

The optional HSC examination is based on all components of this examinable unit of competency as detailed in Section 11.3 of Part A.

<b>Training Package</b>	Construction, Plumbing and Services Integrated Framework (CPC08)		<b>HSC Requirements and Advice</b>
<b>Unit title</b>	<b>Work effectively and sustainably in the construction industry</b>		
<b>Unit code</b>	<b>Competency field</b>	<b>Unit sector</b>	<b>HSC Indicative Hours</b>
<b>CPCCCM1002A</b>	Common	Construction	

<b>Unit descriptor</b>	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.
<b>Prerequisite units</b>	CPCCOHS1001A Work safely in the construction industry
<b>Co-requisite units</b>	Nil
<b>Application of the unit</b>	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.
<b>Employability skills</b>	This unit contains employability skills.

### 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.

<b>Overview of assessment</b>	<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<b>Context of and specific resources for assessment</b>	<b>Method of assessment</b>
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.	<p>A person who demonstrates competency in this unit must be able to provide evidence of the ability to:</p> <ul style="list-style-type: none"> <li>locate, interpret and apply relevant construction industry information, standards and specifications</li> <li>comply with site safety plans and OHS legislation, regulations and codes of practice applicable to workplace operations</li> <li>comply with organisational policies and procedures, including quality requirements</li> </ul>	<p>This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.</p> <p>Assessment of essential underpinning knowledge will usually be conducted in an off-site context.</p> <p>Assessment is to comply with relevant regulatory or Australian standards' requirements.</p>	<p>Assessment methods <u>must</u>:</p> <ul style="list-style-type: none"> <li>satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Integrated Framework Training Package</li> <li>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</li> </ul>

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	<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit cont/d</b>	<b>Context of and specific resources for assessment cont/d</b>	<b>Method of assessment cont/d</b>
	<ul style="list-style-type: none"> <li>• communicate and work effectively and safely with others</li> <li>• <i>explain to others scope, employment and economic importance of the construction industry</i></li> <li>• <i>locate and identify documentation on site employment conditions and source of these conditions</i></li> <li>• <i>set personal and team work goals and participate in site meetings</i></li> <li>• <i>respond to personal conflict situations</i></li> <li>• <i>identify personal development needs and apply learning to future work tasks</i></li> <li>• <i>follow workplace procedures according to instructions given and report information only at own level of responsibility, including:</i> <ul style="list-style-type: none"> <li>– <i>complying with environmental/ sustainability legislation, and organisational and procedural requirements relevant to specific daily responsibilities</i></li> <li>– <i>use of tools, such as an inspection checklist to collect and measure relevant information on resource and energy consumption</i></li> <li>– <i>participating in and supporting an improved environmental and resource</i></li> <li>– <i>recognising efficiency processes involving work practices and reporting as required.</i></li> </ul> </li> </ul>	<p>Resource implications for assessment include:</p> <ul style="list-style-type: none"> <li>• an induction procedure and requirement</li> <li>• realistic tasks or simulated tasks covering the mandatory task requirements</li> <li>• relevant specifications and work instructions</li> <li>• tools and equipment appropriate to applying safe work practices</li> <li>• support materials appropriate to activity</li> <li>• workplace instructions relating to safe work practices and addressing hazards and emergencies</li> <li>• material safety data sheets</li> <li>• research resources, including industry related systems information.</li> </ul> <p>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.</p>	<ul style="list-style-type: none"> <li>• reinforce the integration of employability skills with workplace tasks and job roles</li> <li>• confirm that competency is verified and able to be transferred to other circumstances and environments.</li> </ul> <p>Validity and sufficiency of evidence <u>requires</u> that:</p> <ul style="list-style-type: none"> <li>• competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace</li> <li>• where the assessment is part of a structured learning experience the evidence collected must related to a number of performance assessments 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</li> <li>• all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.</li> </ul> <p>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.</p> <p>Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.</p>

