Blue Bar

**Board Endorsed Course**

**Curriculum Information Guide**

**Construction**

**CPC10111 Certificate I in Construction**

**NESA Course:** [**Construction (Stage 5)**](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/construction)

# Introduction

Vocational education and training (VET) courses form an integral part of the secondary education curriculum in NSW. It is widely recognised that these courses perform a significant role in preparing students for a successful transition from school to work. Schools have ensured through sustained commitment that school delivered VET is valued by industry, further education providers and the community.

The continuation of these high quality vocational education opportunities for students in government schools is dependent on the successful implementation of the [**VET Quality Framework**](http://www.asqa.gov.au/about-asqa/national-vet-regulation/vet-quality-framework.html)which includes the [**Standards for National VET Regulator (NVR) Registered Training Organisations**](http://www.comlaw.gov.au/Details/F2013L00167).

The VET Quality Framework is aimed at achieving greater national consistency in the way providers are registered and monitored and in how standards in the vocational education and training (VET) sector are enforced.

This guide contains information that is essential to ensuring the delivery of high quality VET in schools. Through the implementation of quality assurance requirements in this guide, schools will ensure that they are implementing education and training that is valued and recognised by industry and complies with the VET Quality Framework.

# Using the Information Guide

Schools delivering units of competency in this qualification must have access to specific resources/equipment as required by the training package. Students must have sufficient access to the specified resources/equipment to enable them to acquire and demonstrate competency.

Resources/equipment may be accessible either on-site (at school) or off-site. Where access to resources/equipment is off site a suitable access arrangement must be documented and recorded in [Checklist 2](#_bookmark1) in this document.

Each unit of competency outlines the assessment requirements for the conduct of assessment including the required evidence to be gathered and the conditions under which the assessment is to take place. Where a unit of competency has not been rewritten in the new template this information is found in the “Evidence Guide” for each unit. For units of competency that have been written using the new template this information is found under “Assessment Requirements”.

The potential range of resources and equipment that may be selected is outlined in the “Range Statement” for units written using the old template and in the “Range of Conditions” for units that have been written using the new template.

*All resources/equipment selected MUST*:

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

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

* The [CPC08](http://training.gov.au/Training/Details/CPC08) training package Release 9.0

**Please note that links directly to** [training.gov.au](http://training.gov.au/) **have been provided for ALL units of competency in this guide for quick and easy reference for schools, as well as bookmarks within the document related to the specific assessment environments.**

* NSW Education Standards Authority (NESA) [Construction (Stage 5)](http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/vet/vet-board-endorsed-courses/construction) published in January 2016.

# Assessment environment, equipment and resources

Context of and specific resources for assessment have been determined on a unit of competency basis. The aspects of context may include:

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

Contextualised requirements are often prescribed in each unit of competency. Trainers and assessors must refer to the individual unit of competency to determine how assessment can be contextualised in their specific situation.

**Assessment in a simulated environment**

Given that simulation is often indicated as an option for assessment for many competencies within this qualification the following advice is provided.

A simulated workplace environment is defined as an environment that simulates the real workplace in its function and operation.

In order to be valid and reliable, the simulation must closely resemble what occurs in a real work environment. The simulated work environment should involve a range of activities that reflect real work experience. It is critical that when a simulated work environment is being set up, the assessor is familiar with the competency standard and experienced in the current circumstances and environment of the workplace.

Advice about high risk construction work listed in ESIS under Construction Work #

* WHS Safety Alert No 3 – Ladder Use
* DoE Safety Alert 19 Working at Heights ^
* WHS advice on Chemical Safety in Schools ^

# Information about access to information from ESIS and the Chemical Safety in Schools materials developed by Department of Education is available in the Resource of this document.

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

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

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

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

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

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

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

# Resources, Equipment & Assessment Information

**Statement of Attainment (SOA) towards CPC10111 Certificate I in Construction**

Three core units of competency for the qualification:

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| [**CPCCOHS1001A Work safely in the construction industry**](http://training.gov.au/Training/Details/d4ac5fe7-593d-4c2b-85d5-e30c2563cf23) |
| **Pre requisite unit:** No. |
| **Critical aspects for assessment and evidence required to demonstrate competency:**  Evidence must confirm personal awareness of the following:   * applicable OHS legislative and safety requirements for construction work including duty of care * the range of common construction hazards and procedures for the assessment of risk and application of the hierarchy of control * OHS communication processes, information and documentation including the role of OHS committees and representatives, the meaning of common safety signs and symbols, and procedures for reporting hazards, incidents and injuries * general procedures for responding to incidents and emergencies including evacuation, first aid, fire safety equipment and PPE. |
| **Environment:** N/A (see suggested training package assessment methods below): Assessment methods may include more than one of the following:   * practical assessment * oral questioning * written test * work-based activities * simulated project based activity |
| **Equipment/Workplace Documentation:**  Resources must be available to support the program including participant materials and other information or equipment related to the skills and knowledge covered by the program.  The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. |
| **General Construction Induction Training Resources**  **General Construction Induction Training resources are** available to schools on the QMS (Quality Management System) at <https://qmsveis.info/gcit.php> |
| **Interaction with customers, team members and other people:** *Yes.*  Designated OHS personnel includes:   * WHS committee members * WHS representatives * supervisors |

