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About this guide

This guide is for trainers and assessors of unit *RIICCM210A Install trench support*. 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 *RIICCM210A Install trench support* 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.

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 *RIICCM210A Install trench support*.

Section one contains the following information:

- 1.1 Elements of competency and performance criteria
- 1.2 Range statement
- 1.3 Required knowledge
- 1.4 Evidence guide
- 1.5 Employability skills
- 1.6 Skill sets
- 1.7 Recognition assessment

1.3 Required skills and knowledge

RIICCM210A Install trench support covers the installation of trench support in the civil construction industry. It includes planning and preparing, installing trench shoring, removing trench shoring and cleaning up.

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:

- apply legislative, organisation and site requirements and procedures for installing trench shoring
- organise work activities
- select and use relevant tools and equipment safely
- identify and report on hazards related to the worksite and work activity
- communicate effectively to receive and clarify work instructions

Knowledge

The learner should understand:

- site and equipment safety requirements
- excavation techniques
- shoring methods and systems
- working in confined spaces
- construction techniques
- processes for interpreting engineering drawings
- equipment types, characteristics, technical capabilities and limitations

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

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.

Read the following scenario and answer the questions that follow.

Scenario

A trench needs to be excavated for the installation of sub-surface drainage as part of a housing development. The area contains both rocks and stable soils. The trench is 2.2 metres in depth, and will require workers to be in the excavation during the pipe-laying. Excavation is by a combination of backhoe, pneumatic drill and hand tools.

1. Describe three ways to clarify the requirements of the job.
2. Give three examples of how you would communicate effectively with other workers including people from diverse cultural backgrounds.
3. What are some of the Acts, regulations and codes of practice which may apply to your workplace?
4. What is the procedure to follow when faults are identified in the plant, equipment or tools you require for the work?
5. What planning would be advised before you actually commence carrying out the particular job?
6. What safety measures would you advise to protect visitors on the site and to prevent unauthorised entry?
7. Based on the particular scenario, what are some of the hazards which may be identified in a job safety analysis? (Provide at least FIVE) What measures would you advise to minimise the risk of occurrence?
8. What are some of the environmental issues which may apply to the required work? How will you address these?
9. Electrical and pneumatic tools require more attention for safe use. Why is this necessary, and what types of checks should be carried out before and during use?

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.

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 *RIICCM210A Install trench support* 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, 2.1 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 4.1, 4.2	Activity 2 Activity 3	Part B	✓
Observation/demonstration			Part A	
Case study		Activity 1 Activity 4		
Role-play				
Training log, diary or journal				
Portfolio, reports, work samples				
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 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 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.

Skills checklist

Institution: Candidate's name: Unit of competency: RIICCM210A Install trench support Trainer/assessor: Date:			
Did the candidate perform the following skills:	Yes	No	N/A
▪ apply legislative, organisation and site requirements and procedures for installing trench shoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ organise work activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ select and use relevant tools and equipment safely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ identify and report on hazards related to the worksite and work activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
▪ communicate effectively to receive and clarify work instructions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In the assessment/s of the candidate's required skills, did they demonstrate the four dimensions of competency?			
Task skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Task management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contingency management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job/role environment skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The candidate's performance was:	<input type="checkbox"/> Not satisfactory		<input type="checkbox"/> Satisfactory
Feedback to candidate:			
Candidate signature:			
Assessor signature:			