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Section 1:

Unit of competency

The CPC08 Construction, Plumbing and Services Training Package was developed by the Construction and Property Services Industry Skills Council in consultation with industry stakeholders including employers, unions, peak bodies, professional associations, regulatory bodies, registered training organisations (RTOs) and other relevant parties. The training package specifies the skills and knowledge required to perform effectively in the workplace.

Individual units of competency are nationally agreed statements that describe work outcomes and can stand alone when applied in the workplace.

This section outlines the requirements of the unit of competency for *CPCCCM1012A Work effectively and sustainably in the construction industry*.

Section one contains the following information:

- 1.1 Elements of competency and performance criteria
- 1.2 Range statement
- 1.3 Required skills and knowledge
- 1.4 Evidence guide
- 1.5 Employability skills
- 1.6 Skill sets
- 1.7 Recognition assessment

1.2 Range statement

This unit of competency may be relevant to a wide range of workplace contexts. The range statement relates to the whole unit of competency. It allows for different work environments and situations that affect performance. Trainers should include other operating contexts, where appropriate.

The Aspire CPCCCM1012A *Work effectively and sustainably in the construction industry* learner guide covers all aspects of the range statement as outlined below.

Construction job roles include:

- bricklaying and blocklaying
- carpentry
- concreting
- demolition
- dogging
- formwork and falsework
- painting and decorating
- rigging
- roof tiling
- scaffolding
- solid plastering
- steelfixing
- wall and ceiling lining
- wall and floor tiling
- waterproofing.

Construction employment conditions include coverage of:

- AWAs
- bulletins and newsletters
- enterprise agreements
- industrial awards
- industry and workplace codes of practice
- workplace agreements.

1.4 Evidence guide

The evidence guide offers suggestions for assessment and must be read in conjunction with the performance criteria, required skills and knowledge, the range statement and the assessment guidelines for the training package.

Critical aspects for assessment

Evidence must confirm the ability to:

- locate, interpret and apply relevant construction industry information, standards and specifications
- comply with site safety plans and OHS legislation, regulations and codes of practice applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- communicate and work effectively and safely with others
- explain to others scope, employment and economic importance of the construction industry
- locate and identify documentation on-site employment conditions and source of these conditions
- set personal and team work goals and participate in site meetings
- respond to personal conflict situations
- identify personal development needs and apply learning to future work tasks
- follow workplace procedures according to instructions given and report information only at own level of responsibility, including:
 - complying with environmental/sustainability legislation, and organisational and procedural requirements relevant to specific daily responsibilities
 - use of tools, such as an inspection checklist to collect and measure relevant information on resource and energy consumption
 - participating in and supporting an improved environment and resource
 - recognising efficiency processes involving work practices and reporting as required.

2.2 Meeting learner and industry needs

It is part of your role as a trainer to select the most appropriate way to train to meet the needs of the learners. Remember to be flexible and adapt your training to:

- the learner's learning environment
- the learner's level of skill and knowledge
- your own training style.

If the learner is currently in the workplace always incorporate as much training and practice using their workplace situation. This will make their learning experience more meaningful. Ask learners to use authentic workplace documents wherever possible. Remind them to seek permission to use these documents. It is important for them to be fully aware of all issues relating to confidentiality and their legal and ethical responsibilities in this regard.

As a trainer, you can also collect examples of documentation from different organisations to use in training sessions.

If the learner is in a training institution, use the case studies and examples provided in the Aspire learner guide. If you need to, adjust the case studies or examples so they are more appropriate to individual learners' needs.

If you are delivering training for more than one unit, integrate the learning so the learner doesn't have to repeat content. For example, information about duty of care, treating everyone fairly and equally, basic communication skills and occupational health and safety issues are covered in several of the units of competency and, therefore, also in the learner guides in this series.

Remember, it is extremely important for trainers to respect confidentiality. They must not release information to unauthorised bodies without the written consent of the candidate.

Section 3:

Assessment resources

Assessment is all about collecting evidence and making decisions as to whether or not a learner has achieved competency. Assessment confirms the learner can perform to the expected workplace standard, as outlined in the units of competency.