<b>Required Skills and Knowledge</b>		<b>HSC Requirements and Advice</b>
This section describes the skills and knowledge required for this unit.		
<p><b>Required skills</b></p> <p>Required skills for this unit are:</p> <ul style="list-style-type: none"> <li>• communication skills to:                             <ul style="list-style-type: none"> <li>– enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand</li> <li>– establish and communicate deadlines</li> <li>– follow supervisor's instructions</li> <li>– read and interpret:                                     <ul style="list-style-type: none"> <li>▪ documentation from a variety of sources</li> <li>▪ drawings and specification</li> </ul> </li> <li>– report faults</li> <li>– report variations or difficulties in performance and additional support required</li> <li>– use language and concepts appropriate to cultural differences</li> <li>– use and interpret non-verbal communication, such as hand signals</li> <li>– written skills to record resource use</li> </ul> </li> <li>• identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials</li> <li>• numeracy skills to apply measurements and make calculations</li> <li>• organisational skills, including the ability to plan and set out work</li> <li>• 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</li> <li>• technological skills to:                             <ul style="list-style-type: none"> <li>– use a range of mobile technology, such as two-way radio and mobile phones</li> <li>– voice and hand signals to access and understand site-specific instructions.</li> </ul> </li> </ul>	<p><b>Required knowledge</b></p> <p>Required knowledge for this unit is:</p> <ul style="list-style-type: none"> <li>• basic understanding of sustainability on a construction work site</li> <li>• common construction industry terminology and interpersonal communication requirements</li> <li>• construction industry quality requirements</li> <li>• construction industry size, scope of work and national economic importance</li> <li>• environmental and resource hazards/risks, including compliance with relevant legislation associated with the environment, job specifications and procedures</li> <li>• 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)</li> <li>• job safety analysis (JSA) and safe work method statements</li> <li>• relevant environmental and resource efficiency systems and practices</li> <li>• relevant industrial awards and enterprise agreements</li> <li>• relevant legislation, regulations and workplace requirements relating to provisions covering discrimination and equal employment opportunity</li> <li>• site meeting procedures</li> <li>• typical site/team work structure, methods and communication processes.</li> </ul>	<p><b>Key Terms and Concepts</b></p> <ul style="list-style-type: none"> <li>• conflict resolution</li> <li>• construction industry</li> <li>• employer and employee rights and responsibilities</li> <li>• employment conditions</li> <li>• employment opportunities</li> <li>• environmental hazards and risks</li> <li>• environmental issues</li> <li>• environmental requirements</li> <li>• environmental sustainability</li> <li>• occupational health and safety (OHS) and environmental legislation</li> <li>• personal development and learning needs</li> <li>• quality requirements</li> <li>• resource use and efficiency</li> <li>• responsibility for work</li> <li>• safe work practices</li> <li>• teamwork.</li> </ul>

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Element	Performance Criteria	Range Statement	HSC Requirements and Advice
<p>1 Identify industry structure, occupations, job roles and work conditions.</p>	<p>1.1 Scope and nature of the construction industry and its national economic importance are recognised.</p>	<p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. <b><i>Bold italicised</i></b> 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.</p>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of the scope of the following in relation to the construction industry in Australia:</p> <ul style="list-style-type: none"> <li>• the interrelationship of the construction industry and other related industries</li> <li>• employment</li> <li>• contribution to the economy</li> <li>• environmental impact.</li> </ul> <p>The role and function of key construction industry bodies including:</p> <ul style="list-style-type: none"> <li>• Construction, Forestry, Mining and Energy Union (CFMEU)</li> <li>• Housing Industry Association (HIA)</li> <li>• Master Builders Association (MBA).</li> </ul> <p>Awareness of regulatory requirements affecting the construction industry including:</p> <ul style="list-style-type: none"> <li>• building regulations</li> <li>• council requirements</li> <li>• Australian Standards.</li> </ul> <p>Basic research skills:</p> <ul style="list-style-type: none"> <li>• identification of relevant information</li> <li>• questioning techniques to obtain information</li> <li>• sorting, summarising and presenting information.</li> </ul> <p>An awareness of sources for current industry information including:</p> <ul style="list-style-type: none"> <li>• industry associations and organisations</li> <li>• unions</li> <li>• industry journals</li> <li>• media</li> <li>• the internet</li> <li>• libraries</li> <li>• reference manuals</li> <li>• policy and procedure manuals</li> <li>• personal observations and experience</li> <li>• industry contacts, mentors and advisors</li> <li>• colleagues, supervisors and managers</li> <li>• professional development opportunities</li> <li>• industry functions.</li> </ul>

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			<p>How to access and validate sources of information relevant to the construction industry.</p> <p>A range of opportunities to source, access, read and interpret a range of information and relevant workplace documentation in relation to the construction industry.</p>
	<p>1.2 <i>Construction job roles</i>, occupations and trade callings of the construction industry are identified and related to direct and indirect employment opportunities.</p>	<p><i>Construction job roles include:</i></p> <ul style="list-style-type: none"> <li>• bricklaying and blocklaying</li> <li>• carpentry</li> <li>• concreting</li> <li>• demolition</li> <li>• dogging</li> <li>• formwork and falsework</li> <li>• painting and decorating</li> <li>• rigging</li> <li>• roof tiling</li> <li>• scaffolding</li> <li>• solid plastering</li> <li>• steelfixing</li> <li>• wall and ceiling lining</li> <li>• wall and floor tiling</li> <li>• waterproofing.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of career opportunities and pathways in the construction industry.</p> <p>Knowledge of job roles, occupations and trade callings in the construction industry including:</p> <ul style="list-style-type: none"> <li>• the role and service/s offered by each</li> <li>• interrelationship between roles.</li> </ul> <p>Personal attributes and work ethics of construction industry workers including:</p> <ul style="list-style-type: none"> <li>• attendance and punctuality</li> <li>• ethical behaviour</li> <li>• honesty</li> <li>• work performance</li> <li>• taking directives</li> <li>• attention to detail</li> <li>• personal presentation and grooming</li> <li>• attitude</li> <li>• confidentiality</li> <li>• consistency of service</li> <li>• safe work practices.</li> </ul>
	<p>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.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>How to source current information about emerging technologies relevant to the construction industry.</p> <p>An awareness of emerging technologies relevant to the construction industry and their effect on:</p> <ul style="list-style-type: none"> <li>• current work practices</li> <li>• productivity</li> <li>• employment</li> <li>• construction methods</li> </ul>

