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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 *CPCCCM1013A Plan and organise work*.

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

2.1 Training and assessment strategy

Training organisations must develop a training and assessment strategy for all their training programs. The training and assessment approach adopted by RTOs must accord with the learner's needs, current workplace contexts and the requirements of the training package.

RTOs must comply with the AQTF standards, which means they must:

- meet the requirements of the training package including language, literacy and numeracy requirements
- document information according to AQTF audit requirements
- meet the needs of particular target groups
- provide learning pathways
- seek input from industry and other relevant stakeholders.

Structuring a training program

The following checklist outlines the type of information you may wish to include in your training and assessment strategy.

- ☐ Details of the training organisation including contact person
- ☐ The unit/s of competency to be delivered in the program of study
- ☐ Pathways
- ☐ The learner or target group
- ☐ Delivery mode/s
- ☐ Training resources including facilities required for delivery and assessment, and other infrastructure requirements
- ☐ Methods of assessment and evidence gathering
- ☐ Program duration and delivery schedule
- ☐ Session locations including workplace assessment information
- ☐ Delivery and assessment staff
- ☐ Assessment validation process

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

4. Two ways to find out about how to use particular products might include:
 - manufacturers' specifications
 - asking his supervisor
 - asking a more experienced worker.
5. Sources of information could include:
 - website
 - call the manufacturer
 - ask a more experienced worker.
6. Ways to determine if the product is ready could include:
 - test an inconspicuous patch
 - ask his supervisor
 - call the manufacturer for advice
 - ask a co-worker to give his opinion
 - read the drying specifications on the product packaging or accompanying documentation.

Assessment activity 2

Learners should have put the steps into the following order.

1	Find out about your work tasks in advance to allow for background reading/research if necessary.
2	Locate job sheets/ work specifications/ relevant drawings/ MSDS/ site specific OHS plans, environmental requirements and quality procedures and processes.
3	Clarify specific task responsibilities with supervisor/ colleagues to identify your exact role.
4	Listen to pre-start instructions for roles and responsibilities and any other impacting issues. Discuss work schedules of all on site.
5	Imagine task fully completed and plan by writing down a logical sequence identifying all steps to get to that point.
6	Liaise with supervisor to ensure work plan is adequate and appropriate.
7	Check equipment is operating properly and report any faults.
8	Review work methods and amend work plans.

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 CPCCCM1013A *Plan and organise work* learner guide.

Methods of assessment				
Assessment method	Section task	Assessment activity	Final assessment	Alternative final assessment
Question/answer	1.1, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2	All	Part B	✓
Observation/demonstration		Activity 3	Part A	
Case study		Activity 1		
Role-play				
Training log, diary or journal				
Portfolio, reports, work samples	3.2	Activity 3 Activity 4		
Third-party reports				

Pre-assessment checklist

Institution: Candidate's name: Unit of competency: CPCCCM1013A Plan and organise work Trainer/assessor: Date:	
Checklist	Tick and/or provide comments
Talked to the candidate about the purpose of the assessment	
Explained the unit of competency	
Discussed the various methods of assessment	
In consultation with trainer/assessor, the candidate selected the following assessment methods: <input type="checkbox"/> question/answer <input type="checkbox"/> observation/demonstration <input type="checkbox"/> case study <input type="checkbox"/> role-play <input type="checkbox"/> training log, diary or journal <input type="checkbox"/> portfolio, reports, work samples <input type="checkbox"/> third-party reports.	
Discussed the assessment environment and process.	When will assessment occur? _____ Where will assessment occur? _____ _____ Who will assess the candidate? _____ Special needs (if any) _____ _____ _____ How many workplace visits are required (if appropriate)?