Contents

About this guide

This guide is for trainers and assessors of unit *CPCCOHS1001A Work safely in the construction industry*. 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 *CPCCOHS1001A Work safely in the construction industry* 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.

1.5 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.

Communication	Teamwork	Problem-solving	Initiative and enterprise	Planning and organising	Self management	Learning	Technology
Listening and understanding	Working as an individual and a team member	Developing practical and creative solutions to workplace problems	Adapting to new situations	Collecting, analysing and organising information	Being self-motivated	Being open to learning new ideas and techniques	Using technology and related workplace equipment
Speaking clearly/directly	Working with diverse individuals and groups	Showing independence and initiative in identifying problems	Being creative in response to workplace challenges	Using basic business systems for planning and organising	Articulating own ideas and vision	Learning in a range of settings including informal learning	Using technology to organise data
Reading and interpreting workplace-related documentation	Applying knowledge of own role as part of a team	Solving problems individually or in teams	Identifying opportunities that might not be obvious to others	Being appropriately resourceful	Balancing own ideas, values and vision with workplace values and requirements	Participating in ongoing learning	Adapting to new technology skill requirements
Writing to address audience needs	Applying teamwork skills to a range of situations	Applying a range of strategies in problem-solving	Generating a range of options in response to workplace matters	Taking initiative and making decisions within your workplace role	Monitoring and evaluating own performance	Learning in order to accommodate change	Applying OHS knowledge when using technology
Interpreting the needs of internal/external clients	Identifying and utilising the strengths of other team members	Using numeracy skills to solve problems	Translating ideas into action	Participating in continuous improvement and planning processes	Taking responsibility at the appropriate level	Learning new skills and techniques	Interpreting the needs of internal/external clients
Applying numeracy skills to workplace requirements	Giving feedback, coaching and mentoring	Testing assumptions and taking context into account	Developing innovative solutions	Working within or establishing clear work goals and deliverables		Taking responsibility for own learning	Applying numeracy skills to workplace requirements
Establishing and using networks		Listening to and resolving concerns in relation to workplace issues	Developing a strategic, creative, long-term vision	Determining or applying required resources		Contributing to the learning of others	Establishing and using networks
Sharing information		Resolving client concerns relative to workplace responsibilities		Allocating people and other resources to tasks and workplace requirements		Applying a range of learning approaches	Sharing information
Negotiating responsively				Managing time and priorities		Developing own learning pathways	Negotiating responsively
Persuading effectively				Adapting resource allocations to cope with contingencies		Developing own learning plans	Persuading effectively
Being appropriately assertive							
Empathising							

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 Integrated Framework 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.

1.7 Recognition process

The recognition process is where learners match their previous training, work or life experience with the essential skills and knowledge outlined in a qualification. This process is also known as recognition of prior learning (RPL) or recognition of current competence (RCC).

To have skills and knowledge formally acknowledged, a learner must supply a range of evidence to verify competency. The trainer then needs to assess this evidence against the criteria for the qualification.

Evidence of competency may include work samples, journals and third-party testimonials. Learners may also need to be observed undertaking set tasks and/or answer set questions.

3.3 Solutions to final assessments

Final assessment

Part A

Trainers should observe learners demonstrating the essential skills and record their observations in the assessment record provided in section 3.6.

Part B

Learners should present their portfolio to the trainer/assessor.

Part C

Learners should have answered the 20 questions. Answers may vary. Here are some sample responses.

1. The general OHS legislative requirements for people working in the construction industry include taking reasonable care of self and others, follow instructions and doing the correct thing at the correct time.

2. Duty of care is taking all reasonable steps to keep yourself and others safe. Employers and employees have a duty of care in the construction industry.

3. Safe work practices are the actions or procedures used to make work practices as safe as possible.

4. The basic principals of risk management are to minimise risks and hazards to ensure good, safe outcomes for all involved and include:

   - identifying and assessing the situation

   - reporting the risk

   - deciding what actions are appropriate for the situation

   - implementing the best solution

   - reviewing the action.

