

PUATEA001B and CPPSIS3001A

Mapping Assistant

ASSESSMENT
GUIDE

(DRAFT VERSION 1)

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Authorities Council**

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EMSINA consists of representatives from state, territory and federal government GIS user groups.

- ACT Emergency Services Agency
- Australian Federal Police
- Australian Maritime Safety Authority
- Bureau of Meteorology
- Country Fire Authority (Vic)
- Country Fire Service (SA)
- Department of Agriculture, Fisheries and Forestry
- Department of Defence - Defence Imagery and Geospatial Organisation
- Department of Environment and Conservation (WA)
- Department of Primary Industries, Parks, Water & Environment
- Department of Sustainability and Environment (Vic)
- Emergency Management Australia
- Emergency Services Telecommunications Authority
- Fire and Emergency Services Authority (WA)
- Geoscience Australia
- NSW Police
- NSW Rural Fire Service
- NSW State Emergency Service
- QLD Fire and Rescue Service
- QLD Police
- Tasmania Fire Service

Introduction

Purpose

This Assessment Guide is part of the Mapping Assistant Training Resource Kit (TRK) intended to train members of Australasian fire and emergency service agencies in the knowledge and skills required to perform the role of Mapping Assistant in the Australasian Inter-service Incident Management System (AIIMS) during an emergency response.

The TRK for Mapping Team Member comprises the following parts:

- Trainer Guide
- Learner Guide
- Assessment Guide.

This Assessment Guide is designed as a resource for both the Learner and the Assessor.

This Assessment Guide has been designed to meet the needs of the Australasian fire and emergency services and is intended to be delivered within the context of emergency management.

Australian Qualifications Framework

The principles and concepts covered by these assessment materials are aligned to the following units of competency from the Australian Qualifications Framework (AQF).

PUA00 Public Safety Training Package - Industry Wide Competency Standards

- PUATEA001B Work in a team

CPP07 Property Services Training Package - Spatial Information Services Units of Competency

- CPPSIS3001A Apply map presentation principles

On successful completion of these units, participants will be awarded a nationally recognised Statement of Attainment.

The units of competency included in this training can be assessed on their own or in combination.

Implementation

This Training Resource Kit (TRK) may only be implemented by a Registered Training Organisation (RTO) in accordance with the requirements of the AQTF standards for RTOs. The RTO must ensure that the assessment is consistent with the requirements of these standards.

Further detailed information on delivery and assessment is available in a generic Public Safety Training Package Implementation Handbook and an accompanying Information Booklet for Assessors. Copies of both of these are available from AFAC.

Trainer and Assessor competencies

RTOs must ensure that training and assessment is delivered by trainers and assessors who:

- (a) have the necessary training and assessment competencies as determined by the National Quality Council or its successors, and
- (b) have the relevant vocational competencies at least to the level being delivered or assessed, and
- (c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and
- (d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence

Learning pathways

All learners can seek recognition for this training through the Recognition of Prior Learning (RPL)/ Recognition of Current Competence (RCC) process of the RTO.

RTOs must ensure that their processes for the RPL/RCC are consistent with the National Framework requirements for mutual recognition and RPL.

Compliance

Compliance issues must be addressed before undertaking delivery of this unit. The following information provides some guidance but may need to be supplemented with agency-specific details.

OHS

Specific OHS legislation in each state and territory provides a framework for improving standards of workplace health and safety, and for reducing work-related accidents and diseases.

Such OHS legislation in some cases has provided for Codes of Practice to give practical guidance for operations in specific types of workplaces. Where such Codes of Practice specify operational guidelines, these should be observed. Operational guidelines may require risk assessment before work commences, and risk controls measures during work.

Legislation

Specific state, territory or agency legislation or regulations may apply to this assessment. Assessors must ensure they take account of this in assessments.

Standard Operating Procedures (SOPs)

Any relevant agency specific SOPs must be adhered to. SOPs are any organisational directives that establish a standard course of action. They are written, official, applied to all situations and enforced and integrated into the organisation's management systems.

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Assessment guidelines

Assessment overview

Assessors should ensure that the assessment for Mapping Assistant is:

- Based on the performance criteria, evidence guide, range statement, and required skills and knowledge of the units of competency covered by this TRK.
- Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).
- Demonstrated in a range of situations, that may interruptions and involvement in related activities normally experienced in the workplace.
- Obtained by observing activities in an emergency management context. If this is not practicable, observation in realistic simulated environments may be substituted.

Assessors should provide feedback to learners on their performance during the assessment process.

A learner will be deemed 'competent' when they can consistently demonstrate their skills and knowledge to the standards specified in the units of competency and to the expectations of the agency.

