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| Resources required; Greenacres competency based wages system handbooks. |
| **1**; Utilise **TASK SKILLS** against each step in Task Analysis to determine skill required in step**2**; Compare with **SKILL LEVEL** to ascertain level of skill required to complete that step. 3; Highest recorded skill level will determine the **SKILL LEVEL of TASK**  |
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| MAYER**KEY COMPETENCIES** |  | (Greenacres Competency Based Wage System )**TASK SKILLS**  |  | (Greenacres Competency Based Wage System )**SKILL LEVEL**  |
| 1. Expressing ideas and information
 |  | **1.** Fine Motor Skills – Hand/finger skills required to pick up small objects and/or manipulate items requiring small, limited movements. |  | **A;**Tasks demand a variety of **Basic skills**Together with manual tasks, skill level includes relatively simple machine operation |
| 1. Collecting, analysing and organising ideas and information
 |
| 1. Using mathematical ideas and techniques
 | **2**. Gross Motor Skills –Hand skills used to pick up large objects or move/manipulate items requiring larger movements. | **B**;Require a significant **number of tasks skills applied in sequence**, together with basic decision making.Guides & templates in tasks support consistent quality of work output |
| 1. Using technology
 | **3**. Spatial Skills – Cognitive skills used to judge space so that a task can be competently undertaken |
| 1. Solving problems
 | **4**. Planning/Problem Solving – Includes factors such as sequencing of events/actions, knowledge of rules and applying that knowledge prior to and during task performance to influence the appropriate task completion. Identification of actual or potential problems and appropriate course of action. |
| **C**;Tasks typically automated across major job stages, using **more complex** tools/machinery |
| 1. Working with others in teams
 | **5**. Multiple Coordination – Combination of cognitive (spatial, planning/problem solving), fine and gross motor skills, language, literacy and numeracy and use of machinery/tools being applied simultaneously or in close sequence to complete job or task requirements. | **D**;Typically Involves all major job specific & maintenance tasks “as required” for a work section |
| 1. Planning and organising activities
 | **6**. Language, Literacy and Numeracy – Language, literacy and numeracy skills to be applied to job/task requirements. | **E**;Typically will involve all job specific, maintenance & basic repair tasks, for a work section/ department |
| **7**. Machinery/Equipment/Tools – Use of a range of machinery/equipment/tools of varying levels of complexity. |

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| TASK: | Stage …… of ……..stageof (TASK); | Date |
| Indicate level using underpinning work skill guideTask graded as Skill level ..A...B...C...D...E... | **Steps requiring skill level :****List by step number**

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 | AssessmentCompletedby |
| Workshop [add QMS number] | Associated JSA(Job Safety Analysis);  or SOP (Safe Operating Procedure); |

If updating this TA [TA Recording form on QMS] must also be updated.

| **OHS requirements**  | Safety Glasses, Gloves; Tech/Riggers at all stages of job. | Key Competencies 1 through 7 | Task Skills1 through 7 | Skill level A,B,C,D,E |
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| **STEPS** |
| **1** |  |  |   |  |
| **2** |  |  |  |  |
| **3** |  |  |  |  |
| **4** |  |  |  |  |
| **5** |  |  |  |  |
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**Comments:**

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