Industry Curriculum Information Guidelines

Construction

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Teacher Training Information

Entry

The *entry requirement* for the **VET Construction** Teacher Training program is via one of the following pathways:

1. A degree with a major in industrial design, industrial technology or technics areas or engineering (3 years of degree level study with at least 4 units at level 2 or above) including studies in areas such as wood, metals, technical drawing and engineering studies with teaching accreditation approved by the NSW Institute of Teachers and system approval to deliver one of the following:
   1. for one of the following :
      ITB - Industrial Technology (Building & Construction)
      ITW - Industrial Technology (Timber)
      ITM - Industrial Technology (Metal)

      plus
      - A Statement of Attainment for CPCCOHS1001A Work safely in the construction industry ***and***
      - A Construction Induction Card (CIC) – issued by WorkCover NSW once the above unit of competency has been completed and application has been made to WorkCover for the CIC **OR**

   2. an AQF Construction qualification e.g. *Certificate I in Construction, Certificate III in Carpentry and Joinery*

      plus
      - A Statement of Attainment for CPCCOHS1001A Work safely in the construction industry ***and***
      - A Construction Induction Card (CIC) – issued by WorkCover NSW once the above unit of competency has been completed and application has been made to WorkCover for the CIC **OR**

   3. by application to the Application Review Committee (ARC), providing evidence of recent and/or relevant industry
   experience and/or qualifications
   plus
   - A Statement of Attainment for CPCCOHS1001A Work safely in the construction industry ***and***
   - A Construction Induction Card (CIC) – issued by WorkCover NSW once the above unit of competency has been completed and application has been made to WorkCover for the CIC.

Training

The teacher training program has been negotiated with industry and training partners and includes:

2 days Methodology Orientation – Mandatory Component
3 days *CPC10111 Certificate I in Construction*
5 days *CPC20211 Certificate II in Construction Pathways*
2 days *TAE40110 Certificate IV Training and Assessment*

Upon successful completion of the industry specific training you will be issued with ***CPC10111 Certificate I in Construction and CPC20211 Certificate II in Construction Pathways*** with the following units of competency:

CPC10111 Certificate I in Construction

CPCCCM1012A	Work effectively and sustainably in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM1015A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and specifications
CPCCCM2004A	Handle construction materials

CPCCCM2005A	Use construction tools and equipment
CPCCOHS1001A	Work safely in the construction industry
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCVE1011A	Undertake a basic construction project

CPC20211 Certificate II in Construction Pathways

CPCCCM1012A	Work effectively and sustainably in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM2001A	Read and interpret plans and specifications
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry

Group B: Carpentry

CPCCCA2002A	Use carpentry tools and equipment
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground
CPCCCA2011A	Handle carpentry materials

Group D: Wall and floor tiling

CPCCWF2001A	Handle wall and floor tiling materials
CPCCWF2002A	Use wall and floor tiling tools and equipment

Group F: Joinery and shopfitting

CPCCJN2001A	Assemble components
CPCCJN2002A	Prepare for off-site manufacturing process

Group H: General electives

CPCCCM2004A	Handle construction materials
CPCCCM2006A	Apply basic levelling procedures
CPCCCO2014A	Carry out concreting to simple forms

TAE40110 Certificate IV in Training and Assessment can be completed through a program negotiated by VET Teacher Training and conducted by your RTO. If you already hold this qualification, evidence must be submitted with the training application form. If you hold TAA40104 Certificate IV in Training and Assessment, please include a certified copy to enable you to enrol in the upgrade project to enable you to obtain the current qualification.

On completion of all components of training, you will be accredited to deliver the qualification *Certificate II in Construction Pathways* and the HSC 240 hour course.

Funding

The cost of VET teacher training in is available from your RTO. The cost may be reduced on successful application for exemption from any component (s) of training.

Teacher training is available for

- **RTO** funded teachers – contact your Diocesan VET Advisor to determine availability
- **School** funded teachers – discuss with your Principal
- **Self** funded teachers (total training expenses payable by the individual are claimable through personal income tax). Payment for each stage must be paid in advance.

ALL COMPONENTS OF TRAINING MUST BE COMPLETED WITHIN 6 MONTHS OF COMMENCEMENT.

Training programs are regularly monitored and reviewed to ensure they meet the requirements of National Training Packages

Units of Competency

Please note that the Resources and Equipment checklist (ICIG) relates firstly to those units of competency in CPC20211 Certificate II Construction Pathways, those *also* in CPC10111 Certificate I in Construction and some additional units.

CPC10111 Certificate I in Construction

CPCCCM1012A	Work effectively and sustainably in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM1015A	Carry out measurements and calculations
CPCCCM2001A	Read and interpret plans and specifications
CPCCCM2004A	Handle construction materials
CPCCCM2005A	Use construction tools and equipment
CPCCOHS1001A	Work safely in the construction industry
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
CPCCVE1011A	Undertake a basic construction project

CPC20211 Certificate II in Construction Pathways

CPCCCM1012A	Work effectively and sustainably in the construction industry
CPCCCM1013A	Plan and organise work
CPCCCM1014A	Conduct workplace communication
CPCCCM2001A	Read and interpret plans and specifications
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry

Group B: Carpentry

CPCCCA2002A	Use carpentry tools and equipment
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground
CPCCCA2011A	Handle carpentry materials

Group D: Wall and floor tiling

CPCCWF2001A	Handle wall and floor tiling materials
CPCCWF2002A	Use wall and floor tiling tools and equipment

Group F: Joinery and shopfitting

CPCCJN2001A	Assemble components
CPCCJN2002A	Prepare for off-site manufacturing process

Group H: General electives

CPCCCM2004A	Handle construction materials
CPCCCM2006A	Apply basic levelling procedures
CPCCCO2014A	Carry out concreting to simple forms

Teachers wishing to deliver any units of competency from the elective pool or specialisation study that are not listed above must:

1. Have achieved the unit(s) of competency and hold a transcript for the unit(s) of competency
2. Discuss the delivery of the unit(s) of competency with their vocational education consultant prior to delivery

If delivery is supported by the RTO, provide a copy of the transcript for the unit(s) of competency to their school sector to obtain additional accreditation and approval to deliver the requested unit(s) of competency.

Maintaining industry currency

The requirement for current knowledge will be met initially through completion of the approved teacher training program. Thereafter it is the responsibility of individual teachers to maintain industry currency.
Teachers can maintain industry currency

- through industry contact and liaison
- collegial networks with a professional development focus
- interaction with colleagues through the VET teachers
- supervision and assessment of students in the workplace.

Contact the Diocesan VET advisor for more information.

Assessor Qualifications

Consistent with ASQA – *Standards for NVR Registered Training Organisations* requirements, the NSW Department of Education and Training, Catholic Education Commission NSW and Association of Independent Schools require that all staff assessing training package qualifications hold a Certificate IV in Training and Assessment TAE40110 (or Certificate IV Training and Assessment Training TAA4014). Teachers can gain this qualification through an approved teacher training program or through a process of recognition from an external RTO.

