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Elements and performance criteria mapped to the workbook

The following tables map the assessment activities contained in the Aspire *CPCCSP2003A Prepare surfaces for plastering* learner workbook to the elements and performance criteria outlined in the unit of competency.

Assessment activity 1

Part	Element	Performance criteria
Whole activity	1	All

Assessment activity 2

Part	Element	Performance criteria
Whole activity	2	All

Assessment activity 3

Part	Element	Performance criteria
Whole activity	3	All

Assessment activity 4

Part	Element	Performance criteria
Whole activity	4	All

Final assessment

Part	Element	Performance criteria
A	All	All
B	All	All
C	All	All

Self-assessment record

Institution: Candidate's name: Unit of competency: CPCCSP2003A Prepare surfaces for plastering Trainer/assessor: Date:		
<p>I can:</p> <ul style="list-style-type: none"> ▪ use communication skills to: <ul style="list-style-type: none"> – determine requirements – follow instructions – read and interpret: <ul style="list-style-type: none"> • documentation from a variety of sources • plans, specifications and drawings – report faults – use language and concepts appropriate to cultural differences – use and interpret nonverbal communication, such as hand signals. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	Comments
<p>I can:</p> <ul style="list-style-type: none"> ▪ identify and accurately report to appropriate personnel any faults in tools, equipment or materials. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<p>I can:</p> <ul style="list-style-type: none"> ▪ use numeracy skills to apply measurements and calculations. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	

<p>I can:</p> <ul style="list-style-type: none"> ▪ use organisational skills, including the ability to plan and set out work. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<p>I can:</p> <ul style="list-style-type: none"> ▪ 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. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<p>I can:</p> <ul style="list-style-type: none"> ▪ use technological skills to use a range of mobile technology, such as two-way radio and mobile phones. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<p>I can:</p> <ul style="list-style-type: none"> ▪ use voice and hand signals to access and understand site-specific instructions. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<p>I understand:</p> <ul style="list-style-type: none"> ▪ job safety analysis (JSA) and safe work method statements. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<p>I understand:</p> <ul style="list-style-type: none"> ▪ material safety data sheets (MSDS). 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
<p>I understand:</p> <ul style="list-style-type: none"> ▪ materials storage and environmentally friendly waste management. 	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	

I understand: ▪ plans, drawings and specifications.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: ▪ plastering and wall and ceiling terminology.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: ▪ processes for the calculation of material requirements.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: ▪ quality requirements.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: ▪ surface preparation techniques, including sanding, planing, levelling, packing, patching and filling.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I know: ▪ surface preparation tools and equipment types, characteristics, uses and limitations.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: ▪ types, uses and limitations of surface preparation materials.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
I understand: ▪ workplace and equipment safety requirements.	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident	
Candidate signature:		

Portfolio of evidence checklist

Institution: Wired Distribution Candidate's name: Marco Seitz Unit of competency: TLIF307C Implement and monitor occupational health and safety procedures Trainer/assessor: Patrick Stapleton Date: 20/10/2011		
Description of evidence to include in portfolio	Assessor's comments	Tick if
<ul style="list-style-type: none"> Current workplaces OHS policy and procedures 	Latest legislation and regulations need to be updated.	<input checked="" type="checkbox"/> Valid <input type="checkbox"/> Sufficient <input type="checkbox"/> Current <input type="checkbox"/> Authentic
<ul style="list-style-type: none"> Completed tasks and assessment activities from Aspire TLIF307C Implement and monitor occupational health and safety procedures workbook 	To the best of my knowledge all tasks and assessment activities completed are the genuine and authentic work of the candidate.	<input checked="" type="checkbox"/> Valid <input type="checkbox"/> Sufficient <input checked="" type="checkbox"/> Current <input checked="" type="checkbox"/> Authentic
<ul style="list-style-type: none"> A hazard/audit checklist A categorised list of hazards A risk analysis and control plan for one identified workplace hazard 	Comprehensive. Presentation indicates an understanding of the difference between hazards and their associated risks.	<input checked="" type="checkbox"/> Valid <input type="checkbox"/> Sufficient <input type="checkbox"/> Current <input type="checkbox"/> Authentic
<ul style="list-style-type: none"> A housekeeping plan for both routine and non-routine procedures 	Well-documented and presented in a tabulated format.	<input type="checkbox"/> Valid <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Current <input type="checkbox"/> Authentic
<ul style="list-style-type: none"> Emergency evacuation procedures 	Adequate for assessment of this competency.	<input type="checkbox"/> Valid <input checked="" type="checkbox"/> Sufficient <input type="checkbox"/> Current <input type="checkbox"/> Authentic
Assessor's signature:	<i>Patrick Stapleton</i>	
Candidate's signature:	<i>Marco Seitz</i>	

Workplace assessment checklist

Institution: Wired Distribution

Candidate's name: Marco Seitz

Unit of competency: *TLIF307C Implement and monitor occupational health and safety procedures*

