

**IN THE FAIR WORK COMMISSION**

**4 yearly Review of Modern Awards**

**Supported Employment Services Award 2010**

**FWC Matter No.: AM2014/286**

**SUBMISSIONS OF THE ENDEAVOUR FOUNDATION**

**Background**

1. This submission is filed pursuant to the directions of VP Hatcher dated 11 September 2018<sup>1</sup> in response to the 16 April Statement 2018 (**Statement**)<sup>2</sup> that parties are requested to submit:
  - a) any submission they wish to make concerning the merit of the provisional views expressed in the Statement; and
  - b) any proposal they wish to advance concerning the design and implementation of the new wage assessment mechanism outlined in the Statement, should the Full Bench determine to proceed with the provisional views expressed therein.

**The merit of the provisional views expressed in the Statement**

2. Endeavour supports the preliminary views of the Full Bench that the Supported Employment Services Award 2010 (**Award**) should provide for one approved wage assessment tool (**Tool**) to calculate the wages for employees with a disability.
3. As well as complying with the Modern Awards Objective<sup>3</sup> of the Fair Work Act (**FW Act**) it should also take into account the shared objectives in connection with the Award that have previously been agreed, including:<sup>4</sup>
  - a) A fair, equitable and non-discriminatory wage outcome to contribute to a living income for employees in supported employment;

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<sup>1</sup> [2018] FWCFB 5712

<sup>2</sup> [2018] FWCFB 2196

<sup>3</sup> Section 156(2) of the FW Act

<sup>4</sup> [2015] FWC 7134

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- b) Continued opportunity for employment in supported employment setting to build and maintain the self-esteem and sense of purpose of employees;
  - c) Sustainable employment opportunities in viable Australian Disability Enterprises (ADEs); and
  - d) To provide security and confidence to employees, partners and carers for the future.
4. To ensure that the Tool meets those objectives, there must be a trial period of the Tool. This period will allow parties to make informed submissions to the Full Bench on any adjustments that may need to be made to the Tool before it is approved in its final form.
5. We say this because, the Modern Awards Objective requires the Full Bench (amongst other things) to take into account the likely impact of any Tool on business, including on productivity, employment costs and the regulatory burden as well as ensuring a simple, easy to understand, stable and sustainable modern award system. There is evidence before the Full Bench that if Endeavour was to adopt the Modified SWS Tool, its annual wage bill would increase from \$15,295,538 to \$33,807,489 which is not sustainable and would require Endeavour to close many of its ADEs.
6. The trial of the Modified SWS Tool enabled Endeavour (and other parties) to practically assess the Tool and those results have assisted the Full Bench to determine that it is not an appropriate method of determining wage rates for supported employees for various reasons. Therefore, a trial period will ensure that the Tool can be tested against those objectives and any problems addressed before it is incorporated into the Award.
7. Endeavour acknowledges that any new wage assessment tool is likely to increase its wage bill, however any change to the minimum wages must be for work value reasons<sup>5</sup> which includes the nature of the work, the level of skill or responsibility involved in doing the work and the conditions under which the work is done.
8. The Tool proposed by the Full Bench seeks to recalibrate the work value of the tasks undertaken by supported employees. However to ensure that the Tool delivers on the above objectives, Endeavour proposes the following concepts/ideas are considered.

### **The design and implementation of the new wage assessment mechanism**

#### **Job sizing**

9. Endeavour agrees with the Full Bench's proposal that the Tool should be a model based on a formula that takes into account:
- a) the size of the job;

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<sup>5</sup> Section 156(3) FW Act

- b) the complexity of the task;
- c) the support provided to the employee that enables them to complete the task; and
- d) the productivity of the employee.

10. The formula proposed by Endeavour is as follows:

$\frac{\text{Job size} \times \text{productivity}}{100} = \text{Wage rate}$	
Where:	
<b>Job size</b> =	$\frac{\text{No of tasks} + \text{weighting for complexity} - \text{support levels}}{100}$
<b>Productivity</b> =	$\frac{\text{National Benchmark}}{\text{Employees average productivity}} \times 100$

11. While the Full Bench has determined that it is no longer appropriate to continue with the Greenacres Tool, given that this tool was specifically designed to assess employees who are intellectually disabled, there are perhaps some elements of the tool that could be adapted to suit the new model. These elements are explored further in this submission.

