate of pay. There is no basis for increasing the rate of pay for the other employee on the ground that historical wage relativities need to be maintained. This applies not only *within* classification levels but also *between* classification levels.

It means that there is no justification for any claims for levelling up over-award payments on the basis of one or more employees being classified to a higher level.

The parties involved should examine the effect of implementing the competency standards on historical wage relativities, and sort them out through the consultative process. Implementing the competency standards provides the opportunity to rationalise the pay structure in your enterprise and eliminate anomalies.

3.7 Reclassification and actual wages

The effect of reclassification on the actual wages of an employee will vary as outlined in the following examples:

- When the extra skills or knowledge identified in the competency standards are exactly the same as the ones for which the employee is already receiving a specific additional payment (such as through a certified agreement, or an Award or over-Award payment), then there is no double counting. Any increase as a result of reclassification may be discounted by the specific additional payment already received; that is, the additional payment already received can be subtracted from any increase due to reclassification.

- When there are already other employees in your enterprise doing work of a nature similar to the employee being considered for reclassification, and they are correctly classified at the higher level, then the rate of pay should be based on the employee's skills and competencies, taking into account the rate already being paid to the employees who are at the higher classification level.
- When there are no other employees in your enterprise already doing work of a nature similar to the employee being considered for reclassification, then a new wage rate for the higher level will need to be determined for your enterprise. This should provide at least a wage increase of the difference between the minimum Award rates for the employee's old classification level and the minimum Award rates for their new classification level.

Competency standards and the classification of employees

3.8 Minimum training requirement

When:

- an employee has a qualification that is recognised as the minimum training requirement for a classification level in the Award, and
- they are using or will be required to use the skills and knowledge gained from that qualification in accordance with the needs of the enterprise

then they must be classified at that level, consistent with the minimum training requirement.

This also applies to any training which a Registered Training Organisation or a State Training Authority has recognised as equivalent to an accredited course or qualification which MERS ITAB recognises for that level. This can include advanced standing (i.e. credits for a training program) through recognition of prior learning and/or overseas qualifications.

The outline of the classification structure and the corresponding qualification levels are given in Annexure 2.

This means that an existing employee or a new employee can progress beyond the level in which they have been initially classified, if they possess a qualification or part-qualification specified for a particular classification level.

For example, an employee with a Trade qualification and currently classified at C10 can progress to C9 when they have achieved twelve additional band A/band B competency unit points and are using or will be required to use the skills in accordance with the needs of the enterprise.

Another example: an employee can progress from C13 to C12 when they have completed a Certificate II in Engineering – Production and are using or will be required to use the skills gained from that qualification in accordance with the needs of the enterprise.

Introduction of new qualifications

Note that governments have implemented changes to national qualification titles. The new national Metal and Engineering Training Package developed by MERS ITAB introduces a range of new qualifications, aligned to the Australian Qualifications Framework. The Training Package uses competency standards as the basis of a training qualification. These new qualifications have been accepted by the industry parties as replacements for old module-based courses.

Table 2 on page 15 of this Guide and also the Metal and Engineering Training Package provides more detail about these changes.

3.9 Classification for work where competency standards are not yet available

In 1990, employees under the previous Metal Industry Award 1984 were transferred from the old classification structure to the new 14-level skills-based structure of that Award. An appendix to the Award outlined which old classifications were to be associated with each new level. Any new employee joining an enterprise between 1990 and when competency standards became available had been classified by referring to the old structure and then transferred to the new classification structure. For example, a person employed to work under the old definition of Boilermaker would be classified in the new structure at C10, and a Storeman and Packer would be classified at C12.

In addition, employees who acquired and used the appropriate formal qualifications specified for a particular level under the old

classification definitions continued to be reclassified to the new level corresponding with the old level.

From 18 March 1996 (see sub-clause 5.1.3 of the Award) this process will only apply where competency standards are not available in respect of that class of work and it is necessary to determine an employee's classification.

From 18 March 1996, employees will be classified within the Award classification structure according to the minimum training requirements or by assessment against the competency standards in all areas for which competency standards have been completed.

Until the competency standards are finalised for supervisors and technical employees, alternative provisions for reclassification can be used by these employees (see Sections 6.2 and 6.5 of the Award Restructuring *Implementation Manual*, available from your union or employer association).

3.10 Linking competency standards to classification levels

If management, employees and relevant union or unions at your enterprise have agreed to implement the competency standards or if an employee or a union makes a reclassification claim, the competency standards must be used to determine the appropriate Award classification level of employees.

Before you do this, though, the parties at your enterprise have to carry out the five steps for implementing the competency standards, as described in Chapter 4.

3.11 Impact on classification levels and training

We said above that using the competency standards and the points weighting system (described in section 2.3) to classify employees may have implications for wage levels in your enterprise.

But we need to spend a bit more time looking at the impact of the competency standards on an employee's classification level, and what that might mean in terms of additional training and existing qualifications.

In the arrangements agreed in 1990 for transfer to the skills-based classification structure under the Metal Industry Award 1984, employees were transferred to the new classification structure on the basis of their classification under the old structure. This first phase of moving to a skills-based classification structure was simply a paper exercise.

Once an employee has transferred to the skills-based structure, they can be reclassified on the basis of meeting the minimum training requirement specified for a level in the Award. The minimum training requirement is also met by a training qualification or course recognised by a registered provider as being equivalent to a course or qualification recognised by MERS ITAB for that level.

An additional method of reclassification is now available, based on the employee meeting the requirements of the competency standards for a particular level, as determined by using the process outlined in this *Guide.*

If competency standards have not been finalised for a particular skill or work area, and the skills required for the area are necessary for determining an employee's classification, then reclassification using the competency standards has to be delayed until standards are available for that classification. However, in the meantime reclassification procedures (see section 3.9) can be used, based on the minimum training requirement or meeting the old Award definition requirements.

As competency standards have been implemented, the 'indicative tasks' previously listed in the classification definitions have been deleted as they are no longer relevant in determining the appropriate Award classification.

3.12 Using the competency standards for classification purposes

Before you can use the competency standards to determine classification, you need to have understood the five-step process described in Chapter 4.

To start, you will need to have completed Steps 1, 2 and 3. This means that you will have lists, which the parties at your enterprise have agreed to, of competency units for each job or work area.

Before starting, you will also need to have completed enough of the skills audit in Step 4 to be able to know what qualifications are held by employees.

The process will then be different for those who have qualifications relevant to the work they do from those without relevant qualifications.

3.13 The difference between employees with and without qualifications

When using competency standards, employees with qualifications for an Award classification level must be dealt with differently from those without qualifications. This is for three main reasons:

- We encourage employees to undertake training which is accredited and results in nationally recognised qualifications.
- The Award provides that an employee can be classified either on the basis that they hold a relevant qualification or on the basis that they meet the competency standards. For each classification level, the Award specifies a minimum training requirement. If an employee already has the minimum training required for a particular classification level, and is using or will be required to use the skills they gained while getting that qualification, then they are entitled to be classified and to continue being classified at that particular classification level.

- Generally speaking, you can assume that employees with the relevant minimum training requirement who are using their skills in accordance with the agreed needs of your enterprise are competent at the level they are classified at. Although different rules apply for these employees to progress to higher classification levels than for those without qualifications, this does not alter the basic requirement that for an employee to be classified at a higher level they must be competent (in the ordinary sense of the word) to perform the work at the higher level in accordance with your enterprise's agreed needs. On the other hand, when dealing with employees without qualifications at the time the competency standards are being implemented in your enterprise, no assumption can be made about their competency and evidence of completion will be required.

In the following sections we explain the process for those *without qualifications* and for those *with qualifications*.

3.14 Process for employees without qualifications

Competency units held by an individual employee are identified using the agreed consultative process from within job or skill area competency lists. These lists are compiled following the steps described in Chapter 4; this ensures that only the competency units that are relevant to your workplace are included in the lists, and hence the test of skills used and skills acquired (described in section 3.2) is properly met. There may be some units identified in the lists where the parties in your enterprise have been unable to agree on whether a unit is held or not, and you would need to carry out an assessment as described in Chapter 5.

Take units selected from the list for each employee and:

- add up the weighting points from each competency unit to arrive at a total for the employee

- identify the Core band points
- identify the Specialisation band points

Compare this result with the charts in Tables 1 and 2 on pages 15 and 16 which tell you what is required for each classification level. The outcome will be one of the following:

- The result meets the requirements for a higher classification: In this case the employee is reclassified.
- The result meets the requirement for the existing classification: There is no change in the employee's classification, and future training and career path opportunities may be identified through the consultative committee in your enterprise.
- The result does not meet the requirement for the existing classification: There is no change to the employee's classification, and the provisions described under 'Gap training' in Section 3.17 apply when the employee is seeking progression to a higher level.

A person may be nominated to carry out this process or work, but it should be verified through the consultative process.

3.15 Process for employees with qualifications

When an employee possesses the necessary minimum training requirements specified in the Award definition for a particular classification level (e.g. Trade qualification/certificate at level C10), and they are doing work at that level, then they must be classified and paid accordingly.

Although an employee may possess a qualification such as an Engineering Production Certificate, Trade Certificate, Advanced Certificate or Associate Diploma, this does not mean competency standards have no relevance for them. In relation to employees with qualifications, competency standards may be used to determine what competencies the employee has which may count towards a

classification higher than that warranted by the qualification they actually possess.

In determining whether an employee with a qualification should be classified at a higher level, it is first necessary to obtain agreement on the *base* from which any additional competencies can be assessed — hence 'base competencies'.

