Develop residential building industry knowledge

30009

Lecturer’s guide
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Introduction

This guide takes you through the various documents associated with the unit and the resources you will require to deliver it. It also provides some suggestions to assist you in delivering and assessing the knowledge and skills a learner needs to gain an overview of the residential building industry in Australia in order to support them in their role as a paraprofessional employee or future self-employed contractor.

Areas of explanation include:
• an overview of the industry
• careers and occupations
• career development
• industry terminology and common building terms
• legislation, regulations and licensing
• basic construction principles
• ethics and moral obligations.

It is intended that the content of this unit will be delivered face-to-face in a classroom environment.

Qualification overview

This unit of competency, 30009 Develop residential building industry knowledge, forms part of Certificate II in Building and Construction (Pathway – Paraprofessional) and is aimed at those people who are considering a paraprofessional career in the residential building industry (as opposed to the trade sector).

The course consists of 12 units of study and a period of work placement. These two components, study and work, will provide you with an introductory background to the paraprofessional side of the residential building industry.

To progress further in the industry from this introductory level, you will then need to specialise in a particular field of study such as building, estimating, scheduling, drafting, building design. Courses for these careers usually commence at Certificate IV level and progress through to diploma or even advanced diploma levels at a registered training provider who delivers these programs.

Some areas of study such as architecture, interior design and construction management can then be studied further at degree level at a university.
Unit overview

This unit of competency specifies the outcomes required to understand the importance and basic operation of the residential building industry and to develop employability skills relevant to an entry level employee for the building industry.

Competence in this unit will be demonstrated by the compilation of an industry information resource file and a written issues essay or paper on a selected topic relevant to the unit’s content.

The full unit of competency is provided for you at Annex A to this guide.

Resources and preparation

Because this unit has a focus on current issues, events and trends relating to the residential building industry, you will need to be up-to-date in this area yourself. In the weeks preceding your delivery of this unit, check newspapers and relevant websites for current information that could be used in your training delivery.

Resources noted in the guide may also vary from state to state, especially state legislation. Again, this needs to be reviewed in context with the course content as well as in the context of local requirements.

Learner’s guide

Learners are to receive a copy of the learner’s guide at the first class session.

It contains all of the unit’s information and the content of each topic, which should be reviewed in the context of a state’s or institution’s resources.
Activities

Most of the topics have short in-class activities in them for learners to complete while the topic content is fresh in their minds. Lecturers should try to complete these activities themselves before the class so that they can prompt the learners with likely answers should they get stuck or cannot find a suitable response.

Assessments

Similarly, the two assessments should be completed by the lecturer so that a sample can be shown to the learners before they attempt their own submission.

Refer to the assessments at Annex D to this guide.

Required resources

You will need to provide learners with access to:

- examples of residential planning codes
- an internet-enabled computer.

Learners will need to provide:

- a USB thumb drive
- an A4 note pad
- an A4 file for notes, handouts and printed documents.

All websites need to be checked before delivery as addresses or content can change without notice.
Recommended resources

The resources listed below provides options for additional information.

<table>
<thead>
<tr>
<th>Information area</th>
<th>Resource</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>All non-residential buildings covered by regulations</td>
<td>Building Code of Australia, Volume 1 <em>Class 2 to Class 9 Buildings</em></td>
<td>Australian Building Codes Board</td>
</tr>
<tr>
<td>Building terminology</td>
<td>HB 50–2004, <em>Glossary of Building Terms</em></td>
<td>National Committee on Rationalised Building (NCRB) and Standards Australia (SA)</td>
</tr>
<tr>
<td>Planning</td>
<td>Residential Design Codes of Western Australia (or other equivalent state codes)</td>
<td>WA Planning Commission</td>
</tr>
<tr>
<td>Employment and recruitment</td>
<td>SEEK</td>
<td>Seek Australia</td>
</tr>
<tr>
<td>Wages and salaries</td>
<td>Labour relations – Pay rates and award summaries (or other equivalent state sites)</td>
<td>Department of Commerce</td>
</tr>
</tbody>
</table>

Resources noted in the guide may also vary across regions, especially where state/territory legislation is referenced. Please review these in context with your own local requirements.

Check the resources column of the delivery plan, provided at Annex B to this guide, for resources required in each section of the program.
Delivery strategy

This section provides suggestions to help you deliver this unit and achieve the desired learning outcomes.

Industry issues, events and trends may vary across Australia, across market segments and even between local areas and neighbourhoods. As you prepare to deliver this unit, decide whether there is a particular aspect of the industry that it would be beneficial for your learners to know most about. If there is, try to source information and resources that will enable you to provide learning experiences with that aspect of industry.