This section contains an alternative final assessment and model answers to the assessment activities in the corresponding Aspire learner guide. The Aspire assessment activities have also been mapped in section 3.5. Trainers and assessors can use this mapping information to complete the assessment records in section 3.6.

It is an important responsibility of trainers and assessors to complete the assessment records themselves. This ensures all additional assessment activities deemed appropriate, outside those in the Aspire learner guide, are included in these records; for example, recording observation assessments.

Section three contains the following information:

- 3.1 Alternative final assessment
- 3.2 Solutions to assessment activities
- 3.3 Solutions to final assessments
- 3.4 Evidence of competency
- 3.5 Assessment mapping
- 3.6 Assessment records

3.1 Alternative final assessment

The following activity forms part of your assessment of competency. You may also be required to demonstrate your skills and/or provide various workplace documents or third-party reports. Your trainer will give you guidance in this area.

Create a presentation for a new employee at your worksite, or one that you are familiar with. This presentation should provide information about working in the construction industry, including:

1. The structure of the construction industry, possible occupations and job roles.
2. Team structures on the worksite, and the importance of teamwork.
3. Communication processes, and planning and reporting requirements for the site.
4. The range of working conditions on-site, including potential worksite hazards.
5. Any environmental procedures, legislation, regulations that need to be understood.

This presentation could be in the form of a poster, or you might present the information verbally to your trainer.

3.4 Evidence of competency

Evidence is information gathered that provides proof of competency. While evidence must be sufficient, trainers and assessors must focus on quality evidence rather than the quantity of evidence.

Rules of evidence

There are four rules of evidence that guide the collection of evidence. Evidence must be:

- **valid** – it must cover the required skills and knowledge
- **sufficient** – it must be enough to satisfy the competency
- **current** – skills and knowledge must be up to date
- **authentic** – it must be the learner's own work and supporting documents must be genuine.

Principles of assessment

High quality assessments must be:

- **fair** – assessments are not discriminatory or disadvantage the candidate
- **flexible** – assessments meet the candidate's needs and include an appropriate range of assessment methods
- **valid** – assessments assess the unit/s of competency required skills and knowledge
- **reliable** – there is a common interpretation of the assessments
- **sufficient** – assessments meet the quality and quantity required.

Types of evidence

Types of evidence that can be collected, sighted or validated include:

- work records such as position descriptions, performance reviews, products developed, processes followed and/or implemented
- third-party reports from customers, managers and/or supervisors
- training records and other recognised qualifications
- skills and knowledge assessments
- volunteer work.

3.5 Assessment mapping

Methods of assessment mapped to the learner guide

Assessment methods are the particular techniques used to gather different types of evidence. The mix of evidence gathered to demonstrate competency is dependent on the context of the assessment and the background of the candidate.

The following table outlines the different methods of assessment used in the Aspire CPCCCM1012A *Work effectively and sustainably in the construction industry* learner guide.

Methods of assessment				
Assessment method	Section task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 5.4, 6.1, 6.2	Activity 1 Activity 2 Activity 3 Activity 5 Activity 6	Part B	
Observation/demonstration			Part A	
Case study				
Role-play				
Training log, diary or journal	2.1	Activity 4		
Portfolio, reports, work samples	1.5			✓
Third-party reports				

Required knowledge checklist

Institution: Candidate's name: Unit of competency: CPCCCM1012A Work effectively and sustainably in the construction industry Trainer/assessor: Date:			
Did the candidate show their knowledge of:	Yes	No	N/A
▪ basic concepts of sustainability on a construction worksite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ common construction industry terminology and interpersonal communication requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ construction industry quality requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ construction industry size, scope of work and national economic importance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ environmental and resource hazards/risks, including compliance with relevant legislation associated with the environment, job specifications and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ federal, state, and territory environmental or sustainability legislation, regulations and codes of practice relevant to this sector and applicable to own work role; for example, Building Code of Australia (BCA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ job safety analysis (JSA) and safe work method statements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ relevant environmental and resource efficiency systems and practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ relevant industrial awards and enterprise agreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ relevant legislation, regulations and workplace requirements relating to provisions covering discrimination and equal employment opportunity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ site meeting procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ typical site/team work structure, methods and communication processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the assessment/s of the candidate's required knowledge, did they demonstrate the four dimensions of competency?			
Task skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>