

Contents

About this guide	1
Section 1: Competency standard	3
1.1 Elements of competency and performance criteria	4
1.2 Range statement	6
1.3 Essential knowledge and skills	10
1.4 Evidence guide	12
1.5 Employability skills	15
1.6 Skill sets	17
1.7 Recognition process	18
Section 2: Training requirements	19
2.1 Training and assessment strategy	20
2.2 Meeting learner and industry needs	21
Section 3: Assessment resources	23
3.1 Alternative final assessment	24
3.2 Solutions to assessment activities	26
3.3 Solutions to final assessments	32
3.4 Evidence of competency	37
3.5 Assessment mapping	39
3.6 Assessment records	47
Appendix: Sample assessment records	67
Glossary	93
References	97

1.3 Essential knowledge and skills

CPCCCM2004A Handle construction materials covers the outcomes, skills and knowledge required to safely manually handle, store and apply environmental management principles associated with construction materials and components. It includes preparing materials for mechanical handling.

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

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

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

Knowledge

The learner should understand:

- carpentry materials
- carpentry materials handling techniques
- construction terminology
- hazardous materials
- job safety analysis(JSA) and safe work method statements
- material safety data sheets (MSDS)
- material sizes
- materials storage and environmentally friendly waste management
- plans, specifications and drawings
- processes for the calculation of material requirements
- quality requirements
- types, characteristics, uses and limitations of tools and equipment
- workplace and equipment safety requirements.

Skills

The learner should be able to:

- use communication skills to:
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - read and interpret:
 - documentation from a variety of sources
 - drawings and specifications
 - use language and concepts appropriate to cultural differences
 - use and interpret nonverbal communication, such as hand signals
- identify and accurately report to appropriate personnel any faults in tools, equipment or materials
- use numeracy skills to apply measurements and make calculations
- use organisational skills, including the ability to plan and set out work
- 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
- use technological skills to use a range of mobile equipment, such as two-way radio and mobile phones
- use voice and hand signals to access and understand site-specific instructions.

1.4 Evidence guide

The evidence guide offers suggestions for assessment and must be read in conjunction with the performance criteria, essential skills and knowledge, the range statement and the assessment guidelines for the training package.

Critical aspects for assessment

Evidence must confirm the ability to:

- locate, interpret and apply relevant information, standards and specifications
- comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- safely and effectively use tools, plant and equipment
- communicate and work effectively and safely with others
- safely handle, sort and stack varying lengths of timber, providing quick access and use
- safely move and stack a given quantity of sheet material
- safely handle other building and construction components and materials for one construction project.

Context of and specific resources for assessment

This unit is to be assessed using standard and authorised work practices, safety requirements and environmental constraints. Assessment of essential underpinning knowledge will usually be conducted in an off-site context. Assessment is to comply with relevant regulatory or Australian standards' requirements.

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity

- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Methods of assessment

Methods of assessment for this unit of competency must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Integrated Framework Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Dimensions of competency

The dimensions of competency relate to all aspects of work performance. The following table explores the four dimensions of competency in more detail.

Dimensions of competency	What it means
1. Task skills	The candidate must perform the individual skills required to complete a work activity to the required standard.
2. Task management skills	The candidate must manage a number of different tasks to complete a whole work activity such as working to meet deadlines.
3. Contingency management skills	The candidate must use their problem-solving skills to resolve issues that arise when performing a work activity.
4. Job/role environment skills	The candidate must perform effectively in the workplace when undertaking a work activity by working well with all stakeholders and following workplace policies and procedures.

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.

The following activity has been designed for all learners to complete.

Read the following case study and prepare journal entries (one or two sentences and no more than a paragraph each) in response to the questions that follow.

Case study

The Sustainable Construction Company (SCC) has won a contract to build 20 resort style villas in an environmentally sensitive region on the far-north eastern coastline of Queensland. Several native flora and fauna communities have been identified in the site area that must be protected. SCC is aware that waterways also have to be protected during and after the construction process.

The villas will blend in with the natural environment and are to be constructed from timber and corrugated iron with aluminium and full length glass walls. The buildings will be no more than two storeys in height.

SCC has developed thorough plans to minimise environmental impact and to ensure the protection and successful rehabilitation of the site. These plans include:

- a unique work-site induction program including safety and environmental protection plans and policies
- work instructions for storing, recycling and relocating materials on-site
- a landscape management report
- a site rehabilitation plan
- stormwater and freshwater habitat management plans.