If you haven’t done so already, get a copy of the learner’s guide and familiarise yourself with it. Also look at the delivery plan provided at Annex B to this guide.
The learner’s guide

Format and intent

General

In the learner’s guide you’ll find a variety of material to help you deliver this unit. This includes:

• text, images and diagrams
• activities, including fill in the blanks, discussions, research and written activities, all related to the content most recently covered.

All written activities are designed to be written directly into the learner’s guide. When they have finished the final section of the unit, their guide should be complete and able to be used as a reliable reference in the future. For this to be the case, the activities need to be checked and/or discussed to give them the opportunity to correct any incorrect or incomplete parts.

Note: The learner’s guide is not a text book and, therefore, not intended to be content-heavy. It is designed to complement your classroom delivery and provide learners with a summary of the unit content.

For this unit

Sections 1 to 3 of the learner’s guide focuses on providing learners with an industry overview and an understanding of how the residential building industry is part of, and influenced by, Australia’s economy.

Section 5, scheduled in Session 4, introduces the first assessment, which is completed in class over two sessions. This is a research-based activity designed to check competence in the areas covered so far. Providing this assessment early in the course allows both you and learners to quickly identify any areas of the course content that might need more attention.

Assessment 2 is scheduled for Session 10, in section 10 of the learner’s guide, and submitted in Session 14.
Content

In Section 1 of the Learner’s Guide you look at the ‘big picture’ of the industry, and investigate how to establish a career for life within the residential building sector. Internet access is required for some of the activities; however as an alternative, you could access the information and print copies to use in class. Please note that this content was written in 2012 so is subject to change – please conduct your own research and bring the content up-to-date if required.

Section 2 focuses on the residential building industry and covers some higher level information relating to economics and the state of the nation. You may need to support this content by class discussion to help learners see how this information applies to them in terms of their role in the industry and their future career path.

The focus of Section 3 is on careers and career development in the residential building industry. In Activity 3.1, learners are required to research and identify job opportunities in the industry – the list of occupations provided can be changed to suit different contexts and/or learning needs.

Section 4 is designed to show learners how and where they can find up-to-date information about the industry. It also introduces Assessment 1, the industry information resource journal. Section 5 is also dedicated to the assessment.

In Section 6, you explore the basics of the BCA, and learners are introduced to a brief picture of residential building construction methods and home designs and styles. Planning codes are also introduced. Please note that this section is not required to be comprehensive, as these areas are covered thoroughly in the units 30010 Apply knowledge of residential building processes and materials, and 30012 Undertake application of building codes and standards to residential buildings.

Section 7 introduces some common industry terminology. This is where HB 50–2004 Glossary of Building Terms by Standards Australia may be useful. Activity 7.2 requires some preparation by you.

This is followed by Activity 7.3 for which learners may require some additional support. This activity would work equally well if performed in pairs or small groups.

Activity 7.4 will require support and facilitation but could be expanded to play out as a ‘team challenge’, in which the class breaks into small teams and challenges each other.

In Section 8, learners are given an overview of some contract documents that are relevant to the residential building industry. You will need to provide some examples of all these documents to supplement and support the learning in this section. Specifically, you should have at least two examples of:

- a range of plans and drawings (site plan, elevations, floor plan etc)
- a building specification document, including one with an addendum
- development and planning approval documentation
- quality policy documents, and company standards documents.
Alternatively, if your learners are able to access these documents in their workplace, ask them to bring examples to class and those could be used by the group.

**Section 9** covers a basic introduction to the regulations, licensing and legislation applicable to the residential building industry. In particular, it focuses on the BCA, the *Building Act 2011*, and occupational health and safety legislation. In Activity 9.1, learners are paired up to undertake research on the websites provided throughout the section and see what information is available. You will need to provide computers with internet access for this.

**Section 10** involves research into current industry issues with a view to discussing their effects and coming up with a possible solution. In the learner’s guide, it states:

> Your lecturer will provide you with copies of newspapers, journals, magazines or other appropriate print media to go through and look for reports or articles covering issues affecting the residential building industry. Alternatively, you can search the websites of the two major industry associations, the HIA and the MBA, to see if these are any problems for their members to address; or you can simply search the internet for ‘issues in the Australian building industry’.

You will need to provide these resources to assist the class in completing Section 10. Internet access is required. This section also introduces Assessment 2 – the industry issues paper.

In **Section 11**, aspects of construction principles are explored in context of their importance to the design and construction of a residential building. You’ll need to provide access to BCA Volume 2, *Class 1 and Class 10 – Housing Provisions* for this section. There is a focus on the design and building of safe homes, and you may wish to customise this content to better suit your own region and/or state.