For example, take an Engineering Tradesperson with a Trade Certificate who is currently classified at C10. It would be necessary to determine which of the competency units in the list compiled for the job or skill area are associated with the employee's classification at C10. Having done this, these competencies would constitute the base competencies for any individual working in that job or skill area.

Base competencies consist of the following:

1. Those competencies acquired in gaining the qualification.

   Thus, all the competencies acquired in the course of undertaking an apprenticeship, for example, are regarded as part of an employee's base competencies.

2. Those competencies which are commonly used by other employees in the workplace doing work of a similar nature at the same classification level as the employee concerned, provided that:

   - these competencies are generally regarded in the workplace as required for the performance of work at that classification level corresponding to the qualifications held by the employees; and
   - those competencies are consistent with the Award definition for that level

   This ensures, for example, that the base competencies for C10 include all those expected of a competent tradesperson at that level in your enterprise. This could include:

   - competencies acquired through on-the-job training and experience during an apprenticeship

- competencies commonly acquired at your enterprise as part of the necessary qualification for C10, but which may have been acquired subsequently by other employees doing similar work at your enterprise
- competencies accepted as necessary for doing work similar to other people already employed in your enterprise to use their trade qualification skills to perform work which is at the C10 level

3. Competencies which are of an incidental and peripheral nature. That is, competencies which are not essential for classification at a particular level, but which contribute to the employee's ability to perform a whole job or task.

   In deciding through the agreed consultative process whether the skills are incidental or peripheral, the principal test is what is fair and reasonable taking into account the employee's award classification definition, their competence and training and your enterprise's training requirements. Just because certain skills are not usually needed at a particular classification level, it does not necessarily mean that they are therefore 'additional' skills. Usually, any skills gained through formal technical training, additional to the relevant qualification, are not incidental or peripheral.

You cannot take any of those base competencies into account for the purpose of determining whether an employee should be classified at a higher level.

This ensures that when skills are in the base competencies category for a group of employees doing work of a similar nature at the same classification level, the skills cannot count for reclassification for anyone in the group. If an individual employee does not have the skills specified in a particular competency unit in the Base Competencies category, they cannot count that unit towards reclassification when they acquire those skills.

When you are using job or skill area lists for a broad skill area, you may need to create different base competency categories for the various relevant qualifications (such as for those with a machinist qualification background or those with a maintenance qualification background).

Additional competencies are any competencies held and used by the employee which are additional to the base competencies. They may count towards classification at a higher level. The competency units in this additional competencies category could, for example, be skills that are now required as a result of technological change or changes within the workplace.

By agreement between the parties in your enterprise, decide on which competency units in each relevant job or skill area list are base competencies and which are additional competencies.

It does not matter which you do first. Once you have identified one category, the rest of the competency units fall automatically into the other. Clearly you need to do this exercise separately for each relevant qualification and its associated classification level.

After identifying from within the additional competencies category the units held by each individual:

- add up the weighting points total for each employee
- identify the Core band points
- identify the Specialisation band points

Compare this result with the charts in Tables 1 and 2 on pages 15 and 16 which tell you how many additional points of what type are required to move from the base classification (associated with the qualification) to a higher level. The outcome will be one of the following:

- The result meets the requirements for a higher classification: in this case the employee is reclassified.

- The result meets the requirement for the existing classification only: this would apply when the total of the weighting points is less than that required for reclassification. There is no change in the employee's classification, but future training and career path opportunities may be identified.
- The result does not meet the requirement for the existing classification: this could only apply if the employee was already classified at a level higher than the classification applicable to their qualification — such as an employee with only a Trade Certificate who is already classified at C8. The provisions described under 'Gap training' in section 3.17 apply when the employee is seeking to progress to a higher classification level.

It should be noted that after properly considering what may or may not be included in the base and ensuring that those competencies included in the base are consistent with Award definitions, then as an example, these may be more or less than 96 points in a C10 base.

3.16 Career paths and common skills at a classification level

As part of their career progression, an employee who has worked in one skill area may need to change to a new skill area. Such an employee may need to pick up some fundamental grounding in the new skill area. That is, the employee may not have the pre-requisite skills or the incidental and peripheral skills held by other employees who have customarily worked in the new skill area in your enterprise.

It is a fundamental principle of the flexible career path and competency standards model described in Chapter 1 that individual employees at the same classification level may have a different mix of skills and competencies. Such diversity increases the flexibility and skills available to the employer. However, there need to be some limits on the extent to which employees *with qualifications* performing similar work are classified at different levels.

On occasion, the parties at your enterprise might agree that in order to provide for a career path (consistent with your enterprise's agreed training plan) an employee needs to move to a new skill area and hence would need to complete training *in addition to* that required for other employees who have traditionally worked in the skill area the employee aspires to. In this case:

- The employee is to be reclassified when they complete and use the amount of additional training specified by the minimum requirement of the competency standards for the movement to a higher level.
- The extra training undertaken because of the need for additional pre-requisite skills cannot count towards further reclassification to an even higher classification level. This only applies when, because of the career path the employee is following, the range of skills they originally used are no longer required in the new classification.

Of course, there will be many occasions when a change in work duties will be accommodated within an employee's existing classification level.

Following this procedure means that employees in the enterprise who have traditionally worked in the skill area are not disadvantaged in terms of further career progression compared to those who have come from a different skill area. Without this arrangement, those from a different skill area would be on their way to a higher classification. It also means that the employer does not have to pay extra for skills that are no longer required.

Example

The new skills profile proposed for an employee involves high level maintenance, requiring a thorough knowledge of hydraulics and pneumatics and high level of welding skills. Let's say that this job is classified at level C8. A maintenance tradesperson currently classified

at a level of C10 would need additional training to reach the minimum training requirements specified in the Award for level C8.

However, a machinist currently classified at C10 who wants to follow a career path up the classification levels may not have the same level of competence in maintenance as the maintenance tradesperson has. In this case, they will need to do additional training to ensure the depth and quality of their training meets the minimum requirements. The additional training the machinist would have to do would not entitle them to be classified higher than C8; and the machining skills they needed for their present C10 classification would not have to be applied to the new C8 classification. If they still had to use machining skills they would be using more skills than the maintenance tradesperson, and so the machining skills would count towards a higher qualification.

3.17 Gap training

Gap training is the necessary training required to close the gap between the skills required in your enterprise at an employee's present classification level and those skills the employee actually has.

These provisions apply only to an employee:

- whose current classification is not based on the possession of a qualification which is the minimum training requirement for that classification level; and
- whose result does not meet the requirements for their existing classification level — that is, the employee is classified at a level higher than the one appropriate for the actual skills which the person holds and uses on the job

The employee cannot be reclassified to a lower classification level, or have their wages reduced. They continue to receive all Award increases and entitlements for their classification level.

However, to progress to a higher classification level they must undertake further relevant training to fill the gap between the skills required in the enterprise at the employee's nominal classification level and those the employee actually has, in conjunction with the training required to achieve a higher classification level.

The extent of gap training required (together with any training normally needed for reclassification to a higher classification level), and its timetable depend on your enterprise's needs, provided that:

- agreement was reached through your enterprise's consultative mechanism on the nature and extent of gap training and its timetable
- an employee who is undertaking gap training is committed to working to the full extent of existing competency and training specified in sub-clause 4.1 of the Award
- both of these conditions are actually implemented

Employees should be actively encouraged to participate in training in accordance with the agreed training plan in your enterprise.

Gap training does not count towards classification at a higher level.

3.18 Problems with implementation

If during the implementation of the competency standards into your enterprise any of the parties believe they are being placed under undue duress, do not proceed until the problem is resolved.

If this or any other problem arises when you are implementing the competency standards in your enterprise, advise the relevant union or employer organisation. It is up to the relevant parties to the Award to try to solve it together. If they are unable to do so, they will refer it to a specifically constituted Board of Reference. The section of the Award setting out the structure and responsibilities of the Board of Reference is attached as Annexure 4.

Sub-clause 5.1.3, which is the Award provision concerning the competency standards implementation, also deals with the process for dealing with problems with implementation under the Award.

Chapter 4

Implementing the competency standards

4.1 Steps in implementing the competency standards

There are three ways you can determine an employee's skill level:

1. By looking at any accredited training qualifications that the employee may have completed. Such qualifications are described in the Award classification definitions, and the MERS ITAB or your employer association or union can provide you with advice on which courses meet this requirement.
2. By measuring the employee's level of skill against the competency standards. There is a complete list of the points required for each classification level in Tables 1 and 2 on pages 15 and 16.
3. A combination of both methods.

The competency standards have a number of uses (see the list in section 4.6) which, if combined, provide an integrated approach to achieving immediate and long-term improvements that will benefit both employers and employees.

When the competency standards are being implemented at your enterprise, we recommend that you use a five-step approach over your entire enterprise, carrying out five separate steps in turn. If it is not appropriate to do this over your whole enterprise, you should follow the same steps for a small target group or for those individual jobs and employees for whom reclassification is an issue.

Step 1 Consultation

Step 2 Skills analysis and redesign

Step 3 Matching skill requirements to the competency standards

Step 4 Skills audit

Step 5 Implementation

You must not use a structured approach to delay unnecessarily the process of skills recognition for any employee.

When appropriate, reclassification and job redesign should focus on increased relevant skills and career path opportunities. This is all discussed and negotiated by the parties at your enterprise.

