WORK EFFECTIVELY AND SUSTAINABLY IN THE CONSTRUCTION INDUSTRY
CERTIFICATE II IN BUILDING AND CONSTRUCTION (PATHWAY – TRADES)
CPCCCM1012A
LECTURER’S GUIDE
BUILDING AND CONSTRUCTION
Work effectively and sustainably in the construction industry

CPCCCM1012A

Lecturer’s guide
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**Introduction**

This lecturer's guide is an accompaniment to the learner’s guide for the unit CPCCCM1012A *Work effectively and sustainably in the construction industry*, and will support you in the delivery and assessment of that unit.

Areas of explanation in the unit include:

- the structure, scope and economic importance of the construction industry
- occupations, trades and employment opportunities
- working conditions, responsibilities and duties
- working effectively as an individual and as part of a team
- environmental issues and requirements for working sustainably in the construction industry

**Delivery and assessment overview**

It is intended that this unit will be delivered face-to-face in a classroom environment, utilising the content and activities provided in the learner’s guide. It is recommended that you integrate workshop activities into your delivery to provide learners with hands-on experience and the opportunity to develop and demonstrate their competency in the required skills and knowledge for the unit. There will also be hands-on learning opportunities provided within the work placement component of the course, and we encourage you to leverage these as part of your delivery and assessment strategy.

Five assessments are provided for this unit; however, please note that these are suggested assessment activities only and you are welcome to replace them with your preferred assessment tools. You will need to ensure that your assessment methodology meets the requirements of the unit – specifically that it must include direct observation of tasks in real or simulated work conditions.

To meet this requirement for this unit, we have created an ‘observation checklist’ for Assessment 1. You can perform this assessment yourself in a workshop (simulated workplace), on the job or during work placement. It may also be appropriate to ask the work placement supervisor to provide third-party evidence by completing the observation checklist.

**Note:** Because this unit is part of other building and construction qualifications, these resources may be used outside of the Certificate II in Building and Construction (Pathway – Trades) course.
Qualification overview

This unit of competency, CPCCCM1012A Work effectively and sustainably in the construction industry, forms part of Certificate II in Building and Construction (Pathway – Trades), a pre-vocational course for learners seeking to gain an apprenticeship in the building and construction industry. The focus of this course is on developing relevant technical, vocational and interpersonal competencies as well as skills, knowledge and experiences that may be transferable to other industry areas. Learners will also gain employability skills relevant to an entry level employee of the industry.

The first component of the course consists of seven core units of competency (common to 11 construction trades) and a period of work placement. This component, which would typically be delivered over a one-year period, is designed to provide learners with a tradesperson’s introduction to the building and construction industry.

In the second component of the course, typically undertaken in the second year of study, learners will choose from 10 trade-specific streams of units of competency that enable them to focus their learning on a particular trade such as bricklaying, painting or carpentry.

To progress further in the industry, beyond this introductory level, learners will then need to gain an apprenticeship in their chosen trades area, or pursue further training within the building and construction field.
Unit overview

This unit describes the performance outcomes, skills and knowledge required to work effectively and sustainably in the construction industry.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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

Resources and preparation

To deliver this unit effectively you will need to familiarise yourself with the learner’s guide. While there aren’t many physical resources required, you will need to take with you to class some stories and ideas to prompt discussion.

Learners are required to provide:

- an A4 notepad
- an A4 file for notes, handouts and printed documents
- pens, pencils, eraser and highlighters.

You will need to check all websites noted in the learner’s guide before each delivery session as addresses can change without notice.

Resources noted in the learner’s guide may also vary across regions, especially where state/territory legislation is referred to. Please review within the context of your own local requirements.

Any specific preparation is described in the ‘Delivery strategy’ section of this guide.
The learner’s guide

Format and intent

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 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 learners have finished 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 learners the opportunity to correct any incorrect answers and finish off any incomplete activities.

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

Content

The content is divided into six sections and there are several topics within each section.

Section 1 introduces learners to the construction industry with an overview of its size, scope, economic importance, employment opportunities and current trends.

In Section 2, learners begin to explore the conditions, requirements and responsibilities of working in the construction industry. Topics include industrial awards and workplace agreements, equal opportunity, worksite duties and work health and safety (WHS).

Section 3 focuses on working effectively in the construction industry, including planning and prioritising work tasks, working to plan and following instructions, and getting help and support when required.

Section 4 looks at the role of trade teams on construction sites and the contributions of individuals. Learners explore teamwork skills, potential barriers and conflict, and making improvements to team effectiveness.

Section 5 contains information to help learners to identify the skills and knowledge they need to be able to work in the construction industry, including their own learning needs and opportunities to learn.

Section 6 introduces learners to the concepts of sustainability in the construction workplace. Topics include environmental legislation, sustainable use of materials and resources, and waste management.
Delivery strategy

This section provides suggestions to assist you to deliver this unit and achieve the desired learning outcomes. A delivery guide showing how the activities in the learner’s guide map to the unit of competency is provided at Annex B to this guide.

Throughout the learner’s guide are a series of activities, discussion points and case studies designed to assist learners with retention of, and engagement with, the content. You should look through these before each session to ensure that you are able to guide any learners who need assistance. If you have not already done so, get a copy of the learner’s guide and familiarise yourself with it.

Some activities require learners to work in pairs or groups. You may need to put learners into these pairs or groups yourself to improve participation and outcomes, rather than leaving learners to decide who to work with.

The following table provides some ideas that may be useful to you in preparing for, or facilitating, specific activities in the learner’s guide.

Note: A number of activities in this unit require learners to engage in research so they will need access to internet-enabled computers. Please allow them enough time to locate the information they need.

If you are unable to provide internet access, please check the activities and provide alternatives.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1.1 Employment profile</td>
<td>Internet access required.</td>
</tr>
<tr>
<td>Activity 1.2 Economic importance</td>
<td>Encourage learners to explore indirect contributions to the economy. It may be helpful to provide learners with newspaper articles and other sources of information to prompt discussion.</td>
</tr>
<tr>
<td>Activity 1.4 Employment opportunities: part 1</td>
<td>Internet access required.</td>
</tr>
<tr>
<td>Activity 1.6 Examples of job advertisements</td>
<td>Internet access required. If possible, provide learners with a selection of local, state and national newspapers containing job advertisements.</td>
</tr>
<tr>
<td>Activity 1.7 Current trends</td>
<td>Internet access required. Have a few example topics in mind for those learners who might struggle to think of something for themselves.</td>
</tr>
</tbody>
</table>
### Activity 2.1
**Industrial awards**
- Internet access required.
- You may need to guide learners to identify appropriate awards for their state or territory.

### Activity 2.4
**Workplace discrimination**
- Internet access required.

### Activity 2.6
**Working safely**
- Learners may require internet access to identify WHS legislation.
- The activity could be expanded to allow learners to explore the legislation and identify other WHS issues specific to the construction industry.
- If possible, provide learners with examples of job safety analyses (JSAs) and safe work method statements (SWMSs).

### Activity 3.5
**Quality requirements**
- Learners may require internet access.
- If possible, provide examples of BCA entries, Australian Standards®, manufacturers’ specifications and/or workplace policy documents for learners to examine.