**Job Size**

12. Endeavour proposes that the method adopted to size a job is as follows:

- a) Job Statements are designed for each classification at Schedule B of the Award for Grades 1, 2 and 3.
- b) Each Job Statement contains a list of tasks that are based on the tasks already listed under each classification listed in Schedule B of the Award but provides more detail of the actual task to be undertaken.
- c) The Job Statement should contain no more than 20 tasks.
- d) The job size is calculated as follows:

$\frac{\text{Number of Tasks}}{100}$
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13. An example of a Job Statement for the classification Grade 2 – Specialist packing is **attached at Annexure 1.**
14. In this example, the Job Statement contains 20 tasks, therefore each task is worth 5% of the overall job.
15. Endeavour already breaks down each Job into a list of tasks. The number of tasks per Job depends on the product to be packed. For example, at Endeavour's Wacol site the Job of packing bird seed sticks is broken down into 25 tasks<sup>6</sup> and the Job of shrink wrapping bottles of Powerade is broken down into 16 tasks.<sup>7</sup>
16. Having considered the list of indicative tasks at Schedule B.2.3(i), which lists ten indicative tasks and the task lists already designed by Endeavour, it is proposed that the Job Statement for Specialist Packing could list 20 tasks as this enables the Job Statement to reflect each part of the Job from set-up to finish and should address the Full Bench's concern around the existing classification structure.<sup>8</sup>
17. The 20 tasks are described in such a manner that:
  - a) covers the entire Job from beginning to end and therefore can be assessed against an able-bodied person who is competent to perform the entire Job; and
  - b) can be applied to any packaging line that employs supported employees.
18. Endeavour does not support the proposition of sizing the job in increments of 20%. Given that the proposed Job Statement for Specialist Packing contains 20 tasks, each task is 5% of the overall job. An employee would need to be capable of performing 8 tasks to achieve a job size of 40%, 12 tasks to achieve 60% and 16 tasks to achieve 80%. This is not an appropriate calculation because employees should be paid against the number of tasks they can perform. However, there should be a minimum 'job size' to protect those supported employees who may only be able to perform one task out of 20.
19. Without being able to trial the Tool, Endeavour is not in a position to propose what that minimum should be. However based on its current data under the Greenacres Tool, 43% of Endeavour's supported employees are paid at Grade level A and 42% at Grade level B.<sup>9</sup> Within this grading, the minimum wage is 12.5% of the Award and the maximum is 25% of the Award (at Grade 2). Subject to any new Tool being trialled, it may therefore be appropriate to set the minimum wage at 12.5% of the Award at each level.

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<sup>6</sup> AD4- to Andrew Donne's Statement "Wacol Job Register".

<sup>7</sup> AD4- to Andrew Donne's Statement "Wacol Job Register".

<sup>8</sup> [2018] FWCFB 2196 at [15](5)

<sup>9</sup> Paragraph 61 of Andrew Donne's Statement

20. Prescribing the Job Statements will ensure the Tool complies with the Modern Awards Objective because employers can no longer establish their own classification structure.

### **Complexity**

21. Once the Job has been sized, the complexity of the task must be built in to the Tool.
22. Endeavour proposes that the complexity of the task is assessed as follows:
- a) The complexity of each task in each Job Statement is assessed by the level of Task Skills demanded to complete that task (**Task Skill Assessment**) (this method is already contained within the Greenacres Tool).
  - b) The Task Skill Assessment grades each task between levels A to E, which E being the most complex.
  - c) The level of complexity of the task is assessed by the employer using the Task Skill Assessment.
  - d) Once the level has been determined, weightings are applied and added to the Job Size. The weighting should be based on the principle the more complex the task, the higher the wage. Applying weighting to the Job Size for complexity will increase the Job Size thereby increasing the wage.
  - e) For example, an employee is able to complete eight of the tasks listed in the Job Statement – Specialised Packaging. This produces a Job size of 40%. Four of those tasks require the employee to be able to perform Task Skills at Level A, and four are at Level B. Assuming that Level A tasks are weighted at 1% and Level B tasks at 2%, the overall weighting added to the job size is 12%.
  - f) Any weightings mechanism should be determined after parties have an opportunity to trial the Tool.
23. By way of example, **attached at Annexure 2** is the Job Statement with each task graded for complexity. Endeavour do not propose that the level of complexity is fixed in each Job Statement, rather the employer should be able to determine the level of complexity, using the Task Skill Assessment. This is because the level of complexity will vary on each task due to a variety of different factors including for example, the type of machinery used, the set-up of each line and the scope of the job that has been set by the client.
24. Once the level of complexity has been determined, the weighting can be applied. This should be determined once parties have had an opportunity to trial the Tool.
25. Endeavour propose that the weightings can be standardised against each level of complexity.

