

## MATTER NO. AM2014/286

### SUPPORTED EMPLOYMENT SERVICES AWARD 2010 – FOUR YEARLY REVIEW OF MODERN AWARD

#### SUBMISSION TO THE FAIR WORK COMMISSION ON BEHALF OF THE USERS (50+) OF THE SKILLSMASER WAGE ASSESSMENT TOOL FOR DETERMINING A PRO-RATA AWARD BASED WAGE FOR PEOPLE WITH A DISABILITY WORKING IN AN AUSTRALIAN DISABILITY ENTERPRISE (ADE).

5<sup>th</sup> MAY 2017

### **Introduction**

The purpose of this submission is to support the continued inclusion of the SkillsMaster Pro-rata Award Based Wage Assessment Tool for people with a disability working in Australian Disability Enterprises (hereafter referred to as an **ADE**) in the Supported Employment Services Award 2010 (hereafter referred to as the **Award**), (Refer: *Part 4 – Minimum Wages and Related Matters, Clause 14 – Minimum Wages, Sub-clause 14.4 – Wage Assessment – Employees with a disability (b)(x) the SkillsMaster Wage Assessment Tool*), to determine wage outcomes for those employees eligible for and/or in receipt of a disability support pension and to highlight the deficiencies in the use of the ‘Supported Wage System’ (SWS), or any ‘Modified Supported Wage System’ in an ADE environment.

Although we do not object to the Commission including any additional Wage Assessment Tool in the Award, we do not support any argument that a Wage Assessment Tool that has a component linked to the competence of an employee to perform a given task, as well as the performance (some refer to as productivity) of the an employee when undertaking the task, deemed not to be an acceptable tool for the only reason that it has a competence component, and therefore should be removed from the Award.

### **Australian Disability Enterprises (ADE)**

1. An ADE is a not-for-profit organisation, with charitable status, which provides, meaningful employment for people with a significant disability (medium to very high support needs) who would otherwise be unemployable or not able to work in open employment.
2. In providing employment for people with a disability and particularly those employees with medium to high support needs, ADE’s promote community acceptance and recognition of the rights of employees with a disability and focuses on the abilities of the employees not their disability.
3. ADE’s are partially funded by the Commonwealth Department of Social Services, and the commercial activities and operations of the business.
4. The aim of an ADE is to give people with a disability, the opportunity to live and work in a community that respects and accepts them as individuals and equals. They also aim through there continual training and support services, to prepare the employees for transition, if possible, to an open employment environment.
5. Although transition to open employment is the ultimate goal of an ADE, this has its difficulties due to the nature of the disabilities of the employees employed at an ADE, and the choice given to the employee to either remain in an ADE or to move to open employment.

6. It is acknowledged, ADE's are organisations that as a general rule do not operate pure employment services in a strictly commercial sense, but operate in an employment-like environment.
7. In addition to providing employment in accordance with the relevant employment legislation and community expectations, an ADE also provides additional support services to its employees at a much higher level than would be provided in an open employment environment or in an organisation which did not have a similar purpose.
8. The additional support to employees may include:
  - one-on-one supervision and support;
  - the identification of training deficiencies and the provision of both internal and external vocationally-related training;
  - employment management plans including behavioural management;
  - work experience and work assimilation;
  - job redesign and modification;
  - assistance with progression to open employment; and
  - far reaching integrated non-vocational and non-employment related social support services.
9. Through this ongoing training and support, people with disabilities are given the opportunity to work and therefore contribute to the community, increase their self-esteem and exercise choice in their way of life.
10. It is further acknowledged, the primary relationship that exists between an ADE and its employees with a disability extends far beyond that which is generally expected in an employer-employee relationship, and that primary relationship has a direct impact on the operational costs and the viability of the business, including:
  - the additional cost of providing supervision and support staff;
  - the additional cost of frequent ongoing training of the employees to remain competent and on task;
  - the productivity down-time as a consequence of dealing with work and non-work related social and behavioural management issues;
  - the reporting requirements of the funding body;
  - the ability of the ADE to compete for work in the marketplace;
  - the application of the terms and conditions of employment; and

- the wage determination for employees with a disability, compared to the rates of pay paid to an employee without a disability and covered by an industry award (Modern Award).
11. As ADE's operate in the same environment as other businesses within Australia they are subject to the same employment legislation, including Award entitlements, Workers Compensation, Superannuation etc. as other businesses.
  12. ADE's compete in the same marketplace to gain work as other open employment businesses and are required to meet, the same customer requirements and expectations when they produce products or deliver services. ADE's the same as other businesses are required to:
    - deliver a quality product;
    - within the agreed timeframe; and
    - at a competitive price.
  13. Although an ADE operates in the same way as other businesses, there is one major difference. The majority of employees employed by an ADE are people with disability and they produce the products and deliver the services as a consequence of the additional support they receive while at work.
  14. In this context, 'Supported' means that there are support workers available to give the employees any assistance they need with their tasks and any other issue that has an impact on the ability of the employee undertake a given task and to be productive. (Eg: an employee with learning difficulties may need regular reminders from their support worker about how to do a task)
  15. It should be noted, support workers are also paid employees of the ADE and this support adds to the cost of providing the service to its customers.
  16. As an ADE is a business that makes products, or provides services the same as any other business operating in Australia, and although it is run as a not-for-profit organisation, it still has business objectives and obligations the same as any other business including:
    - Being a commercially viable business;
    - Meeting its responsibility and requirements when employing people;
    - Making a surplus after paying all its costs including, employee and staff wages and all other associated business operating costs;
    - Being a good corporate citizen; and
    - Meeting its legal obligations.

## The Supported Wage System

17. The Supported Wage System was inserted into a number of Federal Awards following a full bench decision of the Australian Industrial Relations Commission on 10<sup>th</sup> October 1994.

(Matter No. 1831/94) (President O'Connor, Vice President McIntyre and Commissioner Gay) pursuant to the then *Industrial Relations Act 1988, s113 Application for Variation*.

*(Refer: Attachment 'A')*

18. The decision at paragraph three (3) states:

*"The "Supported Wage System" facilitates the employment of workers with disabilities in **Open Employment** at a rate of pay commensurate with the employee's assessed productive capacity. The system is an important social and industrial advance".*

19. The Commission went on to state at the second last paragraph:

*"The Commission is conscious of the fact that the consent applications before it are historic initiatives which has attracted unanimous support from all parties involved, and has been the result of extensive consultative processes. The **Model Clause** is, as the parties submitted, facilitative only; ie. It will not be sufficient in itself to promote greater employment opportunities for people with disabilities. The clause, to be effective, requires a commitment by the industrial parties to make use of the award provisions. We confidently expect that this commitment will be forthcoming and that the model clause will be implemented in workplaces to assist those people with disabilities who may previously found it difficult or impossible to compete for jobs **in the open labour market**. We hope that other awards of the Commission will be varied to include the model clause and that the parties to those awards will implement its provisions. The Commission congratulates the parties on their co-operation and considerable efforts in developing the "Supported Wage System" which we hope, will encourage industry to employ workers with disabilities and assist the integration of disabled workers into the **general workforce**".*

17. The model clause contained in the decision at *Clause 1 – Workers Eligible for a Supported Wage, Sub-clause (b) Eligibility Criteria, paragraph three (3)* states:

*"The award does not apply to employers in respect of their facility, programme, undertaking service or the like which receives funding under the Disability Services Act 1986 and fulfils the dual role of service provider and **sheltered employer** to people with disabilities who are in receipt of or are eligible for a disability support pension, except with respect to an organisation which received recognition under s10 or under s 12A of the Act, or if a part only has received recognition, that part".*

18. This statement clearly determined, the model clause was not intended to be used as a wage assessment process (tool) for people with a disability working in what is now known as an ADE.

19. Without reference to the transcript of the application, the conclusive view one could take is, the Supported Wage System was only to be applied in an open employment environment where the people with a disability being assessed using the system would be an employee that was a higher functioning employee, requiring limited supervision and where the number of employees would be a very small percentage of the total workforce (one or two employees with

a small employer) and further, where the additional employment on-costs not used in the calculation of the assessed productivity, would be absorbed by the employer.

20. One could also conclude, by including the above exemption reference, (Refer: *Paragraph 17*) in the decision and the model clause, **the parties agreed**, the Supported Wage System was not an appropriate tool in a work environment where the major portion of the workforce consisted of employees with a disability with medium to high levels of support needs, needing additional supervision and support, and where the minority able body employees were in Management, Supervisory, Support and/or Training roles.
21. Further, with the decision to exclude the Supported Wage System from the wage determination of employees working in what was then known as a 'Sheltered Workshop' the Commission took into consideration the additional costs associated with the support and management of employees working in that environment, and the impact that support and additional cost would have on the wage determination calculation for those group of employees that would be adequately determined using the task productivity only calculation using the SWS.
22. The Supported Wage System Handbook at Section 3 – The SWS Productivity Assessment Process, describes the method by which the assessment of an employee is conducted.

At paragraph one (1) it states:

*'The productivity-based wage essentially requires a standard to be set of the productivity needed for the full rate of pay for the job, followed by an assessment of the employee's achievement against that standard'.*

23. Section 3 – Summary of the Assessment Process, Sub-clause – List of Duties of the Position states:  
*'Where the duties and tasks are already identified within the workplace, they should be checked for accuracy, given the possibility of job-redesign in the Trial Period. Existing job descriptions or **competency standards** specific to a particular workplace can also save time when defining the job. In some cases, there may be consideration of the appropriate classification of the position'.*
24. This statement suggests, the wage assessment, is measured against the work undertaken by an employee without a disability or a job, (whole Job) attracting a full award wage or the competency standards associated with each task, which make up the whole job.
25. Therefore, to conclude that the Supported Wage System is fundamentally a productivity based system only, and employees with a disability should only be assessed on productivity alone, and the use of competency standards or the identification of all the tasks associated with a particular job (whole job) are not relevant, **is incorrect**.
26. In the Supported Wage System, as per the SWS handbook, an organisation must first identify the job to be undertaken, and each task within the job before the employee is assessed and then apply the productivity component of the assessment to each of those identified tasks.
27. Section 3 – Summary of the Assessment Process, Sub-clause - Calculate the Productivity Rate sets out the process for determining the productivity rate for each employee and states:

*'The employee's achievement on each duty is compared with the workplace's standard for that duty:*

- the comparative performance is then multiplied by the percentage of time spent on each duty. This gives a percentage of the award to be paid for each duty;*
- the final percentage of the rate of pay to be paid for each duty is added;*
- in some cases, the productivity rate may be adjusted for supervision and other work-related factors (see *Optional Assessment Steps* at the end of this section);*
- the resultant figure, adjusted up or down to the nearest 10 per cent increment, is the percentage of the rate of pay in the relevant industrial instrument payable to the employee; and*
- each party comments on the process (if it wishes to do so) and signs the wage assessment agreement'.*

28. This clause advocates, the assessment process will be compared against each task in the whole job, and additional consideration may be given to other criteria affecting the outcome or productivity rate as it is referred to in the statement.
29. As the normal (expected) workplace standard for an able body employee performing a role in any position attracting a full award wage would be one hundred percent (100%) of all the tasks in the whole job, to embark on a genuine and realistic assessment of an employee with a disability as it relates to the performance of an employee without a disability undertaking the same whole job, the assessment process should be measured against all the tasks within the comparative whole job, not just those tasks that an employee with a disability can complete.
30. It is not surprising at this stage of the process, the SWS refers to the **comparative performance** of the employee, rather than the productivity of the employee, as productivity is not a normal measure of an individual employees output at each task, and the determination of wages.
31. It is clear from the decision of the Full Bench (Matter No. 1831/94) (President O'Connor, Vice President McIntyre and Commissioner Gay), all parties agreed by consent, the Supported Wage System was not an appropriate system for determining wages for people with a disability working in what was then known as a 'Sheltered Workshop'.
32. At the time of the decision to incorporate the SWS 'Model Clause' into the Awards, it was well established (and that has not changed), the majority of employees with a disability working in a 'Sheltered Workshop' environment had medium to high levels of support needs which required quite different intensities of support, supervision and training for the employee to remain employed, to that required by an employee working in an open employment environment, all of which had an impact on the employees assessed individual productivity and the viability of the business.
33. It was also an established fact, (and this has also not changed), employees with a disability with medium to high support needs requiring the additional intense support would not be able to sustain the levels of output and meet the requirements of employers when working in an open employment environment even if the SWS was used to assess their productivity and wage level.