### Activity 3.7
**Getting help**
- In this discussion, encourage learners to consider safety issues.

### Activity 4.1
**Team meetings**
- As learners are likely to have had little or no experience on a worksite, they may need some help to get started in this activity.

### Activity 5.1
**Trade-specific skills**
- Internet access required.

### Activity 5.3
**Trade qualifications**
- Internet access required.
- You may need to guide learners to identify appropriate qualifications for their state or territory.

### Activity 5.5
**Learning opportunities**
- Internet access required.
- You may need to guide learners to identify industry events and associations. Prepare some examples for learners to investigate.

### Activity 6.1
**Legislation**
- Internet access required.

### Activity 6.2
**Sustainable materials**
- Internet access required.
<table>
<thead>
<tr>
<th>Activity 6.6</th>
<th>Hazardous materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Internet access required.</td>
</tr>
<tr>
<td></td>
<td>Alternatively, provide a range of hard-copy SDSs for learners to use.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 6.8</th>
<th>Reporting breaches</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If required, this activity provides an opportunity to discuss WHS and the hierarchy of control. Encourage learners to remember the limits of their own responsibilities.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity 6.9</th>
<th>Making improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have a few example topics in mind for those learners who might struggle to think of something for themselves.</td>
</tr>
</tbody>
</table>

Please refer to the delivery guide at Annex B to this guide to see the mapping of activities to the unit of competency.
Assessment summary

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

Please note that these are suggested assessment activities only and you are welcome to replace them with your preferred assessment tools. You will need to ensure that your assessment methodology meets the requirements of the unit.

You can perform the observation required in Assessment 1 in a workshop (simulated workplace), on the job or during work placement. It may also be appropriate to ask the work placement supervisor to provide third-party evidence by completing the observation checklist.

There are five components to the assessment.

1. An observation checklist.
2. An information leaflet describing the construction industry.
3. A trade profile.
4. A work placement review.
5. An interview on sustainability on the worksite.

A matrix is included at Annex B to this guide, showing how the assessment tasks map to the unit performance criteria. The assessments provided for this unit are intended to be location- and situation-specific. Therefore, there are no definitive answers or outcomes. You will need to determine for yourself whether learners' submissions are satisfactory.

Results and appeals

Please refer to your training organisation or association website for information about the assessment process.
Annex A – Unit details

<table>
<thead>
<tr>
<th>Unit title</th>
<th>Work effectively and sustainably in the construction industry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>This unit of competency specifies the outcomes required to prepare for and sustain effective work within the construction industry. It covers the identification and clarification of the construction industry work context, scope and employment conditions, responsibility required to be accepted by the individual, working in a team, individual career path improvement activities and sustainable work practices and techniques.</td>
</tr>
<tr>
<td>National code</td>
<td>CPCCCM1012A</td>
</tr>
<tr>
<td>Employability skills</td>
<td>This unit contains employability skills.</td>
</tr>
<tr>
<td>Prerequisite units</td>
<td>Nil</td>
</tr>
<tr>
<td>Application</td>
<td>This unit of competency supports the attainment of basic understanding of the structure, culture and role expectations of workers within the construction industry and sustainable use of materials and resources.</td>
</tr>
</tbody>
</table>

**Element 1 Identify industry structure, occupations, job roles and work conditions**

1.1 Scope and nature of the construction industry and its national economic importance are recognised.

1.2 *Construction job roles*, occupations and trade callings of the construction industry are identified and related to direct and indirect employment opportunities.

1.3 Trends in technology, work processes and environmental issues which are likely to impact on the construction industry are identified and evaluated in terms of employment options.

1.4 Construction employment conditions, organisational requirements, responsibilities and duties are identified and related to jobs and career paths.

1.5 Safe work methods and practices are identified to meet Australian government and state and territory OHS legislative requirements.
## Element 2 Accept responsibility for own workload

2.1 Work activities are planned and priorities and deadlines are established with *work group members* such as supervisors and communicated to others whose own work plans and timelines may be affected.

2.2 Work is completed against the plan and to the standard expected in the workplace and in accordance with any guidelines, directions and specifications provided by supervisors, including use of *personal protective equipment*.

2.3 Variations and difficulties affecting performance or *quality requirements* of own work are identified and these issues reported to appropriate personnel using appropriate communication techniques and accessing relevant *information*.

2.4 Additional support needed to achieve or improve work outcomes or quality is communicated clearly to the appropriate personnel.

## Element 3 Work in a team

3.1 Site goals and the contributions to be made by *teams* in a construction activity are identified and understood.

3.2 Individual contributions to team activities are identified and confirmed with others in the team.

3.3 Assistance and encouragement are provided to other team members wishing to meet or enhance their role and the role of the team.

3.4 Team improvements are initiated where possible and/or encouraged from other team members.

3.5 Causes of disharmony and other barriers to achievement are referred to the appropriate party for resolution.

## Element 4 Identify own development needs

4.1 Skills and knowledge necessary to work effectively in the construction industry are identified.

4.2 Steps are taken, in consultation with appropriate personnel, to identify own *learning needs* for future work requirements.

4.3 Appropriate opportunities to learn and develop required skills and knowledge for future construction industry work opportunities are identified and evaluated.
### Element 5 Identify current resource use and identify opportunities to improve resource efficiency

| 5.1 | Work site *environmental and resource efficiency issues* and resources used in own work role are identified and recorded using *appropriate techniques*. |
| 5.2 | Work site *environmental hazards* relating to the use of resources are identified and reported to designated personnel. |
| 5.3 | Enterprise plans to improve environmental practices, *environmental requirements* and resource efficiency are followed. |
| 5.4 | *Suggestions* are made for improvements to work site practices in own work area. |

### Element 6 Comply with environmental regulations

| 6.1 | Procedures are followed to ensure compliance with environmental requirements. |
| 6.2 | Breaches or potential breaches are reported to *designated personnel*. |
Required skills and knowledge

Required skills

- communication skills to:
  - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
  - establish and communicate deadlines
  - follow supervisor’s instructions
  - read and interpret:
    - documentation from a variety of sources
    - drawings and specifications
  - report faults
  - report variations or difficulties in performance and additional support required
  - use language and concepts appropriate to cultural differences
  - use and interpret non-verbal communication, such as hand signals
  - written skills to record resource use
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements and make calculations
- organisational skills, including the ability to plan and set out work
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
  - use a range of mobile technology, such as two-way radio and mobile phones
  - voice and hand signals to access and understand site-specific instructions.
Required knowledge

• basic understanding of sustainability on a construction work site
• common construction industry terminology and interpersonal communication requirements
• construction industry quality requirements
• construction industry size, scope of work and national economic importance
• environmental and resource hazards/risks, including compliance with relevant legislation associated with the environment, job specifications and procedures
• federal, state, and territory environmental or sustainability legislation, regulations and codes of practice relevant to this sector and applicable to own work role, e.g. Building Code of Australia (BCA)
• job safety analysis (JSA) and safe work method statements
• relevant environmental and resource efficiency systems and practices
• relevant industrial awards and enterprise agreements
• relevant legislation, regulations and workplace requirements relating to provisions covering discrimination and equal employment opportunity
• site meeting procedures
• typical site/team work structure, methods and communication processes.
Evidence guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