Prospective teachers who already hold Certificate IV in Training and Assessment TAE40110 (or Certificate IV Training and Assessment Training TAA4014) should send a copy to the VET advisor as evidence of the qualification.

Using qualified assessors

Assessment for national recognition purposes (qualifications) must be undertaken by, or partnered through, a Registered Training Organisation (RTO). It is the RTO's responsibility to make arrangements and to ensure that a quality assessment process is in place.

The following outlines the different ways that the requirement to use qualified assessors may be met.

Single Assessor – an individual assessor conducts the assessment

An Assessor is:

- required to hold formal recognition of competence in the relevant units in the Training and Assessment Training Package;
- deemed competent and, where possible, holds formal recognition of competence in the specific units of competency in this Training Package, at least to the level being assessed.

In addition, it is recommended that the assessor is able to:

- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; and
- demonstrate the necessary interpersonal and communication skills required in the assessment process.

Partnership arrangement – an assessor works with a technical expert to conduct the assessment

An Assessor is required to:

- hold formal recognition of competence in the relevant units in the Training and Assessment Training Package.

In addition, it is recommended that the assessor is able to:

- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts; and
- demonstrate the interpersonal and communication skills required in the assessment process.

A technical expert shall be a person:

- is deemed competent and, where possible, hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.

In addition, it is recommended that the technical expert is able to:

- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- communicate and liaise with the assessor throughout the assessment process.

Partnership arrangement – an assessor works with workplace supervisor in collecting evidence for valid assessment
An assessor is required to:

- hold formal recognition of competence in the relevant units in the Training and Assessment Training Package; and
- make the assessment decisions.

In addition, it is recommended that the assessor is able to:

- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts;

- demonstrate the interpersonal and communication skills required in the assessment process;
- communicate and liaise, where appropriate, with the workplace supervisor throughout the assessment process.

A workplace supervisor is required to:

- be deemed competent and, where possible, is to hold formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.

In addition, it is recommended that the workplace supervisor is able to:

- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- communicate and liaise, where appropriate, with the assessor throughout the assessment process; and
- use agreed practices to gather and record evidence for the assessor to use in making a valid judgment on competency.

Assessment team/panel – a team or panel working together to conduct the assessment

Members of an assessment team or panel that comprises assessment and industry experience and expertise works together in the collection of evidence and in making judgments about competency.

The members of the team must include at least one person who:

- holds formal recognition of competence in the relevant units of the Training and Assessment Training Package;
- is deemed competent and, where possible, holds formal recognition of competence in the specific units of competency from this Training Package, at least to the level being assessed.

In addition, it is recommended that members of the assessment team or panel involved in the assessment are able to:

- demonstrate current knowledge of the industry, industry practices, and the job or role against which performance is being assessed;
- demonstrate current knowledge and skill in assessing against this Training Package in a range of contexts;
- demonstrate the interpersonal and communication skills required in the assessment process and liaise with other team/panel members throughout the assessment process.

Quality Assurance Requirements

The implementation of HSC VET courses must be monitored to ensure compliance with the Australian Quality Training Framework (AQTF) and the Board of Studies HSC requirements.

The following checklists have been designed to assist schools in this process:

- teacher qualifications
- AQF VET qualification(s)
- resources/equipment.
- student work placement
- student assessment

The checklists have been designed to be photocopied and completed by teachers implementing this course. Principals should use these checklists to monitor the implementation of HSC VET courses to ensure compliance with AQTF and the Board of Studies HSC requirements.

It is the responsibility of the principal to complete the following forms and to forward them to the RTO office:

- checklists for the Construction industry curriculum framework to be delivered in that year
- Principal's Confirmation of Quality Assurance Requirements
- Monitoring Higher School Certificate Requirements (distributed to schools in February each year).

In addition, at the start of each year as part of the Board of Studies student entry requirements, schools are required to indicate via Schools On-line the qualification and units of competency intended for delivery in that calendar year. This requires the completion of the competencies entered component of the eBOS-VCS. At the end of each year schools are required to indicate via Schools On-line which units of competency have been successfully achieved by each student. This information will be used to generate an AQF Statement of Attainment or Certificate.

Training programs are regularly monitored and reviewed to ensure they meet the requirements of National Training Packages.

Construction Checklist

Principal's Confirmation of Quality Assurance Requirements

I have referred to the Industry Curriculum Implementation Guidelines (ICIG) or previous version ICFIP.

I have discussed with relevant staff the quality assurance requirements for each AQF qualification the school has approval to run and sighted the following evidence for each qualification:

- the AQF qualification is within the Diocese RTO's scope of registration
- a list of the specific units of competency to be delivered
- original copies of staff qualifications to deliver (including Certificate IV in Training and Assessment (TAE 40110 or equivalent) AQF qualifications on the school teacher files in accordance with the ICIG requirements
- physical resources/equipment on site or place to be accessed identified
- competency based assessment strategies
- student work placement arrangements

Teacher's Name	Approved Training Program		Approved to deliver/assess through RPL	Currency
	Completed	In Progress		
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐
	☐	☐	☐	☐

I affirm that to the best of my knowledge all the quality assurance requirements of the Australian Quality Training Framework (AQTF) and the Higher School Certificate are complied with for all students studying the above HSC VET course in this school for the calendar year:

Please return this covering statement, together with a copy of the signed checklists from the industry specific sections of the ICIG to your Diocesan VET Advisor by the end of Term 1 in the year of course delivery.

School:

RTO: ..

Principal's Name:

Principal's Signature: ……Date:..

AQF VET qualification(s)

The school must be clear about which AQF VET qualification(s) the students will be working towards for each of the HSC course(s) they are undertaking.

For each HSC course being offered indicate the AQF VET qualification(s) and the anticipated qualification outcome for the qualification (appropriate boxes).

HSC VET Course	**Intended AQF VET Qualification**	**Anticipated Qualification Outcome**	
		Certificate	**Statement of Attainment**
Construction (120 hours)	CPC20112 Certificate II in Construction		☐
	CPC20211 Certificate II in Construction Pathways		☐
Construction (240 hours)	CPC20112 Certificate II in Construction	☐	☐
	CPC20211 Certificate II in Construction Pathways	☐	☐
Specialisation Study indicative hours (60,120, 180 or 240 indicative hours)	CPC30313 - Certificate III in Concreting	☐	☐
	CPC30211 Certificate III in Carpentry		☐
	CPC30111 - Certificate III in Bricklaying/Blocklaying		☐

School:

RTO: .

Principal's Name:

Principal's Signature: ……Date:

Resources and equipment requirements

Introduction

Schools delivering units of competency in Construction courses must have access to specific resources/equipment. Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency.

The resources/equipment listed for each unit of competency are required to deliver and assess that unit. Resources/equipment may be accessible either on-site (at school) or off-site (including while the student is on work placement).

Where relevant, the range statement in a unit of competency contains a complete list of tools and equipment required to be addressed in student learning. The actual tools and equipment which **must be used and assessed against** are set out in the critical aspects of evidence in each unit.

All resources/equipment selected MUST:

- comply with RTO policy and procedures
- be appropriate to the unit of competency being assessed and the circumstances of the assessment.