## **SkillsMaster Wage Assessment Tool History**

34. The SkillsMaster System which incorporated the Pro-Rata Award Based Wage Assessment Tool was developed in the early 1990's through extensive consultation with a number of ADE's throughout regional New South Wales, and was integrated into Enterprises Agreements negotiated between the organisations and their employees.
35. Those agreements were approved in most cases by the New South Wales Industrial Relations Commission as the organisations were not respondent to any Federal Award.
36. Following the introduction of the *Workplace Relations Act 1996* the agreements were subsequently certified by the Australian Industrial Relations Commission pursuant to the provisions of the *Workplace Relations Act 1996*, and more recently the Fair Work Commission pursuant to the *Fair Work Act 2009*. All the original negotiated agreements have since been re-negotiated with most now third and fourth generation agreements all containing the SkillsMaster Pro-rata Award Based Wage Assessment Tool.
37. The development of the original SkillsMaster System in the mid- 1980's was in direct response to the modernisation of the Award system with a move from the historical State Industry Awards, Classification structures, which had been in operation for many years to a new multi-skilled based, Award Levels Structure, which contained indicative tasks required to be performed at each level, to determine an employees' relevant wage level rate.
38. The move to an Awards Level structure and a new method of learning culminated in the development of Industry Competency Standards and the introduction of Competency Based Training throughout Australia.
39. Industry Competency Standards are the cornerstone of assessment for all Certificate courses throughout industry and in many cases, the Industry Competency Standards and Certificate qualifications are incorporated into the Modern Award system, for determining the knowledge required at each wage level (including each indicative task) within the Award.

(Refer: [Attachment 'B'](#) - Industry benchmark Award: *Manufacturing and Associated Industries and Occupations Award 2010, Schedule "B" Classification Structure and Definitions*).

40. An example of a modern Award containing both clearly defined indicative tasks and Industry Competency Standard relevant to the work undertaken by employees is the *Graphic Arts and Printing Award 2010 – Schedule "B" Classification Definitions*

(Refer: [Attachment 'C'](#))

41. The SkillsMaster System utilised and imbedded the Industry Competency Standards into the system together with Enterprise Specific Competency Standards which were developed to break down the very broad Industry Competency Standards to a level that clearly represented and defined a workplace task (Unit of Competence) that would be understood by an employee and particularly an employee with a disability. They also contained Elements of the Units and the knowledge (Performance Criteria) required by an employee to undertake the task.

42. The system allowed the employer to not only identify those tasks where the employee could complete the task (was competent) but identified those tasks where the employee was not competent and required additional training to become competent.
43. Although the current SkillsMaster system incorporates a Pro-rata Award Base Wage assessment tool to determine a wage outcome for an employee with a disability, it also has the ability to conduct a training needs analysis for the entire organisations workforce, and prioritises the identified training deficiencies, providing the organisation with the required information to allow the organisation to direct appropriate training resources to meet not only the needs of the employees but the organisation as a whole. This process is designed to enable the organisation to increase productivity through the delivery of training, both structured and on-the-job training (instruction) with the ultimate aim of increasing the skill level of the employees. This in turn, translates to increases in productivity and wage outcomes for the employees.
44. The SkillsMaster system has the ability to record case notes on an employees workplace performance, and analysis that information to assist in the wage assessment process.
45. The Pro-rata Award Based Wage Assessment Tool was designed to remunerate employees in a fair and equitable manner and is based on the acquisition of, and the use of task related skills.
46. Those skills are directly related to the task an employee would be required to undertake in the workplace, the knowledge required to undertake the task, and the standard of performance required to be competent at the task
47. The purpose of the system is to provide an unbiased method of reward for all employees with a disability and particularly those employees who have medium to high levels of disability and who require medium to high levels of support and close to medium levels of supervision.
48. The system recognises individual achievements and facilitates opportunities for progression to higher wage levels through the development and acquisition of, tasks competencies, and work associated competencies (***not used in the wage assessment process***), and individual performance, sometimes referred to as productivity.

### **SkillsMaster Interaction with Industry Awards**

49. The SkillsMaster System operates in conjunction with the Modern Award system relevant to the type of work undertaken by an employee, and the classifications level structures contained in the Award, in so far as an employees' performance and the determination of the relevant Award wage level is based on the ability of the employee to perform the indicative tasks (or duties/work) contained in the Award at the required level within the structure to a standard of performance that would be required of an employee without a disability performing the same role.
50. In the SkillsMaster System reference to the Award Level and the indicative tasks (or duties/work) at each level is referred to as a "Job Model" or the "Whole Job". The "Whole Job" is all the duties (work to be performed) an employee would be required perform and have the skills to carry out the duties, to attract a full Award wage at the relevant Award level.



51. The SkillsMaster System “Job Model”, contain all the indicative task relevant to the job at hand or the duties contained in the employees “Job Description” with the relevant Competency Standard for each task used, or developed, from each task work instruction.
52. The Award indicative tasks or duties contained in the employees Job Description are characterized in the SkillsMaster system as Industry or Enterprise Competency Standards. Each Competency standard identifies the task to be undertaken (Unit of Competence) each of the processes of that task (Elements of Competence) and the knowledge necessary to undertake the task (Performance Criteria).
53. This process is the same as that required in any workplace and provides employees with an understanding of duties to be undertaken at each level of the Award and the knowledge required to undertake those duties.
54. In a recent decision of the Fair Work Commission (Deputy President Booth) *Transport Workers’ Union of Australia v Qantas Catering Group Ltd [2015] FWC 5874 (3<sup>rd</sup> September 2015)* Deputy President Booth clarified the interpretation of the Award Classification (Level) structure regarding the duties and role, and an assessment of the actual work performed.

(Refer: [Attachment “D”](#) – Fair Work Commission Decision, paragraphs forty six (46) and forty seven (47).

## **The SkillsMaster System Principles**

55. The principles associated with the SkillsMaster Pro-rata Award Based Wage Assessment tool are:
  - Each employee with a disability enjoys working conditions comparable to those of the general workforce;
  - The organisation ensures, people with a disability, placed in open (enclave) or supported employment (ADE), receive wages according to the relevant Award, order or industrial agreement (if any) consistent with legislation;
  - The organisation ensures the Pro-rata Award Based Wage is determined through a transparent assessment process, that complies with the criteria referred to in the “*Guide to Good Practice Wage Determination*” including:
    - ✓ Compliance with relevant legislation;
    - ✓ Validity of the process;
    - ✓ Reliability of the tool;
    - ✓ Fair and equitable wage outcomes for the employees; and
    - ✓ Practical application of the tool.
  - The organisation ensures, when wages are determined for people with a disability such determination is based on documented evidence which may be direct (observation), indirect

or supplementary evidence, and wages are linked to the relevant Modern Award classification, and wage level for the type of work undertaken by the employee;

- The organisation ensures evidence is collected for the assessment process, and is documented for the period, at least three (3) months prior to the organisation conducting the assessment, and prior to the employees' "*Employment Improvement Plan (IEP)*".
- Assessments are conducted annually or when a request for reassessment has been made by an employee, to ensure additional skills acquired, and increases in performance during the assessment period or year are compensated for, by progression to a higher wage level.
- The organisation ensures, an employee working in a supported employment environment (ADE) is informed, together with the employees' parents, guardian and/or advocate, of the wage assessment tool used by the organisation, the process used to determine the employees' wages, how the tool operates, the consequences of the process, documented details of the assessment and training deficiencies related to the employees allocated 'Job Model'.

### **The SkillsMaster Pro-Wage Assessment Process**

56. In the SkillsMaster System when determining a Pro-rata Award Based Wage it is important to compare the work (duties) required to be undertaken by an employee without a disability and covered by a Modern Award and remunerated accordingly, against the ability of a person with a disability to undertake the same work at the same level of performance.
57. Additional to this comparison is the requirement of the organisation to take into consideration the provision of additional support to people with a disability that would not be required to an employee without a disability in an open employment environment. Those additional considerations include:
- The employees consistency in the completion of each task;
  - The levels of supervision support given to the employee to complete each task;
  - The frequency of training given to the employee to remain competent to perform each task;
  - The levels of output by the employee (*individual measured productivity*) where a realistic measure can be determined; and
  - The behavioural management issues that affect performance and productivity of the employee and the workplace.
58. All of these considerations have a direct impact on the performance (productivity) of an employee with a disability completing a given task. In particular Behavioural Management issues will not only have an impact on an individuals' performance, in most cases it has an effect on the entire workforce and the overall productivity of the business.
59. Within the SkillsMaster System - Pro-rata Award Based Wage Assessment determination, there are three distinct assessment areas, which includes work performance (productivity) to be undertaken.

They are:

- **Task Competencies** – Specific set of skills (duties or work) undertaken, to directly complete a “Whole Job”.
- **Work Associated Competencies** – These are general vocational skills (*referred to as “CORE SKILLS”*) necessary to maintain successful employment. These skills for people with a disability may include “Punctuality”, “Working Consistently”, “Team Work” or “Personal Health and Hygiene”. Work associated competencies are only included in the “Job Model” to determine skill deficiencies and training needs of an employee, and are not included in the assessable tasks for determining the wage outcome for the employee, unless the Work Associated Competency is an inherent part of the work undertaken by the employee.

*An example of a Work Associated Competency being included in the assessable tasks may be where an employee is working in a food preparation role. In this as case the employee would be required to have skill in “Personal Health and Hygiene.*

- **Performance** – For people with a disability this is generally measured against levels of outputs generated by peers undertaking similar tasks, opposed to the more traditional measures of performance for people without a disability, which are measured against pre-determined outputs (*productivity*) established by management. In the SkillsMaster System the measure of performance is a combination of both processes.

60. The measure of performance in the SkillsMaster System is no different from the measure of performance in an open employment environment where an employer conducts annual performance reviews (or appraisals) of its employees.
61. The SkillsMaster System by its performance review (assessment) not only establishes the wage outcome for the employee it also gives the employee the opportunity to discuss with the organisation the employees’ role, wage outcome, and the training needs of the employee, consistent with the Disability Services Act 1986 and the associated Disability Standards.
62. In the SkillsMaster System the assessment of an employee and the wage determination is conducted in two (2) stages:

#### **Stage 1 – Competency Assessment**

The assessor through the assessment process will establish if the employee is competent at each task (duty or work) contained in the “Job Model” Only those task where the employee has been assessed as competent, will transfer to the second stage of the assessment.

#### **Stage 2 – Performance (Productivity)**

The assessment of the employees performance is determined though an analysis of the evidence gathered over the preceding three (3) months of the assessment period. The assessor disseminates the information and makes a judgement as to the employees’ performance. Where a realistic measure of an individual employees’ productivity can be identified the assessor will also use this information to determine the outcome.

63. Wage assessment in the SkillsMaster System is the assessment of an employees' ability to perform, all the tasks (duties or work) identified in the "Job Model" (Whole Job) against the prescribed standards of performance required by the organisation. The key concepts are *Skill (duties and/or Work)* and *Assessment*. Both *Skill* and *Assessment* have the standard meanings as those described in the Award (*Skill*) and the National Training Board (*Assessment*).
64. Assessment in the SkillsMaster System is also the process of collecting the required evidence and making an informed judgement on the extent and nature of progress towards the performance requirements set out in a standard or learning outcome. Assessment is the process of determining whether an employee meets the prescribed standard of performance, i.e. whether they demonstrate the skill level required at each task and at each level within the structure.

### **The Measure of Performance (Productivity)**

65. The measure of productivity in a workplace is not normally the measure of an individual's output rather it is the measure of a process that may have many variables where, individual employees in the process have a role to play and that role may have an impact on the overall outcome of the process.
66. In general, and in its simplest terms, the measure of productivity can be demonstrated as follows:

$$\text{Productivity} = \frac{\text{Units of Outputs}}{\text{Units of Inputs}}$$

Units of Output - (Sales)  
 Units of Input - (Capital, Labour, Materials etc.)