Customisation

The assessment may be customised to the extent that where the term 'agency' or 'organisation' occurs in the assessment criteria; specific agency or organisational requirements may be used.

Learning outcomes cannot be omitted from the assessment, although additional learning outcomes may be added as required.

Assessment method

A learner may be assessed through a combination of the following methods:

- practical demonstration
- oral questioning

- case studies
- written assessment
- simulation role play
- practical or written projects/assignments
- log books.

In all cases where practical assessment is used it will be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment and hypothetical situations (scenarios) may be used to assess underpinning knowledge (in assessment situations where the candidate is offered a preference between oral questioning or written assessment, questions are to be identical).

Collection of evidence

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

A record of the evidence collected should be retained according to RTO requirements.

Recognition of prior learning or competence

Learners can seek recognition for prior learning or competence through the Recognition of Prior Learning (RPL)/ Recognition of Current Competence (RCC) process of the RTO.

Re-assessment

Any candidate deemed 'not yet competent' will be re-assessed in accordance with agency policy and procedures.

Appeals and grievances

An appeal against an assessment outcome or process may be lodged at any time if the candidate undergoing assessment feels that they have been disadvantaged or discriminated against. All appeals and grievances will be conducted in accordance with documented agency policy and procedures.

Sample assessment activities

The following activities are provided for the Assessor to incorporate into the assessment process as required.

These activities are to be supported by the collection of a range of other evidence to confirm the learner's acquisition of competence.

Activity 1- Working in a team

Introduction

The unit PUATEA001B Work in a team requires the candidate to work with others and make a positive contribution to the effectiveness and efficiency of a team in a work environment when predominantly under direct supervision. Limited responsibility towards others is required.

This activity requires the candidate to work within the Mapping Team under direct supervision during with an actual or simulated incident.

The agency will need to specify the activities required to be undertaken by the candidates during the assessment process, but it is suggested this activity be conducted concurrently with other assessment activities.

Activity

Candidates are to work in a small team (the Mapping Team) for a period.

Standard

All activities should adhere to agency standards, including:

- Occupational health and safety standards; and
- Workplace policy standards.

The candidate must be able to provide evidence of:

- Contributing to team activities;

- Sharing knowledge and information; and
- Give and receive support to/from team members

Activity 2 - Produce the agency's standard map products

Introduction

This activity requires the candidate to work within the Mapping Team under the limited supervision of either a Mapping Team Leader or a Situation Officer during an actual or simulated incident.

Activity

Under direction, the candidate is to produce and store the agency's standard emergency management mapping products. These could include:

- Planning maps e.g.
 - Incident Overview Map;
 - Situation Map; and
 - Strategic Map;
- Maps for the Incident Action Plan;
 - Incident Overview Map (same map as for the Planning Section but only smaller); and
 - Division and/or Sector Maps;
- Public information maps; and
- Any other standard map as specified by the agency.

Standard

The maps are to be digital and produced on the agency's Geographic Information Systems, according to standards specified by the agency, for example:

- Use of the agency's standard symbology;
- Agency logo and disclaimer;
- Incident name and map type;
- When prepared (time, date and shift);
- The time and date the information was collected;
- North arrow;
- Scale (including a bar scale);
- Grid lines;
- Legend; and
- Essential features.

The maps are to be produced within a timeframe specified by the supervisor.

The maps are to be named and stored according to the agency's naming and filing protocols.

Section
4

Assessment templates

The templates on the following pages can be used to record the results of assessments against the units of competency.

Assessors should ensure that the assessment is:

- Based on the performance criteria, evidence guide, range statement, and required skills and knowledge of the units of competency.
- Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).
- Demonstrated in a range of situations, that may interruptions and involvement in related activities normally experienced in the workplace.
- Obtained by observing activities in an emergency management context. If this is not practicable, observation in realistic simulated environments may be substituted.

Name of Candidate _____

Name of Assessor _____

Assessment result _____

Signature of Assessor _____

Note ✓ = evidence sighted

PUATEA001B Work in a team

Context

This unit covers competency in working with others and making a positive contribution to the effectiveness and efficiency of a team in a work environment when predominantly under direct supervision. Limited responsibility towards others is required.

Applied within the context of the Mapping Team Member training, trainees should be able to work under direct supervision as a Mapping Team Assistant during an emergency response,

A person who demonstrates competency in this unit must be able to provide evidence of:

- the effective communication and contribution to the achievement of tasks consistent with agreed goals.

