

# Learning Strategy for Mapping Team Assistant Training Resource Kit

DRAFT Version 4

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# 1 Introduction

<b>Title</b>	Mapping Assistant Training Resource Kit
<b>Training Package/s title and code</b>	PUA00 Public Safety Training Package Industry Wide Competency Standards  CPP07 Property Services Training Package Spatial Information Services Units of Competency
<b>Competency Standards</b>	The principles and concepts covered in this training are aligned to the following units of competency from the above referenced Training Packages:  PUATEA001B Work in a team  CPPSIS3001A Apply map presentation principles
<b>Implementation</b>	This Training Resource Kit (TRK) is for implementation only by an RTO in accordance with the requirements of the Australian Quality Training Framework standards for RTOs.  The training 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.
<b>Learning Goals</b>	The units of competency in this training cover the outcomes required to be able to: <ul style="list-style-type: none"> <li>• Work under direct supervision as an assistant to the Mapping Team during emergency management, and</li> <li>• Interpret and create simple digital maps using basic cartographical skills (including the knowledge and the ability to apply them) under supervision, within organisational guidelines.</li> </ul>
<b>Audience</b>	This training is targeted at personnel from emergency service agencies.
<b>Entry requirements</b>	The training is designed to meet the needs of the Australasian fire and emergency services and is intended to be delivered within the context of emergency management.  Due to the level of skill required by the competency standards, it is suggested that participants undertaking the training possess the following skills prior to commencing the training. <ul style="list-style-type: none"> <li>• Ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities</li> <li>• Analytical skills (basic)</li> <li>• Communicate in a clear and concise manner in both written and verbal modes</li> <li>• Computer skills, including ability to use basic software systems</li> <li>• Literacy skills to: <ul style="list-style-type: none"> <li>○ Assess and use workplace information</li> <li>○ Interpret and understand basic legal, financial, procedural and technical requirements</li> <li>○ Process workplace documentation</li> <li>○ Read and record data</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Numeracy skills to: <ul style="list-style-type: none"> <li>○ Accurately record and collate</li> <li>○ Undertake basic computations</li> </ul> </li> <li>• Organisational skills to: <ul style="list-style-type: none"> <li>○ Prioritise daily activities</li> <li>○ Process customers routine needs</li> </ul> </li> <li>• Spatial skills to: <ul style="list-style-type: none"> <li>○ Apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation</li> <li>○ Exercise precision and accuracy in relation to basic design application</li> </ul> </li> <li>• Time management skills.</li> </ul> <p>These entry skills are included in the assessment but are not the training for Mapping Team Member.</p>
<b>Nominal Duration</b>	50 hours of supervised training and practice.
<b>TRK Structure and Resources</b>	<p>This TRK comprises the following parts:</p> <ul style="list-style-type: none"> <li>• Learning Strategy (this document)</li> <li>• Learner Guide</li> <li>• Trainer Guide</li> <li>• Assessment Guide</li> </ul>
<b>Prerequisites</b>	There are no formal prerequisites for this training.
<b>Learning Pathways</b>	<p>All learners can seek recognition for this training through the Recognition of Prior Learning/ Recognition of Current Competence RPL/RCC) process of the training provider.</p> <p>Training providers must ensure that their processes for the RPL/RCC are consistent with the National Framework requirements for mutual recognition and RPL.</p> <p>Some learners may already hold the relevant underpinning knowledge and should therefore be given the opportunity to apply for recognition of prior learning for part of the training.</p>
<b>Customisation</b>	<p>Learning outcomes cannot be omitted from the training. However, additional learning outcomes may be added as required.</p> <p>The training may be customised according to the following:</p> <ul style="list-style-type: none"> <li>• Emergency type managed (e.g. flood, fire);</li> <li>• Agency-specific procedures;</li> <li>• The agency's Geographic Information System; and</li> <li>• Other agency-specific requirements.</li> </ul>
<b>Trainer and Assessor competencies</b>	<p>RTOs must ensure that training and assessment is delivered by trainers and assessors who:</p> <p>(a) have the necessary training and assessment competencies as determined by the</p>

	<p>National Quality Council or its successors, and</p> <p>(b) have the relevant vocational competencies at least to the level being delivered or assessed, and</p> <p>(c) can demonstrate current industry skills directly relevant to the training/assessment being undertaken, and</p> <p>(d) continue to develop their Vocational Education and Training (VET) knowledge and skills as well as their industry currency and trainer/assessor competence</p>
<b>Evaluation strategy</b>	<p>AFAC Inc is responsible for the on-going monitoring and evaluation of this TRK.</p> <p>The person responsible will be the Manager of Learning and Development.</p> <p>An advisory group comprising member agencies of the Australasian Fire Authorities Council (AFAC) will conduct an evaluation of the industry needs and current training at least annually.</p>