67. There is no mention in the Supported Wage System other than productivity rate adjustment where the full impact of the additional cost associated with the employment of an employee with a disability in an ADE is taken into consideration.
68. If an employer is to assess a standard of performance (productivity) to be achieved in any work environment by an individual employee, one must first identify the job to be undertaken.
69. Although the measurement of individual employees' performance or productivity (output) is an important factor in any work environment, the determination of an employees' ability to do the work (competent at the task) is the first stage in the process.
70. The measure of individual productivity in an open employment environment is a discretionary matter for the employer, to evaluate the performance of an employee against a standard required by the employer to remain employed. Therefore, the measurement of individual employee productivity is a multi-factor process of:
- Determining the competence of the employee at each task to be undertaken; and
  - Measure the performance (productivity/output) of the employee undertaking the task.
71. As referred to earlier in an open employment environment, it is expected an employee would be working at a 100% capacity or as required by the employer to justify the employment of the employee, and where the employee is not achieving the required level of performance the employer has the option to performance manage the employee which may include additional training to assist the employee in reaching the required standard or in some cases disciplinary action. The only difference with an ADE is that it is accepted, employees with a disability do not

as a general rule perform to the same standard as an employee without a disability and further need additional support and guidance.

72. Modern Awards do not contain specific provisions that require an employee to achieve a predetermined level of performance or individual measured productivity to be paid a rate of pay at a designated Classification or Wage Level.
73. Modern Awards only describe the skill and knowledge required to be classified at a particular level within the structure and paid the award rate of pay for that level.

## **Conclusion**

74. As the Supported Wage System was clearly identified in the original decision (Refer: *Paragraph I*) not to be an appropriate wage assessment tool for people with a disability working in an ADE the Commission should not consider the use of that system to be the only system to be used for determining wage outcomes for people with a disability working in an ADE.
75. To formulate and implement any wage assessment tool for people with a disability working in an ADE, and any modified SWS the Commission may consider appropriate to include in the Award, the system should:
  - Address all the considerations mentioned in this document;
  - Work in conjunction with the Modern Award system;
  - Be flexible to allow for variations in an employees' ability and capacity;
  - Have the ability for the assessment to be conducted in-house by the employees supervisor in consultation with a qualified workplace assessor;
  - Be non-discriminatory, fair, reasonable and acceptable to the employees being assessed by the system; and
  - Allow the employee to progress to a full 100% of the Award wage if it is determined the employee can perform the duties to a level consistent with that of a non-disabled employee.
76. As the SkillsMaster System is a wage assessment tool which has been used for the determination of a Pro-rata Award Based Wage for people with a disability working in an ADE environment for over twenty years, has been determined by the Fair Work Commission as non-discriminatory, (Refer: ***Fair Work Act 2009, Section 195(3)***) being a provision of many enterprise agreements approved by the Fair Work Commission, the Commission should not consider the removal of the tool from the Award.

**Phil Amos**

## **PRACTICAL WORKPLACE RELATIONS**

Industrial Advocate/Workplace Relations Consultant/Human Resource Management Advisor

Designer/Supplier - **SkillsMaster** ©

Skills Management and Training Needs Analysis System

Incorporating: A Pro-rata Award Based Wage Assessment Tool for People with a Disability

Phone: 02 4945 5220

Mobile: 0407 716 331

Email: [skillsmaster275@outlook.com](mailto:skillsmaster275@outlook.com)

# Attachment 'A'

Dec 1831/94 S Print L5723

## AUSTRALIAN INDUSTRIAL RELATIONS COMMISSION

Industrial Relations Act 1988  
s.113 application for variation

Australian Council of Trade Unions

and

Australian Chamber of Commerce and Industry  
(C Nos 31484, 31485, 31486, 31487, 31488, 31489, 31490, 31491 of 1994)

and

Public Sector, Professional, Scientific Research, Technical, Communications,  
Aviation and Broadcasting Union

and

Minister for Industrial Relations  
(C No. 31494 of 1994)

SADDLERY, LEATHER, CANVAS AND PLASTIC MATERIAL WORKERS AWARD 1985  
(ODN C No. 03936 of 1985)  
[Print G0692 [S0001]]

HOTELS, MOTELS, WINE SALOONS, CATERING, ACCOMMODATION, CLUBS AND CASINO  
EMPLOYEES (NORTHERN TERRITORY) CONSOLIDATED AWARD 1986  
(ODN C No. 03276 of 1979)  
[Print G6935 [H0021]]

COMMUNITY CARE SERVICES (A.C.T.) AWARD, 1987  
(ODN C No. 03951 of 1984)  
[Print G6635 [C0196]]

CSR WOODPANELS AWARD 1990  
(ODN C No. 01065 of 1982)  
[Print J2368 [C0275]]

TIMBER INDUSTRY AWARD 1990  
(ODN C No. 00031 of 1950)  
[Print J2380 [T0028]]

RETAIL AND WHOLESALE SHOP EMPLOYEES (AUSTRALIAN CAPITAL TERRITORY) AWARD 1983  
(ODN C No. 03078 of 1982)  
[Print J5408 [R0017]]

GENERAL CLERKS (NORTHERN TERRITORY) CONSOLIDATED AWARD 1985  
(ODN C No. 01286 of 1980)  
[Print G0198 [G0019]]

BRISBANE CITY COUNCIL SALARIED STAFF AWARD 1992  
(ODN C No. 36257 of 1989)  
[Print K2160 [B0056]]

## DECISION - VARIOUS INDUSTRIES

ADMINISTRATIVE AND CLERICAL OFFICERS' (AUSTRALIAN PUBLIC  
SERVICE) SALARIES AWARD 1986  
(ODN C No. 07114 of 1986)  
[Print G3598 [A0324]]

Various employees

Various industries

PRESIDENT O'CONNOR  
VICE PRESIDENT McINTYRE  
COMMISSIONER GAY

MELBOURNE, 10 OCTOBER 1994

Wage rates - supported wage system - disabled employee - joint application for a supported wage system - facilitates employment of workers with disability in open employment at a rate of pay commensurate with employee's assessed productive capacity - model clause defines conditions applying to such employees - awards varied.

## DECISION

These matters came before the Commission as a result of joint applications under section 113 of the Industrial Relations Act 1988 (the Act) by the ACTU (acting on behalf of the relevant unions) and employers to vary the above awards by consent to include a model clause (annexured to this decision) which makes provision for the operation of the "Supported Wage System". The matters were heard by the Commission on 20 July 1994, when joint submissions were presented by the ACTU, employers and Commonwealth Government in support of the applications. The Governments of New South Wales, Queensland, Tasmania and the Australian Capital Territory also appeared to express their support.

The "Supported Wage System" facilitates the employment of workers with disabilities in open employment at a rate of pay commensurate with the employee's assessed productive capacity. The system is an important social and industrial advance.

The model clause, referred to above, defines the conditions to apply to employees who, because of the effects of a disability, are eligible for a supported wage under the terms of the clause. The clause among other things:

specifies the applicable percentages of minimum award rate of pay payable to an employee having regard to the employee's capacity;

provides for the assessment of an employee's productive capacity and its documentation in an assessment instrument;

requires the lodgment with the Registrar of all assessment instruments, including the appropriate percentage of the award to be paid to the employee; and

provides that, where an assessment has been made, the applicable percentages are to apply to the wage rate only and that employees will be entitled to the same terms and conditions of employment as all other workers covered by the award paid on a pro rata basis.

The model clause constitutes part only of the "Supported Wage System". Other parts of the system include a disability wage supplement paid through the social security system and other forms of support, such as on-the-job support and financial support for employers with respect to some of the additional costs of employing a person with a disability.



Where, in the awards before us, the model clause replaces an existing "slow" or "infirm" workers clause, it is agreed that a savings provision be added to the model clause to enable persons employed under the "slow" or "infirm" workers clause to continue to be paid under that clause as if the model clause had not been inserted in the award.

At the conclusion of proceedings on 20 July the Commission indicated that it intended to grant the applications to insert the model clause into the awards before it.

The Commission is satisfied that there is a jurisdictional basis for the proposed variations to each award and that the model clause is consistent with ILO conventions, the Disability Discrimination Act 1992, the Disability Service Act 1986, the objects of the Act and the Commission's own wage fixing principles. The Commission is also satisfied that the proposed model clause contains appropriate safeguards to ensure that the wages paid are equitable and that workers with disabilities are not exploited.

The Commission is conscious of the fact that the consent applications before it are an historic initiative which has attracted unanimous support from all the parties involved, and has been the result of extensive consultative processes. The model clause is, as the parties submitted, facilitative only; i.e. it will not be sufficient in itself to promote greater employment opportunities for people with disabilities. The clause, to be effective, requires a commitment by the industrial parties to make use of the award provisions. We confidently expect that this commitment will be forthcoming and that the model clause will be implemented in workplaces to assist those people with disabilities who may have previously found it difficult or impossible to compete for jobs in the open labour market. We hope that other awards of the Commission will be varied to include the model clause and that the parties to those awards will implement its provisions. The Commission congratulates the parties on their co-operation and considerable efforts in developing the "Supported Wage System" which, we hope, will encourage industry to employ workers with disabilities and assist the integration of disabled workers into the general workforce.

We publish separately orders varying each of the awards before us. These orders will come into force from the first pay period to commence on or after 20 July 1994 and will remain in force for a period of six months.

## Appearances:

M. Ferguson with D. Whelan and J. Collins for the Australian Council of Trade Unions.

I. Spicer with R. Hamilton for the Australian Chamber of Commerce and Industry.

P. Core with P. Drever for the Minister for Industrial Relations for the Commonwealth.

J. Johnston for Her Majesty the Queen in right of the State of Queensland (intervening).

M. Trenerry for Her Majesty the Queen in right of the State of New South Wales (intervening).

J. Woodrow for the Government of the Australian Capital Territory (intervening).

L. Lawrence for Her Majesty the Queen in right of the State of Tasmania (intervening).

## Hearing details:

1994.

Melbourne:

July 20.

## ANNEXURE - MODEL CLAUSE

## 1 WORKERS ELIGIBLE FOR A SUPPORTED WAGE

(a) This clause defines the conditions which will apply to employees who because of the effects of a disability are eligible for a supported wage under the terms of this agreement/award. In the context of this clause, the following definitions will apply:

- Government
- (i) "Supported Wage System" means the Commonwealth System to promote employment for people who cannot work at full award wages because of a disability, as documented in "[Supported Wage System: Guidelines and Assessment Process]".
- (ii) "Accredited Assessor" means a person accredited by the management unit established by the Commonwealth under the Supported Wage System to perform assessments of an individual's productive capacity within the Supported Wage System.
- pension
- (iii) "Disability Support Pension" means the Commonwealth scheme to provide income security for persons with a disability as provided under the Social Security Act 1991, as amended from time to time, or any successor to that scheme.
- the
- (iv) "Assessment instrument" means the form provided for under Supported Wage System that records the assessment of the productive capacity of the person to be employed under the Supported Wage System.

## Eligibility criteria

(b) Employees covered by this clause will be those who are unable to perform the range of duties to the competence level required within the class of work for which the employee is engaged under this agreement/award, because of the effects of a disability on their productive capacity and who meet the impairment criteria for receipt of a Disability Support Pension.

(The clause does not apply to any existing employee who has a claim against the employer which is subject to the provisions of workers' compensation legislation or any provision of this agreement/award relating to the rehabilitation of employees who are injured in the course of their current employment).

The award does not apply to employers in respect of their facility, programme, undertaking service or the like which receives funding under the Disability Services Act 1986 and fulfills the dual role of service provider and sheltered employer to people with disabilities who are in receipt of or are eligible for a disability support pension, except with respect to an organisation which has received recognition under s.10 or under s.12A of the

Act, or if a part only has received recognition, that part.

Supported wage rates

(c) Employees to whom this clause applies shall be paid the applicable percentage of the minimum rate of pay prescribed by this award/agreement for the class of work which the person is performing according the following schedule:

## DECISION - VARIOUS INDUSTRIES

Assessed capacity % of prescribed award rate  
(sub-clause (d))

10%*	10%	
20%		20%
30%		30%
40%		40%
50%		50%
60%		60%
70%		70%
80%		80%
90%		90%

(Provided that the minimum amount payable shall be not less than \$45 per week).

\* Where a person's assessed capacity is 10%, they shall receive a high degree of assistance and support.

## Assessment of capacity

(d) For the purpose of establishing the percentage of the award rate to be paid to an employee under this award/agreement, the productive capacity of the employee will be assessed in accordance with the Supported Wage System and documented in an assessment instrument by either:

- (i) the employer and a union party to the award/agreement,  
in consultation with the employee or, if desired by any of these;
- (ii) the employer and an accredited Assessor from a panel  
agreed by the parties to the award and the employee.

