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# About this guide

This guide is for trainers and assessors of unit *CPCCWP2003A Prepare for construction waterproofing process*. It complements the corresponding Aspire learner workbook.

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 *CPCCWP2003A Prepare for construction waterproofing process* and record details of their competency.

The guide is divided into six sections:

Section 1: Competency standard

Section 2: Training requirements

Section 3: Assessment resources

Appendix: Sample assessment records

Glossary

References

## How to use Aspire's learner workbooks

Aspire's learner workbooks are structured to meet the requirements of the unit of competency. The learner workbook'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 workbook 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.

## 1.2 Range statement

This unit of competency may be relevant to a wide range of workplace contexts. The range statement relates to the whole unit of competency. It allows for different work environments and situations that affect performance. Trainers should include other operating contexts, where appropriate.

The Aspire CPCCWP2003A *Prepare for construction waterproofing process* workbook covers all aspects of the range statement as outlined below.

Information includes:

- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions, where specified
- MSDS
- memos
- regulatory and legislative requirements pertaining to preparation for the waterproofing construction process
- relevant Australian standards
- safe work procedures relating to preparation for the waterproofing construction process
- signage
- verbal, written and graphical instructions
- work bulletins
- work schedules, plans and specifications.

Planning and preparation include:

- assessment of conditions and hazards
- determination of work requirements and safety plans and policies
- equipment defect identification
- worksite inspection.

## 1.5 Employability skills

The Employability Skills Framework (2002) developed by the Australian Chamber of Commerce and Industry and the Business Council of Australia lists the employability skills. They are:

- communication
- teamwork
- planning and organising
- initiative and enterprise
- problem-solving
- self-management
- technology
- learning.

Training packages now have employability skills embedded into each unit of competency. As the trainer, you should understand the range of employability skills and how you can assist the learner to develop them. Make sure all learners are familiar with employability skills. It is your job to know where they are embedded.

You should explain the importance of having these skills to the learner and that these skills will develop as the learner goes about their daily work or when they practise the tasks in the workbook. Help the learner to read the employability skills section at the front of the workbook.

Identify how the learner can demonstrate they have acquired the skills. Encourage the learner to think about employability skills each time they complete a chapter in the Aspire workbook. Ask them to complete the employability skills table after the final assessment. Learners should document what they did to develop each employability skill. They may describe some work or task they completed. For example, they may describe or demonstrate how they created their work area or tell you how they solved a problem.

### Facets of the employability skills

The following facets of the employability skills apply generally to work in the construction industry, with specific customisation required to address work at different levels and sectors of the industry.

## 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 knowledge and skills
- **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 essential 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.

## Assessment summary

<b>Institution:</b> <b>Candidate's name:</b> <b>Unit of competency:</b> CPCCWP2003A Prepare for construction waterproofing process <b>Trainer/assessor:</b> <b>Date:</b>	
<b>Summary of evidence provided to meet unit of competency</b>	
<b>Element 1: Plan and prepare</b>	
1.1 Work instructions and operational details are obtained using relevant information, confirmed and applied for planning and preparation purposes	
1.2 Safety (OHS) requirements are followed in accordance with safety plans and policies	
1.3 Signage and barricade requirements are identified and implemented	
1.4 Tools and equipment selected to carry out tasks are consistent with the requirements of the job, checked for serviceability and any faults are rectified or reported prior to commencement	
1.5 Material quantity requirements are calculated in accordance with plans and specifications and quality requirements	
1.6 Materials appropriate to the work application are identified, obtained, prepared, safely handled and located ready for use	

1.7	Environmental requirements are identified for the project in accordance with environmental plans and regulatory obligations and applied	
<b>Element 2: Identify design concepts and processes</b>		
2.1	Plans and specifications are examined for work area identification, product description, performance requirements and design requirements	
2.2	Worksite is visited and work requirements are confirmed	
2.3	Waterproof process is referenced and identified as conforming to regulations	
2.4	Practices and principles of waterproof design for construction of wet areas are identified as conforming to codes and standards	
2.5	Appropriateness of the system of waterproofing for the structure or work is determined in relation to structural elements	
2.6	Potential for and consequences of water penetration and methods of water exclusion are identified and outlined	
2.7	Method of waterproofing installation is identified	
2.8	Identified waterproofing materials and confirmed for product suitability and conformity to codes and specification, and are compatible with substrate required finishes, installation techniques and building schedule	