## 2 Competency matched to content and learning outcomes

PUATEA001B Work in a team			
Elements	Performance criteria*	Learning content (topic)	Learning outcomes
1. Contribute to team activities	<p>1.1 Roles and responsibilities of team members are recognised</p> <p>1.2 Contribution is made to identifying team goals and objectives</p> <p>1.3 Activities are completed to required standard within timeframe and in accordance with organisation's policies and procedures</p> <p>1.4 Assistance in the completion of tasks is requested from other team members where appropriate</p> <p>1.5 Team members are assisted to ensure efficient and safe completion of tasks in accordance with organisation's policies and procedures</p> <p>1.6 Participation by team members is encouraged and acknowledged</p> <p>1.7 Changes in allocated role and responsibilities are implemented</p> <p>1.8 Team meetings are</p>	<p>The Mapping Team in AIIMS</p> <p>Working in the Mapping Team</p>	<ol style="list-style-type: none"> <li>1. Identify where the Mapping Team fits into the incident management system.</li> <li>2. Identify the respective roles, responsibilities and interrelationships within the Mapping Team.</li> <li>3. Explain the origins of requests for mapping products during emergencies and how these requests are communicated to the Mapping Team.</li> <li>4. Identify the workspace requirements for the effective functioning of the Mapping Team.</li> <li>5. Identify and operate the key equipment for the Mapping Team safely and in accordance with the manufacturer and agency requirements.</li> </ol>

	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	Working in the Mapping Team	<ol style="list-style-type: none"> <li>1. Obtain work instructions and performance expectations from the supervisor.</li> <li>2. Perform tasks as part of the team.</li> <li>3. Share information and skills with other team members.</li> </ol>
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.	Working in the Mapping Team	<ol style="list-style-type: none"> <li>1. Give feedback/assistance to other team members in an appropriate manner</li> <li>2. Give feedback and constructive advice to the supervisor.</li> <li>3. Support other team members in achieving the goal.</li> <li>4. Advise supervisor of any changes in priorities or tasks.</li> <li>5. Advise supervisor of the outcome of tasks delegated.</li> </ol>
CPPSIS3001A Apply map presentation principles			
Elements	Performance criteria	Learning content (topic)	Learning outcomes
1 Apply understanding of cartography principles.	<ol style="list-style-type: none"> <li>1.1 Purpose, application and scope of cartography are applied in the context of the project objective.</li> <li>1.2 Different types of maps are identified and described.</li> <li>1.3 Cartographic conventions used on maps are identified.</li> <li>1.4 Skills and knowledge are updated to accommodate changes in cartographic requirements.</li> </ol>	<p>Mapping products</p> <p>Symbology</p>	<ol style="list-style-type: none"> <li>1. Identify the range of different types of maps, used by the agency for emergency management, and their respective purposes.</li> <li>2. Identify the cartographic conventions applying to emergency service mapping products.</li> <li>3. Demonstrate the safe, efficient and effective use of keyboard and computer hardware equipment.</li> <li>4. Update skills and knowledge to accommodate changes in GIS software.</li> </ol>
2 Apply basic cartographical practical skills.	<ol style="list-style-type: none"> <li>2.1 Major elements and features on maps are identified.</li> <li>2.2 Spatial reference</li> </ol>	<p>Spatial reference systems</p> <p>Introduction to</p>	<ol style="list-style-type: none"> <li>1. Identify the major elements and features of emergency maps.</li> <li>2. Use spatial reference systems to measure, locate and plot features</li> </ol>

	<p>systems are used to measure, locate and plot features on maps.</p> <p>2.3 Simple maps are created using correct cartographical design principles and according to project specifications.</p> <p>2.4 Sound OHS practices are applied at all times according to organisational policies.</p> <p>2.5 Quality assurance principles are observed under the direction of relevant personnel.</p>	<p>agency GIS.</p> <p>Mapping products</p>	<p>on maps.</p> <ol style="list-style-type: none"> <li>3. Produce simple maps for emergency management purposes using the (basic) graphic design package of the agency</li> <li>4. Apply agency OHS practices at all times while working in the Mapping Team.</li> <li>5. Identify the key features of agency workplace policies for emergency work.</li> <li>6. Document metadata according to agency standards.</li> <li>7. Meet agency requirements for the timeliness, quality, file naming and storage of map products</li> </ol>
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### 3 Topics matched to required skills and knowledge