## Lodgment of assessment instrument

- (e) (i) All assessment instruments under the conditions of this clause, including the appropriate percentage of the award wage to be paid to the employee, shall be lodged by the employer with the Registrar of the Industrial Relations Commission.
- (ii) All assessment instruments shall be agreed and signed by the parties to the assessment, provided that where a union which is party to the award/agreement, is not a party to the assessment, it shall be referred by the Registrar to the union by certified mail and shall take effect unless an objection is notified to the Registrar within 10 working days.

## Review of assessment

(f) The assessment of the applicable percentage should be subject to annual review or earlier on the basis of a reasonable request for such a review. The process of review shall be in accordance with the procedures for assessing capacity under the Supported Wage System.

## Other terms and conditions of employment

(g) Where an assessment has been made, the applicable percentage shall apply to the wage rate only. Employees covered by the provisions of the clause will be entitled to the same terms and conditions of employment as all other workers covered by this award/agreement paid on a pro rata basis.

## Workplace adjustment

(h) An employer wishing to employ a person under the provisions of this clause shall take reasonable steps to make changes in the workplace to enhance the employee's capacity to do the job. Changes may involve re-design of job duties, working time arrangements and work organisation in consultation with other workers in the area.

## Trial period

- (i) (i) In order for an adequate assessment of the employee's capacity to be made, an employer may employ a person under the provisions of this clause for a trial period not exceeding 12 weeks, except that in some cases additional work adjustment time (not exceeding 4 weeks) may be needed.
- (ii) During that trial period the assessment of capacity shall be undertaken and the proposed wage rate for a continuing employment relationship shall be determined.
- (iii) The minimum amount payable to the employee during the trial period shall be no less than \$45 per week.  
[or in paid rates awards]
- (iii) The amount payable to the employee during the trial period shall be \$45 per week or such greater amount as is agreed from time to time between the parties (taking into account the Department of Social Security income test free area for earnings) and inserted into this Award.
- (iv) Work trials should include induction or training as appropriate to the job being trialled.
- (v) Where the employer and employee wish to establish a continuing employment relationship following the completion of the trial period, a further contract of employment shall be entered into based on the outcome of assessment under subclause (c) hereof.

\*\* end of text \*\*

## Attachment 'B'

### *Manufacturing and Associated Industries and Occupations Award 2010, Schedule "B" Classification Structure and Definitions*

#### **Schedule A—Classification Structure and Definitions**

[Varied by [PR986428](#), [PR988376](#), [PR992240](#), [PR995121](#), [PR505533](#), [PR544780](#)]

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

#### **A.2 Classification structure**

##### **A.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 A.2.2)
<b>C1</b>	Professional Engineer Professional Scientist  <i><b>NOTE:</b> Professional Engineers and Professional Scientists in Level C1 are covered by the <i>Professional Employees Award 2010</i></i>	Degree	180/210%
<b>C2(b)</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%
<b>C2(a)</b>	Leading Technical Officer  Principal Supervisor/ Trainer/Co-ordinator	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.  Advanced Diploma or equivalent of which at least 50% of the competencies are in supervision/training.	150%



<b>Classification levels</b>	<b>Classification title</b>	<b>Minimum training requirement</b>	<b>Wage relativity to C10 (see clause A.2.2)</b>
<b>C3</b>	Engineering Associate/ Laboratory Technical Officer—Level II	Advanced Diploma of Engineering, or equivalent.	145%
<b>C4</b>	Engineering Associate/ Laboratory Technical Officer—Level 1	80% towards an Advanced Diploma of Engineering, or equivalent.	135%
<b>C5</b>	Advanced Engineering Tradesperson—Level II	Diploma of Engineering—Advanced Trade, or equivalent.	130%
<b>C6</b>	Engineering/Laboratory Technician—Level V	Diploma of Engineering—Technical, or equivalent.	125%
	Advanced Engineering Tradesperson—Level 1	C10 + 80% towards a Diploma of Engineering—Advanced Trade, or equivalent.	
<b>C7</b>	Engineering/Laboratory Technician—Level IV	50% towards an Advanced Diploma of Engineering, or 85% towards a Diploma of Engineering—Technical, or equivalent.	115%
	Engineering/ Manufacturing Tradesperson—Special Class Level II	Certificate IV in Engineering, or C10 + 60% towards a Diploma of Engineering, or equivalent.	
<b>C8</b>	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	110%
	Engineering/ Manufacturing Tradesperson—Special Class Level I	C10 + 40% towards a Diploma of Engineering, or equivalent	
	Engineering/Laboratory Technician—Level II	40% towards an Advanced Diploma of Engineering, or 60% towards a Diploma of Engineering—Technical, or equivalent	

Classification levels	Classification title	Minimum training requirement	Wage relativity to C10 (see clause A.2.2)
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%

**A.2.2** The percentage wage relativities to C10 in the table in clause A.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.

### **A.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 **Error! Reference source not found.**
- (b) Supervisor/Trainer/Coordinator—Level II: 115% of the minimum wage paid to the highest paid employee supervised or trained subject to clause **Error! Reference source not found.**
- (c) Supervisor/Trainer/Coordinator—Technical: 107% of the minimum wage applicable to the employee's technical classification.

## **A.3 Classification definitions**

**A.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 **Error! Reference source not found.** 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 **Error! Reference source not found.**

### **A.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.

### **A.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.

#### **A.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.

#### **A.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.

### **A.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.

### **A.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.

### **A.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 A.2.1 of Schedule A 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.

**A.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 A.2.1 of Schedule A 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.

**A.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 A.2.1 of Schedule A 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.

**A.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 A.2.1 of Schedule A 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.

**A.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 A.2.1 of Schedule A 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.

**A.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 A.2.1 of Schedule A 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.

### **A.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 A.2.1 of Schedule A 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.

### **A.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).

### **A.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.

#### **A.4 Indicative Tasks for employees covered by clause Error! Reference source not found.**

[B.4 inserted by [PR995121](#) ppc 19Mar10]

**A.4.1** For an employee covered by clause **Error! Reference source not found.** 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 clauses A.1–A.3.

**A.4.2** For the purposes of clause A.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.

**A.4.3** For the purposes of clause A.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.

**A.4.4** For the purposes of A.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.

**A.4.5** For the purposes of clause A.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.

## ATTACHMENT 'C'

### *Graphic Arts and Printing Award 2010 – Schedule “B” Classification Definitions*

[Sched B varied by [PR988364](#), [PR994528](#)]

The definitions for the classification levels are as follows:

#### **Level 1**

An employee at this level is undertaking up to 38 hours of induction training. This does not restrict or limit the employment of new employees at a higher level should they be accepted as possessing experience or skills appropriate to a higher level.

An employee at this level:

performs elementary routine duties of a repetitive nature;

works under direct supervision;

is aware of the tasks required at level 2;

observes safe work practices;

undertakes literacy and numeracy training (if required) to perform tasks functionally;  
and

undertakes training so as to enable them to work at level 2.

On the completion of the required training, the employee will be reclassified to level 2.

#### **Level 2**

Employees at this level perform work above the skills of an employee at level 1 to the level of their competence, skill and training.

An employee at this level will be capable of:

having an orientation to machinery and equipment;

assisting with preparation of basic machines;

operating materials handling equipment;

undertaking housekeeping and routine maintenance cleaning;

having a basic knowledge of computer-controlled systems as it relates to their work;

[B.2 varied by [PR994528](#) from 01Jan10]

understanding and applying occupational health and safety (OH&S) practices and existing procedures applying in their work area at their level of training;

understanding and applying existing work procedures applying in their work area to their level of training;

following instructions;

understanding quality standards of the enterprise applying in their work area;

working under direct supervision to the level of training or skills held;

being a member of and understanding operating guidelines of their workgroup/team;  
and

potentially assisting in on-the-job training of others in their area by way of explanation and demonstration.

*Indicative tasks at this level may include:*

assisting with make ready of basic machines;

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

repetitive work of a basic nature such as maintaining simple records and single purpose functions as in manual folding, perforating, stacking, inserting and paging;

housekeeping and routine maintenance cleaning.

### **Level 3**

Employees at this level perform work above the skills of an employee at level 2 to the level of their competence, skill and training.

An employee at this level will be capable of:

following written or verbal instructions;

having knowledge of computer controlled systems as it relates to their work area;

understanding and applying existing work procedures applying in their area;

performing housekeeping functions within immediate area; this may include lubricating equipment under direction;

assisting in forward planning materials and equipment for next job;

identifying quality variations;

recognising when problems arise and referring appropriately in own work area;

being a member of and understanding the operating guidelines of their work group/team;

undertaking work prescribed on a task basis through written and verbal instructions and with continuous presence of a skilled operative;

working under direct supervision; and

assisting in the on-the-job training of others up to this level by way of explanation and demonstration in conjunction with skilled operators and supervisor.

*Indicative tasks at this level may include:*

routine setting, adjustment and operation of basic similar pieces of equipment such as plastic laminating machine;

assisting with basic duties on a printing machine under direct supervision by cleaning, washing up of ink ducts, blankets and impression cylinders, stacking and removing delivery, stack on sheet fed press;

applying OH&S practices and environmental protection procedures;

operating computer-controlled systems using basic keyboard skills as it relates to their work area;

operating of non-licensed materials handling equipment;

matching of product against quality standards within own work area;

operating an envelope cutter and/or die cutter, marking and laying out;

storing and packing of goods and materials in accordance with appropriate procedures and/or regulations, preparation and receipt of appropriate documentation, allocating and retrieving goods from specific warehouse areas, basic visual display unit operation, periodic housekeeping and stock checks; and

assisting in the on-the-job training of others up to this level in conjunction with skilled operators and a supervisor.

## **Level 4**

Employees at this level perform work above the skills of an employee at level 3 to the level of their competence, skill and training. An employee at this level may have completed an AQF Certificate Level II or equivalent training qualification.

An employee at this level will be capable of:

working to written instructions and issuing verbal instructions;

forward planning materials and equipment required for next job;

identifying quality variation by matching product against quality standard within own work area;

understanding of routine and preventive maintenance procedures and applying them in their work;

participating in and contributing to work group or team decision making, problem solving and team operating; and

understanding the enterprise's production processes and products and the administrative and organisational procedures as they relate to the immediate work area.

*Indicative tasks at this level may include:*

machine setting, adjustment and operation on a variety of equipment;

applying OH&S practices, environmental protection procedures;

assisting in on-the-job training of others up to this level in conjunction with skilled adults and supervisors;

lubricating of production machinery equipment;

inventory and store/warehouse control including licensed operation of all appropriate materials handling equipment; use of tools and equipment within the warehouse; basic non-trades maintenance; visual display unit operation;

operating computer controlled systems using intermediate keyboard skills as it relates to their work area; and

maintaining established paper-based filing and records system in accordance with set procedures including creating and indexing new files, distributing files within the organisation as requested and monitoring file locations.

## **Level 5**

Employees at this level perform work above the skills of an employee at level 4 to the level of their competence, skill and training. An employee at this level may have completed a trade certificate, AQF Certificate Level III or equivalent training qualification.

An employee at this level will be capable of:

understanding the enterprise's production process and products, and administrative and organisational procedures as they relate to the work area;

providing informal on-the-job training to the level of their training and skill;

identifying quality variations of products and/or materials in the production process for conformity with established production standards, making adjustments to maintain quality standards;

having a working knowledge of routine and preventative maintenance procedures;

solving straightforward problems based on set procedures or factual information;

operating a computer-controlled system as an integral aspect of work to their level of training and accredited skill;

working under minimal supervision;

exercising discretion, work guided by general work processes and procedures;

being responsible for the work of others under their supervision;  
being a member of and understanding operating guidelines of a work group or team;  
working to written instructions and working to and issuing verbal instructions; and  
understanding and applying OH&S and safe working practices and environmental protection in their own work area.

*Indicative tasks at this level may include:*

setting, adjusting and operating a range of equipment in one of either pre-press, press or post-press areas;

having a sound knowledge of the employer's operations as they relate to the production process;

understanding and applying computer techniques as they relate to production process operations;

making adjustments to maintain quality standards;

forward planning material and equipment for next job;

undertaking maintenance to the level of their training and accredited skill including lubrication, elementary diagnosis of faults, routine adjustments and reporting on worn or damaged parts;

high level stores and inventory responsibility beyond the requirements of an employee at level 4;

formatting complex documents including technical data, technical language, tables, graphics, design variable type face;

producing documents requiring specific form or to comply with regulations or standards; and

undertaking basic art and design to their level of training and accredited skill.