4.2 Step 1: Consultation

You will not be able to implement the competency standards successfully without full and proper consultation between management and employees. Not only are you required by the Award to establish a consultative mechanism and procedures appropriate to the size, structure and needs of your enterprise, but it is also plain common sense.

Management and employees need to understand the competency standards and how they will impact on their work and career progression. The use of competency standards to achieve changes such as redesigning jobs, developing a training plan and reorganising work is best done through co-operation and commitment.

As part of this step, it is important that management and employees have a proper understanding of the competency standards model (described in section 2.2) and how it might apply to your enterprise. Management and employee representatives responsible for oversighting the implementation of competency standards should be given access to a briefing or training course on the standards. The content of the briefing must be approved by the MERS ITAB. The briefing can be delivered jointly by the parties, or by one of the parties

with the approval of the other relevant parties at the enterprise, or by another provider who has been approved by the MERS ITAB where the relevant parties at the enterprise agree.

In addition to the above briefing the parties at the enterprise are free to seek whatever additional training or advice they feel is necessary. This assistance may be required by the implementation group at the enterprise as a whole or by individual parties.

As part of the consultation process, management and employee representatives should ensure that they fully understand how the competency standards might affect wages and wage relativities — this is discussed in section 3.4.

In summary, you need to:

- establish a committee with agreed representation
- agree on resources and responsibilities
- inform the workforce of the process
- establish a timetable for the work
- identify a process for validation/consultation with the workforce on the outcome of each step
- provide training to committee representatives
- identify sources of advice

See Example 1 on the next page.

Example 1: How an enterprise carried out Step 1:

Consultation

As a first step, the committee arranged to attend a joint MTFU - Ai Group training course at which the structure and implementation of competency standards was explained. Following this, the committee discussed and agreed on a range of issues such as:

- ensuring adequate representation of interest groups in the workplace
- establishing on-going training for committee members
- determining objectives for the implementation process
- resource requirements
- development of an implementation timetable
- communication strategies

The committee established a subcommittee of eight people to handle competency standards implementation and to advise and make recommendations to the Consultative Committee.

Management selected three for the subcommittee, and the other five were elected by the workforce through their unions.

The subcommittee contacted the MTFU and Ai Group Training Advisers and arranged a briefing session for themselves followed by a series of briefings for the general workforce.

In the initial stages of implementation, the subcommittee met for approximately three hours a week. As a result of these meetings, they found that a number of the committee members spent time attending to the various tasks associated with implementation. These tasks included data collection and validation, and reporting to the workforce.

Minutes of meetings were kept and distributed on notice boards, and regular meetings were held with groups of workers to explain progress and gather feedback on work done.

The subcommittee felt that the process would suffer if the workforce and the management were placed in a position where lack of knowledge caused unnecessary uncertainty and cynicism, and as a result made a special effort to ensure that workers were kept well informed. As another way of gaining worker support and involvement, the subcommittee encouraged workers to participate in working parties that were set up to gather and validate data at various steps. This ensured that the data was collected from sources as close to the work as possible, and assisted in the transfer of knowledge of the process.

Throughout the process the subcommittee maintained regular contact with the MTFU and Ai Group Training Advisers as a source of advice and assistance. Contact was also maintained with appropriate unions and employer organisations.

Once the structure of the working parties and the planning were established, the committee was able to meet less often. Their work became more of facilitation, negotiation and of managing the process.

They established realistic objectives and realistic timeframes, and did not underestimate the resources that would be required to finalise the work. Although inevitably problems arose, they managed to confine these to matters of detail rather than of process, by considering process and resource issues at the beginning of the implementation process.

4.3 Step 2: Skills analysis and redesign

The second step in implementing the competency standards is for management, employees and relevant union or unions to jointly identify the skills required for carrying out the work in your enterprise. This might already have been done at your workplace. Use the process agreed in Step 1.

You can either carry this skills analysis out on the jobs as they exist, or else redesign the jobs at the same time. The parties should decide jointly which approach is appropriate for your enterprise.

To identify the skills needed to perform work within a group, section or enterprise, you first need to identify the key tasks.

Doing this does not have to be expensive or time consuming. If desired, for this step the jobs can be categorised broadly (such as general maintenance, electrical maintenance, mechanical maintenance, machinists, stores workers, or team member). This may help with job design and career path options in the future. Where agreed job descriptions exist, you can use them.

When you do not have a job description or a skills analysis, the competency standards may give you an idea of how to define the key tasks.

In order to gain full benefit from implementing the competency standards, leave the assessment of individual employees' skills until after you have completed the next step, matching skill requirements to the competency standards. This ensures that skills regarded as important for your enterprise are identified and agreed to by everyone first.

If you jointly decide that the present work organisation at your enterprise is inappropriate, you should redesign it using the consultative process described in clause 3.1 of the Award. This may involve adding new skills, introducing a team-based approach to work, deciding how work will be supervised, changing the way that

jobs are linked together or including new combinations of responsibility and skill.

Things to watch are:

- consider whether existing jobs should be looked at, or broader skill area.
- consider any job descriptions if available.
- don't make this too big an exercise.

See Example 2 on the next page.

Example 2: How an enterprise carried out Step 2:

Skills analysis and redesign

At the beginning of this step, the subcommittee encountered some difficulty in deciding on whether to analyse narrow, specific jobs and occupations or whether to adopt a broad approach that had its focus on the broad skill areas and/or functions such as Production, Stores, Maintenance and Technical.

The decision they arrived at had to take into account the pros and cons of:

- a narrow approach, which made data collection relatively easy but resulted in limited data for identifying opportunities at later steps
- a broad approach, which made data collection more resource-intensive but resulted in more comprehensive data being available for use at later steps

The initial approach they adopted was to examine the existing job descriptions and to use them as the basis for determining what the key tasks for each job were. It became clear, however, that the existing job descriptions were not adequate. They lacked the detail that was required to allow a proper analysis of the requirements of the work.

The subcommittee decided to generate new job descriptions that described the key tasks, and formed a working party to collect the data from the workers in each area. The working party set aside a table in the canteen on which they placed a series of index cards, and held meetings of the workforce from each area to explain the process and what the working party wanted them to do.

Workers were asked to consider the work that they did and to write down each task on a separate index card and stick it on the wall. Over time the collection of cards grew as workers added tasks to it.

The working party collated the information collected, and held a meeting of the relevant workers to endorse the draft list of tasks as an accurate reflection of the requirements of the work. Once endorsed, the list of tasks was forwarded to the standards subcommittee for its endorsement and agreement.

The following table is an example of a particular job or skill area at the end of Step 2 of the five-step process. It is an example only, and is intended to indicate the form the data might take at this step; it represents only *one* of a number of job or skill area profiles that may be required at each workplace.

Task				
Fabricate guards, stands etc.				
Fabricate ductwork				
Sharpen drills and hand tools				
Maintain overhead conveyors				
Weld steam pipes				
Participate in team meetings				
Train apprentices				
Maintain TQM records				

4.4 Step 3: Matching skill requirements to the competency standards

The next step is to identify and list the competency units which are relevant to the work (either now or following any agreed job redesign) in your enterprise. For this purpose, make a separate list or skills profile to deal with the different jobs or skill areas that were identified during Step 2: Skills analysis and redesign. Generally speaking these may be broad categories. You can use this list later during the implementation step to help redesign jobs, develop training plans, classify new jobs and review employees' classification levels.

'Jobs' and 'skill areas' refer to two approaches. A skill area is a broad job or group of jobs e.g. 'Maintenance', 'Machining', 'Stores'; while a job may be quite specific, e.g. 'Operator of *x* type of machine', 'Boilermaker'.

In this step, objectively analyse the skills and knowledge needed to carry out the work in your enterprise. You do this by matching the work requirements identified in the previous step with the corresponding competency units in the competency standards:

- Using the index in the competency standards as a guide, select those competency units which best reflect the jobs and skill areas you have identified. The objective is to arrive at a draft list of the competencies which an employee would need in order to undertake the tasks identified during the skill analysis and redesign (Step 2).
- Go to the relevant competency unit and determine whether it properly reflects the skills required for the job. Be very careful when you do this, because units within the same field may vary considerably in the degree of difficulty, complexity and level of knowledge required. Whether the unit falls into Specialisation band A, B, C or D, and the number of weighting points given to the unit indicate the appropriate level of skill. For example, there is much less involved in the competency

unit ‘Plan to undertake a routine task’ than ‘Plan a complete activity’. Take care, too, to avoid double counting, because some of the units overlap — that is they include elements which may also be found in other units. For example, ‘Mechanical assembly’ includes the recording and input of data, so it may not be necessary to also select a unit like ‘Organise and analyse information’ as well.

Caution: Do not rely on the unit titles in the index alone, as they are not intended to be a full description of the skills covered by the competency units they refer to, or to their degree of difficulty. Read the unit’s elements, performance criteria and range statement.

You can get further help by consulting the sample Pathways in Annexure 7. These Pathways indicate one way that the competency standards can be packaged to reflect the skills needed for typical jobs.

Remember that at this stage you are analysing jobs and skill areas, not individual classifications, so *there is no need to take weighting points into account.*

Before you do anything with the lists of competency units for jobs or skill areas you have developed in this step, you need to understand and apply the industrial relations principles, particularly the ones described in sections 3.13 to 3.15.

Things to watch are:

- include pre-requisite units
- avoid double counting
- consider underlying knowledge and skills
- select the unit at the right level of complexity for the job

See Example 3 on the next page.

