

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

Training Package	Construction, Plumbing and Services Integrated Framework (CPC08)		HSC Requirements and Advice
Unit title	Conduct workplace communication		
Unit code	Competency field	Unit sector	HSC Indicative Hours
CPCCCM1004A	Common	Construction	10

Unit descriptor	This unit of competency specifies the outcomes required to communicate effectively with other workers in a construction workplace environment. It includes gathering, conveying and receiving information through verbal and written forms of communication.
Prerequisite units	CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry
Co-requisite units	Nil
Application of the unit	This unit of competency supports achievement of communication skills carried out as an integral part of routine work.
Employability skills	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.

Overview of assessment	Critical aspects for assessment and evidence required to demonstrate competency in this unit	Context of and specific resources for assessment	Method of assessment
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"> locate, interpret and apply relevant information comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations comply with organisational policies and procedures, including quality requirements safely and effectively use communication equipment 	<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>Resource implications for assessment include:</p>	<p>Assessment methods <u>must</u>:</p> <ul style="list-style-type: none"> satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Integrated Framework Training Package include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application reinforce the integration of employability skills with workplace tasks and job roles

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	Critical aspects for assessment and evidence required to demonstrate competency in this unit cont/d	Context of and specific resources for assessment cont/d	Method of assessment cont/d
	<ul style="list-style-type: none"> • communicate and work effectively and safely with others • <i>interpret all signage accurately</i> • <i>complete tasks successfully following instruction</i> • <i>convey pieces of information to other workers accurately</i> • <i>fill out workplace documents accurately</i> • <i>frame questions at an on-site meeting in a range of contexts or occasions over time.</i> 	<ul style="list-style-type: none"> • 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 activity • 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. <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"> • confirm that competency is verified and able to be transferred to other circumstances and environments. <p>Validity and sufficiency of evidence <u>requires</u> that:</p> <ul style="list-style-type: none"> • 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 be 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 • all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence. <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>

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Required Skills and Knowledge		HSC Requirements and Advice
This section describes the skills and knowledge required for this unit.		
<p>Required skills</p> <p>Required skills for this unit are:</p> <ul style="list-style-type: none"> • communication skills to communicate with others to: <ul style="list-style-type: none"> – enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand – read and interpret: <ul style="list-style-type: none"> ▪ signage and other relevant documentation ▪ simple instructions and messages – use language and concepts appropriate to cultural differences – use and interpret non-verbal communication, such as hand signals – written skills to complete records and reports as required • 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 • participating in meetings • 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: <ul style="list-style-type: none"> – 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. 	<p>Required knowledge</p> <p>Required knowledge for this unit is:</p> <ul style="list-style-type: none"> • bulletins • checklists • communication devices • company procedures • construction terminology • emergency procedures • job safety analysis (JSA) and safe work method statements • material safety data sheets (MSDS) and materials handling methods • memos • OHS requirements • project quality requirements • signage • work instructions • workplace policies. 	<p>Key Terms and Concepts</p> <ul style="list-style-type: none"> • communicating with others • communication • communication methods and equipment • on-site meetings • safe work practices • verbal communication • visual communication • work instructions • workplace information • written communication.

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Element	Performance Criteria	Range Statement	HSC Requirements and Advice
<p>1 Gather, convey and receive information.</p>	<p>1.1 Verbal and written instructions are gathered, received and responded to with correct actions.</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. <i>Bold italicised</i> 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>Learning experiences for the HSC must address:</p> <p>Importance of communication in a construction workplace.</p> <p>How to access and validate sources of information relevant to the construction industry.</p> <p>A range of sources for work instructions and procedures including:</p> <ul style="list-style-type: none"> • work schedules • plans/specifications • diagrams/sketches • job card/job sheets • job safety analysis (JSA)/safe work method statements • standard operating procedures (SOP) • material safety data sheets (MSDS) • regulations/legislation/codes of practice • Australian Standards • workplace/site policies and procedures • workplace bulletins/memos • manufacturer specifications and instructions • client requirements. <p>Strategies for obtaining, understanding and clarifying instructions/procedures including:</p> <ul style="list-style-type: none"> • correct sourcing and selection of information • consultation with appropriate personnel • active listening • open and closed questions. <p>Brief overview of the communication process/cycle:</p> <ul style="list-style-type: none"> • sender • receiver • message • feedback. <p>An awareness of various modes of communication including:</p> <ul style="list-style-type: none"> • verbal <ul style="list-style-type: none"> - face-to-face (supervisor to employee)