All resources/equipment lists are to be read in conjunction with

- Board of Studies Construction Syllabus
- Current OHS Equipment Safety in Schools advice provided by your RTO/ school. Extracts from the DET Equipment Safety in Schools database (ESIS) included as PDF documents.
- advice about high risk construction work listed in ESIS under Construction Work
- DET Safety Alert 19 Working at Heights [included in appendix as a PDF]
- OHS advice on Chemical Safety in Schools provided by your RTO/school. The document refers to the DET Chemical Safety Package. Catholic schools do not have access to this resource.

NOTE: The DET Equipment Safety in Schools Database (ESIS) in Catholic Schools.

The Construction ICIG refers throughout to the DET Equipment Safety in Schools Database (ESIS). This database outlines the OHS usage controls that apply to government schools.

Catholic schools rely on advice from diocesan or school OHS experts, and are not bound directly by the ESIS database. However, NSW WorkCover has advised that Catholic schools must take ESIS into account when formulating their OHS policies.

Catholic schools do not have access to the ESIS database, though negotiations to make this available are taking place. However, DET has provided written extracts from ESIS relevant to the Construction ICIG, and these are provided electronically in PDF format to the Diocesan VET Advisors.

The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS appendix and diocesan /school OHS lists prior to use in Catholic schools.

The following list of tools, equipment and resources should have usage controls checked in the Appendix A prior to use in schools.

Please check the usage controls for any other tools and equipment about which you are unsure prior to use in schools.

Units of competency	Tools Equipment and Resources
CPCCCM1015A Carry out measurements and calculations	• laser equipment
CPCCCA2011A Handle carpentry materials	• wheelbarrows
CPCCCA2002B Use carpentry tools and equipment	• power saw • electric plane • impact power drill • nail gun • compressor • generator • pneumatic driven
CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground	• air compressors and hoses • laser levels • nail guns • power drills • power saws • power leads
CPCCSP2003A Prepare surfaces for plastering	• power grinders • power sanders • ladders (Check WHS Safety) • elevated work platforms. (Check WHS Safety)
CPCCWF2001A Handle wall and floor tiling materials	• wheelbarrows • ladders • elevated work platforms (Check WHS Safety) • pallet jacks • scaffolding (Check WHS Safety) • concrete mixers
CPCCWF2002A Use wall and floor tiling tools and equipment	• wet and dry diamond saws • beating machines • concrete mixers • grouting machines • plant and equipment, including: • small compressors • power tools, including: • power drills • small generators.
CPCCCM2004A Handle construction materials	• wheelbarrows • Preparation of materials for mechanical handling by equipment such as: Note: Students are not required to use these pieces of plant and equipment but to prepare for materials only. • scaffolding ((Check WHS Safety) • pallet jacks
CPCCCM2006B Apply basic levelling procedures	• laser level
CPCCCO2013A Carry out concreting to simple forms	• wheelbarrows
CPCCBL2001A Handle and prepare bricklaying and blocklaying materials	• brick buggies • elevators • forklifts • materials hoists • pallet trolleys • scaffolds.

Units of competency	Tools Equipment and Resources
CPCCBL2002A Use bricklaying and blocklaying tools and equipment	• cement mixer • jig saw • masonry saws • wheelbarrows • circular saws • elevators • materials hoists • scaffolds • small petrol or diesel engines, compressors or mixers.
CPCCJN2001A Assemble components	• air compressor and hoses • nail guns
CPCCJN2002A Prepare for off-site manufacturing process	• angle grinders • planer/jointer (fixed) or buzzers • circular saws • compressors • docking saws • drop saws • guillotines • metal cutting saws • thicknessers • trolleys

Common resources for all units of competency

Some resources/equipment are required for ALL units. They are listed below.
The following resources and equipment must be available and contextualised for delivery of ALL units of competency:

- current and relevant WHS legislation, regulations and codes of practice
- materials and equipment relevant to following WHS sustainability and environmental policies and practices including organisation/company bulletins/memos, site safety management plan, security fencing, lockable gates, security lighting, screens and hoardings, as appropriate, Material Safety Data Sheets (MSDS), job safety analysis (JSA)/safe work method statements (SWMS), fire safety equipment.
- specifications and work instructions related to the unit of competence including manufacturer/organisation/site guidelines, policies and procedures, work schedules, job sheet/plans/specifications and work instructions, diagrams/sketches/maps.
- relevant quality assurance regulations including Building Code of Australia (BCA), Australian Standards, advice from regulatory authorities, internal company policy and standards, workplace operations and procedures and manufacturers' specifications.
- appropriate signage relating to hazard identification, emergency information (exits, equipment and first aid), regulations regarding prohibited, mandatory or restricted activities, on-site traffic and other appropriate warning signs and symbols.
- School sustainability and environmental policies and practices particularly relevant to the construction industry including waste management, noise, dust, vibration, clean-up management, storm-water management.
- personal protective equipment (PPE) required under legislation/codes of practice and workplace policy/practices and appropriate to the task.
- Awareness of relevant information on resource and energy consumption, efficiency processes involving work practices and reporting and improved environmental use of resources in relation to construction work.

Personal protective equipment (PPE)

Teachers must ensure that students are wearing personal protective equipment **appropriate to the task being undertaken or the unit of competency being assessed**. Please note that all PPE must meet Australian Standards.

Appropriate PPE includes but is not limited to:

- steel cap footwear – predominantly leather upper
- high visibility vests (limit time worn in hot weather)
- hard hat/cap
- eye protection/safety glasses/goggles
- gloves appropriate for the task e.g. for chemical hazards, physical handling, thermal hazards
- hearing protection e.g. ear muffs/plugs
- dust mask/respirator
- sun protection.

Important note regarding Electrical Safety
All electrical tools and equipment must have a current electrical safety tag and should be operated through portable/fixed earth leakage circuit breaker (ELCB)/residual current device (RCD). All cables must be rated for length and load requirements appropriate for the task. WorkCover NSW requires that all electrical leads be placed on stands. An assessment must be made regarding the availability of enough stands for any job to be undertaken.

Assessment environment, equipment and resources

Context of and specific resources for assessment

The construction, plumbing and services industries have determined the assessment requirements for:

- **Environments** – where the unit **must** be assessed
- **Equipment** – what large and small equipment **must** be used
- **Workplace documentation** – what types of workplace resources and documents **must** be available
- **Interaction with customers, team members and other people** – who **must** be involved.

Contextualised requirements are often prescribed in the 'Context of and specific resources' section of each unit of competency. It is not, however, always possible to provide extensive lists of large and small equipment at unit level. Many units will include this or a similar statement:

An operational industry environment with the fixtures, large and small equipment and workplace documentation defined in the Assessment Guidelines.

The following tables provide details of the **mandated resource requirements for this training package**.

Industry acknowledges that not all businesses will have the complete range of specified resources. In this case RTOs should partner with industry businesses to provide access.

Licensing requirements

A number of occupations and job roles covered by the units of competency and qualifications in CPC08 Construction, Plumbing and Services Training Package may be subject to state and territory licensing requirements. These requirements vary significantly across jurisdictions.