1. Where would you obtain information about the specific processes to be used to store and relocate materials on-site?
2. The worksite safety plans state that certain areas cannot be used for forklift operations due to the wet conditions of the terrain and the need to preserve the flora and fauna communities. Explain how you would ensure workers were aware of this as they undertake their daily tasks.
3. The first load of timbers has arrived and you must ensure they are stored as per the work instructions while guaranteeing the safety of all workers in the vicinity. Explain what handling techniques would be necessary to store the timbers appropriately.
4. Explain how you would ensure the timbers were protected adequately.

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

1. Answers may vary. The following are examples of how the learner might have answered these questions:
 - a) To ensure that time and resources are used efficiently and quality results are achieved.
 - b) Familiarity with safety plans and policies is important to ensure that you use safe work practices and procedures, keep yourself and other workers safe and reduce risk on-site.
 - c) To ensure use of safe handling procedures when handling, shifting or storing dangerous or hazardous goods or materials.
 - d) To protect workers and keep materials safe and secure.
 - e) Check serviceability of tools and equipment prior to commencement to ensure they are in safe working condition and able to produce a quality result.
 - f) Use safe handling techniques when preparing and relocating materials to reduce the risk of accident or injury.
 - g) It is important to adhere to statutory and regulatory obligations with respect to environmental requirements to protect the environment while satisfying obligations.
 - h) To protect them from damage or cross-contamination and to protect workers from injury that can be caused by some materials and equipment.
 - i) To reduce the risk of injury to yourself and other workers.

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.

Employability skills mapped to the workbook

The following table maps the employability skills to the section tasks and assessment activities contained in the Aspire learner workbook.

Employability skills				
Employability skill	Section task	Assessment activity	Final assessment	Alternative final assessment
Communication	1.3, 1.6, 2.4, 2.5, 2.9, 4.2,	Activity 2 Activity 3 Activity 4,	✓	✓
Teamwork	1.6, 2.4, 2.8, 2.9, 4.2,	Activity 2 Activity 3 Activity 4,	✓	✓
Planning and organisation	1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.4, 2.5, 2.7, 2.8, 2.9, 3.1, 3.2, 4.1,	Activity 1 Activity 2 Activity 3 Activity 4,	✓	✓
Initiative and enterprise	1.2, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 3.1, 3.2, 4.1,	Activity 1 Activity 2 Activity 3 Activity 4,	✓	✓
Problem-solving	1.3, 1.4, 1.5, 1.6, 2.1, 2.8, 2.9, 3.2, 4.1, 4.2,	Activity 1 Activity 2 Activity 3 Activity 4,	✓	✓
Self-management	1.2, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.7, 3.2, 4.1, 4.2,	Activity 1 Activity 3 Activity 4,	✓	✓
Technology	1.6, 1.7, 2.2, 2.9, 3.1, 3.2, 4.2,	Activity 1 Activity 3	✓	✓
Learning	1.3, 1.5, 1.6, 1.7, 2.6, 3.1, 3.2,	Activity 3	✓	✓

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 essential knowledge and skills. 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 **essential skills checklist** facilitates the observation process; allows trainers to identify skill gaps and provide useful feedback to learners.
- The **essential 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.
- The **assessment summary** allows trainers to detail the learner's evidence of competence against the elements, performance criteria and essential knowledge and skills as described in the unit of competency. Remember, if the learner has completed the section tasks and assessments in the Aspire learner workbook, these can be *included* as evidence. Refer to the assessment mapping in section 3.5 to include this information in the summary of evidence column.

Pre-assessment checklist

Institution: Candidate's name: Unit of competency: <i>CPCCCM2004A Handle construction materials</i> Trainer/assessor: Date:	
Checklist	Tick and/or provide comments
Talked to the candidate about the purpose of the assessment	
Explained the unit of competency	
Discussed the various methods of assessment	
In consultation with trainer/assessor, the candidate selected the following assessment methods: <input type="checkbox"/> question/answer <input type="checkbox"/> observation/demonstration <input type="checkbox"/> case study <input type="checkbox"/> role-play <input type="checkbox"/> training log, diary or journal <input type="checkbox"/> portfolio, reports, work samples <input type="checkbox"/> third-party reports.	
Discussed the assessment environment and process.	When will assessment occur? _____ Where will assessment occur? _____ _____ Who will assess the candidate? _____ Special needs (if any) _____ _____ _____

	<p>How many workplace visits are required (if appropriate)?</p> <p>_____</p> <p>What resources are required?</p> <p>_____</p>
<p>Explained the following concepts:</p> <p><input type="checkbox"/> authenticity of candidate's work</p> <p><input type="checkbox"/> re-assessment policy</p> <p><input type="checkbox"/> appeals process</p> <p><input type="checkbox"/> regulatory information</p> <p><input type="checkbox"/> confidentiality procedures.</p>	
Discussed self-assessment process.	
Summarised information and allowed candidate to ask questions.	
Assessor's signature:	
Candidate's signature:	