Topics	PUATEA001B Work in a team	CPPSIS3001A Apply map presentation principles
The Mapping Team in AIIMS	Composition of workplace teams and roles and responsibilities of team members	
Working in the Mapping Team	<p>Encouraging others/team members</p> <p>Following instructions</p> <p>Interpersonal skills</p> <p>Listening and using a variety of communication skills</p> <p>Providing suggestions and information</p> <p>Reporting information</p> <p>Non operational and operational communication processes</p> <p>Techniques for giving and receiving feedback in a constructive manner</p> <p>Techniques for supporting others</p>	<p>Safe work practices</p> <p>Abilities and capabilities of work team</p>
Spatial reference systems		
Introduction to agency GIS		<p>Spatial information principles and their application (basic)</p> <p>Application of a graphic design package (basic)</p> <p>Information on maps and how to extract it</p>
Symbology		Cartographic conventions used on maps (basic)

Mapping products		Performance evaluation procedures
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## 4 Learning strategy

<b>Learning Strategy</b>	A Registered Training Organisation (RTO) delivering this training must ensure that delivery is consistent with the requirements of the Australian Quality Training Framework standards for RTOs.
<b>Learner facilities and resources</b>	<p>The suggested minimum resources and references required for the formal training component of this course are below.</p> <p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>• A comfortable training room with computers and agency network access.</li> </ul> <p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>• Data projector/computer/screen for presentations;</li> <li>• Computer per person or pair (loaded with agency GIS and map data);</li> <li>• A Mapping team setup (in an actual or simulated Incident Control Centre); and</li> <li>• Mapping Team equipment e.g. printers and plotters, and consumables (paper).</li> </ul> <p><b>Learning Resources</b></p> <ul style="list-style-type: none"> <li>• Copies of the course program;</li> <li>• Mapping Assistant PowerPoint presentation (updated with agency information);</li> <li>• Sample agency standard map products; and</li> <li>• Instruction sheets for exercises.</li> </ul> <p><b>Texts /Manuals</b></p> <ul style="list-style-type: none"> <li>• Learner Guide per learner;</li> <li>• Agency manual for operation of Geographic Information System; and</li> <li>• Agency policies and procedures for emergency work (e.g. OHS)</li> </ul>
<b>Learning methods</b>	<p>Learning methods should include:</p> <ul style="list-style-type: none"> <li>• Presentation and discussion</li> <li>• Practical activities involving teamwork</li> <li>• Practical activities involving map production using the agency's mapping software package</li> <li>• Learner self-checks.</li> </ul>
<b>Learning Self-checks</b>	<p>The TRK includes a range of learner activities that allows learners to assess their progress. Learner self-checks:</p> <ul style="list-style-type: none"> <li>• Help learners determine what they do and do not understand so they can target where extra study is needed</li> <li>• Provide immediate feedback regarding progress and an option to link to</li> </ul>

	<p>additional materials</p> <ul style="list-style-type: none"> <li>• Provide feedback to the instructor about where learners are having difficulties so immediate interventions can be implemented.</li> </ul>
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## 5 Assessment strategy

<b>Assessment Strategy</b>	<p>The RTO that delivers this training must ensure that the assessment is consistent with the requirements of the Australian Quality Training Framework standards for RTOs.</p> <p>The units of competency included in this training can be assessed on their own or in combination.</p>
<b>Assessment method</b>	<p>Assessment should be:</p> <ul style="list-style-type: none"> <li>• Based on the performance criteria, evidence guide, range statement, and required skills and knowledge of the units of competency covered by this TRK.</li> <li>• Demonstrated over a period of time and observed by the assessor (or assessment team working together to conduct the assessment).</li> <li>• Demonstrated competency in a range of situations, that may include customer/workplace interruptions and involvement in related activities normally experienced in the workplace.</li> <li>• Obtained by observing activities in the field and reviewing induction information. If this is not practicable, observation in realistic simulated environments may be substituted.</li> </ul>
<b>Assessment Resources</b>	<p>Resource implications for assessment include access to:</p> <ul style="list-style-type: none"> <li>• Assessment instruments, including personal planner and assessment record book</li> <li>• Assignment instructions, work plans and schedules, policy documents and duty statements</li> <li>• RTO provider of assessment services</li> <li>• Relevant guidelines, regulations and codes of practice</li> <li>• Suitable venue and equipment.</li> </ul> <p>Access must be provided to appropriate learning and assessment support when required.</p> <p>Where applicable, physical resources should include equipment modified for people with disabilities.</p>
<b>Critical aspects of assessment and evidence*</b>	<p><b>PUATEA001B Work in a team</b></p> <p>It is essential that competence be demonstrated in</p> <ul style="list-style-type: none"> <li>• The effective communication and contribution to the achievement of tasks consistent with agreed goals; and</li> <li>• Consistency in performance.</li> </ul> <p>Evidence will need to be gathered over time in a variety of team situations including regular work group and occasional or one-off work group</p>



