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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 *CPCCCM1015A Carry out measurements and calculations*.

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

1.4 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 information
- comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- safely and effectively use tools and equipment
- communicate and work effectively and safely with others
- complete measurements, calculations and determination of quantities for different projects of varying complexity in a range of contexts or occasions over time
- calculate each of the following using a realistic construction task or example:
 - length
 - perimeter
 - circumference
 - area
 - volume
 - number
 - ratio
 - percentage
 - conversion of metres to millimetres and millimetres to metres
 - measure using a rule or tape measure five separate tasks within 1mm accuracy.

Section 2:

Training requirements

To comply with AQTF requirements, RTOs must develop a training and assessment strategy for the training programs they deliver. The training and assessment approach adopted by an RTO must accord with the need of their learners, current industry requirements and the requirements of the training package.

Trainers and assessors must make judgments about the most appropriate way to meet these requirements. These judgments should form part of the organisation's overall training and assessment strategy.

Section two contains the following information:

- 2.1 Training and assessment strategy
- 2.2 Meeting learner and industry needs

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

Assessment activity 2

1. Answers may vary. The learner should have made reference to the following:
 - To ensure the result is accurate.
 - To ensure the result is appropriate for the materials.
 - To ensure the correct scale of readings to meet organisational procedures and practices.
2. Answers may vary. Learners may have included two of the following:
 - line of sight error
 - using the wrong units
 - transposing of figures
 - human error.
3. Answers may vary. The learner should have made reference to:
 - check and double check
 - ensure correct positioning of equipment and line of sight
 - prepare measuring equipment correctly.
4. Answers may vary. Learners must have included two of the following:
 - Length
 - Width
 - Depth
 - Height
 - Weight
5. Answers may vary. The learner should have made reference to:
 - To ensure the information is accurate.
 - Information is recorded to keep track of the amount of materials used on-site.
 - As evidence if there are any discrepancies or disputes in the future from clients, authorities, tradespeople or suppliers.

Gathering evidence

Evidence can be gathered through:

- real work/real-time activities through observation and third-party reports
- structured activities.

Evidence can also be gathered through:

- **formative assessments:** where assessment is progressive throughout the learning process and validated along the way by the trainer – also known as assessment *for* learning
- **summative assessment:** where assessment is an exercise or simulation at the end of the learning process – also known as assessment *of* learning.

Evaluating evidence

The following steps may help you evaluate evidence.

Step 1: Evidence is gathered.

Step 2: Rules of evidence are applied – evidence is valid, sufficient, current and authentic.

Step 3: Evidence meets the full requirements of the unit/s of competency.

Step 4: The assessment process is valid, reliable, fair and flexible.

Step 5: The trainer or assessor makes a straightforward and informed judgment about the candidate and completes assessment records.

3.6 Assessment records

To comply with the critical aspects of assessment and evidence outlined in the unit of competency, learners must provide evidence of the specified required skills and knowledge. These should be assessed in the workplace or in a simulated workplace.

Trainers can use the following assessment forms to record the learner's evidence of competency.

- The **pre-assessment checklist** helps the trainer determine if the learner is ready for assessment.
- The **self-assessment record** allows the learner to assess their own abilities against the requirements of the unit of competency.
- The **required skills checklist** facilitates the observation process; allows trainers to identify skill gaps and provide useful feedback to learners.
- The **required knowledge checklist** can be used to record the learner's understanding of the required knowledge; to identify knowledge gaps and to provide useful feedback to learners.
- The **portfolio of evidence checklist** helps the trainer annotate or detail aspects of the learner's portfolio of evidence.
- The **workplace assessment checklist** can be used by the learner's supervisor to show workplace-based evidence of competence.

Workplace assessment checklist

Institution:

Candidate's name:

Unit of competency: CPCCCM1015A Carry out measurements and calculations

Trainer/assessor:

Date:

Name of organisation:

Address:

Phone:

Email:

Workplace supervisor:

Candidate demonstrates the ability to:

- ☐ use communication skills to:
 - determine requirements
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - follow instructions
 - read and interpret:
 - documentation from a variety of sources
 - drawings and specifications
 - use language and concepts appropriate to cultural differences
 - use and interpret nonverbal communication, such as hand signals
- ☐ use written skills to record measurements, calculations and quantities
- ☐ identify and accurately report to appropriate personnel any faults in tools, equipment or materials
- ☐ use numeracy skills to apply measurements, calculations and geometry
- ☐ use organisational skills, including the ability to plan and set out work
- ☐ use teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- ☐ use technological skills to use a range of mobile technology, such as two-way radio and mobile phones
- ☐ use voice and hand signals to access and understand site-specific instructions.

Candidate understands:

- ☐ basic calculators
- ☐ communication devices