26. The Greenacres Tool already takes into account the complexity of each task of the Job by identifying the task skill required to complete a specific task. The task skills increase with the complexity of each task performed within the Job and the employee's wage level increases accordingly.
27. To recap, the Greenacres Tool provided for five skill levels (A to E). **Attached at Annexure 3** is a table that records each Skill Level and the task skills attributable to each level.
28. The Task Skills for Skill Level A are:
- a) Basic hand-eye co-ordination e.g. can hold one item and complete task with remaining hand.
  - b) Elementary level of dexterity i.e. holds items firmly or gently as required.
  - c) Basic gross motor skills e.g. pull a lever to a set level, press buttons/foot pedals.<sup>1</sup>
  - d) Placement of items/object into bags, containers, boxers, jigs etc
  - e) Basic assembly (with/without a march to sample item and/or jig).
  - f) Counting to 10 (with /without the use of a jig.).
  - g) Use of basic tools (if automated, a jig/template would be in place, e.g guillotine, spanner.
  - h) Recognises concepts such as: on/off, front/back, top/bottom, basic colours.
  - i) Basic machinery operation, e.g. electric scales (with/without use of a jog/template).<sup>10</sup>
29. The type of tasks performed by a supported employee at Skill Level A demand a variety of basic skills. The tasks are often manual tasks that include incorporating the use of supporting techniques such as jigs.<sup>11</sup> For example, one of the tasks required to perform the Job of packing bird seed sticks<sup>12</sup> is 'Feeding the Belt.' The Task Skills required by an employee to 'Feed the Belt' are basic and therefore the wage paid is lower than compared to an employee who fills a hopper which requires more complex task skills (as explained below).
30. The task skills required to fill the hopper<sup>13</sup> have been assessed using the Greenacres Tool at level E. At this level, the Task Skills include:

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<sup>10</sup> AD-2 to Andrew Donne's Statement – Analysis of Wage Assessment Tools Used by Business Services Report at page 36

<sup>11</sup> AD-2 to Andrew Donne's Statement – Analysis of Wage Assessment Tools Used by Business Services Report at page 36

<sup>12</sup> AD-4 to Andrew Donne's Statement – Job Register Wacol

<sup>13</sup> AD-4 to Andrew Donne's Statement – Job Register Wacol

- a) Autonomous performance of all manual and automated tasks for a work section(s).
  - b) Completes all maintenance requirements for more complex machinery and vehicles such as a ride on mower and forklift.
  - c) Undertakes professional communication skills and records information simultaneously e.g. taking basic phone orders from customer.
  - d) Applies multiple skills e.g. basic literacy, fine/precise dexterity, task sequences and manual/automated procedure to complete basic transactions, e.g. using a cash register for standard customer purchases.
  - e) Oversees small groups of employees for limited periods.
  - f) Reads relevant references and applies the information to the task requirements.<sup>14</sup>
31. The Task Skills are more complex at this level and this is reflected in the wage assessment, as the employee is paid more than the employee feeding the belt.
32. This assessment was designed to ensure that the wages system aligns with the capacities of employees with intellectual disabilities with high to moderate support needs. The Task Skills were mapped to the Mayer Key Competencies and endorsed by NSW Community and Health Services ITAB.
33. Given that this assessment has been specifically designed for employees with intellectual disabilities, it could be adapted to this Tool.
34. This proposal supports the Modern Awards Objective because it removes the ability of employers to set their own wage structure as the mechanism to assess the levels of complexity is set by the Task Skills Assessments and the weightings to then be applied have also been determined. This should reduce the possibility of employees being paid different wage outcomes for performing equivalent tasks at equivalent levels of competency.

### **Support**

35. Endeavour supports the concept that the Tool should take into account the level of support provided to the employee to enable that employee to complete the tasks.
36. Endeavour proposes that the level of support could be assessed as follows:

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<sup>14</sup> AD-2 to the Statement of Andrew Donne-Analysis of Wage Assessment Tools Used by Business Services Report at page 36 and 37

- a) The level of support is assessed utilising the criterion Independent Work Practice, as already identified and measured in the Underpinning Work Skills assessment under the Greenacres Tool.
- b) There are five levels of support A to E. At Level A, the employee requires a high level of support, whereas at Level E, no support is required.
- c) Weightings are allocated to each level of support.
- d) The weighting is deducted from the Job Size. The more support required to complete a task, the smaller job size.
- e) For example, an employee is able to complete eight of the tasks listed in the Job Statement – Specialised Packaging. This produces a Job Size of 40%. Of those tasks, four require a high level of support, (currently assessed at Level A), and four do not require any support (currently assessed at Level E). If, for example we assume that Level A tasks are weighted at 4% and Level E tasks at 0%, the overall support deducted from the Job Size is 16% (4x4%).
- f) The weightings to be applied should be determined after parties have an opportunity to trial the Tool.

