

Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCBCM30104

Level III in Building & Construction – Construction Site Supervision

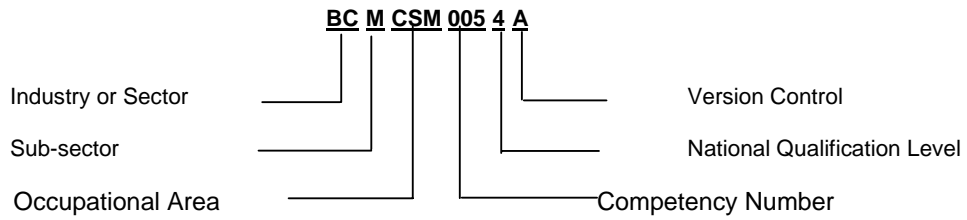
Unit Number	Unit Title	Mandatory /Elective	Hours
BCMCOR0012A	Communicate information relating to work activities	Mandatory	25
BCGCOR1672A	Apply advanced mathematics for construction and the built environment (advanced)	Mandatory	20
BCGCOR1583A	Read and interpret plans	Mandatory	20
BCMFLS0013A	Maintain health, safety and security in the workplace	Mandatory	15
BCMCSS0013A	Prepare for building and construction work processes	Mandatory	10
BCMCSS0023A	Co-ordinate site layout and preparation	Mandatory	15
BCMCSS0033A	Co-ordinate storage and timekeeping operations	Mandatory	10
BCGMAS1613A	Carry out concrete slump test	Mandatory	5
BCGCSS0053A	Co-ordinate erection of formwork and temporary support structures	Mandatory	10
BCGFLS0063A	Co-ordinate scaffolding erection and dismantling	Mandatory	10
BCMCSS0073A	Co-ordinate the placement of concrete	Mandatory	5
BCMFLS0033A	Lead the work of teams and individuals	Mandatory	10
BCMFLS0043A	Maintain working conditions and operational activities	Mandatory	10
BCMFLS0023A	Plan, organise, control and evaluate work	Mandatory	15
BCMFLS0053A	Contribute to the control of contract implementation	Mandatory	10
BCMCOR0093A	Develop and maintain working relationships	Mandatory	15
BCMFLM0072A	Use established information documentation systems	Mandatory	15
BSBCOR0023A	Organise personal work priorities and development	Mandatory	10
BCMCSM0054A	Implement construction work programme	Mandatory	15
BSBFLM0033A	Contribute to effective workplace relationships	Mandatory	10
BSBFLM0043A	Participate in work teams	Mandatory	10
BSBFLM0053A	Support operational plan	Mandatory	10
ITICOR0011A	Carry out data entry and retrieval procedures	Mandatory	40
BSBFLM0063A	Provide workplace information and resourcing plans	Elective	15
BCMFLS0063A	Co-ordinate servicing and maintenance of tools and equipment	Elective	15
BSBFLM0093A	Support continuous improvement systems and processes	Elective	20
BCGSTW0933A	Apply reinforcement schedule	Elective	40
BSBFLM0013A	Support a workplace learning environment	Elective	30
BSBCOR0123A	Support innovation and change	Elective	15
PDMCPM0114A	Carry out measurement and costing/estimating of projects	Elective	60
BSBSBM0054A	Develop business plans	Elective	45
ITICOR0231A	Operate a personal computer	Elective	20
ITIDAT1082A	Operate a word processing application (Advance)	Elective	20
ITIDAT1072A	Operate a spreadsheet application (Advanced)	Elective	20

To be awarded this Caribbean Vocational Qualification (CVQ) all core competency standards must be achieved. Electives achieved with the qualification will be awarded unit statement of competency.

The nominal training hours are a guide for planning the delivery of Training Programmes.

Legend to Unit Code

Example: BCMCSM0054A



KEY: **Man** – Mandatory; **BCD** – Building Construction Draughting; **CSS** – Construction Site Supervisor; **CSM** – Construction Site Manager; **FLM** – Front Line Management; **CPM** Construction Project Management; **FLS** – Front Line Supervision; **BSV** – Building Surveying; **BCT** – Building Contracting; **PFM** – Property and Facilities Management; **MGT** – Management; **SBM** – Small Business Management; **BSB** – Business Services (Business); **ITI** - Information Technology (Information)

BCMCOR0012A: Communicate information relating to work activities

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively communicate information and instructions relating to work operation and activities.

Competency Field: Construction Site Management – Frontline Supervision

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Request and provide work instructions and information	1.1	The ability to ask for and provide work information using appropriate language strategies is demonstrated.
	1.2	The ability to communicate effectively at work using appropriate method, language and idiom is demonstrated.
	1.3	Sufficiency in fluency, emphasis and pace of delivery in expressing meaning clearly is demonstrated.
	1.4	Specialist work-related terminologies are used appropriately.
	1.5	Complex technical issues are discussed using clear and accurate language.
	1.6	The ability to use a range of language strategies to clarify understanding when receivers do not understand is demonstrated.
	1.7	The ability to ask for clarification promptly and politely when what was said was not understood.
	1.8	Standard reference materials were used to extend range of phrases and structures.
	1.9	The ability to evaluate own language performance is demonstrated.
2. Present and respond to differing lines of reasoning	2.1	The ability to present, evaluate and respond to differing lines of reasoning/argument using appropriate language strategies is demonstrated.
	2.2	The ability to hold an effective discussion about work using appropriate language and idiom is demonstrated.

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| | 2.3 | Sufficient fluency, emphasis and pace of delivery used when expressing meaning clearly. |
| | 2.4 | The correct use of specialist and work-related terminology is appropriately demonstrated. |
| | 2.5 | The ability to express meaning clearly when presenting lines of argument is correctly demonstrated. |
| | 2.6 | The ability to identify, compare and contrast the key points in other people's arguments and use them to formulate own response is correctly demonstrated. |
| | 2.7 | The ability to formulate own response clearly is demonstrated. |
| | 2.8 | A range of language strategies is used to clarify understanding when receivers do not understand. |
| | 2.9 | Clarification is promptly and politely asked for when the individual understanding is in doubt. |
| 3. | Contribute to work-related meetings and discussions | 3.1 The ability to participate in spontaneous discussions about your work appropriately demonstrated. |
| | | 3.2 The ability to appropriately communicate effectively to the agenda of meetings is demonstrated. |
| | | 3.3 Meanings are clearly expressed with sufficient fluency, emphasis and pace of deliver. |
| | | 3.4 Contributions to meetings are done without getting off the point of discussion. |
| | | 3.5 Complex issues are discussed using clear and accurate language. |
| | | 3.6 The key points of other people's contributions are identified and used to formulate own response. |
| | | 3.7 Appropriate language strategies are used to clarify understanding for the receivers. |
| 4. | Deliver prepared presentation | 4.1 Preparation for presentation ensures that the language is appropriate to the subject matter and the occasion. |
| | | 4.2 Presentation is presented according to the organisation's requirements and adjusted to meet audience needs. |

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| 4.3 | Presentation is clear, logical and sequential; delivered within time specified and utilise, where needed, appropriate media. |
| 4.4 | The ability to respond to questions and comments following the presentation is correctly demonstrated. |
| 4.5 | Differences of opinion are respected and considered in a way that encourages other's contributions. |
| 4.6 | Appropriate strategies are used to clarify meaning when people have not understood. |
| 4.7 | The ability to evaluate own language performance is appropriately demonstrated. |
| 5. Produce written reports | 5.1 Reports are written using appropriate terminology where required. |
| | 5.2 Reports are coherent and based on observation/investigation undertaken. |
| | 5.3 Conclusions are based on facts in the report and recommendations are made if required. |
| | 5.4 Reports are completed within specified time. |
| | 5.5 References are acknowledged as required. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Portfolio evidence should include at least one topic of the six categories:

- information and advice about technical aspects of your work
- proposals for development and action
- non-complex operating instructions
- complex operating instructions
- progress reports
- organizing and planning work

Communicating to:

- people familiar with the subject and know the candidate
- people not familiar with the subject and do not know the candidate

Communication methods:

- verbal – face to face, telephone
- written – paper based, electronic

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

(1) Critical Aspects of Evidence

- use of a variety of complex idioms and expressions
- recognising and adopting to different levels of formality including colloquial
- produce most of the technical vocabulary relevant to the workplace
- demonstrated ability to respond to a wide range of spontaneous interactions
- participation in meetings and discussions
- make representation on behalf of immediate manager
- provisions for facilitating team discussions
- investigation and preparation of written reports
- relate to people from varied social, cultural and ethnic background
- evidence is best gathered through a holistic assessment activity, which integrates the elements of competency

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- all aspects of the syntax and grammar of language
- a wide range of phrases
- specialist vocabulary in own area of expertise
- slang and colloquialisms used at work and socially
- conventions of adapting language to the situation and the people present
- assessment of cultural communication protocol
- interviewing techniques

Skills

The ability to:

- take part in discussion
- produce complex written materials
- use images
- read and respond to written materials

(4) Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- access to appropriate workplace where assessment can take place or
- simulation of realistic workplace setting for assessment

(5) Method of Assessment

Assessment against this unit may involve the following:

Assessment may include observations, questioning or evidence gathered from the workplace, including testimonials from clients and colleagues, etc.

It is recommended that assessment be conducted over more than occasion and include communications with individuals and groups.

(6) Context of Assessment

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor.

This unit of Competence will be most appropriately assessed in the workplace or in a simulate environment and under the normal range of workplace condition

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR1672A: Apply advanced mathematics for construction and the built environment (Advanced)

Competency Descriptor:

This unit deals with the skills and knowledge required to work with numbers and use them in everyday applications, work with algebra and use it as a tool in problem solving, work in graphs and appreciate them as diagrammatic representations of relationships, tackle problems involving lengths and angles in triangles in 2D and 3D, organise, display and interpret data, and identify and apply the mathematics inherent within situations.

Competency Field: General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Work with numbers and use them in everyday applications	1.1	Numerical terms are correctly identified and used with precision.
		1.2	Numerical techniques appropriate to an application are correctly selected and accurately used.
		1.3	Notation associated with indices accurately used, and ability to use equivalent ways of expressing the same number demonstrated.
		1.4	Ability is demonstrated to write numbers to an appropriate level of accuracy in suitable units.
		1.5	Reasonable conclusions are drawn from results.
2.	Use algebra as a tool in problem solving	2.1	Evidence of ability to identify numerical relationships and generalise algebraically is demonstrated.
		2.2	Algebraic formulae accurately interpreted.
		2.3	Correct values are obtained by substitution into algebraic expressions and formulae.
		2.4	Algebraic techniques appropriate to a task selected and used accurately; answers obtained from the use of algebraic techniques checked.
3.	Work with and appreciate graphs as diagrammatic representations of relationships	3.1	Graphs correctly plotted from given data or equations.
		3.2	Information from graphs extracted and interpreted appropriately.
		3.3	Equations are accurately solved using graphs.