Trainer/assessor: Patrick Stapleton

Date: 20/10/2011

Name of organisation: ABC Logistics

Address: 999 Weigh Way, Avonsleigh Place

Phone: 9999 9999

Email: ABClogistics@abclogistics.com.au

Workplace supervisor: Gary Underway

Candidate demonstrates the ability to:

- ✓ communicate effectively with others when implementing and monitoring compliance with OHS procedure and policies
- ✓ read and interpret instructions, procedures, information and signs relevant to the implementation and monitoring of compliance with OHS procedure and policies
- ✓ identify containers and goods coding, ADG and IMDG markings and, where applicable, emergency information panels
- ✓ interpret and follow operational instructions and prioritise work
- ✓ complete documentation related to the implementation and monitoring of compliance with OHS procedure and policies
- ✓ operate electronic communication equipment to required protocol
- ✓ estimate the size, shape and special requirements of loads
- ✓ work collaboratively with others when implementing and monitoring compliance with OHS procedure and policies
- ✓ adapt appropriately to cultural differences in the workplace, including modes of behaviour and interactions with others
- ✓ promptly report and/or rectify any identified problems, faults or malfunctions that may arise when implementing and monitoring compliance with OHS procedure and policies in accordance with regulatory requirements and workplace procedures
- ✓ implement contingency plans for unanticipated situations that may occur when implementing and monitoring compliance with OHS procedure and policies
- ✓ ensure that precautions and required action are taken to minimise, control or eliminate hazards that may exist during work activities
- ✓ monitor work activities in terms of planned schedule
- ✓ modify activities depending on differing operational contingencies, risk situations and environments

- ✓ apply fatigue management knowledge and techniques
- ✓ work systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- ☐ operate and adapt to differences in equipment in accordance with standard operating procedures
- ✓ select and use required personal protective equipment conforming to industry and OHS standards
- ☐ monitor performance of equipment
- ☐ service equipment in terms of maintenance schedule and standard operating procedures
- ☐ check and replenish fluids and carry out lubrication processes in the course of work activities.

Candidate understands the:

- ✓ relevant OHS procedures and guidelines
- ✓ risks when using manually-operated equipment to shift loads and related precautions to control the risk
- ✓ reporting procedures in regard to unsafe situations, fire hazards, broken or damaged equipment or fittings, sickness and accidents
- ✓ location and use of safety alarms, manifests, emergency shut-off systems, emergency communication systems
- ✓ signs and signals used for OHS warnings
- ✓ terms used in material safety data sheets
- ✓ HAZCHEM symbols and implications for safe work and storage
- ✓ procedures for the storage and use of hazardous substances
- ✓ procedures for the storage and use of flammable materials
- ✓ manual and mechanically assisted lifting and load shifting procedures
- ✓ transport requirements for goods within workplace
- ✓ emergency and evacuation procedures
- ✓ housekeeping standards and procedures required in the workplace
- ✓ site layout and obstacles.

Workplace supervisor signature: *G Underway*

Glossary

Access and equity: Applying access and equity principles to training and assessment means meeting the individual needs of learners without discriminating in terms of age, gender, ethnicity, disability, sexuality, language, literacy and numeracy level, etc.

Assessment: Assessment means 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.

Assessment mapping: Assessment mapping ensuring assessments meet the requirements of the unit/s of competency through a process of cross-referencing.

Assessment records: Assessment records are the documentation used to record the learner's evidence of competency.

Assessment tools: Assessment tools are the instruments and procedures used to gather, interpret and evaluate evidence.

AQTF: The AQTF is the Australian Quality Training Framework.

AQTF standards: The AQTF standards are national standards designed to ensure high-quality training and assessment outcomes.

Authentic: Authentic is one of the rules of evidence. It means the learner's work and supporting documents must be genuinely their own.

Competency: Competency relates to the learner's ability to meet the requirements of the unit/s of competency in terms of skills and knowledge.

Critical aspects of assessment: The critical aspects of assessment outline the skills and knowledge that are essential for competency.

Current/currency: Currency is one of the rules of evidence. It means ensuring the learner's skills and knowledge are up to date.

Delivery plans: Delivery plans are lessons plans that guide the process of instruction for trainers.

Dimensions of competency: The dimensions of competency relate to all aspects of work performance. There are four dimensions of competency: task skills, task management skills, contingency management skills and job/role environment skills.

Essential knowledge: The essential knowledge is specified in the unit of competency. It identifies what a person needs to know to perform the work in an informed way.

References

Australian National Training Authority (ANTA) 2001, *Training package assessment materials kit*, Department of Education and Youth Affairs, Melbourne.

Charles Darwin University 2009, 'Assessment VET',
<http://learnline.cdu.edu.au/t4l/teachinglearning/assessmentvet.html#validation>.

CSHTA 2008, 'Competency recognition workshop', CS&H Industry Skills Council, Strawberry Hills NSW 2012.

National Quality Council 2007, *AQTF 2007 Users' guide to essential standards for registration*, Department of Education, Employment and Workplace Relations, Canberra.

Voc Ed Learning Group 2009, 'The A-Z of planning and mapping assessment workshop', Melbourne, Victoria.