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			<ul style="list-style-type: none"> <li>• construction materials and building components in common use</li> <li>• market conditions/new markets</li> <li>• cost-effectiveness.</li> </ul> <p>Knowledge of opportunities available for upgrading skills including:</p> <ul style="list-style-type: none"> <li>• industry seminars</li> <li>• in-services</li> <li>• training courses</li> <li>• in-house training</li> <li>• reference manuals.</li> </ul> <p>Sources of technical advice and support:</p> <ul style="list-style-type: none"> <li>• industry bodies</li> <li>• journals</li> <li>• the internet</li> <li>• industry experts.</li> </ul>
	<p>1.4 <i>Construction employment conditions, organisational requirements, responsibilities and duties</i> are identified and related to jobs and career paths.</p>	<p><i>Construction employment conditions</i> include coverage of:</p> <ul style="list-style-type: none"> <li>• AWAs</li> <li>• bulletins and newsletters</li> <li>• enterprise agreements</li> <li>• industrial awards</li> <li>• industry and workplace codes of practice</li> <li>• workplace agreements.</li> </ul> <p><i>Organisational requirements</i> include:</p> <ul style="list-style-type: none"> <li>• access and equity principles and practice</li> <li>• anti-discrimination and related policy</li> <li>• business and performance plans</li> <li>• ethical standards</li> <li>• goals and objectives</li> <li>• legal and organisation policy, guidelines and requirements</li> <li>• quality</li> <li>• systems and processes.</li> </ul> <p><i>Responsibilities and duties</i> include:</p> <ul style="list-style-type: none"> <li>• codes of conduct</li> <li>• job description and employment</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of employment conditions within the construction industry including:</p> <ul style="list-style-type: none"> <li>• industrial award(s)</li> <li>• enterprise agreement(s)</li> <li>• workplace agreement(s).</li> </ul> <p>An awareness of the primary role/function of industry bodies including:</p> <ul style="list-style-type: none"> <li>• employer and employee groups</li> <li>• unions</li> <li>• professional associations (if appropriate)</li> <li>• training.</li> </ul> <p>An awareness of current industrial relations issues affecting the industry.</p> <p>Knowledge of employee rights and responsibilities including:</p> <ul style="list-style-type: none"> <li>• attendance</li> <li>• confidentiality and privacy of workplace, client and colleague information</li> <li>• knowing the terms and conditions of own</li> </ul>

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		<p>arrangements</p> <ul style="list-style-type: none"> <li>• organisation's policy relevant to work role</li> <li>• skills training and competencies</li> <li>• supervision and accountability requirements, including OHS</li> <li>• team structures.</li> </ul>	<p>employment</p> <ul style="list-style-type: none"> <li>• obeying lawful orders</li> <li>• protection from discrimination and sexual harassment</li> <li>• punctuality</li> <li>• right to union representation</li> <li>• safety and care with respect to OHS.</li> </ul> <p>Knowledge of employer rights and responsibilities including:</p> <ul style="list-style-type: none"> <li>• responsibility of providing a safe environment free from discrimination and sexual harassment</li> <li>• right to dismiss employees if employees               <ul style="list-style-type: none"> <li>- are negligent, careless or cause an accident</li> <li>- commit a criminal offence</li> <li>- commit acts of disloyalty such as revealing confidential information.</li> </ul> </li> </ul> <p>An understanding of the principles of anti-discrimination and an awareness of the purpose and scope of the <i>Anti-Discrimination Act 1977</i> (NSW).</p> <p>An awareness of workplace policies and procedures designed to prevent discrimination and harassment in the workplace.</p> <p>An awareness of legal ramifications of inappropriate workplace conduct.</p> <p>Recourse in the event of inappropriate conduct including:</p> <ul style="list-style-type: none"> <li>• reporting complaints</li> <li>• grievance procedures</li> <li>• disciplinary action.</li> </ul>
	<p>1.5 <i>Safe work methods and practices</i> are identified to meet <i>Australian government and state and territory OHS legislative requirements</i>.</p>	<p><i>Safe work methods and practices</i> include:</p> <ul style="list-style-type: none"> <li>• access to site amenities, such as drinking water and toilets</li> <li>• day-to-day observation of OHS policies and procedures</li> <li>• drugs and alcohol at work</li> <li>• emergency procedures and use of basic fire fighting equipment</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Safe work practices and procedures for the construction industry.</p> <p>Project/site safety plan.</p>