<table>
<thead>
<tr>
<th>Overview of assessment</th>
<th>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.</th>
</tr>
</thead>
</table>
| Critical aspects for assessment and evidence required to demonstrate competency in this unit | 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. |
| Context of and specific resources for assessment | 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:  
- an induction procedure and requirement  
- realistic tasks or simulated tasks covering the mandatory task requirements  
- relevant specifications and work instructions  
- tools and equipment appropriate to applying safe work practices  
- support materials appropriate to activity  
- workplace instructions relating to safe work practices and addressing hazards and emergencies  
- material safety data sheets  
- research resources, including industry-related systems information.  
Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support. |

<table>
<thead>
<tr>
<th>Method of assessment</th>
<th>Assessment methods must:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package</td>
</tr>
<tr>
<td></td>
<td>• include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application</td>
</tr>
<tr>
<td></td>
<td>• reinforce the integration of employability skills with workplace tasks and job roles</td>
</tr>
<tr>
<td></td>
<td>• confirm that competency is verified and able to be transferred to other circumstances and environments.</td>
</tr>
</tbody>
</table>

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, with a decision on competency only 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.
### 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. Bold italicised wording, if used in the performance criteria, is detailed below. 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) may also be included.

| Construction job roles include: | • bricklaying and blocklaying  
• carpentry  
• concreting  
• demolition  
• dogging  
• formwork and falsework  
• painting and decorating  
• rigging  
• roof tiling  
• scaffolding  
• solid plastering  
• steelfixing  
• wall and ceiling lining  
• wall and floor tiling  
• waterproofing. |
|---------------------------------|--------------------------------------------------|
| Organisational requirements include: | • access and equity principles and practice  
• anti-discrimination and related policy  
• business and performance plans  
• ethical standards  
• goals and objectives  
• legal and organisation policy, guidelines and requirements  
• quality  
• systems and processes. |
| Responsibilities and duties include: | • codes of conduct  
• job description and employment arrangements  
• organisation’s policy relevant to work role  
• skills training and competencies  
• supervision and accountability requirements, including OHS  
• team structures. |
### Safe work methods and practices

- access to site amenities, such as drinking water and toilets
- day-to-day observation of OHS policies and procedures
- emergency procedures and use of basic firefighting equipment
- general requirements for safe use of plant and equipment
- general requirements for use of personal protective equipment and clothing
- housekeeping to ensure a clean, tidy and safer work area
- no drugs and alcohol at work
- preventing bullying and harassment
- risk assessment
- smoking in designated areas
- storage and disposal of waste and debris according to established procedures and environmental protection requirements.

### Australian government and state and territory OHS legislative requirements

- Australian standards
- construction industry OHS standards and guidelines
- duty of care
- health and safety representatives, committees and supervisors
- licences, tickets or certificates of competency
- National Code of Practice for Induction Training for Construction Work
- national safety standards
- OHS and welfare Acts and regulations
- safety codes of practice, and JSA and safe work method statements.

### Work group members

- coach or mentor
- employee representative
- peers, work colleagues, team, enterprise and other members of the organisation
- supervisor or manager.
### Personal protective equipment
- caps
- dust masks and respirators
- ear muffs and plugs
- gloves
- hard hats
- high-visibility vests
- jackets
- overalls
- safety glasses/goggles
- steel-capped boots.

### Quality requirements
include relevant regulations, including:
- Australian standards
- internal company quality policy and standards
- manufacturer specifications, where specified
- workplace operations and procedures.

### Information
includes:
- diagrams or sketches
- instructions issued by authorised organisational or external personnel
- manufacturer specifications and instructions
- material safety data sheets (MSDS)
- memos
- organisation work specifications and requirements
- plans and specifications
- regulatory and legislative requirements
- relevant Australian standards
- safe work procedures or equivalent
- signage
- verbal or written and graphical instructions
- work bulletins
- work schedules.

### Teams:
- is a generic term that refers to the site work organisation
- may be known/titled locally as crews, gangs, shifts or other industrially and historically acceptable term.
| **Learning needs** and development processes include competency achievement/maintenance processes, which include: | • assessment processes  
• formal vocational education and training  
• on-the-job training and job rotation  
• recognition of prior learning  
• refresher training. |
|---|---|
| **Environmental and resource efficiency issues** include: | • minimisation of environmental risks and maximisation of opportunities to improve environmental performance and to promote more efficient production and consumption of natural resources on the work site, for example by minimising waste, through participation in or use of a waste minimisation system  
• using resources efficiently, including reducing material usage and supporting efficient energy and water use, such as:  
  ◦ air testing pipes  
  ◦ efficient fittings  
  ◦ insulation  
  ◦ site management to minimise stormwater pollution  
  ◦ strategic use of materials to reduce off-cuts and wastage  
  ◦ tool maintenance  
  ◦ transportation  
  ◦ using alternative practices, procedures and materials/products that reduce or eliminate resource consumption. |
| **Appropriate techniques** for recording resource use include: | • examination and documentation of resources on work site  
• examination and measurement of resources, materials and products from suppliers  
• examination of relevant information and data on efficiency and resource reduction  
• instructions and reports from other parties involved in the process of identifying and implementing improvements. |
| **Environmental hazards** include: | • substances (e.g. resource, waste, by-product) that are dangerous to living things in the environment, such as humans, animals, plants and water, including storage, handling and disposal of the following substances:  
  ◦ toxic  
  ◦ corrosive  
  ◦ flammable  
  ◦ explosive  
• may be infectious or have other dangerous characteristics. |
### Environmental requirements

Environmental requirements are to cover workplace quality management and include:

- clean-up protection
- stormwater protection
- waste management.

### Suggestions for sustainable use of resources

Suggestions for sustainable use of resources includes ideas that help to:

- ensure appropriate use of materials and make recommendations to others to use sustainable products and practices
- identify alternative sources of energy or energy conservation
- improve energy and water efficiency
- prevent and minimise risks and maximise opportunities, such as use of solar or grey water, and other alternative forms of energy/resources where appropriate
- reduce emissions of greenhouse gases by reducing waste, transportation and use of non-renewable resources, such as energy, water, fuel, and materials
- use alternative products/materials, procedures and installation techniques to support efficiency and sustainability
- use renewable, recyclable, reusable and recoverable resources (energy, water, materials/products and waste).

### Compliance with environmental requirements

Compliance with environmental requirements includes:

- meeting relevant acts, laws, by-laws and regulations or best practice to support compliance in environmental performance and sustainability at each level as required (such as Environmental Protection, Biodiversity Conservation Act, BCA), including:
  - federal
  - industry
  - international
  - local government
  - organisation
  - reporting breaches
  - state and territory.

### Designated personnel

Designated personnel to be contacted are determined by the enterprise and include:

- managers
- supervisors
- other senior personnel assigned to particular work site roles, such as safety officer.
Work effectively and sustainably in the construction industry
Lecturer's guide

CPCCM1012A
Annex B – Delivery guide

The following table shows how activities within the learner’s guide map to the unit of competency. Please note that this mapping is aligned as closely as possible to the unit. Actual learning outcomes may differ as many activities are open-ended and therefore learners’ answers may vary.