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| [**CPCCOHS2001A Apply OHS requirements, policies and procedures in**](http://training.gov.au/Training/Details/e05a8275-0fc9-48d1-9e4a-acc8fc6cf37f)[**the construction industry**](http://training.gov.au/Training/Details/e05a8275-0fc9-48d1-9e4a-acc8fc6cf37f) |
| **Pre requisite unit:** No. |
| **Critical aspects for assessment and evidence required to demonstrate competency:**  A person who demonstrates competency in this unit must be able to provide evidence of the ability to:   * correctly locate, interpret and apply relevant information, standards and specifications * comply with a site safety plan, organisational policies, OHS regulations and state and territory legislation applicable to workplace operations, including quality requirements * correctly identify ACM and policies and procedures for reporting this to designated personnel * effectively communicate and work safely with others * apply general procedures for responding to incidents and reporting hazards and injuries * select and use fire fighting equipment to extinguish a simulated mechanical fire * evacuate a site through simulated response to an emergency, complying with workplace procedures. |
| **Environment:**  This unit of competency could be assessed in the **workplace or a close simulation of the workplace environment**, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures. |
| **Equipment/Workplace Documentation:**  The learner and trainer should have access to appropriate equipment and documentation and resources normally used in the workplace. |
| **Other resources**  Support materials appropriate to the activity including but not limited to:   * [General WHS Induction Training for Construction Work resource](https://qmsveis.info/gcit.php) * policies and procedures for reporting hazardous materials (including asbestos-containing materials - ACM) to designated personnel. <https://detwww.det.nsw.edu.au/assetmanagement/safecomp/asbestosf.htm> |
| **Interaction with customers, team members and other people:** Yes.  Designated personnel to be contacted in case of an emergency, accident, fire or to report a rick such as identification of ACM are:   * designated safety officers, determined by the enterprise, who have undertaken specific safety response training * managers or other senior personnel * personnel competent and/or licensed in the safe * handling of asbestos * supervisors. |

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| [**CPCCVE1011A Undertake a basic construction project**](http://training.gov.au/Training/Details/cpccve1011a) |
| **Pre requisite unit:** No. |
| **Critical aspects for assessment and evidence required to demonstrate competency:**  A person who demonstrates competency in this unit must be able to provide evidence of the ability to:   * locate, interpret and apply relevant information, standards and specifications * comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations * comply with organisational policies and procedures, including quality requirements * safely and effectively use tools and equipment * communicate and work effectively and safely with others * complete a basic construction project to specifications, complying with OHS requirements, correct and safe use of hand tools and equipment |
| **Environment:**  This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures |
| **Equipment and resources:**  Tools equipment and other resources are dependent on the project. As this is a Stage 5 course teachers should ensure projects only require equipment suitable for use by Stage 5 students. Teachers should refer to equipment Safety in Schools. |
| **Workplace documentation:**  Documentation may include:   * diagrams or sketches * instructions issued by authorised organisational or external personnel * manufacturer specifications and instructions where specified * material safety data sheets (MSDS) * memos * organisation work specifications and requirements * plans and specifications * relevant Australian standards * safe work procedures related to carrying out basic estimation * signage * written and graphical instructions * work bulletins * work schedules |
| **Interaction with customers, team members and other people:**  This unit requires the learner to communicate and work effectively and safely with others |

**Electives for this qualification**

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| [**CPCCCM1011A Undertake basic estimation and costing**](http://training.gov.au/Training/Details/cpcccm1011a) |
| **Pre requisite unit:** No. |
| **Critical aspects for assessment and evidence required to demonstrate competency:**  A person who demonstrates competency in this unit must be able to provide evidence of the ability to:   * locate, interpret and apply relevant information, standards and specifications * comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations * comply with organisational policies and procedures, including quality requirements * safely and effectively use tools and equipment * communicate and work effectively and safely with others * document and communicate work-related information, including work orders, specifications, products, materials and labour requirements, costing calculations for products, materials and labour, and special conditions for a specified construction project * estimate and cost a specified project, including: * estimate quantities of material required * determine types and amount of labour required to complete the work * estimate time required to complete the work * estimate overheads associated with the project |
| **Environment:**  This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures |
| **Equipment and resources:**  This unit requires students to have access to:   * calculators and/or computers running appropriate software for estimating and calculating necessary details * Construction materials which may include:   + bagged materials   + bricks   + building elements, such as roof trusses, lining materials, flooring materials, prefabricated elements, boxed, drummed and tinned materials   + other sheet materials applicable to construction   + reconstituted timber products   + sand   + soil and aggregates   + timber |