**Section 12** explores some common construction issues with a view to developing an understanding of how they might be addressed through better design or building standards.

In **Section 13**, learners are encouraged to explore the ethics and morality of the building industry and investigate quality standards. You could supplement this section by providing examples of company mission/vision statements and/or examples of a company’s code of ethics. Activity 13.1 is based on a case study – the discussion here will need to be facilitated to ensure that learners reach a common agreement that the behaviour of the company owner was unethical.

**Section 14** focuses on career; that is, career development, career opportunities, and professional development. It introduces industry associations which learners then research on the internet so they will need access to computers for this section.
Section 15 summarises the unit, and recaps what has been learned. Both assessments should be returned in this section. This is a good opportunity for you to address any areas of the unit that were problematic or unclear for learners, and revisit any sections that require it.
Assessment summary

The two assessments for this unit are designed to assess competency in the elements of the unit.

For Assessment 1 learners are required to develop an industry information resource journal related to the local (state/territory) residential building industry. The specific requirements for the journal are provided in the actual assessments in Annex D of this guide.

It would be very helpful if you could provide an example as a model for learners to use.

For Assessment 2 learners are required to identify one current issue that is affecting the residential industry today and write a paper on that issue (two-page maximum) and how it might be affecting the industry. Please note: a blank pro forma or template document in electronic format should be provided for this. You should also monitor the issue chosen, to ensure that it is appropriate for the task.

An assessment plan providing a suggested scheduling of the assessments is provided in Annex C and a matrix is included in Annex E, showing how the assessment tasks map to the unit performance criteria.

Results and appeals

Please refer to your training provider or association website for information about the assessment process.
Develop residential building industry knowledge
Lecturer’s guide
Annex A – Unit details

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Develop residential building industry knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>This unit of competency specifies the outcomes required to understand the importance and the basic operation of the residential building industry.</td>
</tr>
<tr>
<td>Employability skills</td>
<td>The following employability skills are an integral part of the delivery of this unit. They include: communication; teamwork; problem solving; initiative and enterprise; planning and organising; self-management; learning; and technology.</td>
</tr>
<tr>
<td>Pre/co-requisite units</td>
<td>Carry out basic measurement and calculations for residential buildings</td>
</tr>
<tr>
<td>Application</td>
<td>This unit supports the attainment of basic features and principles underpinning the role of non-trade workers in the residential building industry.</td>
</tr>
</tbody>
</table>

Element 1 Understand the impact of the residential building industry

1.1 Identify the size and nature of the construction industry and particularly the residential building sector, and its importance to the economy of the nation

1.2 Identify drivers of residential building activity

1.3 Identify career opportunities within the residential building industry and the conditions that apply to those occupations

1.4 Identify and use sources to research information relevant to the residential building industry

Element 2 Develop knowledge of building terms

2.1 Become familiar with common terminology used within the construction industry and particularly the residential building sector

2.2 Carry out research using printed and electronic media and document findings

2.3 Correctly use common building terms in conversations and in relevant written notes with colleagues
<table>
<thead>
<tr>
<th>Element 3 Identify key documents in residential building</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Identify main documents associated with construction of residential building</td>
</tr>
<tr>
<td>3.2 Identify the main forms of legislation, regulation and licensing in the residential building industry and sources of the documentation</td>
</tr>
<tr>
<td>3.3 Identify ethical expectations consistent with well respected enterprises in the industry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 4 Develop knowledge of basic construction principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Demonstrate an understanding of basic scientific principles relevant to physical construction of residential buildings</td>
</tr>
<tr>
<td>4.2 Develop an understanding of how construction techniques are used to address standard problems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element 5 Use residential building industry knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Identify and use a range of opportunities to update general knowledge of the residential building industry</td>
</tr>
<tr>
<td>5.2 Monitor current issues of concern to the residential building industry</td>
</tr>
<tr>
<td>5.3 Share updated knowledge with colleagues and customers and incorporate this knowledge in day to day activities</td>
</tr>
<tr>
<td>5.4 Conduct day-to-day activities in accordance with legal obligations and established industry ethical standards</td>
</tr>
</tbody>
</table>
Required skills and knowledge

Essential knowledge

Understanding of:
- residential building industry terminology
- sources of information
- the role of the residential building industry in the national economy
- careers and career opportunities in the residential building sector
- basic science/engineering principles that impact on residential building design and construction
- elementary economy – growth, cycles, inflation and interest rates etc.