## **Level 6**

Employees at this level perform work above the skills of an employee at level 5 to the level of their competence, skill and training. An employee at this level may have completed a trade certificate, AQF Certificate Level III or equivalent training.

An employee at this level will be capable of:

having a general knowledge of enterprise processes and procedures impacting on their own area;

providing on-the-job training to the level of their training and accredited skill;

having knowledge of problem-solving techniques and procedures in their own area;

identifying quality variations of products and/or materials in the production process for conformity with established production standards;

making adjustments to maintain quality standards;

exercising limited discretion, work guided by general work processes and procedures;

having a working knowledge of routine and preventive maintenance procedures;

undertaking maintenance procedures;

participating in, developing and implementing appropriate OH&S and environmental protection practices in their area of work;

participating in and contributing to work, group or team decision making, problem solving and team operation;

being responsible for the work of others under their supervision; and

working under minimal supervision.

*Indicative tasks at this level may include:*

set up and operation of machines of a complex nature in one of either the pre-press, press or post-press area;

forward planning materials and equipment for next job;

making adjustments to maintain quality standards;

providing trade guidance and assistance as part of a work team;

operating a computer controlled system as an integral aspect of work to their level of training and accredited skill;

undertaking maintenance procedures to the level of their training and skill including lubrication, elementary diagnosis of faults, routine adjustments and assisting with the replacement of parts and equipment;

applying knowledge of desk-top publishing to integrate complex documents;

maintaining control registers including inventory control and being responsible for the preparation and reconciliation of regular reports and stock movement; and

undertaking immediate art and design to their level of training and accredited skill.

## **Level 7**

Employees at this level perform work above the skills of an employee at level 6 to the level of their competence, skill and training. An employee at this level may have completed a trade certificate, AQF Certificate Level III or equivalent training.

An employee at this level will be capable of:



having the skills and knowledge to set up and operate machines of a complex nature in one of either pre-press, press or post-press areas; may have general knowledge of other functional areas impacting on their own;

having a thorough knowledge of enterprise's processes and procedures impacting on own area;

working under minimal supervision either individually or in a team;

operating a computer-controlled system as an integral aspect of work to their level of training and accredited skill;

undertaking routine and preventive maintenance to the level of their training and accredited skill;

participating in, developing and implementing appropriate OH&S and environmental protection practices in their area of work;

co-ordinating work in a team environment; and

identifying quality variations of products and/or materials in the production process for conformity with established production standards contributing to diagnosis of quality variations and making adjustments to maintain quality standards.

*Indicative tasks at this level may include:*

set up, adjustment and operating of machines of a complex nature in one of either pre-press, press or post-press areas;

providing trade guidance and assisting as part of a work team;

assisting in the provision of training in conjunction with supervisors and trainers;

removing and replacing specific assemblies in immediate work area;

allocating tasks to team members in order to meet planned production requirements and being responsible for the work of others under their supervision;

evaluating usefulness or applicability of software programs (using existing software programs) and recommending solutions to meet new or different application requirements;

undertaking complex art and design to their level of training and accredited skill.

## **Level 8**

Employees at this level perform work above the skills of an employee at level 7 to the level of their competence, skill and training. An employee at this level may have completed a trade certificate, AQF Certificate Level IV or equivalent training.

An employee at this level will be capable of:

having a thorough knowledge of production processes and procedures in own area and general knowledge of downline processes;

working under minimal supervision and demonstrating a high level of proficiency;

undertaking routine production scheduling and materials handling within the scope of their area of work to maintain planned production requirements;

monitoring, evaluating and reporting quality variations within a broad work area;

having a knowledge of process, problem solving techniques and procedures and exercising initiative and judgment in solving day-to-day operational problems;

exercising considerable discretion; work is guided by company precedents and policies; work procedures may be adopted to meet production requirements;

operating a computer-controlled system as an integral aspect of routine work to their level of training and accredited skill;

undertaking routine and preventative maintenance to the level of their training and accredited skill;

removing and replacing assemblies/subassemblies to carry out cleaning and inspection of parts;

participating in, developing and implementing appropriate occupational health and safety practices in the area of work; encouraging staff under their supervision to accept and enforce safety requirements;

providing technical guidance and assistance to work, groups and teams;

providing on-the-job training in conjunction with supervisors and/or trainers; and

being responsible for the work of others under their supervision and has undertaken supervisory training.

*Indicative tasks at this level may include:*

exercising high precision trade skills;

exercising intermediate Computer-aided Design and Computer-aided manufacturing (CAD/CAM) skills in the performance of routine modifications to programs;

creating or producing original design roughs or finished artwork from employer or clients' instructions, either manually or by computer;

liaising and advising internal customers and employees outside the work team;

operating and/or co-ordinating a group of computers such as a small multi-user system or a large group of personal computers which may include operating a help desk; and

participating in problem solving techniques and procedures and exercising initiative and judgment in solving day-to-day operational problems.

## —Competencies

[Sched C varied by [PR988364](#)]

This Schedule contains two parts: Part A sets out the sectors of the industry in which employees are generally employed; Part B sets out support competencies which may be relevant to employees working in various sectors of the industry.

The following competencies are aligned to the units of competency in the Printing and Graphic Arts Training Package (ICP05). In the event of a dispute over the meaning of the competencies, the relevant competency standard from ICP05 will apply.

There will be no double-counting of competencies which an employee possesses. In some cases, two or more competency units deal with relatively similar competencies and it would be inappropriate to take into account the points for each competency for classification purposes. Any dispute regarding the allocation of units will be dealt with through clause **Error! Reference source not found.** and reference to the rules contained within the Training Package.

The inclusion of particular competencies within 0 or the recognition of particular qualifications within the award, will not vary the coverage of the award beyond that set out in clause **Error! Reference source not found.—Error! Reference source not found.**

### **Part A—Competencies relating to the sectors of the industry in which employees are generally employed**

	<b>Units</b>	<b>Points</b>
<b>Printing (PR)</b>		
Apply knowledge and requirements of printing machining	KN12A	3
Apply knowledge and requirements of the screen printing sector	KN14A	3
Apply knowledge and requirements of paper and printing processes	KN16A	3
Apply knowledge and requirements of information technology systems in the printing industry	KN20A	3
Sell products and services	WRRS1B	2
Advise on products and services	WRRS2B	2
Mount and proof flexographic plates for basic printing	PR211A	2
Produce basic flexographic printed product	PR214A	2
Produce basic gravure printed product	PR222A	2
Produce basic lithographic printed product	PR232A	2
Produce basic pad printed product	PR242A	2
Produce basic relief printed product	PR252A	2
Set up for foil stamping	PR261A	2

	<b>Units</b>	<b>Points</b>
Produce foil stamped product	PR262A	2
Set up for basic coating	PR271A	2
Produce basic coated product	PR272A	2
Set up and produce basic digital print	PR281A	2
Produce and manage digital print (Basic)	PR282A	2
Research business opportunities	BSBSBM301A	3
Identify sales prospects	BSBSLS302A	3
Set up for basic flexographic printing	PR313A	3
Produce complex flexographic printed product	PR314A	3
Set up for basic gravure printing	PR321A	3
Produce complex gravure printed product	PR322A	3
Set up for basic lithographic printing	PR331A	3
Produce complex lithographic printed product	PR332A	3
Set up for basic pad printing	PR341A	3
Produce complex pad printed product	PR342A	3
Set up for basic relief printing	PR351A	3
Produce complex relief printed product	PR352A	3
Produce and manage complex digital print	PR382A	3
Prepare for personalised digital printing	PR383A	3
Undertake financial planning	BSBSBM402A	4
Undertake business planning	BSBSBM404A	4
Mount and proof flexographic plates for complex printing	PR411A	4
Set up for complex flexographic printing	PR413A	4
Produce specialist flexographic printed product	PR414A	4
Set up for complex gravure printing	PR421A	4
Produce specialist gravure printed product	PR422A	4
Set up for complex lithographic printing	PR431A	4
Produce specialist lithographic printed product	PR432A	4
Set up for complex pad printing	PR441A	4
Produce specialist pad printed product	PR442A	4
Set up for complex relief printing	PR451A	4
Produce specialist relief printed product	PR452A	4

	<b>Units</b>	<b>Points</b>
Set up for complex coating	PR471A	4
Produce complex coated product	PR472A	4
Set up and produce complex digital print	PR481A	4
Prepare for variable data printing	PR484A	4
Use on press monitoring of print quality	PR491A	4
Use on press print control devices	PR492A	4
Set up and monitor in-line printing operations	PR493A	4
Set up for specialised flexographic printing	PR513A	5
Set up for specialised gravure printing	PR521A	5
Set up for specialised lithographic printing	PR531A	5
Set up for specialised pad printing	PR541A	5
Set up for specialised relief printing	PR551A	5
<b>Pre-press (PP)</b>		
Apply knowledge and requirements of graphic pre-press	KN11A	3
Develop a basic design concept	PP211A	2
Select and apply type	PP221A	2
Scan a line image	PP222A	2
Photograph a line image	PP223A	2
Produce pages using a page layout application	PP224A	2
Produce graphics using a graphics application	PP225A	2
Produce interactive PDF files	PP226A	2
Produce online PDF files	PP227A	2
Manually combine spot colour and basic four colour images	PP231A	2
Electronically combine and assemble data	PP232A	2
Output images	PP252A	2
Proof images	PP260A	2
Produce relief plates	PP266A	2
Produce offset lithographic plates	PP267A	2
Make photopolymer plates (flexographic)	PP268A	2
Produce photopolymer plates for pad printing	PP269A	2
Make gravure cylinders manually	PP272A	2

	<b>Units</b>	<b>Points</b>
Design basic carton	PP281A	2
Prepare artwork for screen printing	PP283A	2
Use drawing techniques to represent the object or idea	CUVCOR07A	2
Develop a detailed design concept	PP311A	3
Produce a typographic image	PP321A	3
Digitise images for reproduction	PP322A	3
Photograph and produce halftone images	PP323A	3
Create pages using a page layout application	PP324A	3
Create graphics using a graphics application	PP325A	3
Generate high-end PDF files	PP328A	3
Manually combine complex four colour images	PP331A	3
Electronically combine complex images	PP333A	3
Prepare an imposition format for printing processes	PP334A	3
Output complex images	PP352A	3
Undertake special colour proofing	PP360A	3
Produce multiple image plates	PP370A	3
Make gravure cylinders electronically	PP372A	3
Produce computer image for screen printing	PP382A	3
Operate a database for digital printing	PP385A	3
Undertake digital proofing	PP386A	3
Transfer digital files	PP395A	3
Create 2D digital animation	CUFIMA03A	3
Apply the design process to 2 dimensional work in response to a brief	CUVDES02A	3
Integrate colour theory and design processes in response to a brief	CUVDES04A	3
Create a simple markup language document to specification	ICAITB135A	3
Make a presentation	BSBMKG407A	4
Undertake a complex design brief	PP411A	4
Compose and evaluate typography	PP421A	4
Digitise complex images for reproduction	PP422A	4
Apply to colour to design brief	PP423A	4
Manage colour	PP430A	4

	<b>Units</b>	<b>Points</b>
Generate complex imposition	PP435A	4
Output complex images direct to plate or press	PP452A	4
Design complex carton	PP481A	4
Set up and operate automated workflow	PP484A	4
Develop a digital data template	PP485A	4
Develop document information structure	PP494A	4
Use typography techniques for design work	CUVCRS05A	4
Apply a web authoring tool to convert client data	ICAITU207A	4
<b>Multimedia (MM)</b>		
Apply knowledge and requirements of the multimedia sector	KN15A	3
Access and use the internet	MM263A	2
Create and test a CD and ROM/DVD	MM296A	2
Use an authoring tool to create an interactive sequence	CUFMEM01A	2
Capture a digital image	MM321A	3
Edit a digital image	MM322A	3
Manipulate and incorporate audio into multimedia presentations	MM344A	3
Incorporate video into multimedia presentations	MM346A	3
Create 2 dimensional digital animations	CUFIMA03A	3
Update web pages	CUFMEM12A	3
Apply the design process to 2 dimensional work in response to a brief	CUVDES02A	3
Create a simple markup language document to specification	ICAITB135A	3
Build client relationships	BSBMKG406A	4
Create an extensible document	MM491A	4
Create an extensible style sheet	MM492A	4
Address copyright	CUFADM02A	4
Create 3 dimensional digital animation	CUFIMA04A	4
Integrate and use scripting language in authoring a multimedia product	CUFMEM03A	4
Apply principles of visual design and communication to the development of a multimedia product	CUFMEM07A	4