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| [**CPCCCM1011A Undertake basic estimation and costing**](http://training.gov.au/Training/Details/cpcccm1011a) **(continued)** |
| **Workplace documentation:**  Documentation may include:   * diagrams or sketches * instructions issued by authorised organisational or external personnel * manufacturer specifications and instructions where specified * material safety data sheets (MSDS) * memos * organisation work specifications and requirements * plans and specifications * relevant Australian standards * safe work procedures related to carrying out basic estimation * signage * written and graphical instructions * work bulletins * work schedules |
| **Interaction with customers, team members and other people:**  This unit requires the learner to communicate and work effectively and safely with others |

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| [**CPCCCM2004A Handle construction materials**](http://training.gov.au/Training/Details/041a45da-0331-4cd8-9a2e-9eb61006a101) | |
| **Pre requisite unit:** CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry | |
| **Critical aspects for assessment and evidence required to demonstrate competency:**  A person who demonstrates competency in this unit must be able to provide evidence of the ability to:   * locate, interpret and apply relevant information, standards and specifications * comply with site safety plan and OHS legislation, regulations and codes of practice applicable to workplace operations * comply with organisational policies and procedures, including quality requirements * safely and effectively use tools, plant and equipment * communicate and work effectively and safely with others * safely handle, sort and stack varying lengths of timber, providing quick access and use * safely move and stack a given quantity of sheet material * safely handle other building and construction components and materials for one construction project. | |
| **Environment:**  This unit of competency could be assessed in the ***workplace or a close simulation of the workplace environment***, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures. | |
| **Equipment and resources**  **Note:** The usage controls for any tools and equipment marked with an asterisk **\*** should be checked on the ESIS database prior to use in schools. | |
| **Tools and equipment**  Tools and equipment relevant to the task but excluding those prohibited in ESIS or not yet risk assessed:   * banders * hammers * pallets * pinch bars * tin snips * wheelbarrows \*.   Preparation of materials for mechanical handling by equipment such as:   * scaffolding \* (See [**WHS Safety alert No 19 – Working at heights**](https://detwww.det.nsw.edu.au/adminandmanage/ohands/safety_alert/index.htm)) * forklifts \* (Special licensing required) * pallet jacks \* * trucks. (Special licensing required)   **Note:** Students are **not** required to use these pieces of plant and equipment but to prepare for materials only. | **Other resources**  Materials appropriate to the work application may include:   * timber * reconstituted timber products and other building and sheet materials * bricks * bagged materials * sand, soil and aggregates * solvents, glues, coatings.   May also include building elements such as:   * roof trusses * lining materials * flooring materials * prefabricated elements * boxed, drummed and tinned materials * concrete masonry units * joinery units * floor and wall tiles * roofing tiles * steel sections/components * insulation * glass. |
| **Workplace documentation:**  The learner and trainer should have access to appropriate documentation and resources normally used in the workplace | |
| **Interaction with customers, team members and other people:**  This unit requires the learner to communicate and work effectively and safely with others | |

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| **CPCCCM1011A Undertake a basic computer design project** |
| **Pre requisite unit:** No. |
| **Critical aspects for assessment and evidence required to demonstrate competency:**  A person who demonstrates competency in this unit must be able to provide evidence of the ability to:   * locate, interpret and apply relevant information, standards and specifications * comply with OHS regulations and state and territory legislation applicable to the design function * comply with organisational policies and procedures, including quality requirements * communicate and work effectively and safely with others * design a residential structure, including:   + interpreting and confirming a client brief   + producing, using a CAD system, a first draft design   + finalising the design and presenting it, in both plan and elevation form, to the client |
| **Environment:**  This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.  The scope of the work is to include:   * client brief that is a definitive and documented description of the user requirements in terms of dimensions, services, construction materials and other defined requirements * plans that include a title panel, amendment detail, orientation, legend information, industry symbols and abbreviations, material information and relevant finishes/standards of work * services in the client brief that include power or plumbing systems * simple domestic or residential structure, such as a barbecue area, deck, pergola or shed |
| **Equipment and resources:**  This unit requires students to have access to:   * Computer with CAD software that accepts and manipulates data to present design options and outcomes, with results possibly represented in two or three dimensional form |
| **Workplace documentation:**  Documentation may include:   * diagrams or sketches * instructions issued by authorised organisational or external personnel * manufacturer specifications and instructions * maps * memos * regulatory and legislative requirements pertaining to design of residential structures * relevant Australian standards * safe work procedures related to design work * written and graphical instructions |
| **Interaction with customers, team members and other people:**  This unit requires the student to work with a “client” to determine the design brief. |

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| **Quality Assurance Checklists**  **Construction – Stage 5**  **Statement of Attainment (SOA) towards CPC10111 Certificate I in Construction** |

**The following checklists form part of the RTO’s quality assurance process as required under Standard 2 of the Standards for Registered Training Organisations (RTOs) 2015. This document is to be completed and filed securely at the school to comply with RTO requirements.**

# Declaration by the school principal:



The course is marketed to students in accordance with RTO course information and course delivery follows the RTO Training and Assessment Strategy approved for this school.