<table>
<thead>
<tr>
<th>Unit name</th>
<th>National ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work effectively and sustainably in the construction industry</td>
<td>CPCCCM1012A</td>
</tr>
</tbody>
</table>

**Element 1 Identify industry structure, occupations, job roles and work conditions**

- **1.1** Scope and nature of the construction industry and its national economic importance are recognised.  
  - 1.1, 1.2, 1.4, 1.5

- **1.2** *Construction job roles*, occupations and trade callings of the construction industry are identified and related to direct and indirect employment opportunities.  
  - 1.3–1.6

- **1.3** Trends in technology, work processes and environmental issues which are likely to impact on the construction industry are identified and evaluated in terms of employment options.  
  - 1.7

- **1.4** Construction employment conditions, organisational requirements, responsibilities and duties are identified and related to jobs and career paths.  
  - 1.4–1.6, 2.1–2.5

- **1.5** Safe work methods and practices are identified to meet Australian government and state and territory OHS legislative requirements.  
  - 2.5, 2.6, 3.4
## Element 2 Accept responsibility for own workload

### Activity

<table>
<thead>
<tr>
<th>Element 2 Accept responsibility for own workload</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Work activities are planned and priorities and deadlines are established with work group members such as supervisors and communicated to others whose own work plans and timelines may be affected.</td>
<td>3.1–3.3</td>
</tr>
<tr>
<td>2.2 Work is completed against the plan and to the standard expected in the workplace and in accordance with any guidelines, directions and specifications provided by supervisors, including use of personal protective equipment.</td>
<td>2.6, 3.1–3.5</td>
</tr>
<tr>
<td>2.3 Variations and difficulties affecting performance or quality requirements of own work are identified and these issues reported to appropriate personnel using appropriate communication techniques and accessing relevant information.</td>
<td>3.3, 3.4, 3.6, 3.7, 4.6</td>
</tr>
<tr>
<td>2.4 Additional support needed to achieve or improve work outcomes or quality is communicated clearly to the appropriate personnel.</td>
<td>3.4, 3.6, 3.7, 4.6</td>
</tr>
</tbody>
</table>

## Element 3 Work in a team

### Activity

<table>
<thead>
<tr>
<th>Element 3 Work in a team</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1. Site goals and the contributions to be made by teams in a construction activity are identified and understood.</td>
<td>4.1</td>
</tr>
<tr>
<td>3.2. Individual contributions to team activities are identified and confirmed with others in the team.</td>
<td>3.1–3.4, 4.1, 4.2</td>
</tr>
<tr>
<td>3.3. Assistance and encouragement are provided to other team members wishing to meet or enhance their role and the role of the team.</td>
<td>3.1, 4.3, 4.4</td>
</tr>
<tr>
<td>3.4. Team improvements are initiated where possible and/or encouraged from other team members.</td>
<td>4.1, 4.6</td>
</tr>
<tr>
<td>3.5. Causes of disharmony and other barriers to achievement are referred to the appropriate party for resolution.</td>
<td>4.5</td>
</tr>
</tbody>
</table>

## Element 4 Identify own development needs

### Activity

<table>
<thead>
<tr>
<th>Element 4 Identify own development needs</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Skills and knowledge necessary to work effectively in the construction industry are identified.</td>
<td>1.3, 1.6, 1.7, 5.1–5.3</td>
</tr>
<tr>
<td>4.2 Steps are taken, in consultation with appropriate personnel, to identify own learning needs for future work requirements.</td>
<td>5.3, 5.4</td>
</tr>
<tr>
<td>4.3 Appropriate opportunities to learn and develop required skills and knowledge for future construction industry work opportunities are identified and evaluated.</td>
<td>1.3, 5.5</td>
</tr>
</tbody>
</table>
## Element 5 Identify current resource use and identify opportunities to improve resource efficiency

<table>
<thead>
<tr>
<th>Activity</th>
<th>1.7, 6.1–6.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Work site <em>environmental and resource efficiency issues</em> and resources used in own work role are identified and recorded using <em>appropriate techniques</em>.</td>
<td></td>
</tr>
<tr>
<td>5.2 Work site <em>environmental hazards</em> relating to the use of resources are identified and reported to designated personnel.</td>
<td>6.1, 6.6</td>
</tr>
<tr>
<td>5.3 Enterprise plans to improve environmental practices, <em>environmental requirements</em> and resource efficiency are followed.</td>
<td>6.2–6.5, 6.7</td>
</tr>
<tr>
<td>5.4 <em>Suggestions</em> are made for improvements to work site practices in own work area.</td>
<td>6.2, 6.3, 6.5, 6.7, 6.9</td>
</tr>
</tbody>
</table>

## Element 6 Comply with environmental regulations

<table>
<thead>
<tr>
<th>Activity</th>
<th>6.1, 6.3–6.7</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Procedures are followed to ensure compliance with environmental requirements.</td>
<td></td>
</tr>
<tr>
<td>6.2 Breaches or potential breaches are reported to <em>designated personnel</em>.</td>
<td>6.1, 6.8</td>
</tr>
</tbody>
</table>
## Activity