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		<ul style="list-style-type: none"> <li>• general requirements for safe use of plant and equipment</li> <li>• general requirements for use of personal protective equipment and clothing</li> <li>• housekeeping to ensure a clean, tidy and safer work area</li> <li>• preventing bullying and harassment</li> <li>• risk assessment</li> <li>• smoking in designated areas</li> <li>• storage and removal of debris.</li> </ul> <p><i>Australian government and state and territory OHS legislative requirements include:</i></p> <ul style="list-style-type: none"> <li>• Australian standards</li> <li>• construction industry OHS standards and guidelines</li> <li>• duty of care</li> <li>• health and safety representatives, committees and supervisors</li> <li>• licences, tickets or certificates of competency</li> <li>• National Code of Practice for Induction Training for Construction Work</li> <li>• national safety standards</li> <li>• OHS and welfare Acts and regulations</li> <li>• safety codes of practice, and JSA and safe work method statements.</li> </ul>	
2 Accept responsibility for own workload.	2.1 Work activities are planned and priorities and deadlines are established with <b>work group members</b> such as supervisors and communicated to others whose own work plans and timelines may be affected.	<p><b>Work group members include:</b></p> <ul style="list-style-type: none"> <li>• coach or mentor</li> <li>• employee representative</li> <li>• peers, work colleagues, team, enterprise and other members of the organisation</li> <li>• supervisor or manager.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>The importance of the following to successful planning:</p> <ul style="list-style-type: none"> <li>• organising tasks</li> <li>• prioritising time management to meet deadlines</li> <li>• negotiation</li> <li>• individual needs</li> <li>• group needs</li> <li>• clarifying personal responsibilities</li> <li>• work ethic</li> <li>• seeking assistance where necessary</li> <li>• acknowledging if tasks are beyond current capacity</li> <li>• planning and organising work routines on a daily, weekly or monthly basis.</li> </ul>

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			<p>A range of strategies to assess and manage workloads including:</p> <ul style="list-style-type: none"> <li>• time management</li> <li>• seeking help/assistance when needed</li> <li>• contingency planning</li> <li>• effective use of technology.</li> </ul> <p>Organising tasks in terms of:</p> <ul style="list-style-type: none"> <li>• time management to meet deadlines</li> <li>• negotiation</li> <li>• individual needs</li> <li>• group needs</li> <li>• clarifying personal responsibilities</li> <li>• work ethic</li> <li>• seeking assistance where necessary</li> <li>• acknowledging if tasks are beyond current capacity</li> <li>• planning and organising work routines on a daily, weekly or monthly basis.</li> </ul> <p>A range of strategies to assess and manage workloads including:</p> <ul style="list-style-type: none"> <li>• time management</li> <li>• seeking help/assistance when needed</li> <li>• contingency planning</li> <li>• effective use of technology.</li> </ul> <p>Organising tasks in terms of:</p> <ul style="list-style-type: none"> <li>• prioritising</li> <li>• negotiating</li> <li>• time management</li> <li>• time frames</li> <li>• individual needs</li> <li>• group needs.</li> </ul> <p>Principles of time and task management.</p> <p>Application of time management techniques to project/work activities in a construction industry context.</p> <p>Acknowledgement of the effect poor time management has on:</p> <ul style="list-style-type: none"> <li>• other workers and trades people</li> </ul>