Example 3: How an enterprise carried out Step 3:

Matching skill requirements to the competency standards

Once the subcommittee had endorsed the list of tasks performed, the next step could start. This involved taking the list of tasks for each job or skill area developed in Step 2, and then creating a matching list of the competency units which were relevant to each list. In this enterprise, the working party took each of the index cards they had created in Step 2 and which contained the tasks performed, and developed a draft list of competency standards units which might be relevant from the standards index.

This meant that for each task they had to consider the various types of skill that might be needed. Task skills, Task Management skills, Contingency Management skills and Job/Role Environment skills all had to be considered to ensure that the skills required to effectively perform the work were adequately covered.

This process of selecting units was performed on each task separately, and the unit selections were written on the back of the relevant card. When the draft list of units was complete, the detailed negotiation of unit matching began.

The selection of units was negotiated by the working party, who found that they had to read each unit in its entirety in order to establish whether the unit reflected the standard that was required to perform the work to the standard that was desired at the plant.

In many cases, they found that the consideration of a number of the draft selections was made more difficult because some of the draft selections related to the same skill, but at differing levels, and they had some difficulty in negotiating which was the most appropriate.

The working party found this stage of the process to be the most time-consuming because of the need to negotiate detailed interpretations of individual units. They found that it was important to maintain their

focus on the work and the standard of performance that was required to effectively carry out the work.

In some cases, only part of a competency unit applied to a particular task, but the whole unit was found to apply if the whole job was considered.

In many cases, this meant that the working party had to consult with those who actually performed the work, in addition to supervisors, before they could reach a conclusion about the application of particular units.

In some cases, the working party sought assistance on interpretation from the MTFU and Ai Group Advisers.

The unit, its elements, performance criteria, range statement and pre-requisites all contributed to the decision about its inclusion in the job profile, and therefore had to be discussed in detail before a conclusion could be reached. Legislative requirements, standard operating procedures and other sources of information also proved useful in assisting the working party to reach conclusions.

Once the working party was satisfied that the profile accurately reflected the standards required to effectively perform the work, they returned to the workforce and briefed them on the conclusions they had reached.

Once more, the workforce was asked to consider and endorse the profile before it was presented to the subcommittee for final validation.

The following table is an example of a particular job or skill area profile developed at Step 3 of the five-step process. It is an example only, and is intended to indicate the form the data might take at this step; it represents only *one* of a number of job or skill area profiles that may be required at each workplace.

Note that although some of the units feature more than once they should only be counted once. In some cases aspects of a unit are covered by more than one task, and the whole unit is only relevant when considering the whole job or skill area.

Task	Unit no.	Skill/competency unit title	Pre-requisites
Fabricate guards, stands etc.	5.36A	Repair/replace/modify fabrications	5.5A 5.7A 5.15A or 5.17A or 5.19A or 5.21A 18.1A 18.2A 9.1A 9.2A 5.10A
Supporting competencies to major task	1.1F 1.2F 1.3F 1.4F 2.2C11 2.3C11 2.6C10 2.7C10	Undertake interactive workplace communication Apply principles of OH&S in a work environment Apply quality procedures Plan to undertake a routine task Organise and analyse information Operate in a workbased team environment Plan a complete activity Perform Computations-Basic	- - - - - - - -
Fabricate ductwork	12.7A	Mark out/off structural fabrications and shapes	9.2A
	5.15A	Weld using manual metal arc welding	-
	5.10A	Undertake fabrication forming and shaping	18.1A 9.2A
Sharpen drills and hand tools	18.1A	Use hand tools	-
Maintain overhead conveyors	18.9A	Levelling and alignment of machines and engineering components	2.5C11 18.55A 18.6A 18.3A 18.2A 9.2A 18.1A 9.1A
Weld steam pipes	5.21A	Weld using oxy-acetylene	-
Participate in team meetings and give presentations	1.1F 2.3C11 16.1B	Undertake interactive workplace communication Operate in a workbased team environment Give presentations and take part in meetings	- - -
Train apprentices	2.4C11	Assist in the delivery of on-the-job training	-
Maintain TQM records	1.3F 2.1C12	Apply quality procedures Apply quality systems	- -

4.5 Step 4: Skills audit

The purpose of a skills audit is to determine the competencies actually held by employees. At the same time, identify any qualifications employees hold.

In this way you can compare the skills employees require to perform the jobs identified in the lists of competency units created in Step 3. with the skills they actually possess. The difference between skills held and skills required is called the 'skills gap'. The skills identified in the 'skills gap' can form the basis of your enterprise's training plan.

How the skills audit is used for classification purposes is described in Chapter 5.

Before you carry out or finalise your skills audit, you need to understand and apply the industrial relations principles, particularly the ones described in sections 3.13 to 3.15.

The skills audits may have already been recently completed in your enterprise, which means you do not have to go through the process again, if it is agreed that the results of the audit are still relevant.

If as a result of the skills audit there is disagreement about whether a particular competency is held by an individual or not, then you may need to assess the employee's skills to help clarify this issue. To assess an employee's competence, follow Chapter 5 of this *Implementation Guide.*

See Example 4 on the next page.

Example 4: How an enterprise carried out Step 4:

Skills audit

Having determined the skills that were required to effectively perform the work in each of the job or skill area profiles, the working party established a skills audit process. They considered this step to be one that would require some sensitivity to the concern that might exist in the workforce that the audit was, in effect, a test to establish if they were capable of doing their day-to-day work.

To overcome potential problems, the working party undertook an extensive consultative process to explain that the audit was designed to establish training needs, data from which work organisational change could evolve, the identification of job redesign options, and the classification of workers according to the Award career path.

The working party opted for a self-assessment questionnaire approach followed by a validation and, if necessary, an appeal processes after considering a range of methods available to them.

The consultation process also provided details of how the skills audit was to be carried out.

Following consultation, the working party distributed copies of a self-assessment questionnaire to the workforce, and requested that they make an initial assertion about whether they held and used the skills that had been identified and listed for each of the key tasks performed. The working party thought it was important that the audit questionnaire include information related to the task as an additional source of information to the workers, to assist them in determining whether they held and used the relevant skills.

They found that some workers could not necessarily make the connection between the skills listed and the work they were required to perform. By including a reference to the work, workers more readily understood the relationship between task and skill. The

workers were briefed on the requirement to satisfy the performance criteria of each unit.

Members of the working party were available throughout this step to assist anyone who needed further help or information, and some of the working party sat with workers and directly helped them complete the questionnaire.

The results of the initial audit were considered by the working party, which for this part of the exercise was operating as a validation committee.

At this time, the committee sought to validate the results of the audit and determine which competencies were held and exercised by the workers making the assertion.

In most cases there was agreement that the skills were held or not held, but in some instances the committee had to seek further information from the worker, their supervisor or their peers.

In those cases where agreement could not be reached, a formal assessment was called for.

The committee, before beginning the formal assessment, distributed the results of the validation to the respective workers for their comment. A small number of workers disagreed with the conclusions of the validation committee and invoked the appeals process.

When the agreed appeals process did not resolve the issue, assessment took place in accordance with the agreed assessment procedure.

The following table is an example of a particular job or skill area at Step 4 of the five-step process. It is an example only, and is intended to indicate the form the data might take at this step; it represents only *one* of a number of profiles that may be required at each workplace.

Note that although some units feature more than once, they should only be counted once.

Name: Chris Worker **Department:** Maintenance

Qualifications: Trade Cert. (Fitting & Turning)
Post Trade – Fluid Power

Task	Unit no.	Skill/competency unit title	Unit pre-req's	Have skills ?
Fabricate guards, stands etc.	5.36A	Repair/replace/modify fabrications		No
			5.5A	Yes
			5.7A	Yes
			5.15A or	Yes
			5.17A or	Yes
			5.19A or	Yes
			5.21A	Yes
			18.1A	Yes
			18.2A	Yes
			9.1A	Yes
			9.2A	Yes
			5.10A	Yes
Supporting competencies to major task	1.1F	Undertake interactive workplace communication	-	Yes
	1.2F	Apply principles of OH&S in a work environment	-	Yes
	1.3F	Apply quality procedures	-	Yes
	1.4F	Plan to undertake a routine task	-	Yes
	2.2C11	Organise and analyse information	-	Yes
	2.3C11	Operate in a workbased team environment	-	Yes
	2.6C10	Plan a complete activity	-	Yes
	2.7C10	Perform Computations-Basic	-	Yes
Fabricate ductwork	12.7A	Mark out/off structural fabrications and shapes		No
			9.2A	Yes
	5.15A	Weld using manual metal arc welding	-	Yes
	5.10A	Undertake fabrication forming, bending and shaping		Yes
			18.1A	Yes
			9.2A	Yes
Sharpen drills and hand tools	18.1A	Use hand tools	-	Yes
Maintain overhead conveyors	18.9A	Levelling and alignment of machines and engineering components	2.5C11	Yes
			18.55A	Yes
			18.6A	Yes
			18.3A	Yes
			18.2A	Yes
			9.2A	Yes
			18.1A	Yes
			9.1A	Yes
				Yes
Weld steam pipes	5.21A	Weld using oxy-acetylene	-	Yes
Participate in team meetings and give presentations	1.1F	Undertake interactive workplace communication	-	Yes
	2.3C11	Operate in a workbased team environment	-	Yes
	16.1B	Give presentations and take part in meetings	-	Yes
Train apprentices	2.4C11	Assist in the delivery of on-the-job training	-	Yes
Maintain TQM records	1.3F	Apply quality procedures	-	Yes
	2.1C12	Apply quality systems	-	Yes

4.6 Step 5: Implementation

In Step 3 you have identified the skills that your enterprise needs in the form of a list or lists of competency units applicable to jobs or skill areas. This can now be used in a number of ways, including:

Review of employees' classification levels

You can use the competency standards to review employees' classification levels within the classification structure of the Award. If your current job structure is appropriate, then, provided you have carried out all the implementation steps in order, establishing the correct classification for employees will not depend on work reorganisation or job redesign taking place

Work reorganisation and job redesign

The parties at your enterprise may agree that changes are needed to the way that work is organised, in order to respond to changes in technology, the introduction of production methods such as 'Just in Time', a desire to increase employee involvement in quality assurance or communication, or to create more interesting jobs.