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| | 3.4 | The ability is demonstrated to describe the significance of gradient as a rate of change and to interpret areas under graphs. |
| 4. | Solve problems involving lengths and angles in triangles in 2D and 3D | |
| | 4.1 | Triangles are analysed and appropriate trigonometric techniques used to find unknown sides and angles. |
| | 4.2 | Figures in 2D analysed and appropriate right-angled triangles extracted. |
| | 4.3 | Triangles correctly used to represent physical situations. |
| | 4.4 | Figures in 3D analysed and appropriate right-angled triangles extracted. |
| 5. | Organise, display and interpret data | |
| | 5.1 | Relevant data appropriately collected and organised. |
| | 5.2 | Data displayed on appropriate diagrams, to show the main features of their distribution. |
| | 5.3 | Ability is demonstrated to follow conventions for presenting data accurately and to appropriate levels of precision. |
| | 5.4 | Ability is demonstrated to calculate measures of central tendency and use appropriately for a particular purpose. |
| | 5.5 | The ability is demonstrated to calculate spread and to describe its significance in context. |
| | 5.6 | The ability to estimate probability in different situations and to calculate the probability of combined events is demonstrated. |
| 6. | Identify and apply the mathematics inherent within situations | |
| | 6.1 | The ability demonstrated to identify mathematics inherent in a situation, apply consideration for simplifying assumptions and select mathematical techniques appropriate to the situation. |
| | 6.2 | Activities required by the techniques are performed correctly and in correct sequence. |
| | 6.3 | Results to the required degree of accuracy are given and, where appropriate, expressed in suitable units. |
| | 6.4 | Valid conclusions are drawn from the results. |

RANGE STATEMENT

The Range Statement adds definition to the unit by elaborating critical or significant aspects of the performance requirements of the unit. The Range Statement establishes the range of indicative meanings or applications of these requirements in different operating contexts and conditions.

The following variables may be present for this particular unit:

Numerical terms include:

- factor
- multiple
- prime
- power (positive and negative integers)
- root (square and cube)
- standard form
- perimeter
- area
- volume

Equivalent ways of expressing:

- fraction
- decimal
- percentage
- ratio

Algebraic expressions:

- linear
- quadratic
- simple products
- quotients
- their sums
- differences

Algebraic numerical relationships:

- sequences based on linear functions
- sequences based on quadratic functions
- sequences based exponential functions
- simple relationships involving more than one variable

Valid conclusions:

- interpretation
- generalisation
- prediction
- based on evidence
- related to purpose

Numerical techniques include:

- four rules applied to fractions
- four rules applied to +ve and –ve numbers
- ratio
- proportion
- percentage increase and decrease

Notation associated with indices:

- positive and negative powers of 10
- standard form

Reasonable conclusions in terms of:

- sensible magnitude of results
- expected magnitude of results
- estimation of the rough order of an answer
- reasonableness of results
- justification for interpretation of results

Interpretation of algebraic formulae:

- algebraic expressions into words
- words into algebraic expressions

Answers obtained from the use of algebraic techniques:

- linear
- simultaneous and quadratic equations

Algebraic techniques include:

- simplify basic algebraic expressions
- rearrange simple formulae
- multiply out and factorise brackets
- simplify algebraic fractions
- solve simple linear inequalities from:
 - linear
 - simultaneous
 - and quadratic equations
- solve linear and simultaneous equations
- solve quadratic equations by analytical methods and the formula for right angled triangles – sin, cos, tan, and their inverses and
- Pythagoras theorem

Graphs plotted:

- appropriate ordinate values
- tables of values for relationships given algebraically
- use of graphics
- calculator or computer graphics package

Solution of equations:

- points of intersection with the x axis,
- points of intersection of the graphs of simultaneous equations
- use of zoom facility on graphics calculator or computer

Analysis includes:

- lengths of sides
- angles
- area

Two dimensions:

- figures containing more than one right angled triangle
- transfer of information from one right angled triangle to another

Level of accuracy for:

- decimal places
- significant figures
- other specified accuracies
- sensible rounding of calculator displays
- realistic accuracy from experiments
- accuracy appropriate to context
- units appropriate to magnitude of answer and its purpose
- conversion of units
- upper and lower bounds

Information from graphs include:

- maximum value
- minimum value
- minimum value
- specific value meaning of m and c when linear function are expressed in the form of $y = mx+c$.

Areas under graphs:

- estimation of area (by counting squares)
- appropriate interpretation

Physical situations represented by triangles:

- graphical representation of vector quantities
- addition and scalar multiplication of vectors shown graphically

Three dimensions:

- drawings of three dimensional objects
- use of true shape diagrams

Activities required by the techniques:

- collection and display of information and data
- calculations
- use of aids (electronic calculator with graphics and statistics facilities)
- computer with similar software

Degree of accuracy:

- estimation of rough order of outcome
- sensible rounding of numerical results
- estimation of possible error

Mathematics inherent in a situation:

- modelling
- measurement
- numeric
- algebraic
- graphic
- trigonometric
- statistics and probability

Consideration for simplifying:

- leading to modelling
- leading to measurement assumptions
- Results to the required degree of accuracy:
- numeric
- algebraic
- graphical

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

Calculation involves the application of established mathematical principles and techniques to a range of problems arising within the pathways of construction and the built environment.

The following variables may be present for this particular unit:

(1) Critical Aspects of Evidence

- apply process of numbers, fractions, percentages, time, money and measures of rate to everyday work situations
- select and use appropriate electronic and mechanical aids including calculators and computers
- apply approximation of number and measures to a given degree
- use algebraic notation and manipulation
- solve problems involving lengths and angles in triangles in 2D and 3D
- organise, display and interpret data
- identify and apply the mathematics inherent within situations

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- terminology and definitions
- advanced mathematical operations and techniques
- ways of representing basic mathematical information
- identifying and using relevant workplace technology when carrying out workplace calculations
- processes for the collection and recording of data
- tackling problems

Skills

The ability to:

- apply typical mathematical problems and appropriate action and solutions
- collect and record data
- carry out calculation and solve problems

(4) Resource Implications

Access is required to opportunities to:

- participate in a range of exercises, case studies and other real and simulated practical and knowledge assessments that demonstrate the skills and knowledge to apply mathematical formulae and principles

(5) Method of Assessment

Assessment of this competency is most likely to be project related under real or simulated conditions requiring direct evidence of process.

Assessment must confirm the inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.

(6) Context of Assessment

A Registered Training Organisation must undertake assessment of this unit

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects.

As a minimum, assessment must be conducted through oral and/or written response in solving appropriate mathematical problems.

Appropriate practical assessment must occur at the Registered Training Organisation, and/or in an appropriate work situation.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCOR1583A: Read and interpret plans

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively read and interpret building plans and drawings, and applies to individuals working in the general & civil construction industry.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Identify types of drawings and their functions	1.1 Main types of plans and drawings used in the construction industry identified. 1.2 Key functions of each type of drawing identified. 1.3 Key users of these drawings identified.
2. Recognise commonly used symbols and abbreviations	2.1 Commonly used terms, symbols, scales and abbreviations recognised. 2.2 Function of legend understood and explained.
3. Locate and identify key features on a site plan	3.1 Key features and dimensions of site identified and located. 3.2 Orientation of site identified. 3.3 Access from roadways to worksite located and identified. 3.4 Services identified. 3.5 Knowledge of construction details and conformity to building regulations demonstrated.
4. Identify and locate key features from sectional details and elevations	4.1 Specific key features identified correctly from sectional details and elevations. 4.2 Structural features and horizontal/vertical measurements located. 4.3 The ability to identify and relate to site survey of conditions of soil, natural damage, existing pits, foundations, drains, trees, etc. demonstrated.

5.	Recognise amendments	5.1	Title panel checked. Verification that drawing used is latest amendment.
6.	Read and interpret specifications	6.1	Purpose of specifications identified.
		6.2	Types of details identified from specifications.
7.	Read and interpret other drawings and plans	7.1	Drainage requirements determined.
		7.2	Existing surface level and finished surface level identified.
		7.3	Evidence of ability to read and interpret basic plans of other occupational areas demonstrated.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Types of drawings include:

- site plans
- elevations
- floor plans
- foundation
- roof plan
- sectional plans/elevations
- structural details and specification providing illustrations and dimensions
- sectional plans/elevations
- details and specification providing illustrations and dimensions

Other drawings and plans:

- electrical
- plumbing
- drainage
- roads
- landscape

Key features of site plans may involve:

- shape of site
- proposed building/s
- roads
- easements
- existing buildings/structures
- services
- dimensions

Key features of plans and elevations may involve:

- type of structure – structural members
- shape of building/structure
- type of construction
- layout of rooms
- service requirements
- location of plant or machinery
- vertical and horizontal measurements

Types of construction include but are not limited to:

- structural steel framed
- light steel framed
- timber framed
- reinforced concrete
- pre-cast concrete
- solid brick
- brick veneer

Services may include:

- drainage
- sewerage
- gas
- water
- electricity

Civil construction includes:

- tunnels
- bridges
- culverts
- earthworks and other types of construction

Types of structures include:

- single storey buildings
- double storey buildings
- multi storey buildings
- bridges
- fabricated towers
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Types of details include but are not limited to:

- structural steelwork
- timber framework
- brickwork
- concrete work
- plastering

Orientation of site includes:

- relationship to 'north'
- location of roads
- relationship to roads and neighbouring sites

EVIDENCE GUIDE

Competency is to be demonstrated by effectively reading and interpreting drawings to locate or identify nominated features or functions in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- identify and understand various types of drawings
- identify dimensions, symbols, abbreviations and key features
- identify title panel and reference date as to up-to-date copy of drawings
- indicate sound understanding of purpose of specifications in accordance with the work orientation

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- a range of drawings
- materials relative to drawings/specifications
- measurements and calculations
- symbols, dimensions and terminology

Skills

The ability to:

- read and interpret drawings
- measure accurately
- communicate effectively

(4) Resource Implications

The following resources should be made available:

- Suitable range of drawings and specifications

(5) Method of Assessment

Competency should be assessed while work is being done under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competency in this unit may be determined concurrently, based upon integrated project work.

