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# About this guide

This guide is for trainers and assessors of unit *CPCCCO2013A Carry out concreting to simple forms*. It complements the corresponding Aspire learner guide.

As a trainer, you must develop and use training and assessment strategies that embrace the learner's needs, educational background, preferred learning style and meet the requirements of the training package.

This guide provides ideas on how you can encourage and support learners through the training and assessment process. It is designed to optimise the learner's experience of *CPCCCO2013A Carry out concreting to simple forms* and record details of their competency.

The guide is divided into five sections:

Section 1: Unit of competency

Section 2: Training requirements

Section 3: Assessment resources

Glossary

References

## How to use Aspire's learner guides

Aspire's learner guides are structured to meet the requirements of the unit of competency. The learner guide's preliminary pages include:

- competency information
- employability skills information
- an introduction to the industry and the unit of competency.

Each chapter matches an element in the unit of competency. Chapters are in plain English so they are easy for the learner to understand. The section headings within each chapter match the performance criteria.

The learner guide content describes procedures and current industry practice and includes examples, checklists, documents, images and real-life case studies. There are also illustrations or diagrams to add interest and aid learning.

The learner guide section tasks and assessment activities consolidate learning. It is up to you and the learner to decide which ones are necessary. Remember, these tasks and

## 1.3 Required skills and knowledge

*CPCCCO2013A Carry out concreting to simple forms* covers the outcomes, skills and knowledge required to safely install formwork, reinforcement and place and finish concrete for the construction of minor slabs, pathways and other minor works to a specified design finish. The unit includes positioning the truck, placing concrete from truck to work area, spreading concrete and cleaning up site.

The required skills and knowledge describe the type and quantity of evidence needed for competency. Competency requires the application of these skills and knowledge in the workplace.

The required knowledge identifies what a person needs to know to perform the work in an informed way.

The required skills describe how this knowledge is applied in the workplace.

### Skills

The learner should be able 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
  - report faults
  - use language and concepts appropriate to cultural differences
  - use and interpret nonverbal communication, such as hand signals
- evaluate own actions and make judgments about performance and necessary improvements
- identify and accurately report to appropriate personnel any faults in tools, equipment or materials

## **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

### 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.

1. Read the following statements and mark them as True or False:

Statement	True	False
a) Planning and preparing for tasks is essential to the success of the work.		
b) Release agents are used to stick the formwork to the concrete slab.		
c) Reinforcement bars and mesh need to be positioned according to task specifications.		
d) You should always leave nails in the formwork until the next job.		
e) Do not overload a wheelbarrow when you are moving concrete.		
f) The subgrade provides the foundation on which the concrete job will sit.		

2. Read the following statements and insert the most appropriate word from the list.

bar

safety

practice

formwork

environmental

- a) You must understand and follow the code of \_\_\_\_\_ for pumping concrete.
- b) Unused and waste materials need to be managed according to legislation and \_\_\_\_\_ protection requirements.
- c) Spacers and \_\_\_\_\_ chairs should always be positioned correctly when concreting.
- d) Signs and barricades should be used around concreting jobs for \_\_\_\_\_ reasons.
- e) \_\_\_\_\_ needs to be cleaned, stacked, bundled and removed from the site when no longer needed.

## 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 CPCCCO2013A *Carry out concreting to simple forms* 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, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 5.1, 5.2	Activity 1 Activity 2 Activity 3 Activity 4	Part B	✓
Observation/demonstration	1.5, 4.2, 4.3		Part A	
Case study				
Role-play				
Training log, diary or journal				
Portfolio, reports, work samples	4.1	Activity 5		✓
Third-party reports				

## 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.



## Required skills checklist

<b>Institution:</b> <b>Candidate's name:</b> <b>Unit of competency:</b> CPCCCO2013A Carry out concreting to simple forms <b>Trainer/assessor:</b> <b>Date:</b>			
Did the candidate perform the following skills:	Yes	No	N/A
<ul style="list-style-type: none"> <li>▪ communication skills to:               <ul style="list-style-type: none"> <li>– determine requirements</li> <li>– enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand</li> <li>– follow instructions</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>– report faults</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"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ evaluating own actions and making judgments about performance and necessary improvements</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ organisational skills, including the ability to plan and set out work</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ recognising procedures, following instructions, responding to change and contributing to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ teamwork skills to coordinate own 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"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>▪ technological skills to use a range of mobile technology, such as two-way radio and mobile phones</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>