There are 13 specific units of competency agreed by all work health and safety (WHS) regulators and the Australian Safety and Compensation Council (ASCC) as meeting certain licensing categories. These units of competency include:

- The unit CPCCOHS1001A Work safely in the construction industry aligned at Certificate I meets the requirement for the National Code of Practice for Induction for Construction Work (ASCC 2007)
- 12 high risk work licensing units of competency that support the implementation of the National Standard for Licensing Persons Performing High Risk Work (ASCC, April 2006) and these are identified as licensing competencies in the unit code and unit descriptor.

Note: CPSISC advises that references to OHS will be progressively updated in this and future versions of CPC08 content to reflect the legislated change in the term from occupational health and safety (OHS) to work health and safety (WHS).

Resources, Equipment & Assessment Information

CPC20211 Certificate II Construction Pathways

Core units of competency for the qualification

Prerequisite for GIT (General Construction Induction Training) card
The unit of competency below is mandatory for the HSC; can be imported from CPC10111 Certificate I in Construction as elective in latest version of CPC20211 qualification.

CPCCOHS1001A Work safely in the construction industry
Pre requisite unit: No.
Critical aspects for assessment and evidence required to demonstrate competency: Evidence must confirm personal awareness of the following: • applicable OHS legislative and safety requirements for construction work including duty of care • the range of common construction hazards and procedures for the assessment of risk and application of the hierarchy of control • OHS communication processes, information and documentation including the role of OHS committees and representatives, the meaning of common safety signs and symbols, and procedures for reporting hazards, incidents and injuries • general procedures for responding to incidents and emergencies including evacuation, first aid, fire safety equipment and PPE.
Environment: N/A (see suggested training package assessment methods below): Assessment methods may include more than one of the following: ☐ practical assessment ☐ oral questioning ☐ written test ☐ work-based activities ☐ simulated project based activity
Equipment/Workplace Documentation: Resources must be available to support the program including participant materials and other information or equipment related to the skills and knowledge covered by the program. The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the nature of the project/task and to the critical aspects of evidence.
Other resources Support materials appropriate to the activity including but not limited to: **General Construction Induction Training resources** available through Diocesan RTO.
Interaction with customers, team members and other people: Designated OHS personnel includes: • OHS committee members • OHS representatives • supervisors

CPCCCM1012A Work effectively and sustainably in the construction industry
Prerequisites: No.
Critical aspects for assessment and evidence required to demonstrate competency: **A person who demonstrates competency in this unit must be able to provide evidence of the ability to:** • locate, interpret and apply relevant construction industry information, standards and specifications • comply with site safety plans and OHS legislation, regulations and codes of practice applicable to workplace operations • comply with organisational policies and procedures, including quality requirements • communicate and work effectively and safely with others • explain to others scope, employment and economic importance of the construction industry • locate and identify documentation on site employment conditions and source of these conditions • set personal and team work goals and participate in site meetings • respond to personal conflict situations • identify personal development needs and apply learning to future work tasks • follow workplace procedures according to instructions given and report information only at own level of responsibility, including: - complying with environmental /sustainability legislation, and organisational and procedural requirements relevant to specific daily responsibilities • use of tools, such as an inspection checklist to collect and measure relevant information on resource and energy consumption • participating in and supporting improved environmental use of resources • recognising efficiency processes involving work practices and reporting as required
Environment*:* ***Realistic tasks or simulated tasks*** covering the mandatory task requirements. This competency 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.
Equipment/Workplace Documentation: The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project/task** and to the **critical aspects of evidence.**
Interaction with customers, team members and other people: Yes. Work group members include: ☐ coach or mentor ☐ employee representative ☐ peers, work colleagues, team, enterprise and other members of the organisation ☐ supervisor or manager

CPCCCM1013A Plan and organise work
Prerequisites: No.
Critical aspects for assessment and evidence required to demonstrate competency: A person who demonstrates competency in this unit must be able to provide evidence of the ability to plan and organise a variety of work activities. Evidence should be collected over a period of time in a range of general construction relevant contexts and include dealings with an appropriate range of situations.

Environment: This unit of competency could be assessed in the ***workplace or a close simulation of the workplace*** environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Equipment/Workplace Documentation:

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.

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project/task** and to the **critical aspects of evidence.**

CPCCCM1014A Conduct workplace communication

Prerequisites: No.

Critical aspects for assessment and evidence required to demonstrate competency:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- ☐ locate, interpret and apply relevant information
- ☐ comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations
- ☐ comply with organisational policies and procedures, including quality requirements
- ☐ safely and effectively use communication equipment
- ☐ communicate and work effectively and safely with others
- ☐ interpret all signage accurately
- ☐ complete tasks successfully following instruction
- ☐ convey pieces of information to other workers accurately
- ☐ fill out workplace documents accurately
- ☐ frame questions at an on-site meeting in a range of contexts or occasions over time.

Environment:

This unit of competency could be assessed in ***the workplace or a close simulation of the workplace environment***, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Equipment/Workplace Documentation:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project/task** and to the **critical aspects of evidence.**

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

Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited or not yet risk assessed in ESIS:

- telephones (including mobiles)
- email
- facsimile
- internet
- two-way radios

Interaction with customers, team members and other people: Yes.

Communication with other includes contractors, co-workers, supervisors, the public, trainers.

CPCCCM1015A Carry out measurements and calculations

Prerequisites: No.

Critical aspects for assessment and evidence required to demonstrate competency:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

☐locate, interpret and apply relevant information

☐comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations

☐comply with organisational policies and procedures, including quality requirements

☐safely and effectively use tools and equipment

☐communicate and work effectively and safely with others

☐complete measurements, calculations and determination of quantities for different projects of varying complexity in a range of contexts or occasions over time

☐calculate each of the following using a realistic construction task or example:

☐length

☐perimeter

☐circumference

☐area

☐volume

☐number

☐ratio

☐percentage

☐conversion of metres to millimetres and millimetres to metres

☐measure using a rule or tape measure five separate tasks within 1mm accuracy

Environment:

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Equipment/Workplace Documentation:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction** plus any tools and equipment relevant to the **nature of the project/task** and to the **critical aspects of evidence.**

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

Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- calculators and laser equipment
- rulers
- tape measures
- trundle wheel

CPCCCM2001A Read and interpret plans and specifications
Prerequisites: No.
Critical aspects for assessment and evidence required to demonstrate competency: A person who demonstrates competency in this unit must be able to provide evidence of the ability to: ☐locate, interpret and apply relevant information, standards and specifications ☐comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations ☐comply with organisational policies and procedures, including quality requirements ☐communicate and work effectively and safely with others ☐for a minimum of two different projects, read and interpret the project plans, including: ☐confirmation of amendment status and drawings confirmed 'for construction' ☐orientation of plans to the ground ☐six key features on both the plan and the site ☐confirmation of six items of information from the title block of the project plans ☐six construction dimensions, levels and locations from the project plans ☐six ancillary works dimensions, levels and locations from the project plans ☐for a minimum of two formal specifications, identify the dimensions, material requirements and processes to be followed.
Environment: This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Equipment/Workplace Documentation: The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project/task** and to the **critical aspects of evidence.**
Other resources Support materials appropriate to the activity may include: • construction plans • cross-sectional plans • dimensions and notes • illustrations • longitudinal plans • project specifications • site plans • scale rule • symbols and abbreviations • structural detail and specification providing illustrations and dimensions.

CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
Pre requisite unit: No.
Critical aspects for assessment and evidence required to demonstrate competency: A person who demonstrates competency in this unit must be able to provide evidence of the ability to: ☐correctly locate, interpret and apply relevant information, standards and specifications ☐comply with a site safety plan, organisational policies, OHS regulations and state and territory

legislation applicable to workplace operations, including quality requirements

☐correctly identify ACM and policies and procedures for reporting this to designated personnel

☐effectively communicate and work safely with others

☐apply general procedures for responding to incidents and reporting hazards and injuries

☐select and use firefighting equipment to extinguish a simulated mechanical fire

☐evacuate a site through simulated response to an emergency, complying with workplace procedures.

Environment:

This unit of competency could be assessed in the **workplace or a close simulation of the workplace environment**, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Equipment/Workplace Documentation:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project/task** and to the **critical aspects of evidence.**

Other resources

Support materials appropriate to the activity including but not limited to:

- General OHS Induction Training for Construction Work resource
- policies and procedures for reporting hazardous materials (including asbestos-containing materials - ACM) to designated personnel.

Interaction with customers, team members and other people: Yes.

Designated personnel to be contacted in case of an emergency, accident, fire or to report a rick such as identification of ACM are:

☐designated safety officers, determined by the enterprise, who have undertaken specific safety response training

managers or other senior personnel

☐personnel competent and/or licensed in the safe

handling of asbestos

☐supervisors.

CPC20211 Certificate II Construction Pathways Elective Units

Assessment of these units requires that the candidate have access to all tools, equipment, materials and documentation indicated below. The content and resource requirements of all units of competency in the elective units are available in the CPC08 - Construction, Plumbing and Services Training Package at www.training.gov.au.

Elective units - Carpentry field of work

CPCCCA2011A Handle carpentry materials

Pre requisite unit: CPCCOHS2001A apply OHS requirements, policies and procedures in the construction industry

Critical aspects for assessment and evidence required to demonstrate competency:

A person who demonstrates competency in this unit must be able to provide evidence of 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 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 carpentry components for one carpentry project.

Environment:

This unit of competency could be assessed in the ***workplace or a close simulation of the workplace environment***, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Equipment/Workplace Documentation:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project/task** and to the **critical aspects of evidence:**

- 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 **carpentry components** for one carpentry project.

Note: The usage controls for any tools and equipment marked with an asterisk ***** should be checked on the ESIS database prior to use in schools.

Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- banders
- hammers
- pallets
- pinch bars
- tin snips
- wheelbarrows*.

Other resources

Materials appropriate to the work application may include:

- bricks and concrete masonry units
- concrete components
- glass
- insulation

CPCCCA2011A Handle carpentry materials
• joinery units • metal sheeting • paints and sealants • plaster or fibre cement sheeting • reconstituted timber products • reinforcement materials • scaffolding components • structural steel sections and components • timber.

CPCCCA2002B Use carpentry tools and equipment
Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
Critical aspects for assessment and evidence required to demonstrate competency: A person who demonstrates competency in this unit must be able to provide evidence of 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 ☐identify and select hand tools for given tasks ☐safely use and maintain a minimum of rules, tapes, squares, hammers, hand saws, hand plane and chisels for given tasks ☐identify power and pneumatic tools for a given task ☐safely use a minimum of a power saw, electric plane, impact power drill, nail gun and compressor or equivalent types of equipment for given tasks ☐maintain equipment according to manufacturer's recommendations or organisational requirements.
Environment: This unit of competency could be assessed in the ***workplace or a close simulation of the workplace environment***, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Equipment/Workplace Documentation: The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project/task** and to the **critical aspects of evidence:** • identify and select **hand tools f**or given tasks • safely use and maintain a minimum of rules, tapes, squares, hammers, hand saws, hand plane and chisels for given tasks • identify **power and pneumatic tools** for a given task • safely use and maintain a minimum of a power saw*, electric plane*, impact power drill, nail gun* and compressor for given tasks, with maintenance including grinding and sharpening of a hand plane, chisel, a hand saw and one non-tungsten tip power saw blade. **Note:** The usage controls for any tools and equipment marked with an asterisk ***** should be checked on the ESIS database prior to use in schools.
Tools and equipment Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed: • Hand tools: • cutting, planning, boring, shaping, fixing, fastening and percussion tools • material shifting and holding tools • setting out, marking out and levelling tools.

CPCCCA2002B Use carpentry tools and equipment

Power Tools (portable and static) *Firstly check status of specific tool/s and equipment in ESIS:

- electrical and pneumatic, gas driven tools, including their leads and hoses.

Plant and equipment * Check status of specific tool/s and equipment in ESIS:

- 240v power supplied
- compressors *
- generators *
- hand held or small single person operated equipment
- pneumatic driven.*

Other resources

Materials appropriate to the work application may include:

- bricks
- concrete components
- concrete masonry units
- glass
- insulation
- joinery units
- metal sheeting
- paints and sealants
- plaster or fibre cement sheeting
- reconstituted timber products
- reinforcement materials
- scaffolding components
- structural steel sections and components
- timber.

CPCCCA2003A Erect and dismantle formwork for footings and slabs on ground

Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Critical aspects for assessment and evidence required to demonstrate competency:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information, standards and specifications
- comply with site safety plan, OHS regulations and state and territory legislation 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
- form up a slab on ground a minimum of 9 square metres, incorporating an edge rebate and internal corner to specifications
- form up a step to a foundation excavation to specified masonry units.

Environment:

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Equipment/Workplace Documentation:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project/task** and to the **critical aspects of evidence:**

- form up **a slab on ground a minimum of 9 square metres**, incorporating an edge rebate and internal corner to specifications
- **form up a step** to a foundation excavation to specified masonry units.

Note: The usage controls for any tools and equipment marked with an asterisk ***** should be checked on the ESIS database prior to use in schools.

Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- air compressors and hoses *
- automatic levels
- levels
- bevels
- chisels
- hammers
- hand saws
- laser levels *
- marking equipment
- measuring tapes and rules
- nail bags
- nail guns *
- pinch bars
- power drills *
- power saws *
- power leads *
- saw stools
- shovels
- spanners
- squares (combination/tri)
- steel squares
- string lines.

Other resources

Materials appropriate to the work application may include:

- termite barriers
- formwork/boxing: timber, metal, masonry, fibre cement sheeting or reconstituted timber products
- bolts and nuts
- coach screws
- metal brackets
- nails and spikes
- patented metal fasteners
- steel tie rods.