You can use the competency standards to help you identify the potential for broader jobs, or jobs with different combinations of complementary skills. You can use them to determine whether an employee needs additional skills to perform a job more effectively. Or you can use them to help clarify the extent of an employee's existing skills, and thus encourage the use of their full skill, competence and training in their existing job.

Because the competency standards describe what lies behind work, they can help you define the sort of things which may be useful — 'If we had this sort of skill, what could we do with it?' 'If a skill held by this group was also held by that other group, what could we do?'

As your enterprise's needs change, you should continue to review work organisation and job design, constantly following the loop of

consultation, job analysis, matching competency standards to the job and audit of employees skills.

Identification of training needs

By comparing the skills held by employees with the lists of competency units, you can identify the 'skills gap'. Carrying out a job redesign could similarly point to a gap between current skills required and those needed to perform *future* jobs.

You can use the competency standards to identify with great precision the skills which must be developed through your enterprise's training plan. The competency standards can help you specify the training outcomes that you require, so that you can match these against the many programs offered by training providers. And you can use them to help you design on-the-job training.

A training plan arrived at through this process will meet your enterprise's needs in a way relevant to its size and structure. It will enable you to select appropriate training; and will improve the process of evaluating the training that is undertaken.

Classification of new jobs

The process of work reorganisation is likely to lead to the creation of new jobs.

You can use the competency standards not only to help you write clear descriptions of these new jobs, but also to place these jobs accurately within the classification structure contained in the Award.

We discussed how to implement Step 5 for classification purposes in more detail in Chapter 4.

Chapter 5

Assessment

5.1 What is assessment?

For the purposes of the competency standards, 'assessment' is the process of determining whether or not an individual employee (who does not hold an appropriate recognised qualification or is working at a higher level than that specified in the Award for the qualification held) is competent when their skills and background are compared to the performance criteria set out in the relevant competency units.

In this context, relevant units are those units which have been agreed through using the five-step process described in the previous chapter, as reflecting the skills necessary within your enterprise.

5.2 Recognition of competencies

The overall aim of the assessment process is to develop a permanent universally accepted competency assessment process for the metal and engineering industry, to improve the understanding of the competency standards and the consistency of their application, and improve the relevance, efficiency and quality of training delivery in the industry. The evidence guides (see section 2.7) will also assist in this process.

Once the management and employees in your enterprise agree to accept an assessment process, in accordance with this guide, then the results of the process will be officially recognised both within your enterprise, and at enterprises that decide to accept your assessment process as equivalent to their own. The results of this assessment are accepted for determining award classification.

The unions, employer organisations and government are still discussing how to make sure that Registered Training Organisations recognise competencies that have been assessed in accordance with

the *Implementation Guide* for credit transfer towards qualifications they issue.

When this is achieved it will become a part of a permanent assessment process for the industry.

This chapter describes the assessment arrangements to use during the transitional phase to the permanent assessment system. The principles and processes outlined here will form part of a permanent system. The parties thereby hope to maximise the acceptance by the training system of assessment in accordance with this guide and hence reduce the amount of further assessment required.

5.3 Reasons for assessment

The need to assess the skills of an employee against the Performance Criteria of a competency unit can arise in one of four ways:

- the structured process
- the training process
- request by employee
- request by management

The structured process

This will be the most common reason for assessment. When you have followed the structured approach to implementation described in Chapter 4, you will need to match the skill requirements you have identified with the skills held by the employees.

This involves assessing the employees' skills whenever:

- it is not possible to demonstrate competency by means of relevant qualifications as described in section 3.8 and Annexure 2

- you are unable to reach agreement that the skills are actually held and are being used to the level described in the competency standards

The training process

You can use the assessment process to determine the outcome or progress of competency-based training programs. Training programs can be either accredited external courses with an on-the-job element incorporated into the course structure, or training delivered by your enterprise in accordance with your agreed enterprise training plan.

Request by employee

An employee may request to have his or her skills assessed against the competency units. Base the assessment on competency units which are agreed between the employer and the individual employee, as relevant to your enterprise, using the five-step process described in Chapter 4.

Request by management

Management, through the consultative process, can request that individual employees or groups of employees have their skills assessed to help them develop a training plan, or as part of work reorganisation or job redesign. Base the assessment on the competency units relevant to your enterprise determined by using the five-step process described in Chapter 4.

5.4 Deciding on the assessment procedure

This *Implementation Guide* concentrates on assessment processes inside your enterprise. We encourage the parties in your enterprise to co-operate in deciding on a procedure that meets your needs.

Accordingly, before you can begin the assessment, all the parties at your enterprise must formally agree on a procedure for assessment which is consistent with the procedure outlined in the *Implementation Guide*, including an appeals procedure.

There are four issues to be addressed:

- suitability
- evidence of competency
- who makes the decision on competency?
- appeals process

Suitability
The assessment procedure must be suitable for your enterprise's size, structure and needs.

Evidence of competency
You must all agree on what constitutes evidence of competency.

One form of evidence is obviously the possession of a relevant recognised qualification as described in section 3.8 and Annexure 2.

Another form is employees' demonstration of their ability to meet the performance criteria specified in the competency units and to apply them in the workplace. The demonstration could be physical, verbal or in writing (such as a test of knowledge) or a combination of these.

Other forms of evidence could include:

- statements from peers that the skill is consistently applied in the workplace
- statements from the employee's supervisor, team leader or trainer

- indirect evidence such as the production of a total service or product which meets your enterprise's standard operating procedures or specifications
- a combination of these

You should endeavour to use *objective* evidence and procedures which are clear and defined.

Who makes the decision on competency?

There are several ways in which decisions can be made within your enterprise, including:

- An assessment panel or body established specifically to carry out assessment. This panel could be a subcommittee of the training committee or the consultative committee.
- An internal 'expert' or nominee selected to carry out the assessment of specific skills relevant to their area of expertise. This could be a supervisor, team leader, manager or other employee already competent in the units being assessed.
- An external 'expert' or nominee selected for their specific skills in a particular area. It could be someone from another company or an enterprise similar to yours who has recognised skills in a relevant area, someone from a Registered Training Organisation, or a person nominated by the Manufacturing Engineering and Related Services Industry Training Advisory Body.
- Peer assessment. This is similar to a panel assessment, but the panel is made up solely of peers — that is, other workers from your enterprise. You will need to agree on the skills required by the people on such a panel.

The decision on who makes these decisions should be made through the consultative process.

Assessment will not always involve a formal assessment or test of skills. An example would be when an employee already has a relevant qualification, or where both management and employee representatives agree that a skill is being adequately performed in the workplace.

The assessment process needs to have the confidence of both the employer and employee at the enterprise level during the transition stage to a permanent and universally accepted industry assessment system.

To ensure this:

- Either party can call for advice and assistance on this issue at any time during the implementation of competency standards at your enterprise. Annexure 6 contains a list of sources of external advice. Although it is highly desirable for the parties to agree to seek advice, it is not mandatory to agree. The advice could cover such issues as the composition of assessment panels, whether the correct competency units have been selected, appeal processes at the enterprise level, appropriate qualified assessors where these are required, and so on.
- During the transition stage, a 'qualified' assessor is one who has completed an accredited assessor's course or its formal equivalent, as well as a training course on the competency standards approved by the parties. In addition, the assessor must be a person who has been approved by the MERS ITAB, Ai Group or MTFU. A central register of workplace assessors is maintained by the MERS ITAB (see Annexure 5 for their address).
- Either the assessor must also be competent in the unit or units being assessed; or, as an alternative, you should adopt arrangements at your enterprise that guarantee the participation of technically qualified personnel in the assessment process.

- In deciding the method of assessment to be adopted at your enterprise, both management and employee representatives have the right to call for a qualified assessor from outside the enterprise. When there is a clear justification for this request and it is not designed simply to delay the process, a qualified assessor must be used if one of the parties has requested it. However, if the employer can demonstrate that employee requests will result in excessive costs then attempts should be made to resolve this issue at the enterprise level prior to any assessment being carried out.
- If these attempts are unsuccessful then the issue should be referred to the parties at national level for resolution. The parties must then consult about selecting an appropriate qualified assessor. This ability to involve an external qualified assessor is critical in ensuring the confidence of all parties in the early stages of implementing the competency standards. There should be no cost to employees for assessments.
- Qualified assessors will have the authority to query units selected by enterprises if they feel that, based on their knowledge of the competency standards, inappropriate units have been selected.
- The Board of Reference is available to resolve disputes over any of these matters — this is discussed later in this chapter.

Appeals process

An appeals process needs to be included as part of the overall assessment procedure. The assessment procedure you choose should include the steps to take if the results of the initial assessment of skill are unclear or indeterminate or are challenged.

The appeals process sets the steps that are available to both the employer and the employee if the results of the assessment are unsatisfactory to either of them.