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			<ul style="list-style-type: none"> - telephone/mobile phone/pager - two-way radio - on-site meeting - voice signals • written communication <ul style="list-style-type: none"> - work plan/job card - memo/message - job description/statement - workplace form - roster - facsimile - email - intranet • non-verbal <ul style="list-style-type: none"> - gestures - signals - signage - diagrams. <p>Barriers to effective communication including:</p> <ul style="list-style-type: none"> • bias and stereotyping • lack of empathy • negative subtext • gender issues • individual differences • inconsistency • emotions • physical barriers, eg background noise • inattention • pressure of time. <p>Effective communication techniques in relation to listening:</p> <ul style="list-style-type: none"> • active listening • barriers to effective listening. <p>General features and benefits of a range of communication methods/equipment.</p> <p>Factors affecting the selection of particular communication methods/equipment:</p> <ul style="list-style-type: none"> • technical and operational features

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	1.2 Instructions are conveyed accurately.		<ul style="list-style-type: none"> • access of the sender and receiver to necessary equipment • technical skills required to use the medium • required format • degree of formality required • urgency and time frames. <p>Learning experiences for the HSC must address:</p> <p>Selection and use of various communication methods/ equipment in a variety of potential and real situations in the workplace.</p> <p>An understanding of workplace communication procedures, systems and technology relevant to the individual's work responsibilities.</p> <p>The importance of communicating in language that is:</p> <ul style="list-style-type: none"> • clear • concise • directive • purposeful • correct • courteous • culturally sensitive.
	1.3 Work <i>signage interpretation</i> and other <i>safety (OHS)</i> requirements are responded to with correct action.	<p><i>Signage interpretation</i> includes:</p> <ul style="list-style-type: none"> • directional signs • facility or location signs and hazards • site safety signs • traffic signs. <p><i>Safety (OHS)</i> is to be in accordance with state or territory legislation and regulations, organisational safety policies and procedures, and project safety plan and may include:</p> <ul style="list-style-type: none"> • handling of materials • hazard control • hazardous materials and substances • organisational first aid • personal protective clothing and equipment 	<p>Learning experiences for the HSC must address:</p> <p>Selection and use of standard signs and symbols common to the construction industry including:</p> <ul style="list-style-type: none"> • legislative requirements • meaning of colour and shape • appropriate placement and positioning. <p>Safe work practices and procedures for the construction industry.</p> <p>Project/site safety plan.</p>

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		<p>prescribed under legislation, regulations and workplace policies and practices</p> <ul style="list-style-type: none"> • use of firefighting equipment • use of tools and equipment • workplace environment and safety. 	
	<p>1.4 Information is conveyed in English, and the information is <i>interpreted</i> and message confirmed.</p>	<p>Information includes:</p> <ul style="list-style-type: none"> • diagrams or sketches • instructions issued by authorised organisational or external personnel • manufacturer specifications and instructions, where specified • MSDS • memos • regulatory and legislative requirements • relevant Australian standards • safe work procedures or equivalent • signage • verbal, written and graphical instructions • work bulletins • work schedules, plans and specifications. <p>Interpretation of information includes:</p> <ul style="list-style-type: none"> • bulletins • checklists • company procedures and regulations • delivery dockets • emergency procedures • induction procedures • industrial agreements • instructions • job safety analysis (JSA) and safe work method statements • maps • MSDS • OHS requirements • quality requirements • work schedules • workplace policies. 	<p>Learning experiences for the HSC must address:</p> <p>Appropriate use of construction terminology.</p>

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	1.5 Questions are used to gain additional information and to clarify understanding, using appropriate <i>communication transfer</i> techniques.	<i>Communication transfer</i> includes use of telephones (including mobile) and written communication, and includes: <ul style="list-style-type: none"> • email • facsimile • internet • two-way radios. 	Learning experiences for the HSC must address: Effective questioning techniques including: <ul style="list-style-type: none"> • open • closed • reflective.
2 Carry out face-to-face routine communication.	2.1 Routine instructions and messages are received and followed.		Learning experiences for the HSC must address: Procedures for establishing the details of an instruction including: <ul style="list-style-type: none"> • questioning • summarising • reiterating.
	2.2 Workplace procedures are carried out to company requirements in <i>communication with others</i> .	<i>Communication with others</i> includes: <ul style="list-style-type: none"> • contractors • co-workers • supervisors • the public • trainers. 	Learning experiences for the HSC must address: Establishing good work habits through knowledge of the workplace policies and procedures. Completion of work tasks including: <ul style="list-style-type: none"> • adhere to safety procedures • follow directions from supervisor • maintain personal presentation standards • adhere to workplace policies • maintain personal work space • contribute to productive work environment by accepting responsibility for own work and assisting co-workers as required • check required materials and equipment are available and meet requirements of the task • seek advice/obtain information as required from: <ul style="list-style-type: none"> - co-workers and supervisor - trade personnel - contractors - suppliers - industry/regulatory bodies. A basic overview of the role of employees in quality assurance.