<table>
<thead>
<tr>
<th>Required skills</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>communication skills to:</td>
<td>2.6, 3.1–3.7, 4.3, 4.4, 4.6, 6.1, 6.4, 6.8</td>
</tr>
<tr>
<td>• enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand</td>
<td></td>
</tr>
<tr>
<td>• establish and communicate deadlines</td>
<td></td>
</tr>
<tr>
<td>• follow supervisor's instructions</td>
<td></td>
</tr>
<tr>
<td>• read and interpret:</td>
<td></td>
</tr>
<tr>
<td>◦ documentation from a variety of sources</td>
<td></td>
</tr>
<tr>
<td>◦ drawings and specifications</td>
<td></td>
</tr>
<tr>
<td>• report faults</td>
<td></td>
</tr>
<tr>
<td>• report variations or difficulties in performance and additional support required</td>
<td></td>
</tr>
<tr>
<td>• use language and concepts appropriate to cultural differences</td>
<td></td>
</tr>
<tr>
<td>• use and interpret non-verbal communication, such as hand signals</td>
<td></td>
</tr>
<tr>
<td>• written skills to record resource use</td>
<td></td>
</tr>
<tr>
<td>identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials</td>
<td>3.6, 6.4</td>
</tr>
<tr>
<td>numeracy skills to apply measurements and make calculations</td>
<td>6.4</td>
</tr>
<tr>
<td>organisational skills, including the ability to plan and set out work</td>
<td>3.1, 3.2, 3.4</td>
</tr>
<tr>
<td>teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities</td>
<td>2.4, 2.5, 3.1, 3.3, 4.1–4.4, 4.6</td>
</tr>
<tr>
<td>technological skills to:</td>
<td></td>
</tr>
<tr>
<td>• use a range of mobile technology, such as two-way radio and mobile phones</td>
<td></td>
</tr>
<tr>
<td>• voice and hand signals to access and understand site specific instructions.</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Required knowledge</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td>basic understanding of sustainability on a construction work site 1.7, 6.1–6.5, 6.7, 6.9</td>
</tr>
<tr>
<td></td>
<td>common construction industry terminology and interpersonal communication requirements All</td>
</tr>
<tr>
<td></td>
<td>construction industry quality requirements 3.5</td>
</tr>
<tr>
<td></td>
<td>construction industry size, scope of work and national economic importance 1.1, 1.2, 1.4, 1.5</td>
</tr>
<tr>
<td></td>
<td>environmental and resource hazards/risks, including compliance with relevant legislation associated with the environment, job specifications and procedures 2.6, 6.1, 6.6</td>
</tr>
<tr>
<td></td>
<td>federal, state, and territory environmental or sustainability legislation, regulations and codes of practice relevant to this sector and applicable to own work role, e.g. Building Code of Australia (BCA) 3.5, 6.1</td>
</tr>
<tr>
<td></td>
<td>job safety analysis (JSA) and safe work method statements 2.6</td>
</tr>
<tr>
<td></td>
<td>relevant environmental and resource efficiency systems and practices 1.7, 6.2–6.7</td>
</tr>
<tr>
<td></td>
<td>relevant industrial awards and enterprise agreements 2.1, 2.2</td>
</tr>
<tr>
<td></td>
<td>relevant legislation, regulations and workplace requirements relating to provisions covering discrimination and equal employment opportunity 2.4</td>
</tr>
<tr>
<td></td>
<td>site meeting procedures 4.1</td>
</tr>
<tr>
<td></td>
<td>typical site/team work structure, methods and communication processes. 4.1–4.4, 4.6</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>Activity</th>
<th>Relevant Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>locate, interpret and apply relevant construction industry information,</td>
<td>1.7, 2.5, 3.5, 6.1,</td>
</tr>
<tr>
<td>standards and specifications</td>
<td>6.6</td>
</tr>
<tr>
<td>comply with site safety plans and OHS legislation, regulations and</td>
<td>2.3, 2.5, 2.6, 6.6</td>
</tr>
<tr>
<td>codes of practice applicable to workplace operations</td>
<td></td>
</tr>
<tr>
<td>comply with organisational policies and procedures, including quality</td>
<td>2.3, 2.5, 3.5, 3.6</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
</tr>
<tr>
<td>communicate and work effectively and safely with others</td>
<td>2.5, 2.6, 3.1, 3.3,</td>
</tr>
<tr>
<td></td>
<td>3.4, 3.6, 3.7, 4.1,</td>
</tr>
<tr>
<td></td>
<td>4.3, 4.4, 4.6</td>
</tr>
<tr>
<td>explain to others scope, employment and economic importance of the</td>
<td>1.1, 1.2, 1.4, 1.5</td>
</tr>
<tr>
<td>construction industry</td>
<td></td>
</tr>
<tr>
<td>locate and identify documentation on site employment conditions and</td>
<td>2.1, 2.4</td>
</tr>
<tr>
<td>source of these conditions</td>
<td></td>
</tr>
<tr>
<td>set personal and team work goals and participate in site meetings</td>
<td>3.1–3.4, 4.1, 4.2</td>
</tr>
<tr>
<td>respond to personal conflict situations</td>
<td>4.5</td>
</tr>
<tr>
<td>identify personal development needs and apply learning to future work</td>
<td>1.3, 1.6, 5.1–5.5</td>
</tr>
<tr>
<td>tasks</td>
<td></td>
</tr>
<tr>
<td>follow workplace procedures according to instructions given and</td>
<td>1.7, 3.1, 3.2, 3.4,</td>
</tr>
<tr>
<td>report information only at own level of responsibility, including:</td>
<td>3.6, 6.1–6.9</td>
</tr>
<tr>
<td>• complying with environmental/sustainability legislation, and</td>
<td></td>
</tr>
<tr>
<td>organisational and procedural requirements relevant to specific daily</td>
<td></td>
</tr>
<tr>
<td>responsibilities</td>
<td></td>
</tr>
<tr>
<td>• use of tools, such as an inspection checklist to collect and measure</td>
<td></td>
</tr>
<tr>
<td>relevant information on resource and energy consumption</td>
<td></td>
</tr>
<tr>
<td>• participating in and supporting improved environmental use of</td>
<td></td>
</tr>
<tr>
<td>resources</td>
<td></td>
</tr>
<tr>
<td>• recognising efficiency processes involving work practices and</td>
<td></td>
</tr>
<tr>
<td>reporting as required.</td>
<td></td>
</tr>
</tbody>
</table>
Annex C – Assessments

Assessment plan

The assessments suggested here for this unit are designed to assess your competency in the elements as listed in the unit details at Annex A to this guide. There are five components to the assessment.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1 – Observation checklist</strong>&lt;br&gt;For this assessment, you will be observed working in a workshop, on the job or during work placement.</td>
<td>All</td>
</tr>
<tr>
<td><strong>Assessment 2 – Information leaflet</strong>&lt;br&gt;In this assessment you will prepare a information leaflet describing the purpose, size and economic importance of the construction industry.</td>
<td>1</td>
</tr>
<tr>
<td><strong>Assessment 3 – Trade profile</strong>&lt;br&gt;Using the template included in this guide, you will create a poster-sized profile of a construction trade, exploring key facts and employment opportunities.</td>
<td>1, 4</td>
</tr>
<tr>
<td><strong>Assessment 4 – Work placement review</strong>&lt;br&gt;This assessment requires you to complete a review of your work placement experience.</td>
<td>2, 3</td>
</tr>
<tr>
<td><strong>Assessment 5 – Interview on sustainability on the worksite</strong>&lt;br&gt;For this assessment, you are required to conduct an interview with your workplace employer or supervisor to examine on-site practices relating to sustainability and environmental protection.</td>
<td>5, 6</td>
</tr>
</tbody>
</table>

**Note:** Your lecturer may provide you with alternative assessments.
Individual learning and assessment needs

Learners have different learning styles and needs. Please let your lecturer know if there is anything that may have an effect on your learning.

Results and appeals

There is a process to be followed should you wish to appeal the result of your assessment. Please ask your lecturer for more information about this.
Assessment 1 – Observation checklist

Introduction

Your work practices will be observed by your lecturer, assessor or work placement supervisor. You will be assessed on your ability to:

• identify industry structure, occupations, job roles and work conditions
• accept responsibility for your own workload
• work in a team
• identify your own development needs
• identify current resource use and opportunities to improve resource efficiency
• comply with environmental regulations
• demonstrate the skills and knowledge required to work effectively and sustainably in the construction industry.

Requirements

The ‘Working effectively and sustainably observation checklist' will be used for observation purposes. This checklist must be signed by your lecturer, assessor or supervisor.

Materials and equipment

To attempt this assessment you will need:

• the ‘Working effectively and sustainably observation checklist' in this guide.
Work effectively and sustainably in the construction industry
Lecturer's guide

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Work effectively and sustainably in the construction industry

Assessment 1 – Observation checklist

Name _______________________________ Date _____________

I have received feedback on this assessment.