	<b>Units</b>	<b>Points</b>
Create dynamic pages	ICAITB165A	4
Use development software and IT tools to build a basic website to specification	ICAITB169A	4
Develop cascading style sheets (CSS)	ICAITB171A	4
Ensure website content meets appropriate technical protocols and standards	ICAITI189A	4
Apply a web authoring tool to convert client data	ICAITU207A	4
Manage multimedia production	MM581A	5
Manage multimedia projects	MM582A	5
Manage personal work priorities and professional development	BSBFLM401B	5
Create 3 dimensional digital models and images	CUFIMA05A	5
Create titles for screen production	CUFIMA07A	5
Author a multimedia product	CUFMEM02A	5
Test a multimedia product	CUFMEM04A	5
Apply principles of instructional design to a multimedia product	CUFMEM08A	5
Design and create a multimedia interface	CUFMEM10A	5
Design the navigation for a multimedia product	CUFMEM11A	5
Analyse and describe material	CULLB505A	5
Integrate a database with a website	ICAITB180A	5
Analyse information and assign meta-tags	ICAITB210A	5
Develop and implement visual effects designs	CUFIMA06A	6
Apply principles of game design to a multimedia product	CUFMEM09A	6
<b>Converting finishing (CF)</b>		
Apply knowledge and requirements of mail house	KN18A	3
Apply knowledge and process of converting paper-based products	KN19A	3
Apply knowledge and requirements of the converting, binding and finishing sector	KN13A	3
Operate inline mail machine	CF105A	1
Handling mail	CF202A	2
Collate and insert mail manually	CF203A	2



	<b>Units</b>	<b>Points</b>
Operate addressing machine	CF204A	2
Set up and operate a cheque mailer machine	CF208A	2
Set up and operate in-line mail machine	CF209A	2
Set up and run machine for sewing	CF2101A	2
Set up single faced web	CF2104A	2
Set up double faced web	CF2106A	2
Produce basic converted or finished product	CF220A	2
Set up and produce basic guillotined product	CF221A	2
Set up and operate inline cutter	CF222A	2
Set up machine for cutting (trimming)	CF223A	2
Produce cut (trimmed) product	CF224A	2
Set up machine for basic flat bed die cutting or embossing	CF225A	2
Produce basic flat bed die cut or embossed product	CF226A	2
Set up machine for basic rotary die cutting or embossing	CF227A	2
Produce basic rotary die cut or embossed product	CF228A	2
Set up machine for basic flat bed cutting	CF231A	2
Produce basic flat bed cut product	CF232A	2
Set up machine for basic rotary cutting	CF235A	2
Produce basic rotary cut rotary product	CF236A	2
Set up machine for basic single or continuous folding	CF241A	2
Produce basic single or continuous folded product	CF242A	2
Set up machine for basic collating or inserting (sheet/section)	CF243A	2
Produce basic collated or inserted (sheet/section) product	CF244A	2
Set up and produce hand collated or inserted product	CF245A	2
Set up machine for basic adhesive, mechanical or thermal fastening	CF261A	2
Produce basic adhesive, mechanical or thermal fastened product	CF262A	2
Set up and produce hand fastened product	CF263A	2
Set up machine for laminating	CF281A	2
Produce basic laminated product	CF282A	2
Set up profile cutting for envelope manufacture	CF294A	2

	<b>Units</b>	<b>Points</b>
Clean sack and bag machines	CF297A	2
Run and monitor sack and bag machines	CF298A	2
Manually sort mail and or parcels	TDTA4101A	2
Consolidate mail	TDTA4301A	2
Stream mail	TDTA4701A	2
Organise personal work priorities and development	BSBCMN302A	3
Run and monitor in-line tube making for sack or bag manufacture	CF3100A	3
Run and monitor in-line bottom making machine for sack or bag manufacture	CF3101A	3
Set up and monitor in-line scoring, folding and gluing for sack or bag manufacture	CF3102A	3
Run and monitor envelope manufacturing machines	CF3103A	3
Produce single faced web	CF3105A	3
Produce double faced web	CF3107A	3
Prepare for cutting forme and stripper making	CF311A	3
Set cutting forme and strippers	CF312A	3
Produce complex converted or finished product	CF320A	3
Set up and produce complex guillotined product	CF321A	3
Undertake pre make ready for die cutting	CF326A	3
Set up machine for complex rotary die cutting or embossing	CF327A	3
Produce complex rotary die cut or embossed product	CF328A	3
Set up machine for complex sequenced or multiple folding	CF341A	3
Produce complex sequenced or multiple folded product	CF342A	3
Set up machine for complex collating or inserting (sheet/ section/ reel)	CF343A	3
Produce complex collated or inserted (sheet/ section/ reel) product	CF344A	3
Set up machine for complex adhesive, mechanical or sewn fastening	CF361A	3
Produce complex adhesive, mechanical or sewn fastened product	CF362A	3
Set up and product hand made box	CF369A	3
Decorate paper	CF371A	3

	<b>Units</b>	<b>Points</b>
Set up machine for complex laminating	CF381A	3
Produce complex laminated product	CF382A	3
Use electronic monitoring systems (converting and finishing)	CF391A	3
Produce product on window gluer	CF392A	3
Set up machine for envelope manufacture	CF393A	3
Set up and operate folder gluer machine	CF395A	3
Set up in-line scoring, folding and gluing for envelope manufacture	CF396A	3
Set up in-line bottom making machine for sack or bag manufacture	CF398A	3
Set up in-line tube making machine for sack or bag manufacture	CF399A	3
Operate computerised mail and parcels sorting equipment	TDTW601A	3
Set up and load in-line smart card machine	CF406A	4
Operate smart card machine and pack product	CF407A	4
Set up machine for complex flat bed die cutting or embossing	CF425A	4
Produce complex flat bed die cut or embossed product	CF426A	4
Set up and produce hand bound book	CF465A	4
Restore books	CF467B	4
<b>Screen printing (SP)</b>		
Reclaim screen automatically	SP211A	2
Prepare screen	SP215A	2
Prepare substrate	SP221A	2
Prepare and cut screen print substrate	SP222A	2
Prepare film for screen printing	SP223A	2
Prepare stencil using computer or hand cut method	SP231A	2
Manually prepare direct emulsion stencil	SP233A	2
Prepare stencil using photographic indirect method	SP235A	2
Manually prepare and produce screen prints	SP270A	2
Manually produce basic screen prints	SP271A	2
Semi-automatically produce basic screen prints	SP273A	2

	<b>Units</b>	<b>Points</b>
Automatically product basic screen prints	SP275A	2
Finish screen print products	SP281A	2
Reclaim screen manually	SP311A	3
Automatically prepare direct emulsion stencil	SP333A	3
Prepare stencil using photographic capillary method	SP337A	3
Prepare stencil using direct projection method	SP339A	3
Prepare stencil using direct electronic imaging method	SP341A	3
Prepare machine and drying/curing unit	SP351A	3
Manually produce complex screen prints	SP371A	3
Semi-automatically produce complex screen prints	SP373A	3
Operate a semi-automatic screen printing machine	SP374A	3
Automatically produce complex screen prints	SP375A	3
Operate an automatic screen printing machine	SP376A	3
Produce computer image for screen printing	SP382A	3

### **Ink manufacture (IM)**

Select and prepare materials for production	IM211A	2
Blend chemicals	IM221A	2
Filter and pack product	IM251A	2
Manufacture inks and coatings	IM331A	3
Manufacture varnish and resin	IM335A	3
Maintain the laboratory fit for purpose	PMLMAIN300B	3
Perform basic tests	PMLTEST300B	3
Prepare work solutions	PMLTEST303B	3
Obtain representative samples in accordance with sampling plan	PMLSAMP400B	4
Prepare, standardise and use solutions	PMLTEST402B	4

### **Part B—Support competencies which may be relevant to employees working in various sectors of the industry**

	<b>Units</b>	<b>Points</b>
Prepare, load and unload reels and cores on and off machine	SU201A	2
Prepare, load and unload product on and off machine	SU202A	2

	<b>Units</b>	<b>Points</b>
Prepare and maintain the work area	SU203A	2
Prepare machine for operation (basic)	SU207A	2
Update and monitor machines (basic)	SU208A	2
Prepare ink and additives	SU211A	2
Prepare coatings and adhesives	SU212A	2
Inspect quality against required standards	SU216A	2
Pack and dispatch product	SU221A	2
Pack and dispatch solid waste	SU222A	2
Perform basic machine maintenance	SU224A	2
Perform small machine maintenance	SU225A	2
Lift loads mechanically	SU235A	2
Shift loads mechanically	SU236A	2
Undertake warehouse or stores material processing	SU241A	2
Reconcile process outputs	SU243A	2
Maintain a safe work environment	SU260A	2
Follow OH&S practices and identify environmental hazards	SU261A	2
Communicate in the workplace	SU262A	2
Perform basic industry calculations	SU263A	2
Provide basic instruction for a task	SU271A	2
Enter data into electronic system	SU280A	2
Use computer systems	SU281A	2
Deliver a service to customers	BSBCM208A	2
Prepare ink and additives (advanced)	SU311A	3
Pack and dispatch (advanced)	SU321A	3
Dispose of waste	SU323A	3
Undertake inventory procedures	SU342A	3
Purchase materials and schedule deliveries	SU345A	3
Undertake basic production scheduling	SU351A	3
Plan operational processes	SU352A	3
Apply quick changeover procedures	SU357A	3
Communicate as part of a work team	SU362A	3
Operate and maintain computer resources	SU381A	3

	<b>Units</b>	<b>Points</b>
Undertake basic root cause analysis	SU389A	3
Deliver and monitor a service to customers	BSBCM310A	3
Support innovation and change	BSBCM312A	3
Support continuous improvement systems and processes	BSBFLM309B	3
Perform laboratory quality tests of materials and finished product	SU417A	4
Supervise and schedule work of others	SU455A	4
Control production	SU456A	4
Monitor production workflow	SU458A	4
Provide customer support and education	SU464A	4
Troubleshoot and optimise materials and machinery	SU482A	4
Implement a Just in Time (JIT) system	SU485A	4
Mistake proof a production process	SU486A	4
Analyse manual handling processes	SU487A	4
Ensure process improvements are sustained	SU488A	4
Apply quality assurance techniques—Advanced	AUM2402A	4
Profile a target audience	BSBADV401A	4
Develop work priorities	BSBCM402A	4
Co-ordinate implementation of customer service strategies	BSBCM410A	4
Promote innovation and change	BSBCM412A	4
Implement operational plan	BSBFLM405B	4
Implement continuous improvement	BSBFLM409B	4
Promote team effectiveness	BSBFLM412A	4
Profile the market	BSBMKG401A	4
Plan assessment	BSZ401A	4
Conduct assessment	BSZ402A	4
Review assessment	BSZ403A	4
Train small groups	BSZ404A	4
Plan and promote a training program	BSZ405A	4
Plan a series of training sessions	BSZ406A	4
Deliver training sessions	BSZ407A	4
Review training	BSZ408A	4
Manage sales and service delivery	WRR02B	4

	<b>Units</b>	<b>Points</b>
Set and apply quality standards	SU506A	5
Prepare production costing estimates	SU553A	5
Manage teams	SU554A	5
Implement and monitor OH&S	SU561A	5
Troubleshoot and optimise production processes	SU583A	5
Determine and improve process capability	SU584A	6

## ATTACHMENT 'D'

[2015] FWC 5874

**FAIR WORK COMMISSION**

# **DECISION**

*Fair Work Act 2009*

s. 739 - Application to deal with a dispute

**Transport Workers' Union of Australia**

v

**Qantas Catering Group Ltd T/A Q Catering**

(C2015/1752)

DEPUTY PRESIDENT BOOTH

SYDNEY, 2 SEPTEMBER 2015

*Application to deal with a dispute – correct classification of employees*

[1] QCatering Limited t/as QCatering (QCatering) is a wholly owned subsidiary of Qantas Airways Limited. QCatering is the flight catering branch of Qantas and operates from four airports around Australia: Sydney, Melbourne, Brisbane and Perth.

[2] The *Qantas Airways Ltd and QCatering Ltd – Transport Workers Agreement 2015* (the Agreement) [1](#) covers the employees of Qantas and QCatering who are employed in the classifications at Clause 18 of that Agreement.