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			<ul style="list-style-type: none"> <li>• clients</li> <li>• the workplace.</li> </ul> <p>Factors impacting on workplace activities including:</p> <ul style="list-style-type: none"> <li>• OHS</li> <li>• legislative/regulatory requirements</li> <li>• duty of care</li> <li>• workplace awards and agreements</li> <li>• industry codes of practice.</li> </ul>
	<p>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 <i>personal protective equipment</i>.</p>	<p><i>Personal protective equipment</i> includes:</p> <ul style="list-style-type: none"> <li>• caps</li> <li>• dust masks and respirators</li> <li>• ear muffs and plugs</li> <li>• gloves</li> <li>• hard hats</li> <li>• high visibility vests</li> <li>• jackets</li> <li>• overalls</li> <li>• safety glasses/goggles</li> <li>• steel capped boots.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Interpretation of plans and specifications.</p> <p>A basic overview of the role of employees in quality assurance.</p> <p>Selection, use, application and maintenance of a range of personal protective equipment (PPE).</p>
	<p>2.3 Variations and difficulties affecting performance or <i>quality requirements</i> of own work are identified and these issues reported to appropriate personnel using appropriate communication techniques and accessing relevant <i>information</i>.</p>	<p><i>Quality requirements include relevant regulations, including:</i></p> <ul style="list-style-type: none"> <li>• Australian standards</li> <li>• internal company quality policy and standards</li> <li>• manufacturer specifications, where specified</li> <li>• workplace operations and procedures.</li> </ul> <p><i>Information includes:</i></p> <ul style="list-style-type: none"> <li>• diagrams or sketches</li> <li>• instructions issued by authorised organisational or external personnel</li> <li>• manufacturer specifications and instructions</li> <li>• material safety data sheets (MSDS)</li> <li>• memos</li> <li>• organisation work specifications and requirements</li> <li>• plans and specifications</li> <li>• regulatory and legislative requirements</li> <li>• relevant Australian standards</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Variations and difficulties affecting work requirements including:</p> <ul style="list-style-type: none"> <li>• weather</li> <li>• unrealistic employer expectations</li> <li>• time and resource availability</li> <li>• faulty/damaged machinery and equipment</li> <li>• overwork</li> <li>• personal issues</li> <li>• lack of licensing/training</li> <li>• staff shortages/changes in staff</li> <li>• transport to and from site</li> <li>• injury/illness</li> <li>• safety concerns</li> <li>• union policy.</li> </ul> <p>Appropriate personnel including:</p> <ul style="list-style-type: none"> <li>• supervisor</li> <li>• colleagues</li> <li>• union representative</li> </ul>

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		<ul style="list-style-type: none"> <li>• safe work procedures or equivalent</li> <li>• signage</li> <li>• verbal or written and graphical instructions</li> <li>• work bulletins</li> <li>• work schedules.</li> </ul>	<ul style="list-style-type: none"> <li>• principal contractor</li> <li>• sub-contractor/s.</li> </ul> <p>The importance of acting within level of authority in terms of:</p> <ul style="list-style-type: none"> <li>• taking initiative</li> <li>• problem-solving</li> <li>• decision-making.</li> </ul>
	2.4 Additional support needed to achieve or improve work outcomes or quality is communicated clearly to the appropriate personnel.		<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of possible support including:</p> <ul style="list-style-type: none"> <li>• further training</li> <li>• provision of tools and equipment</li> <li>• additional workers and team approach</li> <li>• variation to work hours and leave</li> <li>• return to work program.</li> </ul>
3 Work in a team.	3.1 Site goals and the contributions to be made by <i>teams</i> in a construction activity are identified and understood.	<p><b>Teams:</b></p> <ul style="list-style-type: none"> <li>• is a generic term that refers to the site work organisation</li> <li>• may be known/titled locally as crews, gangs, shifts or other industrially and historically acceptable term.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>A definition of:</p> <ul style="list-style-type: none"> <li>• team</li> <li>• teamwork.</li> </ul> <p>Principles and characteristics of team building and effective teamwork.</p> <p>An understanding of the benefit of teamwork to the workplace.</p> <p>Analysis of teams and their:</p> <ul style="list-style-type: none"> <li>• purpose/aims</li> <li>• goals</li> <li>• size.</li> </ul> <p>The importance of the following to successful teamwork:</p> <ul style="list-style-type: none"> <li>• goal setting</li> <li>• planning and organising work routines on a daily, weekly or monthly basis</li> <li>• cooperation and good working relationships</li> <li>• knowledge of work group members' responsibilities and duties</li> <li>• clarifying personal responsibilities.</li> </ul>

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			<p>An understanding of work requirements including:</p> <ul style="list-style-type: none"> <li>• goals/objectives/priorities</li> <li>• specified targets/results</li> <li>• time frames</li> <li>• coordination with other work processes</li> <li>• roles</li> <li>• application of particular procedures</li> <li>• organisation of work materials</li> <li>• roster arrangements</li> <li>• assisting new workers</li> <li>• sharing knowledge of particular tasks or work requirements.</li> </ul>
	<p>3.2 Individual contributions to team activities are identified and confirmed with others in the team.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of the difference between individual and organisational goals and plans and the relationship between individual roles and the role of the team.</p> <p>An understanding of the relationship between individual work roles and the role of the team/group.</p> <p>Identifying roles through:</p> <ul style="list-style-type: none"> <li>• job/role statement</li> <li>• manager/supervisor</li> <li>• experienced colleagues.</li> </ul>
	<p>3.3 Assistance and encouragement are provided to other team members wishing to meet or enhance their role and the role of the team.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Knowledge of appropriate colleagues from whom to seek assistance including:</p> <ul style="list-style-type: none"> <li>• coach/mentor</li> <li>• peers/team members</li> <li>• supervisor/manager.</li> </ul> <p>Knowledge of work group member's responsibilities and duties.</p> <p>Understanding of the importance of cooperation and good working relationships.</p> <p>Strategies for the promotion of cooperative working environments including:</p> <ul style="list-style-type: none"> <li>• good communication</li> </ul>