5.5 Recommended assessment procedure

We recommend that you carry out the assessment in three separate steps.

Select the competency units

Use the structured process described in Chapter 4 to select the appropriate competency units relevant to the skill requirements of the positions in your enterprise.

Determine assessment criteria

For each selected competency unit where assessment is required, determine how you will assess the performance. Ensure that wherever possible assessment is done by directly observing an employee's skill and comparing it with the Performance Criteria in a realistic work setting.

Determine responsibility

Determine who will be responsible for carrying out the assessment. Ideally, this should be a staged process. We recommend the following stages:

- Internal assessment: Appoint individual assessors or an internal assessment panel made up of people who between them possess an understanding of the relevant skills and who the parties agree are competent to carry out the assessment.
- Internal appeals process: Select appropriate internal or external experts who can be called upon if the outcome of the internal assessment is questioned by the employee or employer.
- Board of Reference: If after the internal appeals process the outcome is still questioned by the employee or the employer, the Australian Industrial Relations Commission can be called upon to convene the Board of Reference. The section of the

Award that sets out the structure and responsibilities of the Board of Reference is attached as Annexure 4.

The assessment procedure should be agreed *before* the assessment takes place, so that everyone is aware of how the process will be carried out and what options are open to them if either the assessment procedure itself or its outcomes are called into question.

Annexure 1

Glossary

Australian National Training Authority (ANTA) A national body supported by the Federal and State Governments to supervise the development and endorsement of competency standards and Training Packages for all industries throughout Australia. The ANTA Board includes representatives from government, industry and unions. The functions of this body were formerly with the National Training Board and then the Standards and Curriculum Council.

assessment For the purposes of the competency standards, 'assessment' is the process of determining whether or not an individual employee (who does not hold an appropriate recognised qualification or is working at a higher level than that specified in the Award for the qualification held) is competent when their skills and background are compared to the performance criteria set out in the relevant competency units.

award In this *Guide*, when we refer to 'the Award', we mean the Metal, Engineering and Associated Industries Award, 1998.

award classifications Classifications in the Award that apply to a job or employee in an enterprise covered by it.

award definitions Definitions of each classification level in the Award. These definitions, in schedule D of the Award, cover 14 skill levels and trainer/ supervisor/coordinator levels.

band A group of competency units that can apply to a specified range of classifications in the Award. So far there are two bands of Core units, and two bands of Specialisation units.

classification level One of the 14 levels of the classification structure, commonly shown as 'C' levels such as C12, C10, C5 etc.

classification structure	The structure of 14 levels of skill classifications in the Award. Each employee is assigned to one of them.
competency	The ability to perform tasks requiring skills of a level specified in a competency unit.
competency units	In the competency standards, a description of the skills and knowledge required to carry out a particular named job.
consultative process	The mechanism and process established by agreement between employees, their relevant union or unions, and management representatives at each enterprise according to the size, structure and needs of that enterprise regarding all training and related matters.
core units	Competency units that define competencies which are common and necessary for all jobs across a specified range of classifications in the Award.
double counting	This term is used in this Guide in respect of both competency units and pay increases. Double counting of the weighting points of a competency unit may occur where that competency unit appears more than once in the same skill profile. Double counting may occur in terms of a pay increase where an employee has already received a payment for the skills.
elements	The 'elements' of a competency unit describe the tasks in which the employee has to be competent and the underlying knowledge they must have. They describe in output terms an action or outcome which is demonstrable and assessable.
enterprise	For the purposes of the *Implementation Guide*, an 'enterprise' is any organised workplace, whether established for profit or not.
fields	Groupings of competency units according to broad areas of activity.
formal training	For the purposes of the *Implementation Guide*, training that is part of one of the minimum training requirements in the Award.
foundation units	Competency units which do not carry any points weighting and which form part of the basic skills required to enter any position in the industry.

knowledge The word 'knowledge' is used in this *Guide* to mean one of two things:
- the skills involved in mental processes such as judgement, thinking and understanding.
– information which is acquired and used by the employee.

Manufacturing Engineering and Related Services Industry Training Advisory Body Ltd (MERS ITAB) The industry organisation recognised by the Australian National Training Authority as the organisation officially responsible for training advice to government for the metal and engineering and aeroskills industries. The MERS ITAB structure includes the NMETB (see below).

minimum training requirement The part of the Award definition that describes a qualification or part qualification set as the minimum training requirement for classification at a level of the Award.

National Metal and Engineering Training Board (NMETB) A national tri-partite body established by Ai Group and the metal unions to progress training strategies and other issues jointly agreed between the parties. The NMETB is the competency standards body for the industry and has developed the competency standards referred to in this *Guide*. The NMETB is part of a wider body known as the Manufacturing Engineering and Related Services Industry Training Advisory Body (MERS ITAB). The NMETB has responsibility for metal and engineering issues within MERS ITAB.

parties At the industry level: unions and employers' organisations. At the enterprise level: employer, employees and their relevant union or union

performance criteria Standards for measuring the employee's skills, to determine whether they have achieved the levels of skill and knowledge required to carry out the tasks described in the 'elements'.

points The numeric value given to each competency unit as part of a 'weighting' process to determine the requirements for each classification level and each minimum training requirement

pre-requisite competency units	Competency units describing the specific skills an employee needs to support the skills listed in a particular unit.
range statement	A statement in each competency unit that defines the context of the competency unit. That is, it gives additional information about the level of autonomy (how closely the employee needs to be supervised), equipment and materials that may be used; describes the sorts of operations the unit covers; and refers to any relevant legislative requirement or standards
Registered Training Organisation (RTO)	Any organisation registered with a State Training/Recognition Authority under the requirements of the Australian Recognition Framework to provide either training delivery and assessment services or skills recognition services (assessment only)
skill	The ability to do something competently: it may be an intellectual, manual, perceptual or social skill. An employee's tasks usually require a combination of these skills, and usually involve a combination of thinking skills, manual skills and appropriate knowledge
skill profile	An indicative list of competency units which, it has been agreed at the enterprise, cover the skill requirements for a particular job or skill area. The profile may be for an individual job, or for a particular group of jobs or skill area, or even for the whole enterprise.
skills analysis	The process of identifying the skills needed to perform tasks or functions required by an enterprise.
skills audit	The process of identifying the skill an employee currently has and comparing them with criteria in the relevant competency units.
skills gap	The gap between the skills desired for the work in the enterprise and the skills currently held by the employee.

specialisation bands	The Specialisation units which can be selected for a range of classification levels are allocated to a Specialisation band. The band is defined by the particular range of classification levels. For example, Specialisation band B groups all the Specialisation units which can be selected between C10 and C5.
specialisation units	Competency units that describe skills, and which are chosen by each enterprise.
task	A separate, identifiable and meaningful component of work that is carried out by the employee for a specific purpose leading to a specific outcome. The performance of a task requires the application of skill and knowledge.
training gap	The gap between the skills the employee has and what is now required for their current classification level in the Award, which will require further training.
weighting	The system of allocating points values to competency units and to Award classification levels to determine the number of competency units required for each classification and each minimum training requirement

Outline of the new classification structure

Wage group	Classification title	Minimum training requirement **Metal & Engineering Training Package equivalent qualification shown in bold type**	Award wage relativity to C10
C1(b)	Professional Engineer Level IV Professional Scientist Level IV	4 year Degree 3 year Degree/Diploma or 4 year Degree	210%
C1(a)	Professional Engineer Level III Professional Scientist Level III	4 year Degree 3 year Degree/Diploma or 4 Year Degree or equivalent	180%
C2(b)	Principal Technical Officer Experienced Engineer Level II Experienced Scientist Level II	Diploma or equivalent 4 year Degree 3 Year Degree/Diploma or 4 Year Degree	160%
C2(a)	Leading Technical Officer Principal Engineering Trainer/Supervisor/Coordinator	Completed 5th year of Diploma or equivalent Completed an Associate Diploma of which 15 modules are supervision/training modules or equivalent	150%
C3	Engineering Associate Level II	Associate Diploma or equivalent	145%

Wage group	Classification title	Minimum training requirement **Metal & Engineering Training Package equivalent qualification shown in bold type**	Award wage relativity to C10
C4	Engineering Associate Level I	Completed 22 Modules of Associate Diploma or equivalent	135%
C5	Engineering Technician Level V Advanced Engineering Trades person Level II Graduate Engineer Level 1 Graduate Scientist Level 1	Advanced Certificate or equivalent **Diploma in Engineering** Advanced Certificate or equivalent **Diploma in Engineering** 4 Year Degree 4 Year Degree	130%
C6	Graduate/Diplomate Scientist Level 1 Engineering Technician Level 1V Advanced Engineering Tradesperson Level 1	3 year Degree/Diploma Completed 12 modules of Advanced Certificate or equivalent Completed 12 modules of Advanced Certificate or equivalent **Certificate IV in Eng. + 12 pts Certificate III in Eng. + 48 pts**	125%
C7	Engineering Technician Level III Engineering Tradesperson Special Class Level II Higher Engineering Tradesperson	Completed 9 modules of Advanced Certificate or equivalent **Certificate IV in Engineering** Completed 9 appropriate modules or 9 modules of an Advanced Certificate or equivalent **Certificate IV in Engineering**	115%
C8	Engineering Technician Level II Engineering Tradesperson Special class Level I	Completed 6 modules of Advanced Certificate or equivalent Completed 6 appropriate modules or 6 modules of an Advanced Certificate or equivalent **Certificate III in Eng. + 24 pts**	110%