37. The level of support is taken into consideration by the Greenacres tool as employees are assessed on Underpinning Work Skills which are the necessary vocational skills that an employee must demonstrate to maintain successful employment.

38. One of those vocational skills is Independent Work Practice.

39. At Level A, in assessing this skill an employee must demonstrate that they can:

- a) Work with moderate ongoing supervision.
- b) Work without a supervisor present for limited periods.
- c) Continues to work when distractions are present for limited periods.
- d) Remembers instructions minutes after they are given.
- e) Makes basic decisions regarding own work.<sup>15</sup>

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<sup>15</sup> AD-2 of Andrew Donne's Statement – Analysis of Wage Assessment Tools used by business services Report at page 37 and 38



40. At Wage Level E, the level of support required is minimal. An employee is expected to be making basic decisions for the work section and be able to request clarification of instructions where necessary.
41. For example, **attached at Annexure 4** is a table outlining the different levels of support.
42. The level of support should be assessed on an individual basis against each task that an employee performs. The more support an employee requires, the overall job size will be reduced, which means the employee's wage will be reduced accordingly.
43. Although each employee must be individually assessed, Endeavour propose that the levels of support be standardised as well as the weightings to be applied and this would form part of the Job Statement.
44. A model example is **attached at Annexure 5**.
45. This model supports the Modern Awards Objective because it does not permit employers to establish their own classification structure as the mechanism to assess the level of support is fixed. This should minimise the potential for employees to be paid a different wage for performing equivalent tasks at equivalent levels of complexity.

### **Productivity**

46. Endeavour proposes that any assessment of productivity considers the following:
  - a) The Commonwealth assessors establish a national industry benchmark for the productivity levels for each task within each Job Statement.
  - b) The national benchmark be based on the productivity levels of an abled bodied person over a one hour period.
  - c) All employees should be annually assessed by Commonwealth assessors.
  - d) All employees should be assessed by their employer at least twice during the eight to ten month period before the Commonwealth assessment.
  - e) An average productivity score is calculated from the three assessments.
  - f) The productivity score should be agreed between the Commonwealth assessor and the employer.
  - g) Where no agreement is reached, each party can place the matter into dispute before the Commission. The Commission has the power to arbitrate such a dispute.
  - h) Where the employee does not agree with the assessment, they can place the matter into dispute. The Commission has the power to arbitrate.

47. The Trial of the Modified SWS Tool highlighted various challenges when assessing the productivity levels of supported employees who have intellectual disabilities. These included:
- a) It only measures productivity over a set time thereby producing an impure result.
  - b) The productivity rate assessed does not reflect the actual level of production. For example an employee who is assessed as being able to paint five pegs in one hour, should therefore produce 35 painted pegs over a seven hour shift. The actual levels of production do not match the assessment figures.
  - c) Productivity does not take into account other factors experienced by intellectually disabled employees which affect their production levels, such as behavioural issues which can impact the production levels of the production line.
48. To minimise these challenges, it is important that each employer has the resources to be able to assess its employees at least twice during the 12 month period and have dedicated employment coaches who are familiar with employee's work capabilities. The coaches can then provide guidance to the independent assessors as to whether the productivity levels assessed are fairly normal and indicative of the employee's productivity or whether the employee is having a heightened behavioural issue and consequently it would not be fair to assess their productivity based on that one assessment. To support the view of the employment coach, they need to have collected data on the employee over the course of the year. This will require additional resources and Commonwealth funding.