Essential skills

Ability to:
- communicate and determine requirements
- read
- use numbers and units of measure
- use the Internet
- be organised
- plan, research and gather information
- be part of a team when working and sharing with others.
**Range statement**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

| Size and nature of the construction industry may include: | • number of persons employed  
• amount of money involved  
• various sectors of the construction industry  
• types of occupations covered |
| --- | --- |
| Importance to the economy may include: | • contribution as a component of total measures  
• effects of fluctuations  
  • supply and demand  
  • demographics  
  • interest rates  
• percentage of individual’s wealth tied to built assets |
| Drivers may include: | • interest rates  
• economic activity  
• land supply  
• affordability  
• migration  
• government policy |
| Sources to research information may include: | • trade journals, newspapers, magazines  
• industry leaders, managers, professionals and tradespersons  
• manufacturer’s brochures  
• sales brochures  
• internet sites  
• display centres and display homes |
### Common terminology may include:
- names of different types of residential buildings
- typical means by which size, capacity, quantity, style and general characteristics are expressed
- titles, trades and/or occupations of people involved in the residential building processes
- common planning and building approval terms
  - governance that may include approvals such as:
    - local government
    - developer
    - planning
    - environmental
    - flat pack construction
- common construction terms, that may include:
  - concrete raft floors
  - brick build up
  - double brick, framed and veneer construction
  - roof construction types
  - roof coverings
  - solid plaster
  - sheet wall and ceiling linings

### Documents associated with construction may include:
- plans and specifications
- approvals
- company quality policy and standards
- relevant regulations, including Australian standards

### Basic scientific principles relevant to physical construction may include:
- stress and strain
- load bearing and non-load bearing
- techniques to overcome sagging
- properties of basic soil types
- techniques to cater for wind, earth tremor, water or moisture flow
## Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this course.

<table>
<thead>
<tr>
<th>Critical aspects of assessment and evidence required to demonstrate this competency unit:</th>
<th>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• locate, interpret and apply information relevant to the residential building industry</td>
<td>• understand common terms, concepts and principles related to the residential building industry</td>
</tr>
<tr>
<td>• engage in conversations with others discussing topics relevant to the residential building industry</td>
<td>• generate brief notes on aspects of the residential building industry</td>
</tr>
</tbody>
</table>

| Access and equity considerations: | Reasonable adjustment may be made to meet individual learner needs |

<table>
<thead>
<tr>
<th>Context of and specific resources for assessment:</th>
<th>This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Resource implications for assessment include:</td>
</tr>
<tr>
<td>• an induction procedure and requirement</td>
<td>• realistic tasks or simulated tasks covering the mandatory task requirements</td>
</tr>
<tr>
<td>• relevant specifications and work instructions</td>
<td>• support materials appropriate to activity</td>
</tr>
<tr>
<td>• workplace instructions relating to safe work practices and addressing hazards and emergencies</td>
<td>• research resources, including industry related systems information.</td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
### Method of assessment

Assessment methods 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
- include 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

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice. A decision on competency should only be taken at the point when the assessor has complete confidence in the person’s demonstrated ability and applied knowledge
- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.
Annex B – Delivery plan

The following notes will help you to prepare for the delivery of this unit’s content.

The learner’s guide is a required resource for all sessions. In addition, each session may require specific resources (see below), while some will share resources over a number of weeks’ delivery.

This delivery strategy is not intended to be the only way the unit content could be delivered. Delivery methods may vary depending on local, regional and/or organisational requirements.

Given that learners in this unit are likely to lack experience of any of this content, you will have to guide them through the content on most occasions. However, learners should also be encouraged to find their own answers to questions so as to develop their knowledge of where information can be sourced, even if they don’t have any background in the residential building industry at all.

**Note:** This delivery plan is based on 15 × two hour sessions. A different session length or number of sessions will require adjustments to the plan.