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			<p>Industry standards for workplace interaction including:</p> <ul style="list-style-type: none"> • courtesy • discretion • confidentiality • structured follow-up procedures. <p>Working with others including:</p> <ul style="list-style-type: none"> • one-to-one communication in a group or team • taking part in informal discussions • taking part in meetings dealing with conflict. <p>An understanding of the concepts of:</p> <ul style="list-style-type: none"> • culture • cultural diversity • cultural awareness. <p>An understanding for the need for tolerance and respect in the workplace.</p> <p>An awareness of elements of cultural diversity including:</p> <ul style="list-style-type: none"> • interpersonal relations • festivals/celebrations • family structure/obligations • language • religion • customs • social values • work ethic • communication • product preferences. <p>The importance of respecting individual differences arising from:</p> <ul style="list-style-type: none"> • culture • race • language • gender • sexuality • age

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			<ul style="list-style-type: none"> • religious beliefs • customs/traditions • people with special needs. <p>Effective cross-cultural communication skills including:</p> <ul style="list-style-type: none"> • active listening • questioning techniques • body language • appropriate speech • building rapport.
	2.3 Information from a range of sources is accessed and interpreted using a variety of <i>communication modes</i> .	<p><i>Communication modes</i> includes:</p> <ul style="list-style-type: none"> • active listening • group interaction • interpreting signage • meetings • questioning • verbal and written. 	
	2.4 Information is selected and sequenced correctly.		
	2.5 Verbal and written reporting is completed where required.		<p>Learning experiences for the HSC must address:</p> <p>A range of written communication media including:</p> <ul style="list-style-type: none"> • workplace documents • messages • electronic mail • memorandum • facsimiles • delivery dockets • tax invoices • customer records • general correspondence • workplace forms • bill of quantities. <p>Workplace practices for recording, storing and exchanging written messages quickly and efficiently.</p>

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			<p>The importance of recording information that is:</p> <ul style="list-style-type: none"> • clear • legible • accurate • concise • appropriate in terms of industry terminology. <p>Protocols for taking messages and sending them to the relevant person including:</p> <ul style="list-style-type: none"> • awareness of the type of information to be obtained • ensuring the accuracy of information recorded • system to record message (paper or electronic).
<p>3 Apply visual communication.</p>	<p>3.1 Visual communication is used that follows accepted industry practice or social conventions.</p>		<p>Learning experiences for the HSC must address:</p> <p>Forms of visual communication including:</p> <ul style="list-style-type: none"> • signage • symbols • gestures • signals <ul style="list-style-type: none"> - hand - lights • sound. <p>Knowledge of meaning and use of signage, symbols, gestures and signals common to the construction industry.</p>
	<p>3.2 Attention of communicating parties is obtained, confirmed and/or acknowledged.</p>		
	<p>3.3 Intention of the visual communication is clarified and confirmed at each step.</p>		
	<p>3.4 Visual communication that is unclear or ambiguous is questioned or visually cancelled.</p>		
	<p>3.5 Instances of unclear visual communication are followed up to avoid repeated problems.</p>		

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<p>4 Participate in simple on-site meeting processes.</p>	<p>4.1 Correct process for on site meetings is identified and followed to predetermined or agreed procedures.</p>		<p>Learning experiences for the HSC must address:</p> <p>On-site meeting processes including:</p> <ul style="list-style-type: none"> • scheduling/notification <ul style="list-style-type: none"> - time - location • purpose <ul style="list-style-type: none"> - task discussions - local coordination of procedural and operational issues - group/team meetings - union meetings. <p>Understanding of workplace procedures for conducting on-site meetings.</p>
	<p>4.2 Responses are sought and provided to others in the group.</p>		
	<p>4.3 Constructive contributions are made.</p>		<p>Learning experiences for the HSC must address:</p> <p>The importance of:</p> <ul style="list-style-type: none"> • demonstrating respect and empathy when working with others • sensitivity when dealing with other points of view • constructively raising and discussing ideas • cooperation and good working relationships • knowledge of work group member's responsibilities and duties.
	<p>4.4 Goals or outcomes are identified and/or recorded.</p>		<p>Learning experiences for the HSC must address:</p> <p>Features and characteristics of successful teamwork including:</p> <ul style="list-style-type: none"> • identification of purpose and aim of team • goal setting • planning and organising work routines.