**Formula**

49. In conclusion, the Formula could be as follows:

<u>Job size x productivity</u>	=	<b>Wage rate to be applied to Award</b>
100		
Where:		
<b>Job size =</b>	<u>No of tasks + weighting for complexity – support levels</u>	
	100	
<b>Productivity =</b>	<u>National Benchmark</u>	X 100
	Employees average productivity	

## Design & Implementation

50. The above submission is intended as an outline of the concepts that Endeavour believe would assist the design of any Tool and are consistent with the Modern Awards Objective.
51. Before any Tool form part of the Award, parties must be given an opportunity to run trials to ensure that the Tool does meet the Modern Awards Objective and addresses the concerns of the Full Bench as outlined in the Statement.
52. Step 1 – The first step in this process is to produce Job Statements. It is proposed that working groups are established to produce a Job Statement for each classification at Schedule B of the Award covering Grades 1 to 3.
53. In the event that a working group cannot agree on the tasks listed in a Job Statement, the Commonwealth should decide the tasks to be listed.
54. The Job Statements are produced to the Full Bench within three months of the date of its decision.
55. Step 2 – During the same consultation process, the working group should agree the weightings to be applied to complexity and support. In the event that agreement cannot be reached, the Commonwealth should determine the levels.
56. Step 3 – These weightings are produced to the Full Bench within three months of the date of its decision.
57. Step 4 – A trial period of three months is then set by the Full Bench. The purpose of this trial is to give parties the opportunity to test whether the Tool meets the Modern Awards Objective including whether it is commercially viable.
58. Step 5 – Parties are given a period of one month to make submissions to the Full Bench regarding the success or otherwise of the trial. The purpose of this submission is not to advocate for a new wage assessment tool but to consider any final amendments to the existing proposal to ensure that it complies with the Modern Awards Objective. Submissions should be restricted to that basis only.
59. Step 6 – The Full Bench should issue its final decision and the new wage assessment tool be incorporated into the Award. A transitional period in the order 18 months would assist.

19 October 2018

Corrs Chambers Westgarth

**IN THE FAIR WORK COMMISSION**

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**Supported Employment Services Award 2010**

**FWC Matter No.: AM2014/286**

**Annexure 1**

**Job Statement – Packing Line Worker – Grade 2**

<b>Duty</b>	<b>Task</b>
Setup	Discuss set up requirements with Team Leader
	Check job sheet to confirm customer specification
	Inspect work area, complete MOL and identify/rectify hazards and report via Riskman
	With support from Team Leader, setup workstations to suit job packing steps
	Check off items delivered from warehouse against job sheet (type/qty/qlty)
	Under instruction – move job components to correct work station
	Identify safe working practices and any PPE for job
Pack	Count correct quantity of item
	Place item into box in correct position and orientation
	Identify item shortages
	Collect more product to replenish line
Check	Check packed items visually or by weight
	Identify and correct errors
	Quarantine non-conforming items and report to supervisor
Finish	Close, seal, or tape carton
	Pack carton into shipper and seal
	Pack shipper onto pallet
	Prepare pallet label
	Shrink wrap pallet
	Liaise with warehouse to move pallet

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**Annexure 2**

**EXAMPLE – TASK GRADED FOR COMPLEXITY**

**Job Statement – Packing Line Worker – Grade 2**

<b>Duty</b>	<b>Task</b>	<b>Skill Level</b>	<b>Task Skills required to complete job</b>
Setup	Discuss set up requirements with Team Leader	D	1 2 3 4 5 6
	Check job sheet to confirm customer specification	D	
	Inspect work area, complete MOL and identify/rectify hazards and report via Riskman	D	
	With support from Team Leader, setup workstations to suit job packing steps	D	
	Check off items delivered from warehouse against job sheet (type/qty/qlty)	D	
	Under instruction – move job components to correct work station	D	
	Identify safe working practices and any PPE for job	D	
Pack	Count correct quantity of item	A	1 2
	Place item into box in correct position and orientation	A	1 2 4
	Identify item shortages	A	6
	Collect more product to replenish line	A	1 2 4
Check	Check packed items visually or by weight	B	1 3 6
	Identify and correct errors	A	1 2 4 8 10
	Quarantine non-conforming items and report to supervisor	B	1 7
Finish	Close, seal, or tape carton	A/B	1 2 4 5 3 6 8. 1 3 6 2 4
	Pack carton into shipper and seal	A	1 2 4 5 3 6 8
	Pack shipper onto pallet	B	1 3 6
	Prepare pallet label	E	1 5 6
	Shrink wrap pallet	B	1 3 6 2 4 5
	Liaise with warehouse to move pallet	B	1 3 6 7 2 4 5