<table>
<thead>
<tr>
<th>Session</th>
<th>Performance criteria</th>
<th>Guide</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1       | 1.1                  | Section 1 – Overview of the construction industry  
Activity 1.1 – Discuss the results of this activity as a class group.  
Activity 1.2 – Source current employment data from the ABS, major industry associations or government websites. | Computers and internet access |
| 2       | 1.1, 1.2             | Section 2 – Residential building  
Activity 2.1 – Discuss the questions in this activity with the class group.  
Activity 2.2 – Give learners some time in small groups to complete the table and then discuss their answers with the whole class group. | Computers and internet access |
<table>
<thead>
<tr>
<th>Session</th>
<th>Performance criteria</th>
<th>Guide</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 3       | 1.3                  | Section 3 – Careers and occupations  
Activity 3.1 – Learners to individually complete the table from the websites and newspapers. Weekend newspaper employment sections are good for this topic.  
Activity 3.2 – Similar to 3.1 above. TAFE college career information will help with the table as will industry websites. | Newspapers, training or TAFE course booklets, internet |
| 4       | 1.4                  | Section 4 – Industry information  
Activity 4.1 – Encourage learners to contribute to that table as a group.  
Introduce Assessment 1. Show learners an example to illustrate the required content and presentation format. | Internet, newspapers, magazines |
| 5       | 2.2                  | Section 5 – Industry research  
Make a start on Assessment 1 in class time.  
Suggest suitable sources of information for the checklist’s content.  
A session in a library may be valuable for finding some resources for the journal. | Internet, newspapers, magazines |
| 6       | 2.1                  | Section 6 – Industry terminology  
Activity 6.1 and 6.2 – Provide several copies of the BCA Volumes 1 and 2 for these activities.  
Activity 6.3 – Suggest several names of project home building companies in your area or state.  
Have builders’ advertising information available.  
Activity 6.4 – Review some current council websites before this activity to ensure you can direct learners to the correct information. | BCA, internet, newspapers, magazines  
A printer is required for Activity 6.8, although you could manage without it if necessary. |
<table>
<thead>
<tr>
<th>Session</th>
<th>Performance criteria</th>
<th>Guide</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 7       | 2.3                 | Section 7 – Common building terms  
Activity 7.1 – Learners should locate these various terms and make a note of their meanings in their own words.  
Activity 7.2 – Create another list of terms and allocate them at random around the class. Learners need to be able to describe in writing what the terms mean using the correct industry terminology and sketch an example of the explanation.  
Activity 7.3 – This activity is similar to Activity 7.2 but learners have to explain their answer to the class group.  
Activity 7.4 – This should be a ‘fun’ activity where learners can challenge each other to explain words, terms or phrases that they’ve heard. You may need to facilitate conversation to keep it on focus and ensure that the definitions provided by other learners are appropriate. | HB 50–2004 Glossary of Building Terms |
| 8       | 3.1                 | Section 8 – Contract documents  
You will need to source examples of suitable contract documents for residential project works.  
Activity 8.1 – The documents listed in this table will need to be available for learners to peruse. | Contract documents |
| 9       | 3.2                 | Section 9 – Legislation, regulations and licensing  
Activity 9.1 – Check the websites listed throughout this section to ensure they are still valid and current. | Internet or library |
<table>
<thead>
<tr>
<th>Session</th>
<th>Performance criteria</th>
<th>Guide</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 10      | 5.2                  | Section 10 – Current industry issues  
Activity 10.1 – Preview industry websites before class to locate any industry issues currently being discussed; direct learners to them as needed.  
Introduce Assessment 2. Show learners an example to illustrate the required content and presentation format.  
Create a blank pro forma or template for learners to use. | Newspapers, television, industry websites |
| 11      | 4.1                  | Section 11 – Basic construction principles  
Review the questions throughout this section. Provide examples of photos and documents to illustrate some of the problems raised by this topic. | BCA, sample contract documents |
| 12      | 4.2                  | Section 12 – Common construction issues  
Provide copies of BCA Volume 2 for learners to use for this section.  
Activity 12.1 – Refer to the relevant sections in the BCA for solutions to the problems.  
Activity 12.2 – Encourage all learners to contribute to this table. Provide examples where possible from known problem sites or projects. | BCA, sample contract documents |
| 13      | 3.3                  | Section 13 – Ethical and moral obligations  
Check the websites listed throughout this section to ensure they are still valid and current.  
Activity 13.1 – There are websites which can suggest mission statements for this activity.  
Activity 13.2 – Discuss with the class group how this scenario could be better handled.  
Activity 13.3 – Provide examples of these documents.  
**Assessment 1 due** | Internet |
<table>
<thead>
<tr>
<th>Session</th>
<th>Performance criteria</th>
<th>Guide</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>5.1</td>
<td>Section 14 – Opportunities and knowledge</td>
<td>Newspapers, television, industry websites</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Check the websites listed throughout this section to ensure they are</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>still valid and current.</td>
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<td>Activity 14.1 – Guide learners to these other associations based on</td>
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<tr>
<td></td>
<td></td>
<td>known trade or professional associations.</td>
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<td></td>
<td></td>
<td>Activity 14.2 – Check who these registered training providers might be</td>
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<td></td>
<td></td>
<td>beforehand to guide learners to them.</td>
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<td></td>
<td></td>
<td>Activity 14.3 – The HIA’s website is continually updated with training information.</td>
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<tr>
<td></td>
<td></td>
<td><strong>Assessment 2 due</strong></td>
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<tr>
<td>15</td>
<td>All</td>
<td>Section 15 – Unit summary</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Return assessments, comment on learners’ submissions, request</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>incomplete submissions to be resubmitted.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity 15.1 – Ask learners to comment on how they feel about the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>unit and indicate any improvements from their point of view, etc.</td>
<td></td>
</tr>
</tbody>
</table>
Annex C – Assessment plan

The assessments for this unit are designed to assess competency in the elements of the unit.

