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## **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 workbook. 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 workbook, 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.

The following activity has been designed for all learners to complete.

1. Materials have the same attributes for every job. Is this statement True or False?
2. Construction projects have quality requirements. Is this statement True or False?
3. List four key types of construction plans or drawings.
4. List two forms of nonverbal communication.
5. List three key areas where accuracy is important.
6. List three calculations that may be performed on a construction site.
7. List two key pieces of information that are found in a specification.
8. List three areas or issues that environmental plans may address.
9. Circle the correct answer. Communication is:
  - a) sharing information.
  - b) asking questions if you don't understand.
  - c) listening and understanding.
  - d) all of the above.
10. Circle the correct answer. Who would you report faulty tools, equipment or materials to?
  - a) the site supervisor
  - b) the shop assistant where you purchased lunch
  - c) workers from another site.
11. Write one sentence to describe why it is important to follow workplace plans or specifications.
12. Write one sentence to explain why you should work to a plan when setting out work.
13. Why do site plans have to be created in simple formats?
14. Write one sentence to explain what could happen if you used plans or drawings that were out of date.

15. Write one sentence to explain what you should do if you do not understand the plans you are working with.

16. What is the feature of the plan or drawing that explains the following:

- a) Measurement units
- b) The symbols or signs
- c) Information about the job

17. Explain the following common abbreviations, symbols and hand signals.

a) Abbreviations and acronyms:

- OHS means \_\_\_\_\_
- PPE means \_\_\_\_\_
- MSDS means \_\_\_\_\_
- Approx. means \_\_\_\_\_
- JSA means \_\_\_\_\_
- Req'd means \_\_\_\_\_
- SWMS means \_\_\_\_\_
- Max. means \_\_\_\_\_

b) Symbols:

	
	
	

## 3.2 Solutions to assessment activities

The following solutions or model answers are to the assessment activities in the Aspire CPCCCM2001A *Read and interpret plans and specifications* workbook. In many cases, the answers provided by learners will vary due to a number of factors, including the:

- learner's own experiences
- learner's workplace experiences
- training situations and strategies presented by the trainer
- interpretation of the assessment activity by the learner/assessor
- type of organisation, work practices, processes and systems encountered by the learner.

These solutions should serve as a reliable guide to the type of information that should be covered in the learner's response. Assessors should have a copy of the activities to guide their assessment.

### Assessment activity 1

Answers will vary depending on the documents chosen by the learner. Here is an example of information that may be included for one of each type of document. All these documents were accessed from the Internet.

Document	Title of document	Key features
<b>Plan</b>	Floor plan of house	<ul style="list-style-type: none"><li>▪ Overhead view of the completed house</li><li>▪ Parallel lines can show variable wall thickness and length to change room size</li><li>▪ Includes details of fixture like sinks, water heaters, furnaces, finishes etc.</li></ul>
<b>Specification</b>	Midland Maxibricks	<ul style="list-style-type: none"><li>▪ Product information (such as work size, 162mm x 305mm x 90mm, approx unit weight, number per pack, dry density)</li><li>▪ Fire resistance level (insulation)</li><li>▪ Weighted sound reduction index</li></ul>

Document	Title of document	Key features
<b>Drawing</b>	Reflected ceiling plan	<ul style="list-style-type: none"> <li>▪ The plan is drawn to scale but sized down to fit the page therefore it is not to scale (NTS).</li> <li>▪ Each light fixture has an identification letter and a light fixture legend is included on the sheet.</li> <li>▪ Each fixture is listed with a specification in the legend.</li> <li>▪ The numbers in the hexagon shape are key notes.</li> <li>▪ Ceiling heights are noted in the oval shapes.</li> </ul>
<b>Quality management plan</b>	Construction indoor air quality management plan	<ul style="list-style-type: none"> <li>▪ Each construction employee will be trained on the construction indoor air quality management plan.</li> <li>▪ All return air systems are to be shut down during the heaviest periods of construction to avoid dust and odours from being released throughout the building.</li> <li>▪ All return air openings are to be covered during construction.</li> <li>▪ The supply side of the HVAC system is to be kept clean.</li> <li>▪ All construction materials to be checked for moisture and kept covered prior to use.</li> </ul>
<b>Environmental management plan</b>	Soil and water management plan	<p>This plan includes:</p> <ul style="list-style-type: none"> <li>▪ purpose and objective of the project</li> <li>▪ legislative and regulatory compliance notes</li> <li>▪ structure and responsibilities</li> <li>▪ environmental aspects and impacts</li> <li>▪ environmental control measures and method statements (land degradation, water use, fuel and chemical storage, wastewater management, contaminated soil)</li> <li>▪ training required</li> <li>▪ inspection, auditing and monitoring</li> <li>▪ review and improvement of the management plan.</li> </ul>