Wage group	Classification title	Minimum training requirement **Metal & Engineering Training Package equivalent qualification shown in bold type**	Award wage relativity to C10
C9	Engineering Technician Level 1 Engineering Tradesperson Level II	Completed 3 modules of Advanced Certificate or equivalent **Certificate III in Engineering – Technician** Completed 3 appropriate modules or 3 modules of an Advanced Certificate or equivalent **Cert. III in Eng. Trade + 12 pts**	105%
C10	Engineering Tradesperson Level I Production Systems Employee	Trade Certificate **Certificate III in Engineering – Mechanical Trade, or Fabrication Trade, or Electrical/electronic Trade** Engineering Production Certificate III or equivalent **Certificate III in Engineering – Production Systems**	100%
C11	Engineering/Production Employee Level IV	Engineering Production Certificate II or equivalent **Certificate II in Engineering – Production Technology**	92.4%
C12	Engineering/Production Employee Level III	Engineering Production Certificate I or equivalent **Certificate II in Engineering – Production**	87.4%
C13	Engineering/Production Employee level II	Up to 3 months in-house training **Certificate I in Engineering**	82%
C14	Engineering/Production Employee Level I	Up to 38 Hours induction training	78%

Trainer/Supervisor/Coordinator

Classification title	Minimum training requirement	Wage rate
Level 1	Completed 9 modules appropriate to supervision/training skills in addition to any production trade or technical qualification or equivalent.	Not less than 122% of the rate paid to the highest technically qualified employee under supervision (excluding leading hands)
Level 2	Completed 15 modules appropriate to supervision/training skills in addition to any production trade or technical qualification or equivalent	Not less than 115% of the highest rate paid to level 1 persons supervised/trained
Technical	Technical training and completed X* modules of training supervision or equivalent (*Number of modules still to be determined)	Not less than 107% of the rate of pay for the employee's technical classification

It should be noted that training modules will be replaced by competency standards units as the minimum training requirements for Trainer/Supervisor/Coordinator classifications. MERS ITAB has commenced work on identifying suitable competencies for these classifications.

Award provision on the implementation of competency standards

Sub-clause 5.1.3(a – f) of the Metal, Engineering and Associated Industries Award, 1998 is reproduced in this Annexure. Similar provisions apply to technical and supervisory employees.

5.1.3 Procedure for classifying employees

5.1.3(a) The procedures for reclassifying employees under this award are set out in the National Metal and Engineering Competency Standards Implementation Guide distributed by the Manufacturing, Engineering and Related Services Industry Training Advisory Body.

5.1.3(b) Without detracting from any of the processes set out in 5.1.3(e), any disputes in relation to classification or reclassification, including disputes relating to the terms of the National Metal and Engineering Competency Standards Implementation Guide, shall be handled in accordance with the dispute Resolution Procedure in clause 3.2 of this award.

5.1.3(c) (i) It shall be a term of the award that where there is agreement to implement the standards at the enterprise, or in the event that the classification of an employee is called into question, the issue shall be settled by the application of competency standards in accordance with this clause and the National Metal and Engineering Competency Standards Implementation Guide or by reference to the minimum training requirement in the relevant classification definition, except as provided in paragraphs (ii), (iii) and (iv) below.

(ii) Where the employee has the relevant qualification recognised as a minimum training requirement for the level at which the employee seeks to be classified, and he/she is exercising or will be required to exercise the skills and knowledge gained from that qualification necessary for that level of work the employee shall be classified appropriately. It is up to the employer to demonstrate reasons for a qualification that is a recognised minimum training requirement not being regarded as relevant for an employee's work. Any disputes which cannot be resolved at the enterprise level over the application of this clause in the first instance are to be referred to the National Oversighting Committee prescribed in 5.1.3(e) (i) of this award.

(iii) Where skill standards have not been finalised in respect of any class of work, and this is necessary for determining an employee's classification, employees performing such work shall not be reclassified until such standards are available except as provided for in paragraphs (ii) and (iv) of this subclause.

(iv) Where the situation described in paragraph (iii) above applies, but not under any other circumstances, an employee may be reclassified on the basis that the employee meets the requirements of the classification definitions prescribed in Appendices G and H of the previous Metal Industry Award 1984 (the old classification definitions) or in respect of employees covered by the previous Metal Industry Award Parts II and V, the relevant provisions of the Metal Industry Award Restructuring Manual sections 6.2 and 10 and the definitions in the previous Metal Industry Award Part II.

(v) All employees engaged under the award at the relevant classification levels shall be subject to the metal and engineering competency standards.

5.1.3(d) Other provisions to be followed where competency standards are being implemented in an enterprise:

(i) Management and employee representatives responsible for oversighting the implementation of competency standards within enterprises should be given access to briefings and/or training courses on the standards prior to implementation.

(ii) Such briefings/training courses on the metal and engineering competency standards and Implementation Guide should be approved by the Manufacturing Engineering and Related Services Industry Training Advisory Body (MERS ITAB). These briefings/training courses can be either a joint briefing delivered by the parties or by one party with the approval of other relevant parties at the enterprise or an approved course delivered by a MERS ITAB recognised provider with the approval of the relevant parties at the enterprise level.

The above does not exclude the delivery of additional training or advice by the parties or the MERS ITAB to enterprises.

(iii) In those enterprises where standards have been implemented the indicative tasks listed in the classification definitions shall not apply for the purpose of determining appropriate award classifications.

5.1.3(e) **Facilitation of Implementation**

(i) A National Oversighting Committee to facilitate the implementation of standards, chaired by a member of the Commission and consisting of the Ai Group and unions party to the award shall continue to meet regularly to monitor the implementation of standards until 30 June 2000. The Executive Officer of the Manufacturing, Engineering and Related Services Industry Training Advisory Body shall also be a member of the Committee. The need for the Committee shall also be reviewed before 30 June 2000.

The Committee will be responsible for: monitoring implementation; dealing with any major implementation problems including the application of points; refinement of the standards in respect of their use within the award; any variation to, or dispute over the National Metal and Engineering Competency Standards Implementation Guide in the light of experience during the implementation process; and coordinating any further advice to enterprises.

In dealing with any major problems the committee may:

- request national officials of the relevant industry parties to meet immediately to attempt to resolve concerns;

- make arrangements for an assessment and report by experts representing the relevant parties. The Committee would then consider the report of the experts and agree on a course of action to resolve the concerns
- recommend that implementation be suspended in an enterprise or enterprises whilst the Committee deals with the issues of concern

(ii) A Board of Reference as set out in sub-clause 5.1.3(g) shall be established from time to time for the purpose of resolving any disputes or difficulty or likely dispute or difficulty in relation to the implementation of competency standards either at the industry or enterprise level.

(iii) During the period of operation of the National Oversighting Committee established under paragraph 5.1.3(e)(i), if any problem arises in relation to implementation of the standards at the enterprise level which cannot be resolved by the parties at that level then it shall be referred to the National Oversighting Committee. If resolution is not achieved, the matter will be referred to the Board of Reference as set out in subparagraph 5.1.3(e)(ii).

Notwithstanding the above, the rights of any party to pursue whatever other course of action is available under the Workplace Relations Act 1996 remains available.

5.1.3(f) **Points**

The points to be assigned to the classification levels under the award shall be:

Award classification level	Recommended points
C14	–
C13	–
C12	32
C11	64
C10	96
C9	12 additional points above C10
C8	24 additional points above C10
C7	36 additional points above C10
C6	48 additional points above C10
C5	60 additional points above C10
C4	Standards and points to be finalised
C3	Standards and points to be finalised
C2a	Standards and points to be finalised
C2b	Standards and points to be finalised
C1a	Standards and points to be finalised
C1b	Standards and points to be finalised

and in accordance with Table 2 in the National Metal and Engineering Competency Standards Implementation Guide.

Annexure 4

Board of Reference clause

Sub-clause 5.1.3(g) of the Metal, Engineering and Associated Industries Award, 1998 is reproduced in this Annexure.

5.1.3(g) Board of Reference - Competency Standards Implementation

(i) Notwithstanding the provisions of this clause, a Board of Reference shall be established from time to time for the purpose of resolving any dispute or difficulty or likely difficulty or likely dispute or difficulty in relation to the implementation of competency standards either at the industry or enterprise level.

(ii) the Board shall be constituted by a Chairperson who shall be a member of the Australian Industrial Relations Commission and at least four other members two of whom are nominated by the MTFU and the other two nominated by the employer organisations respondent to the Award and representing the industrial interests of the employer.

(iii) In circumstances where the dispute or difficulty, or likely dispute or difficulty, affects the industrial interests of an organisation which is a party to this award the Chairperson shall take steps to:-

- notify the organisation(s) which shall be entitled to be heard;
- request the employer organisations to consult and determine their representative on the Board.
- notify the National Secretary of the MTFU to consult with MTFU affiliates to determine the MTFU representative on the Board.

(iv) In determining MTFU representation to the Board the MTFU shall ensure that the union(s) which represent the employees in respect of whom the dispute or difficulty concerns shall be nominated to the Board.

(v) If the MTFU is unable to resolve who is to be represented on the Board the Chairperson shall make a recommendation.

(vi) Any person nominated by the MTFU or employer organisations to sit on the Board of Reference shall be a person with organisational responsibilities associated with the implementation of competency standards.

(vii) Before proceedings commence, the Chairperson shall seek undertakings from the parties appearing before the Board that any decision, subject to the terms of the Act, shall be final.

(viii) 'MTFU' means the Metal Trades Federation of Unions.