Signature _______________________________ Date _____________

Assessor’s initials
Work effectively and sustainably in the construction industry
Lecturer's guide

CPCCCM1012A
### Work effectively and sustainably observation checklist

During the work placement, did you observe the learner:  

<table>
<thead>
<tr>
<th>Part 1 – Identify industry structure, occupations, job roles and work conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) recognise the scope and nature of the construction industry and its national economic importance?</td>
</tr>
<tr>
<td>b) identify construction job roles, occupations and trade callings of the construction industry and relate to direct and indirect employment opportunities?</td>
</tr>
<tr>
<td>c) identify trends in technology, work processes and environmental issues which are likely to impact on the construction industry and evaluate in terms of employment options?</td>
</tr>
<tr>
<td>d) identify construction employment conditions, organisational requirements, responsibilities and duties and relate to jobs and career paths?</td>
</tr>
<tr>
<td>e) identify safe work methods and practices to meet Australian government and state and territory OHS/WHS legislative requirements?</td>
</tr>
</tbody>
</table>

### Part 2 – Accept responsibility for own workload

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) plan and prioritise work activities and establish deadlines with work group members such as supervisors and communicate to others whose own work plans and timelines may be affected?</td>
</tr>
<tr>
<td>b) complete work against the plan and to the standard expected in the workplace and in accordance with any guidelines, directions and specifications provided by supervisors, including use of personal protective equipment?</td>
</tr>
<tr>
<td>c) identify variations and difficulties affecting performance or quality requirements of own work and report these issues to appropriate personnel using appropriate communication techniques and accessing relevant information?</td>
</tr>
<tr>
<td>d) clearly communicate additional support needed to achieve or improve work outcomes or quality to the appropriate personnel?</td>
</tr>
</tbody>
</table>

### Part 3 – Work in a team

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) identify and understand site goals and the contributions to be made by teams in a construction activity?</td>
</tr>
<tr>
<td>b) identify individual contributions to team activities and confirm with others in the team?</td>
</tr>
<tr>
<td>c) provide assistance and encouragement to other team members wishing to meet or enhance their role and the role of the team?</td>
</tr>
<tr>
<td>d) initiate team improvements where possible and/or encourage from other team members?</td>
</tr>
<tr>
<td>e) refer causes of disharmony and other barriers to achievement to the appropriate party for resolution?</td>
</tr>
</tbody>
</table>

### Part 4 – Identify own development needs

<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) identify skills and knowledge necessary to work effectively in the construction industry?</td>
</tr>
<tr>
<td>b) take steps, in consultation with appropriate personnel, to identify own learning needs for future work requirements?</td>
</tr>
<tr>
<td>c) identify and evaluate appropriate opportunities to learn and develop required skills and knowledge for future construction industry work opportunities?</td>
</tr>
</tbody>
</table>
Part 5 – Identify current resource use and identify opportunities to improve resource efficiency

a) identify work site environmental and resource efficiency issues and resources used in own work role and record using appropriate techniques?

b) identify work site environmental hazards relating to the use of resources and report to designated personnel?

c) follow enterprise plans to improve environmental practices, environmental requirements and resource efficiency?

d) make suggestions for improvements to work site practices in own work area?

Part 6 – Comply with environmental regulations

a) follow procedures to ensure compliance with environmental requirements?

b) report breaches or potential breaches to designated personnel?

Part 7 – Skills and knowledge

a) identify and accurately report any faults in tools, equipment or materials to appropriate personnel?

b) use numeracy skills to apply measurements and make calculations?

c) use organisational skills, including the ability to plan and set out work?

d) use a range of mobile technology, such as two-way radio and mobile phones?

e) demonstrate knowledge of federal, state and territory environmental or sustainability legislation, regulations and codes of practice relevant to this sector and applicable to own work role, eg Building Code of Australia (BCA)?

f) demonstrate knowledge of job safety analysis (JSA) and safe work method statements?

g) demonstrate knowledge of site meeting procedures?

Feedback to learner

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Learner’s name: Assessor’s name:

Learner's signature: Assessor’s signature:

Date: Date:
Assessment 2 – Information leaflet

Introduction

This assessment assesses your ability to explain to others the purpose, size and economic importance of the construction industry.

Requirements and format

Prepare an information leaflet about the construction industry. Include information about:

• what the industry does
• how it affects the country’s economy and why it is important
• the amount of money spent on construction in Australia
• the number of people employed in the construction industry
• what sort of jobs/trades are involved.

The leaflet should be presented on an A4 sheet. You may include images, charts and tables as required.

Materials and equipment

To attempt this assessment you will need:

• pens, pencils, eraser
• paper
• internet access.

You may choose to compile your leaflet on a computer. If so, you will require access to suitable software and a printer. You can discuss these requirements with your lecturer.
Work effectively and sustainably in the construction industry
Lecturer's guide

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Work effectively and sustainably in the construction industry

Assessment 2 – Information leaflet

Name _____________________________ Date _______________

I have received feedback on this assessment.

Signature ___________________________ Date _______________

Assessor’s initials
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Assessment 3 – Trade profile

Introduction
This assessment is designed to assess your ability to identify:

• construction trades and job roles
• employment opportunities
• employment conditions and duties
• trends in technology and work practices
• safe work practices
• skills and knowledge needed for working in the construction industry
• learning needs and opportunities.

Requirements and format
Answer the questions in the template provided in this guide to produce a profile of a construction trade. Your lecturer will provide further details.

Materials and equipment
To attempt this assessment you will need:

• pens, pencils, eraser
• the Assessment 3 ‘Trade profile’ worksheet in this guide
• internet access.
Work effectively and sustainably in the construction industry

Lecturer's guide

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Work effectively and sustainably in the construction industry

Assessment 3 – Trade profile

Name ____________________________ Date ____________

I have received feedback on this assessment.

Signature __________________________ Date ____________

Assessor’s initials
Assessment 4 – Work placement review

Introduction

This assessment is designed to assess your ability to:

• recognise site goals and the contributions made by trade teams
• plan and prioritise work activities
• follow plans and instructions to apply workplace standards and quality requirements
• work in a team.

Requirements and format

You are required to complete a review of your work placement experience and activities. Answer the questions in the ‘Work placement review’ provided in this guide.

Materials and equipment

To attempt this assessment you will need:

• pens, pencils, eraser
• the Assessment 4 ‘Work placement review’ in this guide.
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Lecturer's guide

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CPCCCM1012A

Work effectively and sustainably in the construction industry

Assessment 4 – Work placement review

Name _______________________________ Date _______________

I have received feedback on this assessment.

Signature _______________________________ Date _______________

Assessor’s initials
Work effectively and sustainably in the construction industry
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Assessment 4 – Work placement review

Describe the overall site goal.

List the trade teams you observed on site and describe the tasks they completed.

<table>
<thead>
<tr>
<th>Trade team</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
List your work activities and deadlines.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Deadline</th>
</tr>
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<tbody>
<tr>
<td></td>
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</table>

Describe how you organised and/or prioritised your tasks.

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________________________________________________________________________

Describe any guidelines or specifications your supervisor gave you about the quality, safety and/or environmental standards expected on the site.