Elective units - Wall and floor tiling field of work

CPCCWF2001A Handle wall and floor tiling materials
Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
Critical aspects for assessment and evidence required to demonstrate competency: A person who demonstrates competency in this unit must be able to provide evidence of 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 operate and use tools, plant and equipment ☐communicate and work effectively and safely with others ☐as a minimum, given the plans and specifications for a bathroom wall and floor to be tiled, receive and confirm quantity and quality compliance; handle, sort, stack and distribute the tiles, materials and components to support the performance of the task; prepare and mix the required adhesives and mortar, grouting and finishes required for the job; and clean up and store or dispose of excess and waste materials on the completion of the job, ensuring: ☐correct identification of tiling requirement ☐correct selection and use of appropriate processes, tools and equipment ☐completing all work to specification ☐compliance with regulations, standards and organisational quality procedures and processes.
Environment: This unit of competency could be assessed in the *workplace or a close simulation of the workplace environment*, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Equipment/Workplace Documentation: • The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. • To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the nature of the project/task and to the critical aspects of evidence: • as a minimum, given the plans and specifications for a bathroom wall and floor to be tiled, receive and confirm quantity and quality compliance; handle, sort, stack and distribute the tiles, materials and components to support the performance of the task; prepare and mix the required adhesives and mortar, grouting and finishes required for the job; and clean up and store or dispose of excess and waste materials on the completion of the job, ensuring: • correct identification of tiling requirement • correct selection and use of appropriate processes, tools and equipment • completing all work to specification • compliance with regulations, standards and organisational quality procedures and processes. **Note:** The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools.
Tools and equipment Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed: • scissors • cutting blades • wheelbarrows * • ladders (Check RTO WHS Policies) • elevated work platforms (Check RTO WHS Policies) • forklifts (Special licensing required) * • pallet jacks * • buckets **Other resources** Materials appropriate to the work application include: • adhesives • caulking compound

CPCCWF2001A Handle wall and floor tiling materials
• cement mortar (with and without additives) • grout • tiles. Materials appropriate to the work application *may* include: • scaffolds * (Check RTO WHS Policies) • concrete mixers * • adhesive mixers.

CPCCWF2002A Use wall and floor tiling tools and equipment

Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Critical aspects for assessment and evidence required to demonstrate competency:

A person who demonstrates competency in this unit must be able to provide evidence of 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 operate and use tools, plant and equipment

☐communicate and work effectively and safely with others

☐as a minimum, follow work instructions, operating procedures and inspection practices to use the wall and floor tiling tools and equipment listed in the range statement for their appropriate application, ensuring:

☐correct identification, selection and use of appropriate processes, tools and equipment

☐correct selection and use of appropriate processes, tools and equipment

☐completing all work to specification

☐compliance with regulations, standards and organisational quality procedures and processes.

Environment:

This unit of competency could be assessed in ***the workplace or a close simulation of the workplace environment***, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Equipment/Workplace documentation:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the nature **of the project/task** and to the **critical aspects of evidence:**

- as a minimum, follow work instructions, operating procedures and inspection practices to use the **wall and floor tiling tools and equipment** listed in the range statement for their appropriate application, ensuring:
- correct identification, selection and use of appropriate processes, tools and equipment
- correct selection and use of appropriate processes, tools and equipment
- completing all work to specification
- compliance with regulations, standards and organisational quality procedures and processes.

Note: The usage controls for any tools and equipment marked with an asterisk ***** should be checked on the ESIS database prior to use in schools.

Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- buckets
- caulking guns
- levelling equipment: e.g. straight edges, line levels, stringlines, spirit levels, water levels
- lump hammers
- measuring tapes and rules
- nippers
- pointed grouters
- rags
- rubber mallets
- scrapers
- shovels
- spacers and wedges
- sponges, squeegees
- squares, straight edges
- tile cutters and scribes
- trowels
- wet and dry diamond saws *

CPCCWF2002A Use wall and floor tiling tools and equipment
• wooden floats. May also include: • adhesive mixers • beating machines * • concrete mixers * • grouting machines * • masonry drill bits • screeding machines * • plant and equipment, including: • small petrol or diesel engines* • small compressors * • power tools, including: • power drills * • power leads • small generators. * **Other resources** Materials appropriate to the work application may include: • tiles • ceramics • slate • adhesives • grout • cement mortar.

Electives - Shopfitting and Joinery Field of Work

CPCCJN2001A Assemble components
Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
Critical aspects for assessment and evidence required to demonstrate competency: A person who demonstrates competency in this unit must be able to prepare components and assemble at least one of the assembled unit types listed in the range statement, providing evidence of the ability to: ☐comply with OHS regulations applicable to workplace operations ☐comply with organisational policies and procedures, including quality assurance requirements within the context of assembling units ☐select and use appropriate processes, tools and equipment to carry out tasks ☐indicate visual checking of component parts to ensure right part and right location ☐select and use appropriate packing material for protection of surfaces during assembly ☐select and apply effective methods of holding components together in an assembly process ☐demonstrate sound procedures to ensure joints are closed and true and assembly is square and out of winding ☐display sound and safe procedures to fix or secure joints.
Environment: This unit of competency could be assessed in ***the workplace or a close simulation of the workplace environment***, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures. This competency 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. **Resource implications for assessment include:** ☐work area appropriate to task

CPCCJN2001A Assemble components
☐working drawings and specifications relevant to task ☐procedure documents appropriate to manufacturing processes ☐tools, plant and equipment relevant to manufacture process ☐material appropriate to proposed project activity.
Equipment/workplace documentation: The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction** and must be able to prepare components and assemble at least one of the assembled unit types listed in the range statement, (Doors, Windows, Sashes, Cupboards, Shelves, Counters, Robes, Louvers, Trusses, Shop fronts, Stairs and Wall frames), providing evidence of the ability to: **Note:** The usage controls for any tools and equipment marked with an asterisk ***** should be checked on the ESIS database prior to use in schools.
Tools and equipment Tools and equipment relevant to the task but excluding those prohibited in ESIS: May also include: • air compressor and hoses* • chisels • hammers • measuring tapes and rules • nail guns* • spirit levels • squares. **Materials such as:** • aluminium • timber. Assembly methods may involve: • clamps • cramps • packers and wedges • platform or frame jigs • presses.

CPCCJN2002A Prepare for off-site manufacturing process

Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Critical aspects for assessment and evidence required to demonstrate competency:

A person who demonstrates competency in this unit must be able to prepare materials and components for manufacture and assembly of at least one of the manufactured units or products listed in the range statement, providing evidence of the ability to:

☐comply with OHS regulations applicable to workplace operations

☐comply with organisational policies and procedures, including quality assurance requirements within the context of preparation of materials

☐indicate a clear understanding of construction requirements of maximum and minimum dimension standards and governing authority, where applicable

☐adopt and use sound techniques to identify material requirements, including allowances for joints

☐indicate a clear understanding of joining methods and method of assembly of unit

☐select and use appropriate processes, tools and equipment to carry out tasks

☐demonstrate sound techniques in the selection and handling of material for components

☐demonstrate sound techniques in handling and storing materials to ensure surfaces and edges are protected

☐demonstrate sound and safe techniques to prepare material for manufacturing process

☐communicate with others to ensure safe and effective workplace operations

Environment:

This competency 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:

☐work area appropriate to task

☐working drawings and specifications relevant to task

☐procedure documents appropriate to manufacturing processes

☐tools, plant and equipment relevant to manufacture process

☐materials appropriate to proposed project activity.