Annexure 5

List of Industry Parties

Australian Industry Group (Ai Group)
51 Walker Street NORTH SYDNEY NSW 2060

	ph 02 9466 5566	fax 02 9466 5599
Qld	ph 07 6577 1777	fax 07 3244 1799
Vic	ph 03 9280 0711	fax 03 9365 7550

Engineering Employers Association, South Australia (EEA SA)
136 Greenhill Road UNLEY SA 5061

	ph 08 8300 0144	fax 08 8300 0134

Australian Manufacturing Workers Union (AMWU)
133 Parramatta Road GRANVILLE NSW 2142

	ph 02 9897 9133	fax 02 9897 9274
National Technical & Supervisory Division Office		
	ph 03 9320 5700	fax 03 9230 5786
NSW	ph 02 9897 2011	fax 02 9897 2219
Qld	ph 07 2326 2550	fax 07 3236 2089
SA	ph 08 8332 6155	fax 08 8364 2219
Tas	ph 03 6234 7299	fax 03 6231 3501
Vic	ph 03 9320 5700	fax 03 9230 5786
WA	ph 08 9481 1511	fax 08 9481 3303

The Australian Workers' Union (AWU)
Suite15, 245 Chalmers Street REDFERN NSW 2016

	ph 02 9690 1022	fax 02 9690 1020
NSW	ph 02 9897 3644	fax 02 9897 1481
SA	ph 08 8344 4788	fax 08 8344 4140
Qld	ph 07 3221 8455	fax 07 3221 8733
Vic	ph 03 9329 8733	fax 03 9329 2871
Tas	ph 03 6234 6396	fax 03 6234 5712
WA	ph 08 9221 1686	fax 08 9221 1706
New-castle	ph 02 4967 1155	fax 02 4960 1349
Port Kembla	ph 02 4229 3611	fax 02 4229 8096

Communications, Electrical, Electronic, Energy, Information, Postal, Plumbing & Allied Services Union Of Australia (CEPU) – Electrical Division
52 Bay Street ROCKDALE NSW 2216

	ph 02 9597 4499	fax 02 9597 6354
NSW	ph02 9597 4499	fax 02 9597 6354
Qld	ph 07 3846 2477	fax 07 3844 9851
SA	ph 07 8234 2130	fax 08 8352 1711
Tas	ph 03 6273 2199	fax 03 6272 6376
Vic	ph 03 9347 9555	fax 03 9348 1270
WA	ph 08 9242 3999	fax 08 9242 3998

National Union of Workers (NUW)
552-568 Victoria Street NORTH MELBOURNE VIC 3051
ph 03 9287 1850 fax 03 9287 1818

Construction, Forestry, Mining and Energy Union (CFMEU)
Buildings Union Division, Level 2 361 Kent Street SYDNEY NSW 2000
ph 02 9267 3929 fax 02 9262 1465

Liquor, Hospitality & Miscellaneous Workers Union (LHMU)
Miscellaneous Worker Division, Federal Council
Level 9 187 Thomas Street HAYMARKET NSW 2000
ph 02 9281 9577 fax 02 9281 4850

Manufacturing, Engineering and Related Services Industry Training Advisory Body Ltd (MERS ITAB)
National and NSW Office, Level 11, 98 Arthur Street
PO Box 289, NORTH SYDNEY NSW 2060
ph 02 9955 5500 fax 02 9955 8044
www.mersitab.com.au

Manufacturing, Engineering and Related Services Industry Training Advisory Body Ltd (South Australia)
136 Greenhill Road UNLEY SA 5061
ph 08 8300 0157 fax 08 8300 0134

Manufacturing, Engineering and Related Services Industry Training Advisory Body Ltd (Queensland)
202 Boundary Street SPRING HILL QLD 4004
ph 07 3244 1761 fax 07 3244 1799

Metals, Manufacturing & Services Industry Training Council
Level 1, 251-257 Hay Street EAST PERTH WA 6004
ph 08 9221 1980 fax 08 9221 1990

Engineering Skills Training Board (Victoria)
20 Otter Street COLLINGWOOD VIC 3066
ph 03 9417 2277 fax 03 9416 2662

Annexure 6

Sources of assessment advice

The Manufacturing Engineering and Related Services Industry Training Advisory Body (MERS ITAB) and the industry parties are currently investigating the establishment of an assessment framework for the industry. A key aim of this project will be to achieve consistency and transferability between assessments made within the workplace and assessments conducted within the training system.

MERS ITAB and the industry parties can provide updates on the progress of this project which may add to or change the current advice on assessment in this Guide. Advice on assessments for workplace classification purposes can be obtained from MERS ITAB, the industry parties listed in Annexure 5 or a MERS ITAB registered assessor.

Annexure 7

Pathways

Purpose

In the course of the initial implementation of the competency standards there were difficulties experienced by many of the implementation teams in selecting the correct units applicable to the job. They requested further guidance in the selection of units without such guidance becoming prescriptive and limiting innovative work organisation. This need has been addressed through a combination of editing of units of competency and the development of example pathways.

Pathway format

The sample pathway is provided to assist in the selection of the most appropriate units for a particular career path and is intended to

- show how a job description for a typical job can be matched to the standards
- show what are the key units that relate to the job description
- include the Core units

The skill pathway included has been developed as a guide and should not be used as a prescription for an existing job or position. For classifications above C10 it will be necessary for each enterprise to agree upon what are to be regarded as the base and additional competencies within the job profile as described in the Guide for implementation of competency standards

Further sample pathways are available from the industry parties. More sample pathways are being developed on an ongoing basis and these will be published by the MERS ITAB. An example of a pathway follows.

Job description:

Production systems employee - machine operation

A production system employee who reports to a supervisor and their main duties are to ensure the quality and quantity of plastic moulded products is maintained and would include:

Setting of dies and equipment

Troubleshooting and making adjustments to machine, materials, tooling and processes

Assembling components using various power tools

Packaging components

Performing ultrasonic welding

Performing operational maintenance

Inspecting products to drawings and sketches

Accessing and inputting computer data

Housekeeping

Assisting in the training of new employees

Complying with enterprise quality and OHS procedures

Assisting with stocktakes

Sample Pathway: Production systems employee – machine operation

Unit no.	Description of unit	Pts	Comments	Page no
Foundation units				
1.1F 1.2F 1.3F 1.4F	Undertake interactive workplace communication Apply principles of O.H.&S. in work environment Apply quality procedures Plan to undertake a routine task core band			
Core band 1				
2.1C12	Apply quality systems	2		
2.2C11	Organise and analyse information	2		
2.3C11	Operate in a work based team environment	2		
2.4C11	Assist in the provision of on the job training	2		
2.5C11	Measure with graduated devices	2		
2.6C10	Plan a complete activity	4		
2.7C10	Perform computations basic	2		
2.8C10	Perform computations	2		
2.9C10	Perform computing operations	2		
Assembly				
3.1A	Manual production assembly	4		
3.6A	Setting assembly stations	2		
3.7A	Setting multi stage continuous process lines	4		
Fabrication				
5.13A	Perform manual production welding	2		
Machine and process operations				
7.1A	Operational maintenance of machines/equipment	2		
7.3A	Setting machines (routine)	2		
7.4A	Setting machines (complex)	8		
7.24A	Operate and monitor machine or process	4		
7.26A	Advanced plastic processing	6		
Drawing, drafting and design				
9.1A	Draw and interpret sketch	2		
9.2A	Interpret technical drawing	4		
Materials Handling				
11.16A	Order materials	2		
11.6A	Production packaging	2		
11.7A	Administer inventory procedures	4		
11.11A	Manual handling	2		
11.10A	Operate mobile load shifting equipment	4		
OH&S				
13.3A	Work safely with industrial chemicals/materials	2		
Quality				
15.1A	Performs basic statistical quality control	2		
15.3A	Use improvement processes in team activities	4		
15.4A	Perform inspection (basic)	2		
15.5A	Perform inspection (advanced)	4		
Communication				
16.2A	Participate in formal interviews and/or negotiations	4		
Training				
17.1A	Assist development & deliver training in the workplace	2		
Maintenance & Diagnostics				
18.1A	Use hand tools	2		
18.2A	Use power tools/hand held operations	2		

The above pathway has been developed as a sample skill profile to match the previous job description

Dual band A / band B units

Band A units which can be used as if they were band B units for progression to C7 Classification under certain circumstances.

These circumstances arise when persons are undertaking further cross skilling between trade areas. Where one of the units listed below has already been included in the list of Base competencies developed for the enterprise, then it is no longer available for inclusion in the additional units leading to higher classifications.

7.16A	Set and edit NC/CNC machine/process
7.18A	Basic NC/CNC programming
7.19A	Program NC/CNC machining centre
7.20A	Program multiple spindle and/or multiple axis NC/CNC machining centre
7.22A	Advanced programming of CNC wire cut machines
12.3A	Precision mechanical measurement
12.4A	Precision electrical/electronic measurement
18.11A	Shut down/isolate machines/equipment
18.49A	Disconnect/reconnect fixed wired equipment (up to 1000v AC and 1500v DC)
18.50A	Disconnect/reconnect fixed wired equipment (over 1000v AC and 1500v DC)
18.54A	Fault find, test, calibrate instrumentation systems, equipment
18.56A	Diagnose and repair analog equipment and components
18.62A	Install, maintain and calibrate instrumentation sensors, transmitters and final control elements
18.65A	Diagnose and repair digital equipment and components
18.92A	Maintain and repair commercial and/or industrial refrigeration and/or air conditioning controls