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________________________________________________________________________
Assessments

List the PPE you were required to wear.

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Describe a difficulty you experienced when completing your tasks and how you overcame it. List the name of anyone you approached for help.

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Describe an activity where you helped a team member.

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__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
Describe three ways in which your team communicated with each other.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Describe a meeting you attended.

Meeting type: ____________________________

Attended by: ____________________________

Issues discussed:
1. ____________________________________
2. ____________________________________
3. ____________________________________
4. ____________________________________

Describe a situation you observed that caused disharmony or created a barrier to the team’s achievement of goals. Who was responsible for resolving the situation?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

__________________________________________________________________________
List two suggestions you could make to improve the way your team worked to complete tasks.

1. 

2. 

Work effectively and sustainably in the construction industry
Lecturer’s guide

CPCCCM1012A
Assessment 5 – Interview on sustainability on the worksite

Introduction

This assessment is designed to assess your ability to identify:

• identify environmental and resource efficiency issues on a construction site
• environmental hazards
• Regulations, policies and procedures and plans regarding sustainability and environmental requirements.

Requirements and format

Use the questions provided in Assessment 5 ‘Interview on sustainability on the worksite’ worksheet to conduct an interview with your work placement employer or supervisor. Your lecturer will provide further details about this assessment.

Materials and equipment

To attempt this assessment you will need:

• the Assessment 5 ‘Interview on sustainability on the worksite’ worksheet in this guide.
Work effectively and sustainably in the construction industry
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CPCCCM1012A
CPCCCM1012A

Work effectively and sustainably in the construction industry

Assessment 5 – Interview on sustainability on the worksite

Name ___________________________ Date _____________

I have received feedback on this assessment.

Signature ___________________________ Date _____________

Assessor’s initials
Work effectively and sustainably in the construction industry

Lecturer's guide

CPCCCM1012A
### Assessment 5 – Interview on sustainability on the worksite

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the main construction materials used for this project?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What sorts of records are kept about these materials, eg inventories,</td>
<td></td>
</tr>
<tr>
<td>ordering and delivery documentation?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What is done with left-over materials?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4. What hazardous substances are used on site?</td>
<td></td>
</tr>
</tbody>
</table>
5. What are the rules for handling and storing hazardous materials?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. Describe any special environmental issues or considerations on the site.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. Describe any alternative materials or practices used to reduce resource consumption.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. Describe any plans to reduce energy use on site.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
9. What are the site/company policies and procedures for the following?

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waste management</td>
</tr>
<tr>
<td>Stormwater protection</td>
</tr>
<tr>
<td>Safe clean-up</td>
</tr>
<tr>
<td>Tool and equipment maintenance</td>
</tr>
</tbody>
</table>

---

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10. Who would you report faults, hazards or breaches of environmental laws to?

_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________

After you've completed the interview, answer the next question yourself.

What suggestions could you make for more sustainable work practices and resource use at this worksite?

_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
_________________________________________
Annex D – Assessment guide

Please note that this mapping is aligned as closely as possible to the unit. Actual mapping of assessment outcomes may vary slightly, as the answers learners give to some questions may relate to elements of the unit other than those intended.

<table>
<thead>
<tr>
<th>Element 1 Identify industry structure, occupations, job roles and work conditions</th>
<th>Assessment 1</th>
<th>Assessments 2–5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Scope and nature of the construction industry and its national economic importance are recognised.</td>
<td>1a</td>
<td>2</td>
</tr>
<tr>
<td>1.2 Construction job roles, occupations and trade callings of the construction industry are identified and related to direct and indirect employment opportunities.</td>
<td>1b</td>
<td>3</td>
</tr>
<tr>
<td>1.3 Trends in technology, work processes and environmental issues which are likely to impact on the construction industry are identified and evaluated in terms of employment options.</td>
<td>1c</td>
<td>3</td>
</tr>
<tr>
<td>1.4 Construction employment conditions, organisational requirements, responsibilities and duties are identified and related to jobs and career paths.</td>
<td>1d</td>
<td>3</td>
</tr>
<tr>
<td>1.5 Safe work methods and practices are identified to meet Australian government and state and territory OHS legislative requirements.</td>
<td>1e</td>
<td>4</td>
</tr>
</tbody>
</table>

Unit name: Work effectively and sustainably in the construction industry
National ID: CPCCCM1012A
## Element 2 Accept responsibility for own workload

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Assessments 2–5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> Work activities are planned and priorities and deadlines are established with work <strong>group members</strong> such as supervisors and communicated to others whose own work plans and timelines may be affected.</td>
<td>2a 4</td>
</tr>
<tr>
<td><strong>2.2</strong> Work is completed against the plan and to the standard expected in the workplace and in accordance with any guidelines, directions and specifications provided by supervisors, including use of personal protective equipment.</td>
<td>2b 4</td>
</tr>
<tr>
<td><strong>2.3</strong> Variations and difficulties affecting performance or quality requirements of own work are identified and these issues reported to appropriate personnel using appropriate communication techniques and accessing relevant information.</td>
<td>2c 4</td>
</tr>
<tr>
<td><strong>2.4</strong> Additional support needed to achieve or improve work outcomes or quality is communicated clearly to the appropriate personnel.</td>
<td>2d 4</td>
</tr>
</tbody>
</table>

## Element 3 Work in a team

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1.</strong> Site goals and the contributions to be made by teams in a construction activity are identified and understood.</td>
<td>3a 4</td>
</tr>
<tr>
<td><strong>3.2.</strong> Individual contributions to team activities are identified and confirmed with others in the team.</td>
<td>3b 4</td>
</tr>
<tr>
<td><strong>3.3.</strong> Assistance and encouragement are provided to other team members wishing to meet or enhance their role and the role of the team.</td>
<td>3c 4</td>
</tr>
<tr>
<td><strong>3.4.</strong> Team improvements are initiated where possible and/or encouraged from other team members.</td>
<td>3d 4</td>
</tr>
<tr>
<td><strong>3.5.</strong> Causes of disharmony and other barriers to achievement are referred to the appropriate party for resolution.</td>
<td>3e 4</td>
</tr>
</tbody>
</table>
## Element 4 Identify own development needs

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Assessments 2–5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong> Skills and knowledge necessary to work effectively in the construction industry are identified.</td>
<td>4a 3</td>
</tr>
<tr>
<td><strong>4.2</strong> Steps are taken, in consultation with appropriate personnel, to identify own <em>learning needs</em> for future work requirements.</td>
<td>4b 3</td>
</tr>
<tr>
<td><strong>4.3</strong> Appropriate opportunities to learn and develop required skills and knowledge for future construction industry work opportunities are identified and evaluated.</td>
<td>4c 3</td>
</tr>
</tbody>
</table>

## Element 5 Identify current resource use and identify opportunities to improve resource efficiency

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Assessments 2–5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1</strong> Work site <em>environmental and resource efficiency issues</em> and resources used in own work role are identified and recorded using <em>appropriate techniques</em>.</td>
<td>5a 5</td>
</tr>
<tr>
<td><strong>5.2</strong> Work site <em>environmental hazards</em> relating to the use of resources are identified and reported to designated personnel.</td>
<td>5b 5</td>
</tr>
<tr>
<td><strong>5.3</strong> Enterprise plans to improve environmental practices, <em>environmental requirements</em> and resource efficiency are followed.</td>
<td>5c 5</td>
</tr>
<tr>
<td><strong>5.4</strong> <em>Suggestions</em> are made for improvements to work site practices in own work area.</td>
<td>5d 5</td>
</tr>
</tbody>
</table>