Equipment/Workplace documentation:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**.

Note: The usage controls for any tools and equipment marked with an asterisk ***** should be checked on the ESIS database prior to use in schools.

Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

May also include:

- angle grinders*
- bevels
- bolt-cutters
- buzzers*
- circular saws*
- compressors
- docking saws
- drop saws
- guillotines
- hammers

CPCCJN2002A Prepare for off-site manufacturing process
• measuring tapes • metal cutting saws • overhead/pendant cranes and forklifts* • squares • thicknessers* • trolleys • wire cutters. ***Materials such as:*** • aluminium • laminated material • medium density fibreboard (MDF) • metallic and non-metallic materials • plastic with solid core • plywood • timber • veneered particleboard and sheeting. ***Fixings and fasteners such as:*** • nail plates • nails • nuts and bolts • screws. ***Manufactured units or products such as:*** • doors • fitments • prefabricated framework • shopfronts • stairs • windows.

Electives – Brick and Blocklaying

CPCCBL2001A Handle and prepare bricklaying and blocklaying materials

Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Environment:

This unit of competency could be assessed in ***the workplace or a close simulation of the workplace environment***, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

This competency 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.

Resource implications for assessment include:

☐work area appropriate to task

☐working drawings and specifications relevant to task

☐procedure documents appropriate to manufacturing processes

☐tools, plant and equipment relevant to manufacture process

☐material appropriate to proposed project activity.

Equipment/workplace documentation:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction** and must be able to prepare components and assemble at least one of the assembled unit types listed in the range statement, (Doors, Windows, Sashes, Cupboards, Shelves, Counters, Robes, Louvers, Trusses, Shop fronts, Stairs and Wall frames), providing evidence of the ability to:

Note: The usage controls for any tools and equipment marked with an asterisk * should be checked on the ESIS database prior to use in schools.

Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS:

Includes

- bolsters
- brick grabs
- brooms
- builders' lines
- concrete mixers
- hammers (brickies, club and scutch)
- hoses
- jointing tools
- line blocks
- line pins
- masonry saws
- measuring tapes and rules
- mortar boards
- profiles
- rakes
- shovels
- spirit levels
- straight edges
- trowels
- wheelbarrows

May Include

- brick buggies*
- elevators*
- forklifts*
- materials hoists*
- pallet trolleys*
- scaffolds.*

CPCCBL2002A - Use bricklaying and blocklaying tools and equipment

Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Environment:

This unit of competency could be assessed in ***the workplace or a close simulation of the workplace environment***, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

This competency 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.

Resource implications for assessment include:

☐work area appropriate to task

☐working drawings and specifications relevant to task

☐procedure documents appropriate to manufacturing processes

☐tools, plant and equipment relevant to manufacture process

☐material appropriate to proposed project activity.

Equipment/workplace documentation:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction** and must be able to prepare components and assemble at least one of the assembled unit types listed in the range statement, (Doors, Windows, Sashes, Cupboards, Shelves, Counters, Robes, Louvers, Trusses, Shop fronts, Stairs and Wall frames), providing evidence of the ability to:

Note: The usage controls for any tools and equipment marked with an asterisk ***** should be checked on the ESIS database prior to use in schools.

Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS:

Include those required to facilitate the effective laying of bricks and blocks and include:

- bolsters
- brick grabs
- brooms
- builders' lines
- concrete mixers
- hammers (brickies, club and scutch)
- hoses
- jig saws
- jointing tools
- line blocks
- line pins
- masonry saws
- measuring tapes and rules
- mortar boards
- profiles
- rakes
- shovels
- spirit levels
- straight edges
- trowels
- wheelbarrows

May Include

- bricksaws
- circular saws
- elevators
- materials hoists
- scaffolds
- small petrol or diesel engines, compressors or mixers.

General Electives

CPCCCM2004A Handle construction materials
Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
Critical aspects for assessment and evidence required to demonstrate competency: A person who demonstrates competency in this unit must be able to provide evidence of 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.
Environment: This unit of competency could be assessed in the ***workplace or a close simulation of the workplace environment***, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.
Equipment/Workplace documentation: The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project/task** and to the **critical aspects of evidence:** • 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. **Note:** The usage controls for any tools and equipment marked with an asterisk ***** should be checked on the ESIS database prior to use in schools.

CPCCCM2004A Handle construction materials

Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- banders
- hammers
- pallets
- pinch bars
- tin snips
- wheelbarrows *.

Preparation of materials for mechanical handling by equipment such as:

- scaffolding * (Check RTO WHS Policies)
- forklifts * (Special licensing required)
- pallet jacks *
- trucks. (Special licensing required)

Note: Students are **not** required to use these pieces of plant and equipment but to prepare for materials only.

Other resources

Materials appropriate to the work application may include:

- timber
- reconstituted timber products and other building and sheet materials
- bricks
- bagged materials
- sand, soil and aggregates
- solvents, glues, coatings.

May also include building elements such as:

- roof trusses
- lining materials
- flooring materials
- prefabricated elements
- boxed, drummed and tinned materials
- concrete masonry units
- joinery units
- floor and wall tiles
- roofing tiles
- steel sections/components
- insulation
- glass.

CPCCCM2006A Apply basic levelling procedures

Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Critical aspects for assessment and evidence required to demonstrate competency:

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

☐locate, interpret and apply relevant information, standards and specifications

☐comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations

☐comply with organisational policies and procedures, including quality requirements

☐safely and effectively use tools and equipment

☐communicate and work effectively and safely with others

☐transfer levels and record differences in height on one project to job specifications using:

☐a spirit level and straight edge

☐levelling with water technique

☐laser levelling devices

☐optical levelling devices

☐confirm accuracy of the readings taken for all above, including set-up and movement of device in two locations

☐conduct a two peg test with an automatic level to confirm that instrument meets manufacturers' tolerances

☐accurately record the results of each levelling procedure to organisational requirements.

Environment:

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Equipment/Workplace documentation:

CPCCCM2006A Apply basic levelling procedures

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project/task** and to the **critical aspects of evidence:**

transfer levels and record differences in height on one project to job specifications using:

- a spirit level and straight edge
- levelling with water technique
- laser levelling devices *
- optical levelling devices
- confirm accuracy of the readings taken for all above, including set-up and movement of device in two locations
- conduct a two peg test with an automatic level to confirm that instrument meets manufacturers' tolerances
- accurately record the results of each levelling procedure to organisational requirements.

Note: The usage controls for any tools and equipment marked with an asterisk ***** should be checked on the ESIS database prior to use in schools.

Tools and equipment

Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:

- chalk lines
- hammers
- marking equipment
- cleaning agents
- measuring tapes and rules, spirit levels and straight edges
- plumb bobs
- levelling staff
- saws, bolt cutters and saw stools
- signage for laser levelling
- string lines and laser targets
- levels: spirit, water, laser, optical and automatic
- wooden and steel survey pegs.