Assessment may be by intermittent checking at the various stages of the job application in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCMFLS0013A: Maintain health, safety and security in the workplace

Competency Descriptor:

This unit deals with the skills and knowledge required to undertake activities relating to the maintenance of health, safety and security in the workplace.

Competency Field: Construction Frontline Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Coordinate health and safety issues in the workplace	<p>1.1 Work methods and activities are planned and organised to ensure the safety of workers, visitors and the travelling public at the worksite.</p> <p>1.2 Actions are taken to ensure safety in the transportation and operation of plant and equipment.</p> <p>1.3 Knowledge of documentation relevant to employee's health, safety and security obligation and employer's responsibilities is correctly demonstrated.</p> <p>1.4 Safety gear and personal protective devices are assembled at worksite and used appropriately by all concerned.</p> <p>1.5 Entrance and exit are kept clear and work areas rid of preventable hazards.</p> <p>1.6 Work related hazards are pointed out and their consequences explained to workers.</p> <p>1.7 Action is taken to ensure that hazardous materials and substances are handled in accordance with manufacturer's/company's recommendations.</p> <p>1.8 Responses to emergencies are practised or carried out in accordance with approved procedures.</p> <p>1.9 Injuries and damage as a result of accidents are appropriately treated, documented and promptly reported.</p> <p>1.10 Working practices followed are safe and in accordance with current relevant specifications and procedures.</p>

- 2. Implement security systems at the workplace
 - 2.1 Knowledge of the arrangement and operation of the organisation's security systems for all phases of work is correctly demonstrated.
 - 2.2 Workers are informed of security procedures in place and their responsibilities for their personal security and company assets.
 - 2.3 Security procedures are implemented to meet requirements relevant to the specified situation.
 - 2.4 Items or areas representing high risk of theft are specially protected.
 - 2.5 Proper authorisation is obtained/given and correct procedures followed when materials, tools and equipment are being removed.
 - 2.6 Unauthorised persons in the workplace are dealt with in accordance with approved procedures and the appropriate person is advised.
 - 2.7 Security risks beyond level of authority are reported promptly to the appropriate person.
 - 2.8 Breaches of security are reported immediately to the appropriate site manager.
- 3. Maintain conditions for an effective and safe work environment
 - 3.1 Working conditions and the use of resources satisfy legislation and organisational requirements.
 - 3.2 Maintenance procedures are kept in accordance with project requirements.
 - 3.3 Accidents and incidents are dealt with effectively and according to legal and organisational requirements.
 - 3.4 Potential or actual breaches of project requirements are identified and the appropriate action is taken.
 - 3.5 Recommendations for improving conditions are submitted to the appropriate persons.
 - 3.6 All necessary records are complete, accurate, legible and available to authorised persons.
 - 3.7 Health and safety systems and procedures implemented and maintained according to project requirements.

- 3.8 Security systems and procedures are maintained according to project requirements.
- 3.9 Relevant persons are informed of changes in procedures and project requirements.
- 3.10 The work environment is as conducive to work activity as possible.
- 4. Determine requirements for safety signs, lights and guards
 - 4.1 Type of roadway and category of work site are accurately identified from relevant documentation.
 - 4.2 Work site safety requirements are determined from site inspection, project specifications or work instructions.
 - 4.3 Access routes and safety zones requirements at worksite are determined and planned where appropriate.
 - 4.4 The plan makes satisfactory provision for access and movement of vehicle and plant within the confines of the safety zone and working area.
 - 4.5 Safety and traffic management systems at worksite conform to statutory requirements and related work practice.
 - 4.6 Problems and conditions outside areas of responsibility are referred to the designated.
- 5. Monitor and maintain temporary traffic control system
 - 5.1 Temporary traffic control systems are monitored for safety, visibility, and operation.
 - 5.2 The movement of the travelling public is monitored to ensure project requirements are met and to prevent unnecessary inconvenience to the public.
 - 5.3 Persons for controlling traffic movement are trained and provided with necessary tools.
 - 5.4 System is updated in line with work progress and programme requirements.
 - 5.6 Action is taken to replace damaged and displaced equipment speedily, and with minimum interference to the flow of vehicular traffic.
 - 5.7 Incidents and potential hazards are promptly and appropriately dealt with.

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| | 5.8 | Disruptions and changes in volume of traffic are responded to in accordance with approved procedures. |
| | 5.9 | Changes in traffic control system are recorded and communicated to appropriate personnel. |
| | 5.10 | Working practices followed are safe and in accordance with approved procedures and statutory regulations. |
| | 5.11 | Proper work attitudes are appropriately displayed. |
| | 5.12 | Evidence of lead-role is demonstrated in providing technical directives and supervision to work team (s). |
| 6. | Implement and maintain emergency procedures | |
| | 6.1 | Systems to monitor and maintain emergency procedures are correctly implemented and sustained. |
| | 6.2 | Emergency procedures are communicated promptly to all concerned in accordance with legislation and organizational procedures. |
| | 6.3 | Systems to inspect and maintain emergency equipment and supplies are implemented and maintained. |
| | 6.4 | Emergency procedure practice, when carried out, is recorded and communicated to site management. |
| | 6.5 | Emergencies experienced or near-miss incidents are reported and recorded. |
| | 6.6 | Recommendations to prevent recurrence are promptly communicated to appropriate persons. |
| | 6.7 | Proper work attitudes are appropriately displayed. |
| | 6.8 | Evidence of lead-role is demonstrated in providing technical directives and supervision to roadwork team. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Safety gear and devices include:

- clothing
- gloves
- helmets
- glasses
- footwear
- mask
- aprons
- cones
- flags
- signs
- lights
- vests with reflectors

Persons concern to include:

- labours
- construction workers
- equipment operators
- site managers
- visitors
- Government officials
- union leaders

Breaches of security include:

- broken fencing
- unsecured plant, equipment and materials
- vandalism
- breaking and entering
- robbery

absence of security personnel from assigned area(s)

Conditions to be maintained relate to:

- work environment, equipment, materials, procedures, special needs

Work environment:

- Site, storage areas, transporting, office

Work methods and activities include:

- land clearing
- excavation
- steelwork
- masonry construction works
- concreting
- carpentry construction work
- painting work
- plumbing work
- pipe laying
- drainage
- ironwork

Work related hazards include:

- from moving traffic
- equipment operations
- holes and trenches
- lifting and moving objects
- overhanging limbs
- electric power lines

Workplace for security system include:

- site
- workshops
- site accommodation
- plant and machinery – night and day

Security arrangements include:

contracted security guards, watchmen, police

Emergency procedure practice:

- with and without local emergency services

Condition/use of resources include:

- Care of substances Hazardous to Health Act; Factories Act; Office and Shops; Premises Act;
- Security legislation
- Employment legislation
- other relevant legislation related to construction
- hygiene legislation
- organizational policies
- environment legislation

Persons to be kept informed of changes to condition include:

- site management
- those for whom one has responsibility
- sub-contractors
- peers/ colleagues
- general public

Nature of emergencies:

- natural
- traffic accidents and operational failures
- with the potential for serious impact on persons
- the environment
- public and works traffic
- organizational operations
- inclement weather

Procedures and practices:

- organisational, regulatory, statutory

Inspection and maintenance period determinants for emergency services:

- as required by legislation
- as specified by the organisation
- incident specific

Records include:

- written; computer-based; audio-visual of personnel
- materials
- equipment/technology
- time
- site diary

Types of emergencies:

- Cuts, bruises, strain, sprains, broken bones,
- burnt, eyes related, electrocuted, fires, toxic spills,
- plant failure, blocked carriageways etc

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

(1) Critical Aspects of Evidence

- compliance with occupational health and safety regulations applicable to workplace operations
- application of organisational management policies and procedures including quality assurance requirements where applicable
- demonstrated ability to co-ordinate the implementation of health and safety issues at the workplace
- co-ordinate the maintenance of safe and effective conditions at the work environment
- implement and monitor security systems at the workplace
- demonstrated ability to implement and maintain emergency procedures

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- factors in planning and organising for safety at the work site
- safety requirements for operating plant and equipment
- documents relating to employees Health, Safety and welfare
- enforcing the use of protective clothing and equipment
- Implications of Health and Safety at Work Act and regulations
- how to conduct drill for responding to emergencies
- the organisation's security procedures
- action to take in cases of breaches of security including acts of vandalism and theft
- potential security risks
- methods of dealing with unauthorised persons
- procedures for storing plant, machinery and materials
- special storage arrangements for high value items
- dealing with variation in traffic flow and volume
- Interpretation of technical drawings and plans
- procedures for modifying system, dealing with incidents
- types of potential hazards
- organisational procedures for recording information
- methods of communication used
- the operatives responsibilities under the Health and Safety Statutory Regulations
-

Skills

The ability to:

- report writing
- implementing safety awareness programmes
- oral and written communication
- identifying hazards
- decision making

(4) Resource Implications

Resources may include assess to:

- criterion referenced assessment instruments
- access to a range of typical work sites, which contain inherent or potential hazards
- OH&S legislation

(5) Method of Assessment

Assessment against this unit may involve the following:

Continuous assessment in a setting that stimulate the conditions of performance described in the elements, performance criteria and range statements that make up this unit

Continuous assessment in the workplace, taking into account the range on variables affecting performance.

Self-assessment on the same terms as those described above.

Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes.

(6) Context of Assessment

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor.

The competency is to be demonstrated in a range of situations, which may include involvement in related activities normally experienced in the workplace.

Evidence of underpinning knowledge understanding of processes and principles can be gained through thorough questioning and by observation of previous work.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCMCSS0013A: Prepare for building and construction work processes

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively co-ordinate the preparation processes for carrying out construction work, and applies to individuals working in frontline supervision in the construction industry.