## Assessment activity 2

Answers will vary according to the learner. Here is an example answer. Learners should be able to produce a printout of a plan, drawing and specification

1. Learners should be able to point out the title box for each of these documents.

Information may include the following points:

- issues and amendments
- architect's name and contact details
- scale

## Pre-assessment checklist

<b>Institution:</b> <b>Candidate's name:</b> <b>Unit of competency:</b> CPCCCM2001A Read and interpret plans and specifications <b>Trainer/assessor:</b> <b>Date:</b>	
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)? _____ What resources are required? _____
Explained the following concepts: <input type="checkbox"/> authenticity of candidate's work <input type="checkbox"/> re-assessment policy <input type="checkbox"/> appeals process <input type="checkbox"/> regulatory information <input type="checkbox"/> confidentiality procedures.		
Discussed self-assessment process.		
Summarised information and allowed candidate to ask questions.		
<b>Assessor's signature:</b>		
<b>Candidate's signature:</b>		



## Self-assessment record

<b>Institution:</b> <b>Candidate's name:</b> <b>Unit of competency:</b> CPCCCM2001A Read and interpret plans and specifications <b>Trainer/assessor:</b> <b>Date:</b>		
<b>I can:</b> <ul style="list-style-type: none"> <li>▪ use communication skills to:               <ul style="list-style-type: none"> <li>– enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand</li> <li>– read and interpret:                   <ul style="list-style-type: none"> <li>• documentation from a variety of sources</li> <li>• drawings and specifications</li> </ul> </li> <li>– use language and concepts appropriate to cultural differences</li> <li>– use and interpret nonverbal communication, such as hand signals.</li> </ul> </li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
<b>I can:</b> <ul style="list-style-type: none"> <li>▪ identify and accurately report to appropriate personnel any faults in tools, equipment or materials.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<b>I can:</b> <ul style="list-style-type: none"> <li>▪ use numeracy skills to apply measurements and make calculations, including heights, areas, volumes and grades.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	

<p>I can:</p> <ul style="list-style-type: none"> <li>▪ use organisational skills, including the ability to plan and set out work.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<p>I can:</p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<p>I can:</p> <ul style="list-style-type: none"> <li>▪ use technological skills to use a range of mobile technology, such as two-way radio and mobile phones.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<p>I can:</p> <ul style="list-style-type: none"> <li>▪ use voice and hand signals to access and understand site-specific instructions.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<p>I understand:</p> <ul style="list-style-type: none"> <li>▪ basic calculations of heights, areas, volumes and grades.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<p>I understand:</p> <ul style="list-style-type: none"> <li>▪ commonly used construction symbols and abbreviations.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<p>I understand:</p> <ul style="list-style-type: none"> <li>▪ construction terminology.</li> </ul>	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	

I understand: ▪ drawing conventions.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: ▪ features of plans and elevations, including direction, scale, key, contours, symbols and abbreviations.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: ▪ job safety analysis (JSA) and safe work method statements.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: ▪ key features of formal job specifications.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: ▪ processes for application of scales in plan preparation and interpretation.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: ▪ project quality requirements.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: ▪ site and equipment safety (OHS) requirements.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: ▪ techniques for orienting/confirming the orientation of a plan.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<b>Candidate signature:</b>		