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**Annexure 3**

**SKILL LEVELS AND TASK COMPLEXITY**

Skill Level	Task Skills
<p><b>Skill Level A</b></p> <p>Tasks which demand a variety of basic skills.</p> <p>Together with manual tasks, this skill level includes relatively simple machine operation.</p>	<p><b>Fine Motor Skills – KC 7</b></p> <ol style="list-style-type: none"> <li>1 Basic hand/eye co-ordination.</li> <li>2 e.g. can hold one item and complete task with remaining hand. Elementary level of dexterity i.e. holds items firmly or gently as required.</li> <li>4 Placement of items/objects into bags, containers, boxes, jigs etc.</li> <li>5 Basic assembly (with/without a match to sample item and/or jig).</li> </ol> <p><b>Gross Motor Skills – KC 7</b></p> <ol style="list-style-type: none"> <li>1 Basic hand/eye co-ordination e.g. can hold one item &amp; complete task with remaining hand.</li> <li>3 Basic gross motor skills e.g. pull a lever to a set level, press buttons/foot pedals.</li> <li>4 Placement of items/objects into bags, containers, boxes, jigs etc.</li> <li>5 Basic assembly (with/without a match to sample item and/or jig).</li> </ol> <p><b>Spatial Skills – KC 5</b></p> <ol style="list-style-type: none"> <li>8 Recognises concepts such as; on/off, front/back, top/bottom, and basic colours.</li> </ol> <p><b>Language Literacy &amp; Numeracy – KC 6</b></p> <ol style="list-style-type: none"> <li>6 Counting to 10 (with/without use of a jig).</li> <li>10 Organises a limited number of items (2-3) into sequential order.</li> </ol> <p><b>Machinery/Tools – KC 7</b></p>

Skill Level	Task Skills
	<p>7 Use of basic tools (if automated, a jig/template would be in place) e.g. guillotine, spanner.</p> <p>9 Basic machinery operation e.g. heat sealer, stapler (with/without use of a jig/template).</p>
<p><b>Skill Level B</b></p> <p>Tasks requiring a significant number of task skills be applied in sequence, together with basic decision making.</p>	<p><b>Fine Motor Skills – KC 1,7</b></p> <p>1 Make decisions regarding the correct placement and measurement of items (with/without the use of guides and jigs).</p> <p>3 Step by step completion of typically manual tasks requiring more advanced levels of dexterity following more intricate sequences.</p> <p><b>Gross Motor Skills – KC 7</b></p> <p>3 Step by step completion of typically manual tasks requiring more advanced levels of dexterity following more intricate sequences.</p> <p><b>Spatial Skills – KC 1,5,7</b></p> <p>3 Step by step completion of typically manual tasks requiring more advanced levels of dexterity following more intricate sequences.</p> <p>6 Apply spatial perception to tasks requiring moderate levels of planning and underpinning knowledge of task relevant issues e.g. correct positioning of items in machinery/equipment, comprehending basic geography of immediate locality to make deliveries.</p> <p><b>Planning/Problem Solving – KC 3</b></p> <p>3 Step by step completion of typically manual tasks requiring more advanced levels of dexterity following more intricate sequences.</p> <p><b>Language Literacy &amp; Numeracy – KC 2</b></p> <p>7 Communicate with a variety of persons in a professional and work appropriate manner.</p> <p><b>Machinery/Tools – KC 7</b></p> <p>2 Use of manual or automated tools and machinery requiring moderate skill levels e.g. mower, deep fryer, stapling gun and basic sewing tasks on an industrial sewing machine.</p> <p>4 Recognise markers, keys, dials and other setting on machinery and tools as correct or incorrect.</p>