Competency Field: General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan for construction process	1.1	Quality Assurance requirements of company's construction operations recognised and adhered to.
		1.2	Preparation and planning requirements identified from drawings and/or site manager's instructions.
		1.3	Occupational Health and Safety (OH&S) requirements identified and adhered to in accordance with application tasks and workplace environment.
		1.4	Safety hazards identified and correct procedures implemented to prevent or minimise risk to self and others.
		1.5	Materials selected to work instructions, and appropriate action taken to ensure that they are safely handled, stored/located and ready for application.
		1.6	Appropriate personal protective equipment selected and made ready for work teams.
		1.7	Tools and equipment selected are consistent with job requirements, and are available at work site. Reported faulty tools and equipment are responded promptly.
2.	Co-ordinate preparation of suitable work area for construction process	2.1	Activities to be carried out in work area identified from drawing details of proposed construction or instructions of site manager.
		2.2	Work area prepared for proposed work activities according to site layout/ site manager's instruction.

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|----|--------------------------------------------------------------------------------|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 3. | Co-ordinate the preparation of materials selected for the construction process | 3.1 | Activities for material preparation identified from specifications/job instructions. |
| | | 3.2 | Appropriate persons are assigned/informed of their specific work role/activities and responsibilities. |
| | | 3.3 | Appropriate actions carried out to ensure materials; tools and equipment are available to the relevant person (s). |
| | | 3.4 | Checks and observation confirmed that materials preparation carried out to satisfy requirements of the construction process. |
| | | 3.5 | Where required, prepared materials/components are handled/stacked/distributed in accordance with work requirements. |
| 4. | Co-ordinate cleaning-up | 4.1 | Instructions given/appropriate follow-up actions taken place to ensure: <ul style="list-style-type: none"> • unused material stacked/stored for re-use • work area cleared • tools and equipment cleaned, maintained and stored |
| | | 4.2 | Waste disposal conforms to organisational and the Environmental Protection Agency (NEPA) requirements. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to the preparation processes associated with carrying out construction work for all types of building and construction projects.

The following variables may be present for this particular unit:

Personal protective equipment may include but not limited to:

- overalls
- jacket
- boots
- gloves
- safety goggles/glasses
- ear plugs/muffs
- dust masks/respirators
- hard hat/cap

Safety hazards may include but are not limited to:

- restricted access
- location of power leads
- dust
- off cut material
- lighting
- limited storage space

Construction processes include:

- workplace preparation
- preparation for foundation work
- preparation for steelwork
- preparation for carpentry
- preparation for roofing
- preparation for masonry
- preparation for plumbing work
- preparation for tiling work
- preparation for electrical work
- preparation for finishing carpentry
- painting
- preparation for scaffoldings and work platform
- assembling and fixing
- small construction equipment operation

Tiling tools include:

- hammers
- saws
- measuring ruler/tape
- power saw
- power drills and screwdriver
- cement sheet cutters
- spirit levels
- concrete mixers
- shovels
- wheelbarrows
- wire brushes
- brooms
- power sander

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Masonry tools include:

- hammer
- bolster
- shovel
- measuring tape/rule
- concrete mixer
- angle grinder
- masonry saw
- power leads
- hoses
- scaffolding
- brushes and brooms
- wheelbarrows
- mortar boards
- bucket

Carpentry tools and equipment may include but are not limited to:

- measuring tape/rule
- hammer
- saws
- jigs/stops
- saw stools
- work bench
- clamps
- squares
- drills
- levels
- planes

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Painting tools include:

- scrapers
- knives/blades
- putty knives
- duster brushes
- hand sanders
- mechanical sanders
- paint stirrers
- drop sheets
- wire brushes
- hammer
- nail punches
- paint pans/buckets
- brush-ware accessories
- roller frames
- covers
- roller accessories
- ladders
- trestles, planks, hop-ups
- aluminium mobile scaffolding

Steel-fixing

- bolt cutters
- hacksaw
- wire nippers
- tie wire spool
- measuring tape/rule
- reinforcement benders
- mesh guillotine

Materials to include:

- lumber and boards
- cement, sand and gravel
- roofing
- adhesive
- reinforcement
- steel lintels
- doors – wooden and metal
- window – wooden, metal and plastic
- jambs and door frame – wooden and metal
- tiles
- fasteners – nails, screws, bolts and anchors
- paint – range of paint and preparatory products

PLANT AND EQUIPMENT INCLUDES:

- air compressor and hoses
- concrete mixer
- industrial wet and dry vacuum cleaner
- rollers
- compactors
- pumps and hoses
- brick/masonry saw
- terrazzo grinders
- ladders
- trestles and planks
- wheelbarrows
- scaffolding

MATERIAL PREPARATION MAY INCLUDE:

- stacking of material
- measuring and marking
- cutting and distributing
- locating lintels ready for placement
- cutting and distributing reinforcement
- preparing materials for batching for mortar and concrete

Work area preparation may include:

- cleaning of area
- material storage
- cleaning strip footings or slab
- setting up concrete mixer
- locating mortar boards
- establishing temporary water and power supply
- preparing access for supply of mortar/concrete
- erecting scaffolding

EVIDENCE GUIDE

Competency is to be demonstrated by co-ordination of operations, which result in workers carrying out safe and effective construction processes.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- indicate compliance with organisational policies and procedures including quality assurance requirements
- correct procedures carried out prior to and during application of construction process
- selection of appropriate processes, materials/supplies, tools and equipment to carry out tasks
- provision of technical advice and co-ordination in servicing and maintaining construction
- demonstrate safe and effective operational use of tools, plant and equipment
- interactively communicate with all levels to ensure safe and effective workplace operations
- evidence is best gathered through a holistic assessment activity, which integrates the elements of competency

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- workplace and equipment safety requirements
- small construction plant and equipment requirements
- portable power tools requirements
- hand tools
- materials for range of construction process
- materials handling and storage
- work areas preparation process
- materials preparation processes
- measurement and tolerances relative to construction processes
- construction drawings and specifications
- workplace communication
- Quality Assurance

Skills

The ability to:

- meet Quality Assurance requirements
- interpret plans/other work instructions
- selection of tools and equipment
- selection of construction materials
- measure relative to processes
- communicate effectively

(4) Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- a real or simulated environment
- project resources
- organisation policies and guidelines
- access to relevant resource personnel
- relevant legal and statutory documentation

(5) Method of Assessment

Assessment against this unit may involve the following:

Continuous assessment in a setting that stimulate the conditions of performance described in the elements, performance criteria and range statements that make up this unit.

Self-assessment on the same terms as those described above.

Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes.

(6) Context of Assessment

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor.

The competency is to be demonstrated in a range of situations, which may include involvement in related activities normally experienced in the workplace.

Evidence of underpinning knowledge understanding of processes and principles can be gained through thorough questioning and by observation of previous work.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation
Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCMCSS0023A: Co-ordinate site layout and preparation

Competency Descriptor:

This unit deals with the skills and knowledge required to co-ordinate activities relating to site layout, storage and the preparation of site for construction operations and activities.

Competency Field: Construction Frontline Management

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Plan and prepare work	1.1	Work instruction/specification accurately interpreted and the required resources planned/organized according to organisation procedures.
		1.2	Quality Assurance requirements of company's construction operations recognised and adhered to.
		1.3	Occupational Health & Safety (OH&S) requirements for workplace environment recognised and adhered to.
		1.4	Appropriate personal protective equipment selected, correctly fitted and used by team members.
		1.5	Tools and equipment available at site are consistent with requirements of construction site preparation, checked and confirmed serviceable.
		1.6	Safety hazards identified and correct procedures used to eliminate danger to self and others according to OH&S legislation and company policy.
		1.7	Site appropriately cleared/levelled/graded using appropriate work process/procedures
		1.8	Access and traffic routes are laid out/prepared according to site plan and organisation's procedure.
		1.9	Delivered materials checked against job specifications or work instructions for quality and description.
2.	Prepare site for temporary fencing and structures	2.1	Services, location and work areas are accurately identified.
		2.2	Adequate warning signs and safeguards are in place to support and protect services and substructures identified in work area.

		2.3	Temporary signs, control systems and protective barriers are set up and secured in accordance with job and safety instructions.
3.	Co-ordinate the erection of site security fencing/hoarding	3.1	The appropriate type fencing materials is selected in adequate quantities.
		3.2	Dimensions of installed fence components conform to job specifications and/or work instructions.
		3.3	Erected fence is checked and confirmed as meeting security and enclosure requirements.
4.	Co-ordinate construction of temporary site structures	4.1	Instruction/specification for temporary site structures accurately interpreted/communicated to the relevant persons.
		4.2	Temporary site structures are laid out to facilitate ease of access and to prevent obstruction of other site activities.
		4.3	Erected temporary site structures checked and confirmed as conforming to job specification/ instruction given.
5.	Co-ordinate storage of tools and machine accessories	5.1	Storage facilities correctly are laid out and built to specifications.
		5.2	Working knowledge of the type of items to be stored correctly demonstrated.
		5.3	Storage organized for proper delivery, checking and control of materials, tools and equipment.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

OH&S requirements to include:

- material/component handling
- personal safety
- heavy equipment operation
- hand tools usage
- power tool operation
- protective clothing to include:
- safety helmet, safety boots, coverall

Sources of instruction/information to include:

- site plans
- working drawing/sketches
- oral/written work instructions
- relevant health and safety regulations
- OH&S requirements

Resources:

- personnel
- plant and equipment
- materials and components
- consumables
- time
- specialist services
- public utility services

Service:

- electricity
- water
- telephone
- cable - overhead and underground

Hand and power tools for site preparation to include for:

- chopping
- cutting
- sawing
- digging
- spreading materials
- carrying and transporting (wheelbarrows, buckets)
- mixing
- nailing and fastening
- climbing
- measuring and levelling

Temporary structures to include:

- site offices
- stores
- toilets
- changing rooms
- hoarding

Organisation for storage control:

- tool cribs attendant control
- materials delivery and checking to
 - determine if specification have been met
 - determine if quantities are correct
 - determine if defects exists
 - determine if breakage has occurred
 - assign responsibility of checking as a monitoring duty
 - accounting procedures in receiving and
 - checking materials

Safeguards to include:

- barriers
- covers
- warning signs
- warning lights
- scaffolding/props
- struts, hoists and ladders
- hoardings

Work activities to include:

- clearing site by manual/mechanical means
- laying out and constructing access route, security
- fencing and temporary site structures

Delivered materials to include:

- lumber
- for cladding and roofing
- marl/aggregate/sand
- fasteners
- cement
- reinforced steel
- plumbing materials

Relevant persons:

- site management
- contractor
- sub-contractors
- suppliers
- operatives

Storage to include for:

- standard equipment
- machine accessories
- hand tools
- special tools
- tools cribs and panels
- materials
- checking and recording of items