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Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> <li>• mutual respect</li> <li>• understanding roles and responsibilities</li> <li>• positive working relationships</li> <li>• application of codes of conduct</li> <li>• application of workplace policies and procedures</li> <li>• teamwork.</li> </ul>
	<p>3.4 Team improvements are initiated where possible and/or encouraged from other team members.</p>		
	<p>3.5 Causes of disharmony and other barriers to achievement are referred to the appropriate party for resolution.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>Recognising potential for conflict.</p> <p>The value of anticipating and addressing potential conflict prior to its escalation.</p> <p>Issues that might cause conflict or misunderstanding in the workplace including:</p> <ul style="list-style-type: none"> <li>• speaking too quickly or slowly</li> <li>• hearing loss</li> <li>• no visual clues</li> <li>• poor observation</li> <li>• poor communication style</li> <li>• intolerance</li> <li>• prejudice</li> <li>• inadequate language skills</li> <li>• not clarifying or asking questions</li> <li>• inappropriate body language</li> <li>• poor understanding of other cultures</li> <li>• aggressive behaviour</li> <li>• variation in colleague’s work practices/methods.</li> </ul> <p>An understanding of conflict resolution techniques.</p> <p>Understanding lines of reporting and communication with supervisor and others in the workplace.</p> <p>How and when to seek assistance.</p> <p>An awareness of:</p> <ul style="list-style-type: none"> <li>• workplace complaints handling and grievance</li> </ul>

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Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>policies and procedures</p> <ul style="list-style-type: none"> <li>• the importance of documenting complaints and incidents</li> <li>• the importance of a harmonious environment which promotes negotiation, communication and understanding.</li> </ul>
<p>4 Identify own development needs.</p>	<p>4.1 Skills and knowledge necessary to work effectively in the construction industry are identified.</p>		<p><b>Learning experiences for the HSC must address:</b></p> <p>An awareness of skills required for different job roles.</p>
	<p>4.2 Steps are taken, in consultation with appropriate personnel, to identify own <b>learning needs</b> for future work requirements.</p>	<p><b>Learning needs</b> and development processes include competency achievement/maintenance processes, which <u>include</u>:</p> <ul style="list-style-type: none"> <li>• assessment processes</li> <li>• formal vocational education and training</li> <li>• on-the-job training and job rotation</li> <li>• recognition of prior learning</li> <li>• refresher training.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Recognition of learning as an ongoing process.</p> <p>Self-reflection skills including:</p> <ul style="list-style-type: none"> <li>• recognition of current knowledge and skills</li> <li>• identification of: <ul style="list-style-type: none"> <li>- knowledge and skills required for current job</li> <li>- knowledge and skills gaps</li> <li>- learning opportunities to meet potential learning needs and fulfil career aspirations and/or future workplace objectives.</li> </ul> </li> </ul> <p>The importance of feedback in the learning process.</p> <p>How to elicit and interpret feedback.</p> <p>Acknowledging work performance including:</p> <ul style="list-style-type: none"> <li>• evaluating work performance</li> <li>• conducting performance appraisals</li> <li>• improving work practices.</li> </ul>
	<p>4.3 Appropriate opportunities to learn and develop required skills and knowledge for future construction industry work opportunities are identified and evaluated.</p>		
<p>5 Identify current resource use and identify opportunities to improve resource efficiency.</p>	<p>5.1 Work site <b>environmental and resource efficiency issues</b> and resources used in own work role are identified and recorded using <b>appropriate techniques</b>.</p>	<p><b>Environmental and resource efficiency issues include:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	