<table>
<thead>
<tr>
<th>Due</th>
<th>Assessment</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 13</td>
<td>Assessment 1 – Industry information resource journal</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>This assessment is designed to assess learners’ knowledge of the issues surrounding the residential building industry. They will need to research and identify information that is current and reflects contemporary industry standards. The format and presentation of the journal forms part of the assessment.</td>
<td></td>
</tr>
<tr>
<td>Session 14</td>
<td>Assessment 2 – Current issues</td>
<td>4, 5</td>
</tr>
<tr>
<td></td>
<td>This assessment is designed to assess learners’ understanding of the issues related to the residential building industry. They will need to research and identify information that is current and reflects the industry as it is today.</td>
<td></td>
</tr>
</tbody>
</table>

Results and appeals

Please refer to your training institution or association website for information about the assessment process.
Annex D – Assessments
Assessment 1 – Industry information resource journal

Introduction

You are required to compile a portfolio of documents in the form of an industry information resource journal that will demonstrate your competence in identifying and using current information related to the residential building industry in your state or territory.

Sources for this information include (but are not limited to):

• trade journals, newspapers, magazines
• industry leaders, managers, professionals and tradespersons
• manufacturer’s brochures
• sales brochures
• internet sites
• display centres and display homes
• other sources as discussed during the weekly session discussions.

Requirements

The documents to be provided are an original, print-out or copy of the following.

1. Building design course information (one from university, one from TAFE).
2. Trade course information – minimum of two.
3. Residential designers’ information – minimum of two.
4. Complementary designers’ information (landscapers, pool builders, interior designers, etc) – minimum of two.
5. Your local council’s building information.
6. Residential builders' information – minimum of four, from small to large enterprises.
7. Mortgage lenders’ information – minimum of two.
8. Residential product manufacturers' information – minimum of four (bricks, roofing, windows, plumbing fixtures and fittings, kitchen appliances, etc).
10. Job and career information – minimum of three.
Assessment format

All documents are to be A4 in size and submitted in an appropriate file with a cover sheet for assessment. The submission must include a table of contents and all information sources must be acknowledged.

Please use the marking guide provided at Annex F, and the cover page for your assessment when submitting it.

Submission

In class during Session 13.
30009

Develop residential building industry knowledge

Assessment 1 – Industry information resource journal

Name ___________________________ Date _____________

I have received feedback on this assessment.

Signature ___________________________ Date _____________

Assessor’s initials
Assessment 2 – Current issues

You are required to identify one current issue, related to construction, that is affecting the residential industry today and write a paper on that issue (three-page maximum) and how it might be affecting the industry. Sources from which these issues can be identified include (but are not limited to):

- trade journals, newspapers, magazines
- industry leaders, managers, professionals and tradespersons
- television
- internet sites.

The industry information resource journal that you produced earlier for Assessment 1 will also provide useful information for this second assessment.

Requirements

The document should be no more than three A4 pages long and typed in 11 point Arial (the same font used for this guide).

1. Once you have decided on the issue you are going to discuss in your paper, you are required to:
   1.1 state the issue
   1.2 explain how it affects, or will affect, the industry
   1.3 explain the source of the issue (how it came about)
   1.4 offer or quote a solution.

You should also include some photos, diagrams, charts or tables, etc as one appendix if you think they are relevant and can help illustrate the issue. This assessment is due for submission at the conclusion of Session 14.

Assignment format

All documents are to be A4 in size submitted in an appropriate file with a cover sheet for assessment. The submission must include a table of contents and all information sources must be acknowledged.

Please use the marking guide provided at Annex F, and the cover page, for your assessment when submitting it.

Submission

In class during Session 14.
30009

Develop residential building industry knowledge

Assessment 2 – Current issues

Name ______________________________ Date _______________

I have received feedback on this assessment.

