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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 *CPCCCM2010A Work safely at heights*.

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

Context of and specific resources for assessment

This unit is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of required underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Methods of assessment

Methods of assessment for this unit of competency must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the required underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

1.6 Skill sets

Skill sets are single units of competency or combinations of units of competency that link to a licence, regulatory requirement or defined industry need. Skill sets build on a relevant qualification and enable a qualified worker to move laterally into work areas addressed by the skill set or to broaden their skill base in relation to the services they provide.

The developers of the Construction, Plumbing and Services Training Package consider that no skill sets need to be identified by the National Industry Skills Council. However, they encourage RTOs to package units to meet the needs of specific users using the flexibility provided for in the training package.

Skill sets do not replace qualifications as the foundation for undertaking work in the construction sector.

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

3.2 Solutions to assessment activities

The following solutions or model answers are to the assessment activities in the Aspire CPCCCM2010A *Work safely at heights* learner guide. 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

1. Learner should have included three of the following information sources:

Source	Details of information
Diagrams or sketches	Location of work area or diagrammatic instructions for work task
Instructions issued by authorised personnel	Process steps to complete work tasks
Safety data sheets (SDSs)	Safety information; for example, how to handle or store the materials
Memos	Officially documented information
Signage	Directions for traffic movement; indication of hazardous materials
Written and graphical instructions	Job specifications
Work bulletins	Relevant updates from the industry
Work schedules, plans and specifications	Measurements, finish details, time frames

2. Answers may vary. Learners may have included the following:

- supervisors instructions
- pre-start meetings
- work orders.

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.

Required knowledge mapped to the learner guide

The following table maps the required knowledge to the section tasks and assessment activities contained in the Aspire learner guide.

Required knowledge				
Required knowledge	Section task	Assessment activity	Final assessment	Alternative final assessment
Construction terminology.	1.2, 1.4, 1.5, 2.1, 2.3, 2.4, 3.3, 3.4	Activity 2 Activity 3	Part B	✓
Job safety analysis (JSA) and safe work method statements.	1.4, 2.1, 2.2, 2.4, 3.1, 3.2	Activity 1 Activity 2	Part B	✓
Material safety data sheets (MSDS).	1.1, 1.2		Part B	✓
Quality requirements.	1.4, 1.5, 2.3, 2.4		Part B	✓
Type, characteristics, uses and limitation of plant, tools and equipment.	1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4	Activity 1 Activity 2 Activity 3	Part B	✓
Workplace and equipment safety requirements.	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	Activity 1 Activity 2 Activity 3	Part B	✓

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.