5. Answers may vary. Learners might have included the following points in their response:

   - warn employees about the correct use of the tool

   - use PPE

   - follow electrical safety steps.

6. Learners should have named any of the following types of documents: an MSDS, JSA, SWMS, workplace OHS policy and workplace safety procedure.

7. Answers may vary. Ensure learners explained communication; for example, that it is the exchange of information. Communication is so important in the construction industry as it is a high-hazard industry, and effective communication helps to ensure a safe workplace.

8. Answers may vary. Learners should have included in their responses that information is used in the construction industry to convey instructions, task requirements, safety requirements etc., and that these may be communicated by:

   ▪ conversation

   ▪ verbal reporting

   ▪ written reporting

   ▪ graphic representations such as signs and symbols.

9. Answers may vary; however learner responses should have mentioned that having designated OHS personnel makes it easier to control OHS concerns on any worksite.

10. Ensure learners correctly explained the following signs.

This is a warning sign that means to keep your hands away from the hazardous area where this sign is used.

This is a protection sign that means head protection MUST to be worn.

11. Answers may vary. Learners should have included in their responses that safety signs and symbols are used on construction sites to share information quickly and to help people who may not be able to read English.

12. The people or organisations that may need to be notified if an accident or incident occurs include:

- supervisor
- the site manager
- OHS representatives
- OHS committee members
- the project manager
- WorkCover
- the EPA
- emergency services (police, fire, ambulance).

13. Yes, the near miss should be reported to help develop procedures or safe work methods to help avoid the incident happening again.

14. a) Answers may vary; however, the general procedures for responding to incidents and emergencies include:

- demonstrating basic responses
- evacuating if necessary
- notifying designated OHS personnel
- notifying emergency services, if necessary
- referring to site emergency plans and documentation.

b) This procedure should be used whenever an incident or emergency occurs.

15. To access first aid assistance you can call for an ambulance, use a two-way radio to contact a first aid officer or approach them directly.

16. Answers may vary. Ensure learners correctly identified a piece of PPE and explained why it is used and when it may be used.

17. Answers may vary; however, in their responses learners should have mentioned that you choosing the correct type of PPE for a situation involves analysing the situation and determining what type of protection is required.

18. Factors that need to be considered when choosing PPE include:

- what part of your body may be affected
- the type of protection required
- size requirements

- the type of activities being undertaken
- personal preference
- other factors for your specific industry and workplace.

19. Answers may vary. Ensure learners listed the types of firefighting equipment they are familiar with; for example, a fire blanket, a fire extinguisher, a fire hydrant or hose.

20. You would find information about the type of fire the equipment can be used with on the piece of equipment itself or in the workplace procedures or operations manuals.

Alternative final assessment

Learners should have read the case study and then explained how they would achieve the workplace requirements listed. Ensure learners provide information about where they would find the details for each task they are required to respond to.

Learners could have presented the information as a report or oral presentation, or worked as a group and had a discussion or completed a role-play exercise.

Ensure learners demonstrated their knowledge and skills regarding working safely in the construction industry and that the points in the following checklist were covered adequately, i.e. how to:

❑ identify legislative OHS requirements for the site including those relating to:
- duty of care
- your own responsibilities
- individual worker's responsibilities
- safe work practices.

❑ identify hazards in the site including information about:
- construction hazards
- risk-management principles.

❑ decide on control measures for the site and how they should be implemented.

❑ implement communication methods for the site including:
- explaining the communication processes to all workers
- explaining sign and symbol use

- designating OHS personnel and informing all workers who they are and what they do

- developing procedures for reporting all communication systems.

❑ develop OHS procedures for incident responses, including:

- procedures for general incidents

- procedures for first aid access

- procedures for selecting and using PPE

- procedures for fire safety equipment.