Signature __________________________ Date _______________

Assessor’s initials
# Annex E – Assessment guide

<table>
<thead>
<tr>
<th>Unit name</th>
<th>State ID (WA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop residential building industry knowledge</td>
<td>30009</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Assessment 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource journal</td>
<td>Written</td>
</tr>
</tbody>
</table>

## Element 1 Understand the impact of the residential building industry

<table>
<thead>
<tr>
<th>1.1 Identify the size and nature of the construction industry and particularly the residential building sector, and its importance to the economy of the nation</th>
<th>Q9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2 Identify drivers of residential building activity</td>
<td>Q9</td>
</tr>
<tr>
<td>1.3 Identify career opportunities within the residential building industry and the conditions that apply to those occupations</td>
<td>Q9–Q10</td>
</tr>
<tr>
<td>1.4 Identify and use sources to research information relevant to the residential building industry</td>
<td>Q1–Q10</td>
</tr>
</tbody>
</table>

## Element 2 Develop knowledge of building terms

| 2.1 Become familiar with common terminology used within the construction industry and particularly the residential building sector | Q1–Q10 |
| 2.2 Carry out research using printed and electronic media and document findings            | Q1–Q10 |
| 2.3 Correctly use common building terms in conversations and in relevant written notes with colleagues | Q1–Q10 |
### Element 3 Identify key documents in residential building

<table>
<thead>
<tr>
<th>3.1 Identify main documents associated with construction of residential building</th>
<th>Q5, Q6, Q7, Q8</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2 Identify the main forms of legislation, regulation and licensing in the residential building industry and sources of the documentation</td>
<td>Q1, Q2, Q3, Q4, Q5</td>
</tr>
<tr>
<td>3.3 Identify ethical expectations consistent with well respected enterprises in the industry</td>
<td>Q3, Q9, Q10</td>
</tr>
</tbody>
</table>

### Element 4 Develop knowledge of basic construction principles

| 4.1 Demonstrate an understanding of basic scientific principles relevant to physical construction of residential buildings | Q1.1–Q1.4 |
| 4.2 Develop an understanding of how construction techniques are used to address standard problems | Q1.1–Q1.4 |

### Element 5 Use residential building industry knowledge

| 5.1 Identify and use a range of opportunities to update general knowledge of the residential building industry | Q1.1–Q1.4 |
| 5.2 Monitor current issues of concern to the residential building industry | Q1.1–Q1.4 |
| 5.3 Share updated knowledge with colleagues and customers and incorporate this knowledge in day to day activities | Q1.1–Q1.4 |
| 5.4 Conduct day-to-day activities in accordance with legal obligations and established industry ethical standards | Q1.1–Q1.4 |
### Essential knowledge

**Understanding of:**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>residential building industry terminology</td>
<td>Q1–Q10</td>
<td>Q.1–Q.4</td>
</tr>
<tr>
<td>sources of information</td>
<td>Q1–Q10</td>
<td>Q.1–Q.4</td>
</tr>
<tr>
<td>the role of the residential building industry in the national economy</td>
<td>Q9</td>
<td>Q.1–Q.4</td>
</tr>
<tr>
<td>careers and career opportunities in the residential building sector</td>
<td>Q1, Q2, Q10</td>
<td>Q.1–Q.4</td>
</tr>
<tr>
<td>basic science/engineering principles that impact on residential building design and construction</td>
<td>Q6, Q7, Q8</td>
<td>Q.1–Q.4</td>
</tr>
<tr>
<td>elementary economy – growth, cycles, inflation and interest rates etc.</td>
<td>Q7, Q9</td>
<td>Q.1–Q.4</td>
</tr>
</tbody>
</table>

### Essential skills

**Ability to:**

<table>
<thead>
<tr>
<th>Skill</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>communicate and determine requirements</td>
<td>Q1–Q10</td>
<td>Q.1–Q.4</td>
</tr>
<tr>
<td>read</td>
<td>Q1–Q10</td>
<td>Q.1–Q.4</td>
</tr>
<tr>
<td>use numbers and units of measure</td>
<td>Q5, Q6, Q7</td>
<td>Q.1–Q.4</td>
</tr>
<tr>
<td>use the Internet</td>
<td>Q1–Q10</td>
<td>Q.1–Q.4</td>
</tr>
<tr>
<td>be organised</td>
<td>Q1–Q10</td>
<td>Q.1–Q.4</td>
</tr>
<tr>
<td>plan, research and gather information</td>
<td>Q1–Q10</td>
<td>Q.1–Q.4</td>
</tr>
<tr>
<td>be part of a team when working and sharing with others</td>
<td>Q1–Q10</td>
<td>Q.1–Q.4</td>
</tr>
</tbody>
</table>

### Critical aspects of evidence

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

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Assessment 1</th>
<th>Assessment 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>locate, interpret and apply information relevant to the residential building industry</td>
<td>Q1–Q10</td>
<td>Q.1–Q.4</td>
</tr>
<tr>
<td>understand common terms, concepts and principles related to the residential building industry</td>
<td>Q1–Q10</td>
<td>Q.1–Q.4</td>
</tr>
<tr>
<td>engage in conversations with others discussing topics relevant to the residential building industry</td>
<td>Q1–Q10</td>
<td>Q.1–Q.4</td>
</tr>
<tr>
<td>generate brief notes on aspects of the residential building industry</td>
<td>Q1–Q10</td>
<td>Q.1–Q.4</td>
</tr>
</tbody>
</table>
### Dimensions of competency