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Element	Performance Criteria	Range Statement	HSC Requirements and Advice
		<ul style="list-style-type: none"> <li>• using resources efficiently, including reducing material usage and supporting efficient energy and water use, such as:               <ul style="list-style-type: none"> <li>- air testing pipes</li> <li>- efficient fittings</li> <li>- insulation</li> <li>- site management to minimise stormwater pollution</li> <li>- strategic use of materials to reduce off-cuts and wastage</li> <li>- tool maintenance</li> <li>- transportation</li> <li>- using alternative practices, procedures and materials/products that reduce or eliminate resource consumption.</li> </ul> </li> </ul> <p><i>Appropriate techniques</i> for recording resource use <u>includes</u>:</p> <ul style="list-style-type: none"> <li>• examination and documentation of resources on work site</li> <li>• examination and measurement of resources, materials and products from suppliers</li> <li>• examination of relevant information and data on efficiency and resource reduction</li> <li>• instructions and reports from other parties involved in the process of identifying and implementing improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• natural resource management</li> <li>• conservation</li> <li>• recycling/re-use.</li> </ul> <p>Define:</p> <ul style="list-style-type: none"> <li>• environmentally sustainable work practices.</li> </ul> <p>An understanding of the environmental responsibilities of staff in accordance with workplace policy and procedures including:</p> <ul style="list-style-type: none"> <li>• following work instructions, standard operating procedures and inspection processes</li> <li>• reporting and communication of environmental issues</li> <li>• maintaining environmental records               <ul style="list-style-type: none"> <li>- incident and accident reports</li> <li>- inspection reports.</li> </ul> </li> </ul> <p>Define:</p> <ul style="list-style-type: none"> <li>• resource.</li> </ul> <p>An awareness of a range of resources including:</p> <ul style="list-style-type: none"> <li>• human resources</li> <li>• facilities and equipment</li> <li>• raw materials</li> <li>• stock and supply.</li> </ul> <p>Awareness of the potential environmental threat of types of resources commonly used in the construction industry including:</p> <ul style="list-style-type: none"> <li>• materials</li> <li>• energy</li> <li>• equipment and associated consumables.</li> </ul> <p>Techniques to collect and measure information regarding workplace resource consumption including:</p> <ul style="list-style-type: none"> <li>• examining resources in work area</li> <li>• examining invoices from suppliers</li> <li>• examining/monitoring relevant information and data</li> <li>• measuring resource usage under different conditions.</li> </ul>

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Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>An awareness of electronic and manual tools available to measure and document resource use including:</p> <ul style="list-style-type: none"> <li>• checklists</li> <li>• databases</li> <li>• spreadsheets</li> <li>• graphs</li> <li>• stock control tools</li> <li>• software.</li> </ul>
	<p>5.2 Work site <i>environmental hazards</i> relating to the use of resources are identified and reported to designated personnel.</p>	<p><i>Environmental hazards</i> include:</p> <ul style="list-style-type: none"> <li>• 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 and handling of the following substances: <ul style="list-style-type: none"> <li>- toxic</li> <li>- corrosive</li> <li>- flammable</li> <li>- explosive</li> </ul> </li> <li>• may be infectious or have other dangerous characteristics.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Knowledge of designated personnel in relation to environmental hazard identification and control within the workplace/organisation.</p> <p>Awareness of organisational structures and lines of reporting.</p> <p>Appropriate person(s) including:</p> <ul style="list-style-type: none"> <li>• supervisor/team leader</li> <li>• manager</li> <li>• trainer.</li> </ul> <p>An awareness of monitoring and reporting for environmental hazards including:</p> <ul style="list-style-type: none"> <li>• formal/informal</li> <li>• verbal</li> <li>• written <ul style="list-style-type: none"> <li>- checklists</li> <li>- incident and accident reports</li> <li>- inspection reports</li> <li>- registers/logs/files.</li> </ul> </li> </ul>
	<p>5.3 Enterprise plans to improve environmental practices, <i>environmental requirements</i> and resource efficiency are followed.</p>	<p><i>Environmental requirements</i> are to cover workplace quality management and include:</p> <ul style="list-style-type: none"> <li>• clean-up protection</li> <li>• stormwater protection</li> <li>• waste management.</li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>An understanding of a range of strategies and procedures to work in an environmentally sustainable manner in a construction environment and to minimise the potential negative environmental impacts of work practices including:</p> <ul style="list-style-type: none"> <li>• efficient use of energy and resources</li> <li>• opportunities for use of alternative forms of energy</li> <li>• use of renewable, recyclable, reusable and recoverable resources</li> </ul>

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Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<ul style="list-style-type: none"> <li>• avoidance or minimisation strategies               <ul style="list-style-type: none"> <li>- purchasing sustainable products</li> <li>- regular maintenance of tools and equipment</li> <li>- use of biodegradable/non-toxic materials</li> </ul> </li> <li>• waste minimisation               <ul style="list-style-type: none"> <li>- accurate measurements and calculations</li> <li>- recycling</li> <li>- using recyclable products</li> </ul> </li> <li>• removal and disposal of non-reusable materials in a responsible manner:               <ul style="list-style-type: none"> <li>- consumables</li> </ul> </li> <li>• chemicals and hazardous substances.</li> </ul> <p>Environmental hazards/threats including:</p> <ul style="list-style-type: none"> <li>• chemical/gas spillage/leakage</li> <li>• faulty tools, equipment and machinery</li> <li>• flood</li> <li>• fire</li> <li>• wildlife habitat destruction</li> <li>• discharge into waterways</li> <li>• pollution</li> <li>• soil erosion.</li> </ul> <p>Consequences of poor environmental planning for the following:</p> <ul style="list-style-type: none"> <li>• waterways</li> <li>• wildlife habitats</li> <li>• neighbouring properties</li> <li>• roads and amenities.</li> </ul> <p>An understanding of environmental responsibilities of employees in accordance with workplace policy and procedures including:</p> <ul style="list-style-type: none"> <li>• following work instructions, SOPs and inspection processes</li> <li>• communicating and reporting environmental hazards/issues</li> <li>• maintaining environmental records</li> <li>• completing reports               <ul style="list-style-type: none"> <li>- incident and accident</li> <li>- inspection.</li> </ul> </li> </ul> <p>An awareness of workplace site environmental policy and project environment management plan.</p>