May also include:

- boning rods, inclinometers and batter pegs/boards.

CPCCCO2013A Carry out concreting to simple forms

Pre requisite unit: CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry

Critical aspects for assessment and evidence required to demonstrate competency:

A person who demonstrates competency in this unit must be able to provide evidence of 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 operate and use tools, plant and equipment

☐communicate and work effectively and safely with others

☐prepare subgrade; erect formwork; cut, place and tie reinforcement; place and hand screed concrete for a slab of (4 square metres is recommended) and a minimum depth of 100mm to the required finished level and job specification.

Environment:

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Equipment/Workplace documentation:

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

To demonstrate competency in this unit, the person will require access to the common equipment and resources listed in the **Introduction**, plus any tools and equipment relevant to the **nature of the project/task** and to the **critical aspects of evidence:**

CPCCCO2013A Carry out concreting to simple forms
• prepare subgrade; erect formwork; cut, place and tie reinforcement; place and hand screed concrete for a slab of (4 square metres is recommended) and a minimum depth of 100mm to the required finished level and job specification.
Tools and Equipment Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed: • brooms • chutes • edging tools • shovels • trowels • wheelbarrows * May also include • bull floats • hand floats • kibbles • line pumps • stipple devices • trowelling machines **Other resources** Materials appropriate to the work application may include : • bar chairs • bracing • edge form/boards • fabric sheet mesh • pegs • spacers • reinforcing bars

Units of Competencies Delivery

On the following checklist, indicate the units of competency to be accessed by students with a tick and complete the sign off indicating your satisfaction that all the specified resources and equipment can be accessed on site unless, otherwise indicated on the separate form for this purpose. **CPC20211 Certificate II in Construction Pathways**

Compulsory units of competency		**Access on site**
CPCCCM1012A	Work effectively and sustainably in the construction industry	☐
CPCCCM1013A	Plan and organise work	☐
CPCCCM1014A	Conduct workplace communication	☐
CPCCCM1015A	Carry out measurements and calculations	☐
CPCCCM2001A	Read and interpret plans and specifications	☐
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	☐
CPCCOHS1001A	Work safely in the construction industry*	☐

*(Mandatory for the HSC; can be imported from CPC10111 Certificate I in Construction as elective in latest version of CPC20211)

Elective units - Group A - H		**Access on site**
Group A: Brick and blocklaying		
CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials	☐
CPCCBL2002A	Use bricklaying and blocklaying tools and equipment	☐
Group B Carpentry		
CPCCCA2002B	Use carpentry tools and equipment	☐
CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	☐
CPCCCA2011A	Handle carpentry materials	☐
Group D Wall and floor tiling		
CPCCWF2001A	Handle wall and floor tiling materials	☐
CPCCWF2002A	Use wall and floor tiling tools and equipment	☐
Group F Joinery and shopfitting		
CPCCJN2001A	Assemble components	☐
CPCCJN2002A	Prepare for off-site manufacturing process	☐

Group H General Electives		**Access on site**
CPCCCM2004A	Handle construction materials	☐
CPCCCM2006B	Apply basic levelling procedures	☐
CPCCCO2013A	Carry out concreting to simple forms	☐

Delivery Site Sign Off

I agree that all of the resources, equipment and tools required for the units of competencies listed above are available and can be accessed on site at this school for the delivery and assessment of the CPC20211 Certificate II in Construction Pathways qualification

School: RTO:

Principal delegate completing: ..... Signature: .....

Principal's Name: Signature: .....

Date: .....

Resources for Elective Units of Competency Not Listed

The RTO will need to provide details of the tools, equipment and resources required for units of competency not listed above.

Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency. Resources/equipment may be accessible either on-site (at school) or off-site (including the work placement).

Elective units of competency in the 240 hours course

The content and resource requirements of all units of competency in the elective pool are available in the CPC08 - Construction, Plumbing and Services Training Package at www.training.gov.au

Additional Units of Competency Held

Teachers wishing to deliver any units of competency from the elective pool or specialisation study that are not listed above must:

- Have achieved the unit(s) of competency and hold a transcript for the unit(s) of competency, and
- Discuss the delivery of the unit(s) of competency with their VET adviser prior to delivery

If delivery is supported by the RTO, provide a copy of the transcript for the unit(s) of competency to their Diocesan VET Advisor to obtain additional accreditation and approval to deliver the requested unit(s) of competency.

Additional Units of Competencies Held		**Access on site**
Unit Code	**Unit of Competency**	
		☐
		☐
		☐
		☐
		☐
		☐
		☐

School:

RTO: .

Principal's Name:

Principal's Signature: ……Date:.

Accessing Tools, Equipment and Resources Off-Site

Identify the codes and units of competencies where tools, equipment and resources are being accessed off-site. List the tools, equipment and resources are being accessed, where and how they are being accessed. Clearly identify the access agreement documentation supporting the use the tools, equipment and resources are being accessed. The content and resource requirements of all units of competency in the elective units are available in the CPC08 - Construction, Plumbing and Services Training Package at www.training.gov.au.

Units	Tools, Equipment and Resources	Access Site	Access Arrangement	Access Agreement	
				MOU	
				Letter	
				MOU	
				Letter	
				MOU	
				Letter	
				MOU	
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				MOU	
				Letter	
				MOU	
				Letter	

School:

RTO: .

Principal's Name:

Principal's Signature: ……Date:.

Student Assessment

- ☐ An assessment program has been developed using appropriate assessment tasks to allow students to properly demonstrate achievement of units of competency and has been issued to all participating students
- ☐ Student achievement of units of competency is being progressively updated in Competency Record Books
- ☐ Information on intended qualifications, units of competency to be delivered and units of competency achieved is being progressively entered into eBOS-VCS via Schools Online in accordance with the timeline advised by the Board of Studies.

School:

RTO: .

Principal's Name:

Principal's Signature: ……Date:

Student Work Placement

Securing the appropriate work placement for the particular qualification greatly depends upon the relationship between the school, the Registered Training Organisation and local community partnerships.

It is the responsibility of RTO representatives and teachers to communicate the types of work placement settings they will require over a two year period for the students they are training.

RTOs need to ensure that, where required, evidence from "the workplace" may be gathered for the qualification being sought.

Students have been fully informed of the:

- ☐ mandatory work placement hours required for this course
- ☐ purposes of the work placement, and the
- ☐ due dates for completion of the work placement.

The school has procedures in place for the class teachers, work placement coordinators and workplace supervisors to reach agreement on the:

- ☐ structure and timing of the work placements
- ☐ competencies to be addressed during work placements
- ☐ procedures to address the relevant occupational health and safety regulations.

The school has procedures in place to ensure that the:

- ☐ *Workplace Learning Guide for Employers* has been provided to the host employer prior to placement commencing
- ☐ *Student Placement Record* is fully completed prior to placement (ie. signed by the host employer, school principal or nominee, student and parent or care giver) and stored according to Diocesan (RTO) requirements following.

School:

RTO: .

Principal's Name:

Principal's Signature: ……Date: .