Skill Level	Task Skills
	5 Use judgement to determine that machinery/tools are set correctly and functioning accurately.
<p><b>Skill Level C</b></p> <p>Tasks typically automated across major job stages, using more complex tools/machinery</p>	<p><b>Machinery/Tools – KC 7</b></p> <p>1 Basic maintenance of machinery and/or tools being used.</p> <p><b>Spatial Skills – KC 5</b></p> <p>3 Placement of items and use of tools requiring exact precision e.g. using a nail gun, measuring different lengths of conduit</p> <p><b>Multiple Co-ordination – KC 1,3,5,6,7</b></p> <p>2 Complete multiple steps of task in correct sequence using more complex machinery and tools e.g. industrial sewing machine to complete more complex and varied sewing tasks and ride on mower.</p> <p>4 Co-ordinate multiple skills (e.g. physical actions, spatial perception, precise judgement and prior knowledge of key rules and regulations) and apply these simultaneously to meet the essential requirements of the task e.g. assembling electrical lights using air pressure drills.</p> <p><b>Planning/Problem Solving – KC 1,6</b></p> <p>5 Examine product to determine that it meets the customer requirements/industry accepted standards of quality and is in good working order</p> <p>6 Discriminates between correct incorrect assembly of complex items with many small parts (min. 12 components)</p>
<p><b>Skill Level D</b></p> <p>Typically involves all major job specific and maintenance tasks (as required) for a work section.</p>	<p><b>Machinery/Tools – KC 1,3,7</b></p> <p>1 Minimum levels of supervision required to ensure; job has been set up correctly, that tools/machinery are in working order or require repairs, what type of jig needs to be developed and support the employee to make appropriate decisions for the work team</p> <p>3 Decision making skills to complete multiple steps of a task using more complex machinery and a variety of tools. E.g. circular saw for carpentry tasks, engineers square, spirit level</p> <p><b>Language Literacy &amp; Numeracy – KC 5</b></p> <p>2 Numeracy skills including; recognizing numbers and understanding the concept of increasing values in order to complete measuring tasks e.g. measure varying lengths</p>



Skill Level	Task Skills
	<p>using different tools/aids using rulers, guides and measuring tapes</p> <p><b>Planning/Problem Solving – KC 3,6</b></p> <p>4 Ensures safety precautions are undertaken over a limited set of varying conditions through prompt recognition and response</p> <p>7 Pre-plan and prioritise the actions to be undertaken to ensure that the task is completed within the immediate parameters. E.g. making deliveries in the local area, commencing at the most distant location and progressively making deliveries towards the workplace</p> <p><b>Multiple Co-ordination – KC 1,3,5,6</b></p> <p>5 Co-ordinate multiple skills (e.g. physical actions, spatial perception, precise judgement and prior knowledge of key rules &amp; regulations) to perform a variety of functions over a limited set of conditions e.g. driving a car with 1A driver's license to make deliveries in the local area &lt;50km.</p> <p><b>Spatial Skills – KC 5</b></p> <p>6 Discriminates between size and space over limited conditions to complete complex tasks correctly e.g. driving a forklift and correctly placing large loads in a designated ground level space</p>

<p><b>Skill Level E</b></p> <p>Typically involves all job specific, maintenance basic repair tasks for a work section / department.</p>	<p><b>Planning/Problem Solving – KC 1,3,5,6</b></p> <p>1 Very limited levels of supervision required, such as; supporting the decision making skills of the employee through confirmation and feedback.</p> <p>10 Read relevant references/manuals and apply the information to the task requirements e.g. reading a street directory, following the directions and reaching the correct destination</p> <p>11 Applies prior knowledge, judgement and spatial abilities over a wide range of conditions e.g. makes deliveries over long distances such as; 50km</p> <p><b>Machinery/Tools – KC 6,7</b></p> <p>2 Completes all maintenance requirements of more complex machinery and vehicles such as; ride on mower and forklift</p> <p>3 Identifies need for repairs on range of tools and machinery in use and advises relevant staff</p> <p>4 Completes basic machinery/tool repair tasks as directed by relevant staff</p> <p><b>Language Literacy &amp; Numeracy – KC 1,2,4</b></p> <p>5 Undertakes professional communication skills and records information simultaneously e.g. taking phone orders from customers</p> <p>6 Applies multiple skills e.g. literacy, numeracy, fine/precise dexterity, task sequences and manual/automated procedures to complete basic transactions e.g. using a cash register for standard customer purchases</p> <p>10 Read relevant references/manuals and apply the information to the task requirements e.g. reading a street directory, following the directions and reaching the correct destination</p> <p><b>Multiple Co-ordination – KC 1,3,4,5,6</b></p> <p>6 Applies multiple skills e.g. literacy, numeracy, fine/precise dexterity, task sequences and manual/automated procedures to complete basic transactions e.g. using a cash register for standard customer purchases</p> <p>7 Co-ordinate multiple skills (e.g. physical actions, spatial perception, precise judgement and prior knowledge of key rules &amp; regulations) and apply these simultaneously to meet the requirements of the task over a wide range of conditions e.g. transporting large volumes of product in a truck (up to 8 tonnes GVM)</p> <p>9 Oversees small groups of employees for limited periods when supervisor is not present</p>
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Skill Level	Task Skills
	<p><b>Spatial Skills – KC 1,3,5</b></p> <p>8 Uses higher level cognitive abilities to pre-plan, prioritise, organise and judge properties of a task such as; balance, safety issues and task resources required e.g. operating a forklift to load product from a ground level location to the next floor.</p> <p>11 Applies prior knowledge, judgement and spatial abilities over a wide range of conditions e.g. makes deliveries over long distances such as; 50km</p>