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Element	Performance Criteria	Range Statement	HSC Requirements and Advice
			<p>Strategies and procedures for minimisation of potential negative environmental impacts including:</p> <ul style="list-style-type: none"> <li>• environmental hazard and risk identification and reporting</li> <li>• environmental monitoring</li> <li>• avoidance or minimisation strategies               <ul style="list-style-type: none"> <li>- regular maintenance of machinery and equipment</li> <li>- identifying, reporting and rectifying machinery faults and material defects</li> <li>- use of biodegradable/non-toxic materials</li> <li>- silt control</li> <li>- habitat protection</li> </ul> </li> <li>• revegetation and stabilisation</li> <li>• waste minimisation               <ul style="list-style-type: none"> <li>- accurate measurements and calculations</li> <li>- recycling</li> <li>- using recyclable products resource efficiency</li> </ul> </li> <li>• emergency procedures.</li> </ul> <p>A basic understanding of the main features of relevant environmental legislation and their amendments including:</p> <ul style="list-style-type: none"> <li>• <i>Protection of the Environment Operations Act 1997</i> (NSW)</li> <li>• <i>Protection of the Environment Operations Amendment Act 2005</i> (NSW).</li> </ul> <p>A basic awareness of the roles and responsibilities of:</p> <ul style="list-style-type: none"> <li>• the NSW Department of Environment and Conservation [incorporating Environment Protection Authority (EPA)]</li> <li>• local government.</li> </ul> <p>Knowledge of workplace policies and procedures for waste disposal.</p>
	<p>5.4 <b>Suggestions</b> are made for improvements to work site practices in own work area.</p>	<p><b>Suggestions</b> for sustainable use of resources <u>includes</u> ideas that help to:</p> <ul style="list-style-type: none"> <li>• ensure appropriate use of materials and make recommendations to others to use sustainable products and practices</li> <li>• identify alternative sources of energy or energy conservation</li> </ul>	

Element	Performance Criteria	Range Statement	HSC Requirements and Advice
		<ul style="list-style-type: none"> <li>• improve energy and water efficiency</li> <li>• prevent and minimise risks and maximise opportunities, such as use of solar or grey water, and other alternative forms of energy/resources where appropriate</li> <li>• reduce emissions of greenhouse gases by reducing waste, transportation and use of non-renewable resources, such as energy, water, fuel, and materials</li> <li>• use alternative products/materials, procedures and installation techniques to support efficiency and sustainability</li> <li>• use renewable, recyclable, reusable and recoverable resources (energy, water, materials/products and waste).</li> </ul>	
<p>6 Comply with environmental regulations.</p>	<p>6.1 Procedures are followed to ensure <b>compliance with environmental requirements</b>.</p>	<p>Compliance with <b>environmental requirements</b> includes:</p> <ul style="list-style-type: none"> <li>• 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:                             <ul style="list-style-type: none"> <li>- federal</li> <li>- industry</li> <li>- international</li> <li>- local government</li> <li>- organisation</li> <li>- reporting breaches</li> <li>- state and territory.</li> </ul> </li> </ul>	<p><b>Learning experiences for the HSC must address:</b></p> <p>Define:</p> <ul style="list-style-type: none"> <li>• compliance.</li> </ul> <p>A basic understanding of the difference between:</p> <ul style="list-style-type: none"> <li>• an act</li> <li>• a regulation</li> <li>• codes of practice.</li> </ul> <p>Awareness of the main features and intent of environmental legislation including:</p> <ul style="list-style-type: none"> <li>• <i>Protection of the Environment Operations Act 1997</i> (NSW) and amendments</li> <li>• Codes of Practice (WorkCover NSW)                             <ul style="list-style-type: none"> <li>- Control of Workplace Hazardous Substances.</li> </ul> </li> </ul>
	<p>6.2 Breaches or potential breaches are reported to <b>designated personnel</b>.</p>	<p><b>Designated personnel</b> to be contacted are determined by the enterprise and <u>include</u>:</p> <ul style="list-style-type: none"> <li>• managers</li> <li>• supervisors</li> <li>• other senior personnel assigned to particular work site roles, such as safety officer.</li> </ul>	