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

(1) Critical Aspects of Evidence

- compliance with occupational health and safety regulations applicable to workplace operations
- application of organisational management policies and procedures including quality assurance requirements where applicable
- demonstrated ability to read and interpret job related documentations
- demonstrated ability to co-ordinate the clearing of construction sites
- demonstrated ability to co-ordinate the preparation of access route, and the construction of temporary fencing/hoarding and structures
- demonstrated ability to organise the storage of tools, equipment and materials on site
- relate to people from varied social, cultural and ethnic background
- evidence is best gathered through a holistic assessment activity, which integrates the elements of competency

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- types and purpose of job information/instructions
- OH&S requirements for preparing construction sites
- physical conditions of site
- tools, machines and equipment
- site fencing and hoarding
- relevant statutory requirements relating to site boundaries
- access and traffic routes
- storage and control of tools and materials
- convenient, visible and safe storage
- storage space and zone
- quality standards and specifications
- items to be stored: standard equipment, machine accessories, hand tools, special tools, materials
- tools cribs and tool panels
- checking and recording storage items
- organisation for storage control

Underpinning Knowledge and Skills (cont'd)

Skills

The ability to:

- read and interpret technical document
- identify contract requirements
- prepare written report
- apply oral and written communication
- measure and calculate dimensional specifications
- apply decision making skills

(4) Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- a real or simulated environment
- project resources
- organisation policies and guidelines
- access to relevant resource personnel
- relevant legal and statutory documentation

(5) Method of Assessment

Assessment against this unit may involve the following:

Continuous assessment in a setting that stimulates the conditions of performance described in the elements, performance criteria and range statements that make up this unit,

Self-assessment on the same terms as those described above

Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes

(6) Context of Assessment

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor.

The competency is to be demonstrated in a range of situations, which may include involvement in related activities normally experienced in the workplace.

Evidence of underpinning knowledge understanding of processes and principles can be gained through questioning and by observation of previous work.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation
Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCMCSS0033A: Co-ordinate storage and timekeeping operations

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively and safely co-ordinate the handling and storage of construction materials on construction sites and to monitor and record timesheet information.

Competency Field: General Construction – Site Storage

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1	Monitor and control the receipt of stocks	1.1	Occupational Health and Safety (OH&S) requirements associated with materials handling and storage at construction site recognised and adhered to.
		1.2	Quality Assurance requirements associated with company's construction operations recognised and adhered to.
		1.3	The receiving area is prepared to take deliveries in accordance with organisation's procedures.
		1.4	Equipment and manpower for handling materials consistent with job requirements.
		1.5	Delivery documentations are checked against purchase specifications and any deviations are identifies.
		1.6	Materials received are matched against documented information and any discrepancies are correctly identified.
		1.7	Prompt and appropriate action is taken to rectify discrepancies and deviations identified.
		1.8	Where appropriate, materials are moved to storage area.
		1.9	Security procedures are followed throughout.
2.	Co-ordinate stocks storage and protection	2.1	Storage areas are fully prepared and maintained according to organisational requirements.
		2.2	Materials stored, stacked/stockpiled and protected, clear of traffic ways, so they are easily identified and retrieved.
		2.3	Materials are handled, lifted and carried in accordance with product requirements and organisational work procedure.
		2.4	Access to stock and the use of space are optimised. Stock rotation procedures are fully followed.

- 2.5 Defects or losses of stock in storage are identified and the appropriate action taken.
- 2.6 Security of stock is maintained according to organisation's procedures.
- 2.7 Documentation is prepared accurate, complete, legibly and in the prescribed format.
- 3. Control the issue of stocks
 - 3.1 Checks are carried out to ensure that records of stock issues are complete, accurate and are available to the relevant personnel.
 - 3.2 Types and quantity materials issued are checked to confirm that they conform to specified job requirements.
 - 3.3 Stock rotation procedures and policy are followed where appropriate, when issuing materials.
 - 3.4 Power tools and equipment are issued based on work requirements.
 - 3.5 Materials/equipment issued are checked and signed for by the receiver.
 - 3.6 Records of stock issues are complete, accurate and are available to the relevant personnel
- 4. Co-ordinate and participate in stock taking
 - 4.1 Stock taking procedures are effectively communicated to appropriate personnel.
 - 4.2 Inventory control system is accurately identified and checked
 - 4.3 Information sources used to provide data on stock holding accurately interpreted.
 - 4.4 Appropriate action taken to ensure stock types are correctly identified and accurately counted in designated units.
 - 4.5 Stocks levels are recorded accurately using approved documentation/equipment.
 - 4.6 Damage or obsolete stocks are identified, noted and reported to the relevant person.
 - 4.7 Records of physical stock take are complete, accurate and up to date.
 - 4.8 Additional information, which affects stock reconciliation, is obtained.

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|----|-------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 5. | Check and document work information | 5.1 | Evidence of knowledge of the types of work, and units of work in construction is demonstrated. |
| | | 5.2 | The ability to correctly interpret timesheets, etc, to compile worker's time, and to measure and estimate quantity of piecework is demonstrated. |
| | | 5.3 | Information relevant to the correct work programme is collected and checked to ensure its suitability and correctness. |
| | | 5.4 | Documentation relevant to employed workers is reviewed and total hours worked are accurately computed. |
| | | 5.5 | Work units or quantity of contracted work completed are accurately identified, measured and/or calculated. |
| | | 5.6 | Where appropriate, workers are located at various times on the project to verify information collected. |
| | | 5.7 | Completed documentation is accurate, complete, legibly, in the approved format and submitted promptly to the relevant person. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

OH&S requirements to be in accordance with (Statutory/Territory) legislation and regulations

Receiving area:

- store building
- yard storage

Delivery documentation:

- delivery slips
- purchase invoices

Appropriate action:

- investigate
- replace and report

Stock rotation procedures:

- first in – first out

Timesheet information:

- hours worked- normal, overtime
- work completed

Inventory control systems:

- Inventory cards
- computerised system

Construction materials include but are not limited to:

- concrete blocks
- mortar components – cement, coarse aggregate, sand
- timber
- structural steel sections/components
- concrete
- scaffolding components, pipe sections
- plywood and particle board
- metal sheeting
- steel reinforcement
- fasteners
- insulation
- glass
- paints and sealants
- plaster sheeting

Storage facilities:

- shelves
- bins
- cabinets
- racks
- yard spaces

Tools and equipment includes but is not limited to:

- brooms
- hoses
- shovels
- rakes
- wet and dry industrial vacuum cleaners
- wheelbarrows
- pallet trolley
- materials hoists
- forklifts
- pickaxes
- tamping machine
- pavement saw
- hand roller
- compressor

Work documentations include:

- timesheets
- work-charts
- timecards
- bills of payment

EVIDENCE GUIDE

Competency is to be demonstrated by the effective co-ordination of construction site storekeeping functions and the preparation/documentation of work information.

(1) Critical Aspects and Evidence

- demonstrate compliance with occupational health and safety regulations and legislation applicable to workplace operations
- indicate compliance with organisational policies and procedures including quality assurance requirements
- demonstrated ability to plan, organise and adopt safe and healthy working practices
- co-ordinate the receipt of materials, tools and equipment at construction site storage
- demonstrated ability to co-ordinate and monitor storage, protection and issuing of stocks
- preparation/checking and documenting of work completion information
- relate to people from varied social, cultural and ethnic background
- evidence is best gathered through a holistic assessment activity, which integrates the elements of competency

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

knowledge of:

- organisational policy on storage and supplies
- principles in relation to quality control
- security arrangements and procedures
- the organisation' documentation procedures
- types of materials used in construction
- handling and storing construction materials
- stock rotation principles and methods
- stock control methods and procedures
- handling hazardous and non-hazardous materials
- systems and procedures for recording stocks
- information from stock control procedures
- how to reconcile discrepancies
- use of electronic documentation
- procedures for measuring and quantifying work completion and collecting information

Skills

The ability to:

- co-ordinate and monitor safety and quality assurance issues
- arrange for stock receipt for storage
- monitor control of stock issuing
- measure and quantify work completion
- communicate effectively

(4) Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- a real or simulated environment
- project resources
- organisation policies and guidelines
- access to relevant resource personnel
- relevant legal and statutory documentation

(5) Method of Assessment

Assessment against this unit may involve the following:

Continuous assessment in a setting that stimulates the conditions of performance described in the elements, performance criteria and range statements that make up this unit.

Continuous assessment in the workplace, taking into account the range on variables affecting performance.

Self-assessment on the same terms as those described above.

Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes.

(6) Context of Assessment

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor.

The competency is to be demonstrated in a range of situations, which may include involvement in related activities normally experienced in the workplace.

Evidence of underpinning knowledge understanding of processes and principles can be gained

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manage process Select the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGMAS1613A: Carry out concrete slump test**Competency Descriptor:**

This unit deals with the skills and knowledge required to conduct a slump test to concrete to ensure the mix is workable and complies with the delivery documentation and specified order. The unit includes sampling and slump testing to a set range or tolerance.

Competency Field: Construction Frontline Supervision

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare	1.1 Job instructions, including plans, specifications, quality requirements and operational details are obtained, confirmed and applied. 1.2 Safety requirements are implemented in accordance with safety plans and policies. 1.3 Signage/barricade requirements are implemented as required. 1.4 Tools and equipment selected are consistent with the requirements of concrete slump testing. 1.5 Environmental protection requirements are applied in accordance with environmental plans and regulatory obligations.
2. Slump test concrete	2.1 Standard slumping cone is cleaned in preparation for testing. 2.2 Sample of concrete, using the correct sampling procedure, is taken directly from the delivery trucks initial discharge. 2.3 Slumping cone is placed on a steel tray and cone filled to one third of its capacity. 2.4 Concrete is compacted by rodding 25 times in an even pattern with a steel rod. 2.5 Slumping cone is filled to two thirds its capacity and rodding 25 times applied to penetrate the previous layer. 2.6 Slumping cone is filled to overflowing and rodding 25 times applied to penetrate the previous layer. 2.7 Slumping cone is levelled off with the steel rod and surplus concrete cleared from steel plate and slumping cone.