[3] Prior to 2013 the leading hand duties, performed by Level 5 - Airline - services co-ordinators at Sydney Airport servicing international flights, were split into two types of leading hand duties. Namely, the Kitchen Leading Hand (KLH) and the Aircraft Leading Hand (ALH). During 2013, QCatering decided to combine the two roles into one role, known as the Consolidated Leading Hand (CLH).

[4] QCatering conducted a trial of the new role and during 2014, came to the conclusion that the trial was successful. QCatering decided the CLH role was appropriately classified as a Level 5 position, as described in Clause 18.3.6 of the *Qantas Airways Limited and QCatering Limited – Transport Workers Workplace Determination 2012* (the Determination). [2](#)

[5] The Transport Workers' Union (TWU) contend that the CLH is a Level 6 position and having not reached agreement with QCatering as to the appropriate classification, lodged a dispute in the Commission under s. 739 of the *Fair Work Act 2009* (the Act) on 19 February 2015.

[6] The matter was listed for conciliation before me on 27 February 2015 and again on 25 March 2015. The matter was unable to be resolved and was subsequently listed for a Directions Hearing on 22 April 2015. On that same day, I issued formal Directions. Direction 1 reads as follows:



1. “...on or before COB Wednesday 6 May 2015, the Parties shall file the agreed question to be arbitrated.”

[7] Accordingly, on 6 May 2015, the Parties submitted the agreed question to be arbitrated. That is:

*“Is the new consolidated leading hand role a Level five position for the purposes of the Qantas Airways Ltd and QCatering Ltd – Transport Workers Agreement 2015 (‘the Agreement’)? If not, what Level is the new consolidated leading hand role for the purposes of the Agreement?”*

[8] I note the original application was made pursuant to the Determination, the predecessor to the current Agreement which came into operation on 17 March 2015. At the outset of the hearing of this matter on 27 July 2015 and with the consent of the parties, I exercised my discretion under s.586(a) of the Act to amend the application to apply to the Agreement.

[9] Mr Guy appeared for the TWU and Ms McKenzie of Ashurst appeared for QCatering. Clause 12.11 of the Dispute Resolution Clause in the Agreement provides as follows:

“The parties to the dispute are entitled to be represented including by legal and/or union representatives, in proceedings pursuant to this dispute resolution procedure.”

[10] In accordance with this Clause, neither Mr Guy nor Ms McKenzie required the permission of the Commission to appear.

[11] In considering this classification dispute, I am guided by the recent Decision of VP Lawler in *Inna Grobovsky v United Protestant Association T/A UPA* [3](#) at paragraph 14:

*“It is trite that when there is a dispute over the proper classification of an employee, that dispute is resolved by ascertaining the work performed by the employee and then comparing that work to the classification descriptions in the applicable industrial instrument, construed in accordance with the established principles of construction for industrial instruments.”*

[12] The established principles for interpreting enterprise agreements were conveniently summarised by a Full Bench of the Commission in *The Australasian Meat Industry Employees Union v Golden Cockerel Pty Limited*. [4](#) Both QCatering and TWU submit that I should apply these principles and in this case I should not look beyond the words in the Agreement because they have a plain meaning and contain no ambiguity.[5](#) I agree.

[13] Therefore, I have not taken into account any of the surrounding circumstances such as meetings between the parties in the lead into the trial, the rate of pay paid to ‘early adopters’ or ‘trainers’ during the trial, the disagreement about when the trial concluded, understandings allegedly given by a former manager and rates of pay paid to employees in other States of Australia. There are real industrial interests revealed in these surrounding circumstances, and the parties attempted (unsuccessfully) to reconcile these interests in conciliation, but they are not an appropriate consideration for me now that the matter is before me for arbitration.

[14] For reasons that are outlined below I have decided that the answer to the first question posed by the parties is ‘yes’ and it is not necessary for me to answer the second question. I find that the CLH is a Level 5 position for the purposes of the Agreement.

### **The correct approach to answering the question**

[15] QCatering submitted that the Commission is required to assess, based on the evidence as to the usual duties and responsibilities of the CLH, which classification definition best matches the role. [6](#) It was also submitted that I should take note that the Agreement applies to all transport workers employed by both Qantas and QCatering and as such, the classifications are generic and quite general in their descriptions.[7](#)

[16] QCatering referred me to the decision of *Sim v Luo Enterprise Pty Ltd (No 2)* [8](#) at paragraph 127:

*“The principle generally applied to determining whether an employee is engaged in a particular classification or class of work has been referred to as “the principle of major and substantial employment”. It has also been referred to as the ‘principal purpose’ test.”*

[17] I also refer to the case of *Nicholas Hufton v Victoria – Department of Justice – Consumer Affairs*: [9](#)

*“The true classification of a position should be based on the highest functions of the position which are performed on a regular basis and which constitute a substantial component of the work position.”*

The approach that I have taken is to examine the work performed by the CLH by reference to the usual duties and responsibilities of the CLH, based on the evidence before me. I have then compared this with the classifications in the Agreement to determine which classification best aligns with the principal purpose of the role.

### **The work performed by the CLH**

[18] The duties of the KLH role and the ALH role, that were combined to create the CLH role, were set out in an agreed set of facts provided by the parties. The agreed set of facts are attached as Attachment A to this decision.

[19] In addition to the agreed set of facts Mr Whitby, Mr Crescenti and Mr Webber gave evidence for the TWU about the role of the CLH. Both Mr Crescenti and Mr Webber are currently performing the CLH role however, Mr Whitby is not. Mr Whitby is currently employed as a Sierra Driver in the transport department and prior to that, he was employed as an ALH, approximately 10 years ago. [10](#) For this reason, I place less weight on his evidence in relation to the duties of the CLH. Nevertheless, his evidence is consistent with the evidence of Mr Webber and Mr Crescenti.

[20] Each witness for the TWU confirmed that the duties of the KLH and the ALH were accurately described in the agreed statement of facts and gave further detail about each of those duties. In addition to the list of duties in the agreed statement of facts, Mr Crescenti

gave evidence that since the introduction of the consolidated role, a handover sheet has been created “...to give more information to the crew.” [11](#)

[21] Mr Edwards, Business Manager and Ms Thomas, Human Resources Manager, gave evidence for QCatering. Both witnesses gave further detail about the duties as listed in the agreed set of facts.

[22] A helpful overview of the CLH role and the work flow and was given by Mr Edwards

*“...there are a series of tasks from beginning to end ... that all need to be completed and the CLH is responsible for...ensuring that all those tasks have been ... done.” [12](#)*

and

*“I would break the catering centre down into four distinct departments. You’d have a wash department, a supply chain and warehouse department, a consolidation department, which is the old kitchen, and then a transport department.” [13](#)*

[23] Based on the evidence before me I conclude that the role of the CLH is to oversee an end to end process, from the kitchen through to the cabin of the aircraft, and is designed to ensure that each flight departs with the correct catering required. It is the responsibility of the CLH to address any issues that arise along the way, such as a truck breaking down, or a shortage of meals, before the flight departs. It is, as Ms McKenzie submitted, a responsible position. [14](#)

[24] Ms Thomas prepared what might be described as a process map incorporating five distinct locations that the CLH works in to satisfy the catering for an international aircraft. They are the kitchen, the fridge, the dock, the truck and the aircraft. [15](#) Ms Thomas agreed with Mr Guy that the KLH and ALH came from two separate departments or work groups.[16](#) She reconciled her process map with the evidence given by Mr Edwards by describing KLH as working in the consolidation department which corresponded to the kitchen and the fridge on her process map, and the ALH working in the customer delivery department which corresponded to the dock, the truck and the aircraft on her process map.

[25] The CLH works across the consolidation department and the transport department. Mr Edward’s evidence was that the CLH does not work upstream in the supply chain in the wash department and/or the supply chain and warehouse department.

[26] The process of assembling the carts for the economy class cabin and the business and first class cabin occurs differently.

[27] The economy class food and beverage carts are assembled by a ‘Preset team’ and placed in the holding fridge. The Preset team comprises level 2 and 3 employees under the direction of a level 5 employee called an ‘economy marker’. This cart was handed over to the KLH and is now handed over in the same way to the CLH. The CLH has a responsibility to check that the cart is correct but does not have responsibility for the Preset team. [17](#)

I note that Mr Crescenti gave evidence that “we have to direct those people how to bulk it and how many to load” [18](#) however under cross examination by Ms McKenzie he conceded that a different Level 5 is responsible for those assembling the economy carts.[19](#)

[28] The business and first class food and beverage carts were assembled by the KLH , now the CLH, who obtained food components from trolleys in the fridges and dry locations in the consolidation area and placed them inside the carts. [20](#)

[29] Prior to the role of KLH and ALH being combined the KLH would hand over responsibility for the carts to the ALH at the holding fridge and return to repeat the process for another flight.

[30] The ALH took responsibility for the loading of the carts (as well as other equipment and beverage carts) onto the catering trucks, accompanied the carts out to the aircraft on the truck and, along with the drivers, loaded the carts onto the aircraft. The ALH identified which carts went where and focused on first and business class sections of the cabin. The ALH may also have assisted the drivers loading the economy carts into the economy section of the cabin. Now the CLH follows through with the next stages of the process as was performed by the ALH. The CLH is responsible for any issues arising on the aircraft in relation to this process and is the first point of escalation.

### **The relevant classifications**

[31] I have set out classification definitions for levels 4, 5 and 6 from clause 18.3 of the Agreement because in order to determine which classification is the best match for the role I consider that I need to compare the work with each of the classifications that might apply in sequence from lowest to highest.

[32] Level 4 is defined at clause 18.3.5 of the Agreement as follows:

*“18.3.5 Level 4 - Airlines services operator*

- *Operate all in hold aircraft systems and all ground handling and commercial type airport equipment*
- *Ground handling equipment means all equipment associated with ramp, freight/cargo, catering, aircraft servicing and general transport operations*
- *Operate communication and computer aids*
- *Compile reports and documents*
- *Work without direct supervision*
- *Carry out basic serviceability and maintenance checks of vehicles and/or equipment, including refuelling of vehicles*

[33] Level 5 is defined at clause 18.3.6 of the Agreement as follows:

*“18.3.6 Level 5 – Airline services co-ordinator*

- *Responsible for a group of staff in a work area*
- *Ensure that productivity and performance criteria are met in the designated area of responsibility, including completion of regular performance assessment reports*
- *Responsible for the control, supervision and training of designated staff*
- *Make recommendations on all aspects of the operation, identification of opportunities to improve performance and productivity*
- *Organise and co-ordinate work within their area of responsibility*

- *Carry out various administrative and reporting duties, including the operation of communication and computer aids*
- *Form part of the assessment panel for probationary employees*
- *Must demonstrate leadership, decision making and organisational skills necessary to efficiently meet performance requirements in a changing work environment*

[34] Level 6 is defined at clause 18.3.7 of the Agreement as follows:

***“18.3.7 Level 6 – Senior airlines services co-ordinator***

- *Responsible for a number of groups of staff*
- *Otherwise as per level 5*

**Does the CLH role meet the definition of Level 4 for the purposes of the Agreement?**

[35] I can identify some operational duties of the CLH that come within a Level 4 – Airline services operator classification, for example, the assisting in loading and unloading the aircraft. [21](#)

[36] The definition includes some features that would appear to be relevant to the CLH role such as ‘*operate ...ground handling equipment associated with ...catering*’ and ‘*works without direct supervision*’.

[37] I am satisfied that the CLH is at least a level 4 position. I will now compare it with the definition for a Level 5 to see if it satisfies the next highest level.

**Does the CLH role meet the definition of Level 5 for the purposes of the Agreement?**

[38] The core of the CLH role appears to me to be to organise, perform and coordinate a series of tasks, in order to ensure the aircraft has the required catering, as provided to the CLH on a checklist at the outset of their shift. This is the principle purpose of the role.

[39] The fifth element of the Level 5 classification definition is ‘*Organise and co-ordinate work within their area of responsibility.*’

[40] The eighth duty of the Level 5 classification is ‘*Must demonstrate leadership, decision making and organisational skills necessary to efficiently meet performance requirements in a changing work environment*’

[41] On the evidence before me these two elements of the definition of the Level 5 classification strongly align to the CLH role and are a better fit for the role than the definition of Level 4. Some elements of the definition appear not apply and others describe activity that is incidental to the principle purpose of the role.