2.9	Application of bond-breaker/fillet system forming part of the waterproofing installation is identified as fit for purpose	
2.10	Potential faults, and contingencies and techniques to address them are identified	
<b>Element 3: Select and prepare materials</b>		
3.1	Waterproofing material is checked for conformity to specification and compatibility with substrate material and the proposed application is in accordance with manufacturer specifications	
3.2	Substrates to be waterproofed are prepared to manufacturer specification	
3.3	Substrates are prime coated with waterproofing material in line with manufacturer specification	
3.4	Flashings are prepared to job requirements and ready for placement and fixing to job specifications	
3.5	Reinforcing material is set out and cut to requirements of area waterproofing junctions and surface requirements, in accordance with manufacturer specifications and job requirements	
3.6	Waterproofing membrane is prepared for installation to wet area surface in accordance with job and manufacturer specifications	
3.7	Waterproofing material is mixed or prepared for application to surface in accordance with manufacturer recommendations and standard work practices	



<b>Element 4: Clean up</b>	
4.1 Work area is cleared and materials disposed of, re-used or recycled in accordance with legislation, regulations, codes of practice and job specification	
4.2 Plant, tools and equipment are cleaned, checked, maintained and stored in accordance with manufacturer recommendations and standard work practices	
<b>Essential skills</b>	
<ul style="list-style-type: none"> <li>▪ Communication skills to: <ul style="list-style-type: none"> <li>– follow instructions</li> <li>– read and interpret: <ul style="list-style-type: none"> <li>• documentation from a variety of sources</li> <li>• plans, specifications and drawings</li> </ul> </li> <li>– recognise procedures</li> <li>– report faults</li> <li>– enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand</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>	
<ul style="list-style-type: none"> <li>▪ Written skills to record results of checks and tests and relevant work completion procedures</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Evaluate own actions and make judgments about performance and necessary improvements</li> </ul>	

<ul style="list-style-type: none"> <li>Identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials</li> </ul>	
<ul style="list-style-type: none"> <li>Organisational skills, including the ability to plan and set out work</li> </ul>	
<ul style="list-style-type: none"> <li>Respond to change and contribute to workplace responsibilities, such as current worksite environmental and sustainability frameworks and management systems</li> </ul>	
<ul style="list-style-type: none"> <li>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>	
<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>	
<ul style="list-style-type: none"> <li>Voice and hand signals to access and understand site-specific instructions</li> </ul>	
<b>Essential knowledge</b>	
<ul style="list-style-type: none"> <li>Building structures and work scheduling</li> </ul>	
<ul style="list-style-type: none"> <li>Characteristics and applications of waterproofing materials and adhesives</li> </ul>	
<ul style="list-style-type: none"> <li>Construction systems and waterproofing considerations and requirements</li> </ul>	
<ul style="list-style-type: none"> <li>General construction terminology</li> </ul>	

▪ Job safety analysis (JSA) and safe work method statements	
▪ Material safety data sheets (MSDS) and the handling of hazardous materials	
▪ Materials storage and environmentally friendly waste management	
▪ Plans, drawings and specifications	
▪ Plant, tools and equipment types, characteristics, uses and limitations	
▪ Preparation for waterproofing processes and waterproofing techniques	
▪ Principles and considerations of water exclusion	
▪ Processes for the calculation of material requirements	
▪ Quality requirements	
▪ Waterproofing process materials, including durability, compatibility, applications and protection requirements	
▪ Workplace and equipment safety requirements	
<input type="checkbox"/> Unit of competency achieved	
<input type="checkbox"/> Unit of competency not yet achieved	
<b>Assessor/trainer signature:</b>	
<b>Candidate signature:</b>	