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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 ……..stage  of (TASK); | | Date |
| Indicate level using underpinning work skill guide  Task graded as Skill level ..A...B...C...D...E... | | **Steps requiring skill level :**  **List by step number**   |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  |  |  |  |  | | | Assessment  Completed  by | |
| 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 Skills  1 through 7 | Skill level  A,B,C,D,E |
| --- | --- | --- | --- | --- | --- |
| **STEPS** | | |
| **1** |  | |  |  |  |
| **2** |  | |  |  |  |
| **3** |  | |  |  |  |
| **4** |  | |  |  |  |
| **5** |  | |  |  |  |
| **6** |  | |  |  |  |
| **7** |  | |  |  |  |
| **8** |  | |  |  |  |
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**Comments:**

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