Assessment of competency

| Elements* | Performance criteria* | ✓ | Assessor comment |
|--|---|---|------------------|
| 1. Contribute to team activities | 1.1 Roles and responsibilities of team members are recognised 1.2 Contribution is made to identifying team goals and objectives 1.3 Activities are completed to required standard within timeframe and in accordance with organisation's policies and procedures 1.4 Assistance in the completion of tasks is requested from other team members where appropriate 1.5 Team members are assisted to ensure efficient and safe completion of tasks in accordance with organisation's policies and procedures 1.6 Participation by team members is encouraged and acknowledged 1.7 Changes in allocated role and responsibilities are implemented 1.8 Team meetings are attended regularly and punctually | | |
| 2. Share knowledge and information | 2.1 Information relevant to work is communicated effectively with team members to enable efficient completion of tasks in accordance with the organisation's policies and procedures 2.2 Knowledge and skills are shared between team members | | |
| 3. Give and receive support to/from team members | 3.1 Feedback/assistance is given to other team members in an appropriate manner 3.2 Team members are supported in achieving workplace goals 3.3 Feedback from other team members is acted upon appropriately. | | |

Required skills and knowledge

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

| Required skills | ✓ | Assessor comment |
|---|---|------------------|
| Encouraging others/team members | | |
| Following instructions | | |
| Interpersonal skills | | |
| Listening and using a variety of communication skills | | |
| Providing suggestions and information | | |
| Reporting information | | |
| Required knowledge | ✓ | Assessor comment |
| Composition of workplace teams and roles and responsibilities of team members | | |
| Non operational and operational communication processes | | |
| Techniques for giving and receiving feedback in a constructive manner | | |
| Techniques for supporting others | | |

CPPSIS3001A Apply map presentation principles

Context

This unit of competency specifies the outcomes required to be able to interpret and create simple maps. It requires basic cartographical skills and knowledge and the ability to apply them. Functions would be carried out under supervision, within organisational guidelines.

Applied within the context of the Mapping Team Member training, trainees should be able to interpret and create simple digital maps using basic cartographic skills within organisational guidelines.

A person who demonstrates competency in this unit must be able to provide evidence of:

- Accessing and interpreting information to identify the components to be measured and monitored
- Creating basic maps
- Performing measurements.

Assessment of competency

| Elements* | Performance criteria* | ✓ | Assessor comment |
|--|--|---|------------------|
| 1 Apply understanding of cartography principles. | 1.1 Purpose, application and scope of cartography are applied in the context of the project objective. 1.2 Different types of maps are identified and described. 1.3 Cartographic conventions used on maps are identified. 1.4 Skills and knowledge are updated to accommodate changes in cartographic requirements. | | |
| 2 Apply basic cartographical practical skills. | 2.1 Major elements and features on maps are identified. 2.2 Spatial reference systems are used to measure, locate and plot features on maps. 2.3 Simple maps are created using correct cartographical design principles and according to project specifications. 2.4 Sound OHS practices are applied at all times according to organisational policies. 2.5 Quality assurance principles are observed under the direction of relevant personnel. | | |

Required skills and knowledge

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

| Required skills | ✓ | Assessor comment |
|---|---|------------------|
| Ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities | | |
| Analytical skills (basic) | | |
| Skills to communicate in a clear and concise manner in both written and verbal modes | | |
| Computer skills, including ability to use basic software systems | | |
| Interpretation of technical task requirements | | |
| Literacy skills to: <ul style="list-style-type: none"> • assess and use workplace information • interpret and understand basic legal, financial, procedural and technical requirements • process workplace documentation • read and record data | | |
| Numeracy skills to: <ul style="list-style-type: none"> • accurately record and collate • undertake basic computations | | |
| Organisational skills to: <ul style="list-style-type: none"> • prioritise daily activities • process customers routine needs | | |
| Quality assurance skills | | |
| Spatial skills to: <ul style="list-style-type: none"> • apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation • exercise precision and accuracy in relation to basic design application | | |
| Time management skills. | | |
| Required knowledge | ✓ | Assessor comment |
| Abilities and capabilities of work team | | |
| Application of a graphic design package (basic) | | |
| Cartographic conventions used on maps (basic) | | |
| Information on maps and how to extract it | | |
| Performance evaluation procedures | | |
| Safe work practices | | |
| Spatial information principles and their application (basic). | | |
| Abilities and capabilities of work team | | |
| Application of a graphic design package (basic) | | |
| Cartographic conventions used on maps (basic) | | |

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Review and amendment

These resources are managed under a document and version control system which includes a formal review and amendments process and will be formally reviewed at periodic intervals as determined by the needs of individual agencies.

A pro-forma for the tracking and recording of any changes or amendments required is included at the end of this section. A record of recommended changes can then be tabled at the formal review.

The delivery of this training will be evaluated as part of an ongoing process. The pro-forma provided in this document is an example only. It can be used to gather feedback on the training delivery and resources for this unit as part of the ongoing process.