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| | 2.8 | Slumping cone is raised without moving the sample. |
| | 2.9 | Sample is measured against height of the slumping cone for conformity. |
| | 2.10 | Collapsed or sheared samples are recorded. |
| 3. | Co-ordinate clean up | |
| | 3.1 | Work area is cleared and materials disposed of, reused or recycled in accordance with codes of practice and job specification. |
| | 3.2 | Tools and equipment are removed from work area, cleaned and stored in accordance with manufacturers' recommendations and standard work practices. |
| | 3.3 | Work completion procedures are followed and relevant personnel notified that the test is finished. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables relate to this particular unit:

Planning and preparation is to include but not be limited to:

- worksite inspection
- equipment defect identification
- assessment of conditions and hazards
- determination of work requirements

OH&S requirements may include:

- protective clothing and equipment
- use of tools and equipment
- workplace environment and safety
- handling of materials
- organisational first aid
- hazard control and hazardous materials and substances

Roding is to include:

- pushing a steel rod in and out of the concrete to compact it into the slump cone, 25 times for each layer applied

OH&S requirements are to be in accordance with:

- legislation/regulations/codes of practice
- organisational safety policies and procedure
- project safety plan

Personal protective equipment is to include:

- goggles
- safety boots
- cover all
- gloves

Measuring is to include:

- a steel rule, which is placed in the centre of the sample to which the conformity of the slump is tested

Standard slumping cone:

- Is 200mm in diameter at the base, 100mm in diameter at the top and 300mm tall
- include foot pieces for standing on while the sample is added and Roding occurs in the cone
- has handles for raising the cone when Roding is completed

Safe operating procedures include but not limited to the conduct of operational risk assessment, including:

- overhead electrical service apparatus
- working with dangerous materials
- working in confined spaces
- surrounding structures
- restricted access barriers
- traffic control
- working at heights
- working in proximity to others
- worksite visitors and the public

A slump test is successful when:

- the sample remains true and does not collapse or shear
- Note: If the initial test fails a second test must be undertaken, if it also fails the batch should be rejected

Information sources may include but not be limited to:

- verbal or written and graphical instructions, signage, work schedules/plans/specifications, material safety data sheets (MSDS), diagrams or sketches
- safe work procedures related to slump testing concrete
- regulatory/legislative requirements pertaining to slump testing concrete
- engineers design specifications/manufacturers' specifications and instructions where specified
- organisation work specifications and requirements
- instructions issued by authorised organisational or external personnel
- relevant Building Standards

Sampling is to include but not be limited to:

- that taken at initial discharge (after 0.2m³ of the load has been placed)
- routine samples taken at three places during the load

Tools and equipment are to include:

- standard slump cones
- sampling scoops
- bullet nosed rod (600mm long x 16mm diameter)
- steel rule
- steel slump plate (500mm x 500mm)

Environmental requirements are to include but are not limited to:

- waste management
- noise, dust, vibration
- clean-up management

Communications may include:

- mobile phone
- site specific instructions
- written instructions
- plans or instructions related to job/task
- two way radio
- hand signals

Quality requirements are to include but not be limited to relevant regulations including:

- National Standards
- internal company quality policy and standards
- workplace operations and procedures
- manufacturers specifications where specified

Communications are to include but not limited to:

- verbal and visual instructions
- fault reporting

Tools and equipment may also to include:

- trowels
- steel trowels
- wooden floats
- buckets
- sponges and brushes

Materials:

- materials are to include concrete

On site meeting processes may include notification/ scheduling (time, place, and purpose), task discussions and local co-ordination of procedural and operational issues.

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria, the Range Statement, and the Assessment Guidelines of the Training Package.

Rodding is to include:

- pushing a steel rod in and out of the concrete to compact it into the slump cone, 25 times for each layer applied

Measuring is to include:

- a steel rule, which is placed in the centre of the sample to which the conformity of the slump is tested

(1) Critical Aspects of Evidence

Location, interpretation and application of relevant information, standards and specifications

- compliance with site safety plan and OH&S legislation/regulations/codes of practice applicable to workplace operations
- compliance with organizational policies and procedures including quality requirements
- safe and effective operational use of tools and equipment
- communication and working effectively and safely with others
- completion of three slump tests from different batches in accordance with specifications

(2) Pre-requisite Relationship of Units

BCGCM1001B Follow OH&S policies and procedures

Competency in this unit may be assessed in conjunction with other functional units, which together form part of the holistic work role.

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements
- quality requirements
- general Construction terminology
- properties of concrete (strength, water content ratio, transportation, placement, compaction and curing)
- slump testing techniques
- slump testing tools and equipment types, characteristics, uses and limitations
- material Safety Data Sheets
- plans, drawings and specifications
- materials handling, storage and environmentally friendly waste management
- relevant acts, regulations and codes of practice
- jsa's/Safe work method statements

Skills

The ability to:

- collect, organise, interpret and understand the information required for slump testing concrete
- communicate ideas and information orally and in writing
- conduct activities associated with slump testing concrete
- work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity
- establish safe and effective work processes
- use mathematical ideas and techniques to correctly calculate time to complete tasks, estimate measurements, levels, calculate material requirements and establish quality checks
- use workplace technology related to slump testing concrete, including the use of calculators, the use of communication devices and the reporting/recording of results

(4) Resource Implications

The following resources should be made available:

- workplace location or simulated workplace
- equipment and tools appropriate to slump testing concrete
- realistic activities covering the mandatory task requirements
- specifications and work instructions

(5) Method of Assessment

Assessment must satisfy the endorsed assessment guidelines of the Building and Construction industry's General Construction Training Package.

Assessment methods must confirm consistency and accuracy of performance together with application of underpinning knowledge.

Assessment must be by direct observation of tasks, with questioning on underpinning knowledge and it must also reinforce the integration of key competencies.

Assessment methods must confirm the ability to access and correctly interpret and apply the essential underpinning knowledge.

Assessment may be applied under project related conditions (real or simulated) and require evidence of process.

Assessment must confirm a reasonable inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.

Assessment may be in conjunction with assessment of other units of competency, including those listed above.

(6) Context of Assessment

The application of competency is to be assessed in the workplace or realistically simulated construction site.

Assessment is to occur using standard and authorized work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge, other than confirmatory questions, will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory requirements including specified Australian Standards.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGCSS0053A: Co-ordinate erection of formwork and temporary support structures

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively co-ordinate the erection, stripping and storage of formwork and temporary support structures components. It applies to individuals working in the supervision of teams working in the casting of concrete to form concrete structures.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare work	<p>1.1 Job instructions/specifications accurately read and interpreted.</p> <p>1.2 Quality Assurance requirements of company's construction operations recognised and adhered to.</p> <p>1.3 Preparation and planning requirements identified from drawings and/or site manager's instructions.</p> <p>1.4 Occupational Health and Safety (OH&S) requirements identified and adhered to in accordance with application tasks and workplace environment.</p> <p>1.5 Safety hazards identified and correct procedures implemented to prevent or minimise risk to self and others.</p> <p>1.6 Materials selected to work instructions, and appropriate action taken to ensure that they are safely handled, stored/located and ready for application.</p> <p>1.7 Appropriate personal protective equipment selected and made ready for work teams.</p> <p>1.8 Tools and equipment selected are consistent with job requirements, and are available at work site. Reported faulty tools and equipment are responded promptly.</p>
2. Co-ordinate set out of formwork	<p>2.1 Set out points checked and confirmed that lines are located according to engineer's drawings, survey datum points and site plan.</p> <p>2.2 Positioning of formwork components confirmed as located to predetermined set out.</p>

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| 3. | Co-ordinate assemble of core form systems | 3.1 | Internal pre-fabricated system wall form shutters erected and fixed into locations to engineering drawings and specifications. |
| | | 3.2 | Concrete nib walls poured to heights consistent with engineer's requirements. |
| | | 3.3 | Erected shutters fitted to nib walls. |
| | | 3.4 | Shear key feet installed to manufacturer's specifications. |
| | | 3.5 | Platforms and assembly fitted into core to manufacturer's specifications. |
| | | 3.6 | Structural steel systems grid-work and hydraulic hose lines fitted to manufacturer's specifications. |
| | | 3.7 | Wall form shutters suspended and system cladding and platforms fitted and completed to manufacturer's specifications and engineer's requirements. |
| | | 3.8 | Temporary lighting and emergency electrical work carried out according to specifications and authority requirements. |
| | | 3.9 | Structure aligned, plumped/relved and securing according to specification. |
| 4. | Locate and install penetrations | 4.1 | Locations and dimensions of penetrations set out in line with designated tolerance from engineering drawings. |
| | | 4.2 | Penetration block outs constructed where required to engineering drawings and specifications. |
| | | 4.3 | Penetrations installed to requirements of engineering drawings and specifications. |
| | | 4.4 | Penetration block outs installed as slop form reaches locations, to engineer's specifications. |
| 5. | Install reinforcement | 5.1 | Reinforcement bars and/or mesh installed and fixed to conform to engineer's specifications. |
| | | 5.2 | Where required, jacking rods installed and fixed to designed locations to engineer's specifications. |
| 6. | Close shutters | 6.1 | External prefabricated system wall shutters erected and fixed into location to engineer's and manufacturer's specification. |

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| 7. | Locate yokes, jacks and connect hydraulic system for slip form formwork | 7.1 | Systemised yokes installed to jacking rods within reinforcement and wall form shutters in accordance with engineer's specifications. |
| | | 7.2 | Jacks installed on yokes to requirements in accordance with system design and engineer's specifications. |
| | | 7.3 | Hydraulic hose lines fitted to jacks and central control system to engineer's specifications. |
| 8. | Place concrete | 8.1 | Concrete placed and consolidated within system wall form shutters to engineer's requirements. |
| | | 8.2 | Rate of placement of concrete maintained to rate of slip of formwork to engineer's specifications and instructions. |
| | | 8.3 | Concrete cured to engineer's specification. |
| 9. | Activate jacking system | 9.1 | Hydraulic jacking system activated in accordance with engineer's specifications and design to slip formwork. |
| | | 9.2 | Formwork systems jacked into progressive position according to engineer and manufacturer's specifications. |
| | | 9.3 | Trailing platforms installed to engineer's specifications. |
| | | 9.4 | Stairs and access ways installed according to drawings and engineer's specifications. |
| | | 9.5 | Formwork progressively slipped to completion of pour. |
| | | 9.6 | Reinforcement and jacking rods extended during progress of slip operation, to engineer's specifications/directions. |
| 10. | Co-ordinate dismantle system | 10.1 | System dismantled in accordance with manufacturers and engineer's specifications. |
| | | 10.2 | Working area monitored to ensure safety maintained according to OH&S regulations. |
| 11. | Co-ordinate clean up | 11.1 | Instructions given/appropriate follow-up actions taken place to ensure: <ul style="list-style-type: none"> • unused material stacked/stored for re-use • work area cleared • tools and equipment cleaned, maintained and stored |
| | | 11.2 | Waste disposal conforms to organisational and the Environmental Protection Agency (NEPA) requirements. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to erection or modification of systemised formwork constructed and operated to engineer's specifications for slip or jump formwork.