[42] In light of the core purpose of the CLH role I am satisfied that it at least meets the definitions for the Level 5 classification. I will now compare it with the definition for a Level 6 to see if it satisfies the next highest level.

**Does the CLH role meet the definition of Level 6 for the purposes of the Agreement?**

[43] The definition of Level 6 is identical to Level 5, with the additional definition that a Level 6 is *'responsible for a number of groups of staff'*. I am satisfied that the CLH role meets the definition of Level 5 so I will turn my attention to the one distinction, that is, whether the CLH is responsible for a number of groups of staff?

### **Is the CLH 'responsible' for a 'number of groups of staff'?**

[44] The TWU submitted that, in giving direction and leadership to the kitchen staff and the transport staff, the CLH is responsible for two groups of staff. Furthermore, the TWU submitted that the CLH is held responsible if there are any issues with the catering on the flight and that this accountability aspect of their role means the CLH has responsibility for the groups of staff who perform the tasks along the way. [22](#)

[45] The TWU contended that given the KLH and the ALH were considered to be correctly classified in Level 5, when the roles were combined into one role, it follows that the CLH now has responsibility for two groups of staff. [23](#)

I think this last submission misconstrues the correct approach to classification. The CLH role meets the definition of Level 5 not because the CLH is responsible for a group of staff in a work area but because the core or principal purpose of the role best aligns with the whole of the definition of Level 5.

[46] It does not follow that because the KLH and ALH were correctly classified as level 5 both roles were responsible for a group of staff in a work area. It is not the classification definition that dictates the duties and responsibilities of the role. Those are to be revealed by an examination of the work performed.

[47] Classifying a role rests on the core duties and responsibilities of the role being better aligned with the definitions of one classification over another. The duties and responsibilities of a role do not have to exactly match each and every element of the definition of a classification for a role to be classified at that level.

[48] It is not disputed by QCatering that the CLH give direction and leadership throughout the course of their day. [24](#) While QCatering concede that the CLH is responsible and accountable for the tasks assigned to them, it is disputed that the CLH is accountable for the output or performance of any staff, [25](#) and do not have responsibility for a group or groups of staff. QCatering draw attention to the title of Level 6 *'Senior airline services co-ordinator'* (my emphasis) and contend that the responsibility required to be demonstrated to be classified at this level is of a supervisory or managerial nature. [26](#)

[49] It is convenient to consider whether the CLH is responsible for a group or a number of groups of staff by reference firstly to the duties of the KLH, and secondly to the duties of the ALH. This is because the CLH role was created by amalgamating the two roles and the statement of agreed facts is set out this way.

[50] Turning firstly to the former KLH duties, I note the duties of the KLH in the agreed statement of facts are to liaise, identify, build, check, handover and to provide support to ensure the catering for the flight is complete. [27](#)

[51] Additionally, I have carefully considered the details given by the TWU witnesses about their duties. Relevantly, when asked directly about whether the KLH was responsible for any staff members in the kitchen, Mr Webber responded:

*“in the kitchen itself, we do go around and we chase up all our food and we’ve got to chase – we haven’t got access to the fridges, so we’ve got to chase up people to open the fridges for us. So I’d say yes.”* [28](#)

[52] Mr Crescenti gave evidence of his current responsibility in the kitchen:

*“...people are working on bulk loading according to your directions...At the same time, you keep an eye on this group of people, making sure that they’re doing the right thing. If there is any issue they will come to you...”* [29](#)

[53] It was uncontested that if there was a staff issue in the kitchen, it would be reported to a crew leader. [30](#)

[54] On the evidence before me I cannot find a group of staff for whom the KLH was responsible. To be responsible for a group of staff I do not think that it is necessary that the group of staff report to the person in the traditional ‘line management’ sense, - training them, motivating their performance, undertaking their performance reviews or disciplining them if a policy or practice is breached. However, I do think that it is necessary that the responsibility extend beyond that of cooperating with another team member or members, and checking that the tasks performed in a process handed over to them are of the required standard. This seems to me to have been the role of the KLH in the kitchen work area.

[55] I now turn to the former role of the ALH and the duties outlined in the agreed statement of facts.

[56] Mr Webber gave evidence that he is responsible for the checkers and the drivers [31](#) and that he is ‘accountable for their performance.’[32](#) I asked Mr Webber to explain to me where that responsibility arises during the course of his duties.[33](#)

*“...I would show them where everything is...we’ve got to count all the carts, we’ve got to count the trolleys...so we liaise like that and then...we tell them when to leave the dock and then ... we’ve got to guide them into the aircraft, go up on the truck with them, we undo all the straps and then we start our procedure. We tell the drivers where to work, what to do.”* [34](#)

[57] While it is uncontested that there are Level 8 positions, transport coordinators, to whom the drivers report, [35](#) I note in particular, paragraph 11(f) of the agreed statement of facts that the ALH ‘act as the first point of escalation for staff members if issues arise.’

[58] Ms Thomas of Q Catering confirmed this evidence and agreed that the CLH has some responsibility for the staff on the aircraft. [36](#)

As an example of that responsibility on the aircraft, Mr Webber explained that if someone was sick or injured on the aircraft, the ALH would be responsible for that person. [37](#)

[59] Given the work performed by the CLH to act as a first point of escalation for other catering staff whilst on the aircraft, I am satisfied that the CLH does have the responsibility for a group of staff on board the aircraft.

[60] The CLH, combining as it does the role of KLH and ALH, is therefore responsible for a group of staff in a work area (the staff on the aircraft). However I cannot find another group of staff for whom they are responsible. Therefore the CLH role does not meet the threshold required to satisfy the definition of Level 6.

### **Conclusion**

[61] The answer to the first question posed by the parties is 'yes' and it is not necessary for me to answer the second question. That is, the CLH is a Level 5 position for the purposes of the Agreement.



### DEPUTY PRESIDENT

*Appearances:*

A Guy, Transport Workers' Union.

H McKenzie, Ashurst, for QCatering Limited t/as QCatering.

*Hearing details:*

2015.

Sydney:

27 July.

### **ATTACHMENT A**

**BEFORE THE FAIR WORK COMMISSION FAIR WORK ACT 2009**

*s.739- Application for the Commission to deal with a dispute in accordance with a dispute settlement procedure*

Transport Workers' Union of Australia

Applicant



Q Catering Limited t/as QCatering

Respondent

C2015/1752

Question to be answered

The Parties, by consent, and with the approval of Deputy President Booth agree that in resolution of the present dispute, the following question needs to be answered:

Is the new consolidated leading hand role a level five position for the purposes of the *Qantas Airways Ltd and QCatering Ltd - Transport Workers Agreement 2015* ('the Agreement)? If not, what level is the new consolidated leading hand role for the purposes of the Agreement ?

Agreed Facts

The Parties, by consent, agree to the following set of facts:

Introduction

1. QCatering Limited t/as QCatering ('QCatering') is a wholly owned subsidiary of  
  
Qantas Airways Limited ('Qantas').
2. QCatering is the flight catering branch of Qantas, providing a premium, full service catering solution to Qantas and a number of other airline customers.
3. QCatering operates from four (4) airports around Australia: Sydney; Melbourne; Brisbane; and Perth.
4. The Transport Workers' Union of Australia ('TWU') has national coverage of employees engaged by QCatering.
5. The QCatering *Qantas Airways Limited and QCatering Limited- Transport Workers Agreement 2015* ('**the Agreement**') covers and applies to: employees of Qantas and QCatering who are employed in classifications specified in clause 18 of the Agreement; Qantas and QCatering; and the IWU.
6. The current dispute concerns the sets of tasks performed by Level 5 Airline Services Operators ('L5 ASOs') at QCatering's Sydney Airport site.

The Agreement and the Determination

7. The current dispute initially arose under the predecessor to the Agreement, the *Qantas Airways Limited and QCatering Limited - Transport Workers' Determination 2012* ('**the Determination**').

8. The parties agree that insofar as the dispute existed under the Determination, the dispute remains unchanged under the Agreement.

#### Arrangements prior to December 2013

9. Before around December 2013, the leading hand duties performed by L5 ASOs at the Sydney Airport site were split into two types of leading hand duties.

10. The first of these sets of tasks was known as the 'Kitchen Leading Hand' ('KLH').

The tasks and duties of the KLH were as follows:

- a. liaises with section leaders to obtain the paperwork for the flight allocated;
- b. identifies the other staff in kitchen who are also allocated to work on the departing aircraft;
- c. 'builds the flight' (ensures that the requisite amount of items are readied for the flight, including identifying and liaising with other staff members to correct shortages in supplies or missing food);
- d. liaises with Warehouse staff to allocate late additions of supplies or food to the departing aircraft;
- e. conduct a final check of the flight and conducts a handover to the Aircraft Leading Hand ('ALH') and advises the ALH what supplies and or food is missing on the departing aircraft; and
- f. if necessary, provides support to complete the consolidation of the flight set up to the point in which the trucks are ready to leave for the departing aircraft , in conjunction with the ALH.

11. After the ASO performing the KLH tasks had completed his or her duties in the kitchen, they would hand over to the ASO performing the ALH tasks. The tasks and duties of the ALH were as follows:

- a. takeover responsibility of the supplies and food from the KLH by way of a formal handover;
- b. consolidates the flight carts and trolleys in the transport area prior to loading the delivery trucks to ensure all the relevant food and equipment is present;
- c. liaises with allocators to identify the drivers and marshallers allocated to the flight;
- d. issues carts and trolleys to the drivers and marshallers for their allocated galleys to load the trucks with the required supplies for the departing flight (e.g. garbage bins, dry stores, ice etc);

e. conducts a final check that each delivery truck has the required catering carts, trolleys and equipment in conjunction with the driver and marshaller, prior to leaving the loading dock for the departing aircraft;

f. at the departing aircraft, assists the other catering staff on their particular tasks in loading and/or unloading the departing aircraft and act as the first point of escalation for staff members if issues arise;

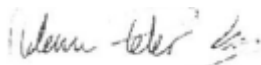
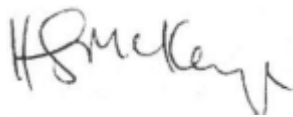
g. conducts a handover of food and supplies to the cabin crew on the departing aircraft, including . the ALH showing the cabin crew the locations and types of food on the departing aircraft;

h. in the event of late increases in the number of passengers, or if food and/or equipment is found to be missing, the ASO performing the ALH tasks will liaise with the dock (for equipment) or the ASO performing the KLH tasks (for food); and

i. remains with the departing aircraft until instructed by the flight crew to depart the aircraft to handle any late arrivals of food and/or equipment or questions from the cabin crew.

12. Both the KLH and ALH tasks are performed by L5 ASOs, and are paid at Wage Rate Level 5 under the Agreement.

13. Since around December 2013, L5 ASOs have been performing the combined KLH and ALH tasks.



Transport Workers Union of Australia QCatering Limited

**Dated:** 4 June 2015

[1 PR561781.](#)

[2 PR527506.](#)

[3 \[2015\] FWC 2504.](#)

[4 \[2014\] FWC FB 7447](#) at [41].

[5 PN676.](#)

[6 Respondent's Outline of Submissions](#) at paragraph [5].

[7 PN715.](#)

- [8](#) [2009] FMCA 1060 at [127].
- [9](#) [2015] FWC 2008 at [80].
- [10](#) PN57 to PN58.
- [11](#) PN393.
- [12](#) PN526.
- [13](#) PN523.
- [14](#) PN733.
- [15](#) Exhibit M2, Statement of Natalie Thomas.
- [16](#) PN561.
- [17](#) PN527 and Exhibit M1 Statement of Matthew Edwards, paragraph 5.
- [18](#) PN 378.
- [19](#) PN422 – 424.
- [20](#) Exhibit M1, Statement of Matthew Edwards, paragraph 5.
- [21](#) Paragraph 11(f) of the agreed statement of facts.
- [22](#) PN683.
- [23](#) PN766.
- [24](#) PN733.
- [25](#) PN582.
- [26](#) PN741 and 743.
- [27](#) Paragraph 10 (a) to (f) of the agreed statement of facts.
- [28](#) PN275.
- [29](#) PN393.
- [30](#) PN416 and PN589.
- [31](#) PN275.
- [32](#) PN277.

[33](#) PN295.

[34](#) PN297.

[35](#) PN310 to PN312.

[36](#) PN576 to PN578 and PN637.

[37](#) PN318.

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