Mayer Key Competencies: (REPLACED BY AUSTRALIAN STANDARDS)

1. Collecting Analysing & Organizing Information – KC 1.
2. Communicating Ideas & Information – KC 2.
3. Planning & Organising Activities – KC 3.
4. Working with Others & In Teams – KC 4.
5. Using Mathematical Ideas & Techniques – KC 5.
6. Solving Problems – KC 6.
7. Using Technology – KC 7.

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**Annexure 4**

**Level of Support**

Level	Support
<p><b>Level A</b></p>	<p><b>Independent work practice – KC 3</b></p> <ol style="list-style-type: none"> <li>1 Works with close ongoing supervision.</li> <li>2 Works without supervisor present for limited periods (i.e. approx., 5 minutes).</li> <li>3 Continues to work when distractions are present for limited periods. (i.e. over period of a few minutes).</li> <li>4 Remembers instructions minutes after they are given.</li> <li>5 Makes basic decisions regarding own work (e.g. can distinguish between basic components of a task as faulty or not).</li> </ol>
<p><b>Level B</b></p>	<p><b>Independent work practice – KC 3</b></p> <ol style="list-style-type: none"> <li>1 Makes basic decisions regarding own work and acts on them e.g. tools, equipment malfunctioning.</li> <li>2 Remembers instructions from day to day.</li> </ol>
<p><b>Level C</b></p>	<p><b>Independent Work Practice – KC 2,3</b></p> <ol style="list-style-type: none"> <li>1 Makes basic decisions for work team e.g. sourcing basic safety supplies</li> <li>2 Requests explanation and clarification of instructions when necessary</li> <li>3 Accepts responsibility for own work performance</li> </ol>
<p><b>Level D</b></p>	<p><b>Independent Work Practice – KC 2,3</b></p> <ol style="list-style-type: none"> <li>1 Makes basic decisions for work team</li> </ol>

Level	Support
	2 Requests explanation and clarification of instructions where necessary
<b>Level E</b>	<b>Independent Work Practice – KC 2,3</b>  2 Makes basic decisions for work section 3 Requests explanation and clarification of instructions where necessary

Mayer Key Competencies: (REPLACED BY AUSTRALIAN STANDARDS)

1. Collecting Analysing & Organizing Information – KC 1.
2. Communicating Ideas & Information – KC 2.
3. Planning & Organising Activities – KC 3.
4. Working with Others & In Teams – KC 4.
5. Using Mathematical Ideas & Techniques – KC 5.
6. Solving Problems – KC 6.
7. Using Technology – KC 7.

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**Annexure 5  
EXAMPLE of JOB SIZING**

**Job Statement – Packing Line Worker – Grade 2**

Duty	Task	Complexity Task Skill Level	Tasks Performed	Support Level
Setup	Discuss set up requirements with Team Leader	D		
	Check job sheet to confirm customer specification	D	X	A
	Inspect work area, complete MOL and identify/rectify hazards and report via Riskman	D	X	A
	With support from Team Leader, setup workstations to suit job packing steps	D		
	Check off items delivered from warehouse against job sheet (type/qty/qlty)	D	X	A
	Under instruction – move job components to correct work station	D		
	Identify safe working practices and any PPE for job	D		
Pack	Count correct quantity of item	A	X	A
	Place item into box in correct position and orientation	A		
	Identify item shortages	A		

	Collect more product to replenish line	A		
Check	Check packed items visually or by weight	B	X	E
	Identify and correct errors	A	X	E
	Quarantine non-conforming items and report to supervisor	B		
Finish	Close, seal, or tape carton	A/B		
	Pack carton into shipper and seal	A		
	Pack shipper onto pallet	B		
	Prepare pallet label	E		
	Shrink wrap pallet	B	X	E
	Liaise with warehouse to move pallet	B	X	E

Total number of tasks	20
Number of tasks achievable	8
Job Size	40%
Level of Complexity	+20%
Level of Support	-16%
Final Job Size	<b>44%</b>

COMPLEXITY	
LEVEL	Weighting
A	1%
B	2%
C	3%
D	4%
E	5%

SUPPORT	
Level	Weighting
A	4%
B	3%
C	2%
D	1%
E	0%