The following variables relate to this particular unit:

Formwork systems may include:

- timber
- steel
- composite construction

Formwork systems

- jump type formwork
- slip type formwork

Tools and equipment may include but are not limited to:

- measuring tape/rule
- hammer
- spirit level
- nail bag
- levelling equipment
- chisels
- hand saws
- saw stools
- power saws
- power drills
- air compressor and hoses
- power leads/extension cords
- spanners
- pneumatic wrenches
- ladder/scaffolding

Formwork type to include:

- footings
- walls
- decking
- beams
- lintels
- columns
- piers
- stairs
- chambers
- tanks
- ramps

Personal protective equipment may include:

- overalls
- jacket
- hard hat
- safety goggles
- safety boots
- gloves
- ear muffs

Fixing and fastening may include:

- nails
- screws
- self tapping screws
- bolts
- patented clips
- brackets

Components for temporary support structures:

- wood: poling boards, waling, ground props, wedges plates
- metal: waling, waling frames, leading sheets, intermediate sheets

OH&S requirements to be in accordance with Statutory Legislation and Regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- working platforms and scaffolding
- working with hydraulic equipment

Temporary supporting structures include:

- pincer
- open and close sheeting
- hydraulic support systems

Quality Assurance requirements may include:

- workplace operations and procedures
- quality of materials
- control of handling procedures
- use and maintenance of equipment
- attention to work specifications

EVIDENCE GUIDE

Competency is to be demonstrated by working with a team to carry out the safe and effective way in erecting/dismantling of slip or jump form formwork to engineer's design and industry standards on a designed project

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with occupational health and safety regulations applicable to workplace operations
- show compliance with organisational policies and procedures
- apply organisational quality procedures and processes within the context of erecting and operating jump formwork to form concrete
- give attention to accurate setting out for location of formwork
- adopt and use safe and effective procedures in the assembling of shutters
- give attention to specification details in erecting formwork and structural steel support
- give attention to assembling and installing all platforms, walkways and stairs supporting formwork operation
- apply correct procedures in setting up block-outs and placing reinforcement to specifications
- give appropriate attention in team operation to the processes of pouring concrete and jumping formwork to next location
- identify faults and problems that occur and necessary action taken to rectify
- interactively communicate with work teams to ensure safe and effective worksite operations
- demonstrated ability to give technical support and directives to teams and individuals

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BCGFLS0023A Maintain health, safety and security in the workplace
- BCGCOR1583A Read and interpret plans

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- workplace and equipment safety requirements including relevant statutory regulations, codes and standards
- systemised formwork construction
- slip formwork design
- understanding of hydraulic pressure on formwork by concrete when placed
- safe handling and storage of chemicals and flammable liquids
- Standards – Formwork for Concrete
- materials and components
- company's quality system and role of individual within that system
- understanding of hydraulic jacking systems
- plant, tools and equipment
- reinforcement in concrete
- worksite communication

Skills

The ability to:

- work safely
- interpret drawings, specifications and documentation
- organise work
- use tools plant and equipment
- select and identify materials relevant to task
- handle materials
- fit and secure materials
- measure accurately
- communicate effectively
- plumb and level form work

(4) Resource Implications

The following resources should be provided:

- worksite location developed to base slab
- materials and components appropriate to proposed activity
- tools, plant and equipment appropriate to construction and installation processes
- appropriate communication of documentation relevant to activity and tasks

(5) Method of Assessment

Competency in this unit may be determined concurrently based upon integrated project work.

Competency should be assessed through direct observation of application to tasks and questions related to underpinning knowledge.

Competency should be assessed under general guidance, checking at various stages of the processes and at the completion of each activity against the performance criteria and specifications.

(6) Context of Assessment

Competency should be assessed in the workplace or simulated workplace setting.

Assessment should be while tasks are undertaken either individually or as part of a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGFLS0063A: Co-ordinate scaffolding erection and dismantling

Competency Descriptor:

This unit deals with the skills and knowledge required to co-ordinate the erection and dismantling of scaffolding and components. It applies to individuals engage in the supervision of construction site work.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare work	<p>1.1 Job instructions/specifications accurately interpreted and purpose for scaffolding/equipment and various work tasks confirmed.</p> <p>1.2 Occupational Health & Safety requirements for workplace environment and erecting and dismantling scaffolding recognised and communicated to work team(s).</p> <p>1.3 Expected loading on scaffolding/equipment and supporting structure determined using load tables.</p> <p>1.4 Site plans, scaffolding/equipment designs and drawings interpreted as necessary to industry practices.</p> <p>1.5 Work specifications interpreted in conjunction with drawings as necessary.</p> <p>1.6 Potential hazards identified from plans, drawings and specifications.</p> <p>1.7 Types and quantities of components estimated for appropriate types of scaffolding/equipment.</p> <p>1.8 Site information obtained as necessary. Potential hazards identified and prevention/control measures selected.</p> <p>1.9 Site sketches drawn and dimensions taken as necessary.</p> <p>1.10 Job method developed to include hazard prevention, control measures and safety procedures.</p> <p>1.11 Selected scaffolding and equipment components conform to job requirements.</p> <p>1.12 Critical structural and safety areas of scaffolding/equipment inspected for damage, corrosion and wear. Damaged components labelled and rejected.</p>

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| | 1.13 | Rejected components sent for repair or scrapped. |
| | 1.14 | Checks carried out to ensure scaffolding/equipment gear prepared in accordance with codes of practice and guides. |
| | 1.15 | Transport of equipment and tooling co-ordinated and unloading sequenced to suit job method. |
| 2. | Co-ordinate erection of scaffolding/equipment | |
| | 2.1 | Appropriate action ensured that site isolated using barriers as necessary. |
| | 2.2 | Checks are carried out to ensure that safety procedures are implemented, including necessary signage. |
| | 2.3 | Scaffolding/equipment checked for adequate footing according to established Scaffolding Standards. |
| | 2.4 | Scaffolding/equipment erected in accordance with planned hazard prevention and control measures, acceptable safe work practices, Scaffolding Standards and manufacturer's requirements. |
| | 2.5 | Erected scaffolding/equipment inspected for safety and compliance with design and statutory requirements. |
| | 2.6 | Checks carried out to ensure that site is left clear of all surplus components, equipment, tools and debris. |
| | 2.7 | Scaffolding/equipment gear used in accordance with codes of practice and guides. |
| 3. | Co-ordinate dismantling of scaffolding/equipment | |
| | 3.1 | Proposed dismantling reviewed to determine if scaffolding and/or equipment remains as detailed in original planning. |
| | 3.2 | Dismantling carried out using same competencies as for erecting scaffolding/equipment. |
| | 3.3 | Dismantling performed with due regard for critical structural and safety areas of scaffolding/equipment. |
| 4. | Co-ordinate cleaning-up | |
| | 4.1 | Instructions given/appropriate follow-up actions taken place to ensure: <ul style="list-style-type: none"> • unused material stacked/stored for re-use • work area cleared • tools and equipment cleaned, maintained and stored |
| | 4.2 | Waste disposal conforms to organisational and the Environmental Protection Agency (NEPA) requirements. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

This unit applies to the range of scaffolding and access equipment used in the construction industry accordance with Work-safe Standards.

The following variables relate to this particular unit:

OH&S requirements to be in accordance with Statutory legislation and Regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials
- working platforms and scaffolding
- use of ladders

Materials to include:

- steel and alloy tubes
- couplers and accessories
- scaffolding planks
- braces
- toe-boards
- prefabricated components
- safety nets and static lines
- ropes
- gin wheels

Potential hazards include:

- overhead power-lines
- trees
- overhead service lines such as steam, gas, water, telephone
- underground services
- uneven and/or unstable ground
- allowable floor loading as appropriate
- other workers and persons
- surrounding buildings/vessels/structures/equipment
- hazardous materials
- corrosive substances
- barricades
- inadequate lighting
- dynamic loading such as concrete pump lines

Scaffolds and equipment type to include:

- independent tied
- static tower
- mobile tower
- putlog
- prefabricated scaffolds
- cantilevered hoist
- bracket scaffolds (tank and formwork)

Personal protective equipment may include:

- boots
- safety glasses/goggles
- ear plugs/muffs
- dust masks/respirators
- gloves
- hard hat

Tools and equipment to include:

- hammer
- spirit level
- block spanners
- lifting device
- ladders
- measuring tape/rule
- nail bag
- spanners
- shovels
- power saws
- power leads

Site condition include:

- virgin ground
- previously levelled site areas
- pavement
- other hardened areas

EVIDENCE GUIDE

Competency is to be demonstrated by the co-ordination of activities, which result in the erection and dismantling of any one scaffolding/equipment listed within the range statement.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- demonstrate compliance with occupational health and safety regulations applicable to workplace operations
- demonstrated ability to apply organisational quality procedures and processes within context of erecting and dismantling scaffolding
- identify and communicate location and details of scaffolding requirements
- identify hazards and control measures selected prior to commencing activities
- co-ordinate the selection and use appropriate processes, tools and equipment to carry out tasks
- demonstrated ability to ensure that safe and effective procedures are used to erect and dismantle scaffolding to regulatory requirements
- identify typical faults and problems that occur and necessary action taken to rectify
- interactively communicate with others to ensure safe and effective operations

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of

- relevant Statutory OH&S legislation, standards and codes of practice
- workplace and equipment safety requirements
- site drawings and specifications
- scaffolding/equipment components
- materials and characteristics
- tools and equipment
- levelling and measuring

Skills

The ability to

- write technical reports
- interpret drawings and documentation
- organise and lead work teams
- co-ordinate erection of scaffolding
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- workplace location
- scaffolding components appropriate to tasks
- tools and equipment appropriate to scaffolding processes
- appropriate communication of documentation related to tasks

(5) Method of Assessment

Competency should be assessed while tasks are undertaken.

Assessment may involve:

- observation of the application process
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency may be assessed in the workplace or simulated workplace setting.