	<p><b>CPPSIS3001A Apply map presentation principles</b></p> <p>A person who demonstrates competency in this unit must be able to provide evidence of:</p> <ul style="list-style-type: none"> <li>• Accessing and interpreting information to identify the components to be measured and monitored;</li> <li>• Creating basic maps; and</li> <li>• Performing measurements.</li> </ul>
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## 6 Mapping to competency

### Mapping to competency - PUATEA001B Work in a team

Elements	Performance criteria	Training	Assessment
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	Learner Guide Sections 1 and 2	Yes
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	Learner Guide Sections 1 and 2	Yes
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.	Learner Guide Sections 1 and 2	Yes

<b>Required skills</b>	<b>Training</b>	<b>Assessment</b>
Encouraging others/team members	Learner Guide Section 2	Yes
Following instructions	Learner Guide Section 2	Yes
Interpersonal skills	Learner Guide Section 2	Yes
Listening and using a variety of communication skills	Learner Guide Section 2	Yes
Providing suggestions and information	Learner Guide Section 2	Yes
Reporting information	Learner Guide Section 2	Yes
<b>Required knowledge</b>	<b>Training</b>	<b>Assessment</b>
Composition of workplace teams and roles and responsibilities of team members	Learner Guide Section 1	Yes
Non operational and operational communication processes	Learner Guide Sections 1 and 2	Yes
Techniques for giving and receiving feedback in a constructive manner	Learner Guide Section 2	Yes
Techniques for supporting others	Learner Guide Section 2	Yes

#### Mapping to competency - CPPSIS3001A Apply map presentation principles

<b>Elements*</b>	<b>Performance criteria*</b>	<b>Training</b>	<b>Assessment</b>
1 Apply understanding of cartography principles.	<p>1.1 Purpose, application and scope of cartography are applied in the context of the project objective.</p> <p>1.2 Different types of maps are identified and described.</p> <p>1.3 Cartographic conventions used on maps are identified.</p> <p>1.4 Skills and knowledge are updated to accommodate changes in cartographic requirements.</p>	Learner Guide Sections 4 and 5	Yes
2 Apply basic cartographical practical skills.	<p>2.1 Major elements and features on maps are identified.</p> <p>2.2 Spatial reference systems are used to measure, locate and plot features on maps.</p> <p>2.3 Simple maps are created using correct cartographical design principles and according to project specifications.</p> <p>2.4 Sound OHS practices are applied at all times according to organisational policies.</p> <p>2.5 Quality assurance principles are observed under the direction of relevant personnel.</p>	Learner Guide Sections 2, 3, 4 and 5	Yes

<b>Required skills</b>	<b>Training</b>	<b>Assessment</b>
Ability to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities	Entry requirement	Yes
Analytical skills (basic)	Entry requirement	Yes
Skills to communicate in a clear and concise manner in both written and verbal modes	Entry requirement	Yes
Computer skills, including ability to use basic software systems	Entry requirement	Yes
Interpretation of technical task requirements	Entry requirement	Yes
Literacy skills to: <ul style="list-style-type: none"> <li>• assess and use workplace information</li> <li>• interpret and understand basic legal, financial, procedural and technical requirements</li> <li>• process workplace documentation</li> <li>• read and record data</li> </ul>	Entry requirement	Yes
Numeracy skills to: <ul style="list-style-type: none"> <li>• accurately record and collate</li> <li>• undertake basic computations</li> </ul>	Entry requirement	Yes
Organisational skills to: <ul style="list-style-type: none"> <li>• prioritise daily activities</li> <li>• process customers routine needs</li> </ul>	Entry requirement	Yes
Quality assurance skills	Entry requirement	Yes
Spatial skills to: <ul style="list-style-type: none"> <li>• apply understanding of height, depth, breadth, dimension and position to actual operational activity and virtual representation</li> <li>• exercise precision and accuracy in relation to basic design application</li> </ul>		Yes
Time management skills.	Entry requirement	Yes
<b>Required knowledge</b>	<b>Training</b>	<b>Assessment</b>
Abilities and capabilities of work team	Learner Guide Section 2	Yes
Application of a graphic design package (basic)		Yes
Cartographic conventions used on maps (basic)	Learner Guide Section 4	Yes
Information on maps and how to extract it		Yes
Performance evaluation procedures	Learner Guide Section 5	Yes
Safe work practices	Learner Guide Section 2	Yes
Spatial information principles and their application (basic).	Facilitator Guide	Yes
Abilities and capabilities of work team	Learner Guide Section 2	Yes
Application of a graphic design package (basic)	Facilitator Guide	Yes