## Element 6 Comply with environmental regulations

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Assessments 2–5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1</strong> Procedures are followed to ensure compliance with environmental requirements.</td>
<td>6a 5</td>
</tr>
<tr>
<td><strong>6.2</strong> Breaches or potential breaches are reported to <em>designated personnel</em>.</td>
<td>6b 5</td>
</tr>
</tbody>
</table>
### Required skills

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Assessments 2–5</th>
</tr>
</thead>
<tbody>
<tr>
<td>communication skills to:</td>
<td>All</td>
</tr>
<tr>
<td>• enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand</td>
<td></td>
</tr>
<tr>
<td>• establish and communicate deadlines</td>
<td></td>
</tr>
<tr>
<td>• follow supervisor’s instructions</td>
<td></td>
</tr>
<tr>
<td>• read and interpret:</td>
<td></td>
</tr>
<tr>
<td>◦ documentation from a variety of sources</td>
<td></td>
</tr>
<tr>
<td>◦ drawings and specifications</td>
<td></td>
</tr>
<tr>
<td>• report faults</td>
<td></td>
</tr>
<tr>
<td>• report variations or difficulties in performance and additional support required</td>
<td></td>
</tr>
<tr>
<td>• use language and concepts appropriate to cultural differences</td>
<td></td>
</tr>
<tr>
<td>• use and interpret non-verbal communication, such as hand signals</td>
<td></td>
</tr>
<tr>
<td>• written skills to record resource use</td>
<td></td>
</tr>
<tr>
<td>identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials</td>
<td>7a</td>
</tr>
<tr>
<td>numeracy skills to apply measurements and make calculations</td>
<td>7b</td>
</tr>
<tr>
<td>organisational skills, including the ability to plan and set out work</td>
<td>7c</td>
</tr>
<tr>
<td>teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities</td>
<td>7d</td>
</tr>
<tr>
<td>technological skills to:</td>
<td></td>
</tr>
<tr>
<td>• use a range of mobile technology, such as two-way radio and mobile phones</td>
<td></td>
</tr>
<tr>
<td>• voice and hand signals to access and understand site specific instructions.</td>
<td></td>
</tr>
<tr>
<td>Required knowledge</td>
<td>Assessment 1</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>basic understanding of sustainability on a construction work site</td>
<td>5, 6</td>
</tr>
<tr>
<td>common construction industry terminology and interpersonal communication requirements</td>
<td>All</td>
</tr>
<tr>
<td>construction industry quality requirements</td>
<td>7e</td>
</tr>
<tr>
<td>construction industry size, scope of work and national economic importance</td>
<td>1</td>
</tr>
<tr>
<td>environmental and resource hazards/risks, including compliance with relevant legislation associated with the environment, job specifications and procedures</td>
<td>5, 6</td>
</tr>
<tr>
<td>federal, state, and territory environmental or sustainability legislation, regulations and codes of practice relevant to this sector and applicable to own work role, e.g. Building Code of Australia (BCA)</td>
<td>6, 7e</td>
</tr>
<tr>
<td>job safety analysis (JSA) and safe work method statements</td>
<td>7f</td>
</tr>
<tr>
<td>relevant environmental and resource efficiency systems and practices</td>
<td>5, 6</td>
</tr>
<tr>
<td>relevant industrial awards and enterprise agreements</td>
<td>1d</td>
</tr>
<tr>
<td>relevant legislation, regulations and workplace requirements relating to provisions covering discrimination and equal employment opportunity</td>
<td>1d</td>
</tr>
<tr>
<td>site meeting procedures</td>
<td>3a–b, 7g</td>
</tr>
<tr>
<td>typical site/team work structure, methods and communication processes.</td>
<td>3a</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>Activity</th>
<th>Assessment 1</th>
<th>Assessments 2–5</th>
</tr>
</thead>
<tbody>
<tr>
<td>locate, interpret and apply relevant construction industry information,</td>
<td>All</td>
<td>4</td>
</tr>
<tr>
<td>standards and specifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>comply with site safety plans and OHS legislation, regulations and</td>
<td>1e</td>
<td>3, 4</td>
</tr>
<tr>
<td>codes of practice applicable to workplace operations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>comply with organisational policies and procedures, including quality</td>
<td>1d–e, 2b, 5a–c, 6, 7g</td>
<td>4</td>
</tr>
<tr>
<td>requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>communicate and work effectively and safely with others</td>
<td>1e, 2, 3, 7g</td>
<td>4</td>
</tr>
<tr>
<td>explain to others scope, employment and economic importance of the</td>
<td>1a</td>
<td>2</td>
</tr>
<tr>
<td>construction industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>locate and identify documentation on site employment conditions and</td>
<td>1d</td>
<td>2</td>
</tr>
<tr>
<td>source of these conditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>set personal and team work goals and participate in site meetings</td>
<td>2–4</td>
<td>4</td>
</tr>
<tr>
<td>respond to personal conflict situations</td>
<td>3e</td>
<td>4</td>
</tr>
<tr>
<td>identify personal development needs and apply learning to future work</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>tasks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>follow workplace procedures according to instructions given and report</td>
<td>2, 5, 6, 7a</td>
<td>4, 5</td>
</tr>
<tr>
<td>information only at own level of responsibility, including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• complying with environmental/sustainability legislation, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>organisational and procedural requirements relevant to specific daily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>responsibilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• use of tools, such as an inspection checklist to collect and measure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>relevant information on resource and energy consumption</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• participating in and supporting improved environmental use of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• recognise efficiency processes involving work practices and reporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>as required</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
WORK EFFECTIVELY AND SUSTAINABLY IN THE CONSTRUCTION INDUSTRY
CERTIFICATE II IN BUILDING AND CONSTRUCTION (PATHWAY – TRADES)
CPCCCMM1012A

LECTURER’S GUIDE

DESCRIPTION
This lecturer’s guide has been written to support the delivery and assessment of the unit CPCCCMM1012A Work effectively and sustainably in the construction industry from the Certificate II in Building and Construction (Pathway – Trades). The course, and the learner’s guide, focuses on the skills and knowledge required as a tradesperson in the building and construction industry.

The guide provides you with the following resources and tools:

• unit delivery strategy
• suggested assessment plan
• suggested assessment instruments and marking key
• 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, 2014

TRAINING PACKAGE
CPC08 Construction, Plumbing and Services Training Package

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

UNIT OF COMPETENCY
CPCCCMM1012A Work effectively and sustainably in the construction industry

RELATED PRODUCTS
BC2117 Work effectively and sustainably in the construction industry – Learner’s guide

This resource is one in a series that covers all six core units for the Certificate II in Building and Construction (Pathway – Trades) qualification. Please refer to the WestOne product catalogue for more information.