<table>
<thead>
<tr>
<th></th>
<th>Assessment 1</th>
<th>Assessment 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task skills</td>
<td>Q1–Q10</td>
<td>Q1.1–Q1.4</td>
</tr>
<tr>
<td>Task management skills</td>
<td>Q1–Q10</td>
<td>Q1.1–Q1.4</td>
</tr>
<tr>
<td>Task contingency skills</td>
<td>Q1–Q4</td>
<td>Q1.1–Q1.4</td>
</tr>
<tr>
<td>Job role/Work environment skills</td>
<td>Q5, Q6, Q7, Q8</td>
<td>Q1.1–Q1.4</td>
</tr>
</tbody>
</table>
Annex F – Marking guides
Assessment 1 – Industry information resource journal – Marking guide

Due: Session 13

Instructions for learners

Tick the boxes on the left once you are happy with that aspect of your assessment and before you submit it.

Instructions for assessors

Place a cross in the boxes on the right only if the item is not acceptable or not competent.

This assessment will assess Elements 1, 2 and 3.

- Document folder submitted on time
- The requested documents have been submitted:
  - Design course information
  - Trade course information
  - Residential designers’ information
  - Complementary designers’ information
  - Your local council’s building information
  - WA residential builders’ information
  - WA mortgage lenders’ information
  - Residential product manufacturers’ information
  - Industry association information
  - Job and career information
- Documents comply with the required submission format
- A table of contents page acknowledging information sources is provided
- Appropriate title page and folder submitted
Note: Your assessor may provide specific notes on your submission as an alternative to completing the feedback section below.

Feedback: ............................................................................................................................................
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Assessment successfully completed:  

Yes / No
Assessment 2 – Industry issues paper – Marking guide

<table>
<thead>
<tr>
<th>Learner to complete</th>
<th>Assessor to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Assessor:</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1st submission date:</td>
<td>Assessment: (circle)</td>
</tr>
<tr>
<td>/ /</td>
<td>Competent</td>
</tr>
<tr>
<td></td>
<td>Resubmit</td>
</tr>
</tbody>
</table>

Due: Session 14

Instructions for learners

Tick the boxes on the left once you are happy with that aspect of your assessment and before you submit it.

Instructions for assessors

Place a cross in the boxes on the right **only** if the item is not acceptable or not competent.

This assessment will assess Elements 4 and 5.

- Document submitted on time .................................................................
- The issue has been properly identified and stated ................................
- The effects of the issue are clearly explained ........................................
- The source of the issue is acknowledged ...............................................
- A viable solution has been proposed ....................................................
- Appropriate text is written within the content of the document ..............
- Spelling and grammar are correct ........................................................
- Appropriate terminology is demonstrated .............................................
- Appropriate photos or illustrations are included as an appendix ............
- Documents comply with the required submission format ........................
Note: Your assessor may provide specific notes on your submission as an alternative to completing the feedback section below.

Feedback: ...........................................................................................................................................
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Assessment successfully completed: Yes / No
DEVELOP RESIDENTIAL BUILDING INDUSTRY KNOWLEDGE
CERTIFICATE II IN BUILDING AND CONSTRUCTION
(PATHWAY – PARAPROFESSIONAL)
30009

LECTURER’S GUIDE

DESCRIPTION
This lecturer’s guide has been written to support the delivery and assessment of the unit 30009 Develop residential building industry knowledge for residential buildings from Certificate II in Building and Construction (Pathway – Paraprofessional). The course, and the learner’s guide, focus on the skills and knowledge required as a paraprofessional in the residential building industry.

The lecturer’s guide provides you with the following resources and tools:

- unit delivery strategy
- delivery plan
- assessment plan
- assessment instruments and marking keys
- assessment matrix.

Support is also provided through highlighting of any pre-delivery preparation required, and of any specific requirements for each delivery session and assessment.

EDITION
Edition 1, 2012
Unit and course codes updated 2014

COURSE/QUALIFICATION
Certificate II in Building and Construction (Pathway – Paraprofessional)

UNIT
30009 Develop residential building industry knowledge for residential buildings

RELATED PRODUCTS
BC1942: Develop residential building industry knowledge – learner’s guide

This resource is one of a series that covers all 12 units of the Certificate II in Building and Construction (Pathway – Paraprofessional) qualification. Please refer to our product catalogue for more information.