The school has a system for entering the intended qualification and units of competency on eBOS- VCS via Schools Online in accordance with the RTO’s Training and Assessment Strategy and the timeline advised by the Board of Studies Teaching and Educational Standards NSW (BOSTES).



The school has a process for collecting and verifying student USIs and uploading them to BOSTES.



**Students have access to the resources, equipment and tools to meet the requirements for each unit of competency as per the list of competencies in** [Checklist 1](#_bookmark0) **and can be accessed onsite unless otherwise indicated on** [Checklist 2.](#_bookmark1)



As part of the course enrolment process, students have completed the RTO’s course induction process and have been informed of the course assessment requirements.



All teachers timetabled to deliver this course are either accredited or in training as indicated on



[**Checklist 3.**](#_bookmark2)

**School Site Sign Off**

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| --- | --- | --- | --- |
| **School Name** |  | | |
| **RTO Name** |  | | |
| **Person completing checklists** |  | **Signature** |  |
| **Principal Name** |  | | |
| **Signature** |  | **Date** | |

**Checklist 1 Resources/Equipment**

**On the following checklist, indicate the units of competency to be delivered to students as per the RTO Training and Assessment Strategy and complete the sign off indicating your satisfaction that all the specified resources and equipment can be accessed on site unless otherwise indicated on the separate form for this purpose** [(Checklist 2).](#_bookmark1)

Statement of Attainment (SOA) towards[**CPC10111 Certificate I in Construction**](http://training.gov.au/Training/Details/cpc10111)

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| **Core units of competency** | | | **Access on site**  ***(All/Some/None)*** |
|  | CPCCOHS1001A | Work safely in the construction industry |  |
|  | CPCCOHS2001A | Apply OHS requirements, policies and procedures in the construction industry |  |
|  | CPCCVE1011A | Undertake a basic construction project |  |

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| **Elective units** | | | **Access on site**  ***(All/Some/None)*** |
|  | CPCCCM1011A | Undertake basic estimation and costing |  |
|  | CPCCCM2004A | Handle construction materials |  |
|  | CPCCVE1002B | Undertake a basic computer design project |  |

**Checklist 2**

**Accessing Tools, Equipment and Resources Off-Site (only if required)**

Identify the codes and units of competencies where tools, equipment and resources are being accessed off-site. Clearly identify the access arrangement supporting the use the tools, equipment and resources that are being accessed. The content and resource requirements of all units of competency in the elective units are available at [www.training.gov.au.](http://www.training.gov.au/)

Access arrangements are to be documented and each arrangement is to be given a unique identifier. Access Arrangement identifiers are to be listed in the table below against the relevant unit. Access arrangements are to be stored on site and available on request.

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| --- | --- | --- | --- | --- |
| **Unit code** | **Unit title** | **Tools, Equipment and Resources** | **Access Site** | **Access Arrangement** |
| e.g. SITHFAB204 | Prepare and serve espresso coffee | Point-of-sale system, including credit card and Electronic Funds Transfer at Point of Sale (EFTPOS) facilities Tables, chairs and customers in compliance with training package requirements for an operational F&B outlet | 1. Café Nosh Petersham 2. The Café Wests Ashfield Leagues Club 3. Petersham TAFE College | AA2014/1 AA2014/3 AA2013/6 |
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# Checklist 3

**Trainer and Assessor Requirements**

**Statement of Attainment (SOA) towards** [**CPC10111 Certificate I in Construction**](http://training.gov.au/Training/Details/cpc10111)

Teachers wishing to deliver and assess this qualification must:

* hold or be enrolled in a relevant industry qualification at the same time or a level above the qualification being delivered
* hold or be enrolled in the current Certificate IV in Training and Education
* be able to demonstrate current industry skills at least to the level being delivered and assessed
* be able to demonstrate how they are continuing to develop their VET knowledge and skills as well as maintaining their industry currency
* have completed or be enrolled in an orientation program

Please complete the table below for any teacher who is timetabled onto this course at this site for the current year:

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| --- | --- | --- |
| **Teacher name** | **Relevant industry qualification** | **Qualification Code** |
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