Assessment shall be while tasks are undertaken either individually or working with a team under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCMCSS0073A: Co-ordinate the placement of concrete

Competency Descriptor:

This unit deals with the skills and knowledge required to effectively co-ordinate the handling, placing, compacting, testing, curing and quality control of concrete and applies to supervisors and foremen working in the construction industry.

Competency Field: General Construction

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan and prepare work	1.1	Quality Assurance requirements for company’s concrete operations recognised and adhered to.
		1.2	OH&S requirements with application tasks and workplace environment recognised and adhered to, including identification of hazardous material.
		1.3	Accurate information relating to the required resources is available for use by self and workers.
		1.4	Appropriate corrective actions taken to rectify incorrect or incomplete information.
		1.5	The required quantity and quality resources are stored and available for use by self and workers.
		1.6	Work procedures and the role individuals are explained to workers.
2.	Co-ordinate the placement of concrete to structures	2.1	Concrete mixed according to worksite procedure and meets engineer’s specifications and/or job requirements.
		2.2	The appropriate and relevant concrete tests carried out according to organisation’s methods and procedures.
		2.3	Arrangement for handling, lifting or hoisting and placing concrete conform to job requirements.
		2.4	Concrete transported and discharged safely and efficiently according to worksite method and procedure.
		2.5	Location of concrete placement defined from drawings and specifications, checked and confirmed ready to receive poured concrete.

- | | | |
|----|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 2.6 | Placement of concrete co-ordinated in a manner to ensure correct height, avoid segregation, achieve desired finish and to minimise waste and spillage. |
| | 2.7 | Poured concrete consolidated during process using appropriate compaction or vibration method to specifications. |
| 3. | Cure concrete | 3.1 Concrete cured to engineer's approval and in accordance with the National Building Codes and standard practice in concrete on building. |
| | 3.2 | Curing agent/method maintained on concrete surface to specifications and, where applicable, in accordance with standards for Liquid Membrane Forming Curing Compounds for Concrete. |
| | 3.3 | Protection provided to concrete during curing process by appropriate material, isolating and/or barricading area. |
| 4. | Co-ordinate clean-up of site | 4.1 Appropriate action taken to ensure that waste and unwanted material disposed of safely according to site and environmental requirements. |
| | 4.2 | Tools and equipment cleaned, maintained and stored according to organisation's requirements. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

Quality Assurance requirements may include:

- workplace operations and work procedures
- quality of material
- control of placement, compaction and finish of concrete
- use and maintenance of tools, plant and equipment
- specifications of work

OH&S requirements to be in accordance with Statutory Legislation and regulations and may include:

- protective clothing and equipment
- workplace environment and safety
- working platforms
- use of tools and equipment
- emergency procedures

Relevant concrete tests include:

- slump test for water content
- preparing cylinders/cube compression for testing

Concrete may be cured by:

- atmospheric conditions
- applied moisture
- applied agents

Work information/instruction/specification include:

- drawings
- technical literature
- relevant building standards/regulations
- oral and written instructions
- organisational requirements
- legal requirements
- manufacturer's instructions
- security requirements

Personal protective equipment may include:

- safety goggles/glasses
- respirators
- ear muffs and safety boots
- boots
- water proof pants and jacket

Concrete may be transported to placement area and placed by the following methods:

- directly from pre-mix truck
- wheelbarrow
- buckets
- shovels

Waste material and debris may include:

- concrete spillage
- excess concrete
- pieces of timber
- empty containers
- cardboard and paper

Work practices to include:

- follow company instructions and procedures and official guidance
- co-ordinate concrete work with works of other trade areas
- co-ordinating the placement of concrete to structures by measuring, receiving, placing, compacting, finishing, protecting and curing
- co-ordinate the use and maintenance of hand and power tools and equipment
- adapting safe working practices
- complete documentation
- co-ordinating cleaning up and disposing of waste
- co-ordinating the storage and security of tools, equipments and materials

Required resources include:

- chute, skip, pump
- aggregates, cements, additives
- formwork, membranes
- anti-heave materials
- cube moulds and sump test equipment
- poker vibrators
- tampers and floats
- curing materials and spray compounds
- hand tools, portable tools and equipment

Corrective actions include:

- reporting and rectifying discrepancies
- complying with company procedures
- rectifying workability and grade of concrete
- warning others of present or impending dangers

Concrete work includes placement of concrete onto:

- foundation
- slab and decking
- retaining walls

Concrete may be finished by:

- steel float
- bull floats
- wood float
- broom

Tools and equipment may include:

- shovels and rakes
- wooden floats
- steel floats
- bull floats
- immersion vibrator or vibrating table
- tarpaulins/covers
- curing agent applicator
- steam generator
- wheelbarrow
- tamping rods
- screed boards
- edging tool
- brooms

EVIDENCE GUIDE

Competency is to be demonstrated by co-ordinating activities for safe and effective placement, finishing and curing of concrete in any of the conditions and types of structures listed within the range statement, relevant to the work orientation.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with occupational health and safety regulations applicable to concrete work and workplace operations
- show compliance with organisational policies and procedures including quality assurance requirements
- interpret information relevant for the placement of concrete to the range of structures
- demonstrated ability to plan, organise and adopt safe and healthy working practices
- demonstrated ability to co-ordinate the selection and preparation of materials, tools and equipment
- demonstrated ability to co-ordinate the placement, testing, compaction, finishing, curing and protection of concrete
- demonstrated ability to provide technical advice and leadership to workers
- interactively communicate to support team and ensure safe and effective workplace operations
- give particular attention to placement of reinforcement and compaction and curing processes of concrete

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- workplace and equipment safety requirements
- information relating to drawings, specifications, schedules
- names, characteristics, uses and limitations of materials relating to the concreting process
- defects, workability, durability, quality and appearance of materials
- types, uses, limitations of hand and power tools and equipment
- defects in materials and equipment which are caused naturally, by manufacture, by workmanship and by the environment
- calculations for quantities and measurements relevant to concrete work
- methods of sampling concrete and of testing workability and strength of concrete
- methods of placing, compacting, finishing and curing concrete
- reasons for compacting and curing concrete
- construction joints

Knowledge

Knowledge of:

- methods of identifying hazards when placing concrete
- materials handling, transporting and placing of concrete
- formwork and reinforcement component

Skills

The ability to:

- read and interpret technical documents
- identify contract requirements
- select equipment appropriate to concreting process
- report writing
- oral and written communication
- measure and calculate dimensional specifications
- decision making

(4) Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments.

Resources may include:

- a real or simulated environment
- project resources
- organisation policies and guidelines
- access to relevant resource personnel
- relevant legal and statutory documentation
- hand tools and power tools appropriate to concreting process
- plant and equipment appropriate to concreting process
- suitable formwork with placed reinforcement appropriate to concreting process
- concrete testing equipment

(5) Method of Assessment

Assessment against this unit may involve the following:

Continuous assessment in a setting that stimulates the conditions of performance described in the elements, performance criteria and range statements that make up this unit.

Self-assessment on the same terms as those described above.

Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes.

(6) Context of Assessment

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor.

The competency is to be demonstrated in a range of situations, which may include involvement in related activities normally experienced in the workplace.

Evidence of underpinning knowledge understanding of processes and principles can be gained through thorough questioning and by observation of previous work.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCMFLS0033A: Lead the work of teams and individuals

Competency Descriptor:

This unit deals with the skills and knowledge required to lead a team or work group in a building and construction environment. It includes developing plans, providing leadership and supervising the performance of a group.

Competency Field: Business – Front-Line Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan the work of teams and individuals	1.1 Opportunities are given to team members to contribute to the planning and organisation of their work. 1.2 Plans are consistent with team and organisational goals and objectives and appropriate statutory requirements. 1.3 Plans cover all those personnel for whose work the individual is responsible. 1.4 Plans and schedules are realistic and achievable within organisational constraints. 1.5 Plans and work allocation take full account of team members' abilities and development needs. 1.6 Work plan and activities are explained to team members in detail and at a level and pace appropriate to them. 1.7 The team members' understanding of plans and their work activities confirmed. 1.8 Plans are updated at regular intervals and take account of relevant changes.
2. Develop team commitment and co-operation	2.1 Assistance given to the team to use open communication processes to obtain and share information. 2.2 The team makes decisions in accordance with its agreed roles and responsibilities. 2.3 Support given to the team to develop mutual concern and camaraderie.
3. Co-ordinate and develop team performance	3.1 The results achieved by the team contribute positively to the organisation's plans and objectives. 3.2 The team is encouraged to exploit innovation and initiative.

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|------------------------------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------|
| | 3.3 | Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals. |
| | 3.4 | Team members share and enhance their knowledge and skills. |
| 4. Assess the work of teams and individuals | 4.1 | The purpose of assessment is clearly explained to all involved. |
| | 4.2 | Opportunities are given to team members to assess their own work. |
| | 4.3 | Assessments are based on sufficient, valid and reliable information. |
| | 4.4 | Assessments are objectively carried out on agreed criteria. |
| 5. Provide feedback to teams and individuals on their work | 5.1 | Feedback is provided to team members in a manner most likely to maintain and improve performance. |
| | 5.2 | The feedback given is clear and is based on an objective assessment of team members' work. |
| | 5.3 | Feedback recognises team members' achievements and provides constructive suggestions and encouragement for improving their work. |
| | 5.4 | Feedback is given in a manner, which promotes goodwill with individuals involved. |
| | 5.5 | All feedback to individuals and teams is treated confidentially. |
| | 5.6 | Opportunities are given to team members to respond to feedback and to recommend how they could improve their work. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between schools and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Frontline supervisor at this level operates in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems, processes
- quality and continuous improvement processes and standards
- access and equity principles and practice
- defined resource parameters

The supervisor may:

- adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Teams may include full time employees, contractors, part time employees and includes:

- operator
- craft personnel
- labourers

Knowledge and skill development may take place through a variety of methods including:

- coaching
- mentoring
- exchange/rotation
- shadowing
- action learning
- structured training programmes

Competencies refer to the abilities of the team members and may be:

- formally recognised or not formally recognised
- industry-wide, enterprise specific or individual specific

Statutory requirements, which may affect work planning include:

- relevant legislation for the building and construction industry, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Teams may be:

- one or a mixture of on-going, work-based, project-based, task specific, or cross-functional

The organisation's goals, plans and objectives refers to those relevant to:

- the frontline supervisor's work activities and
- the teams in which frontline supervision is involved

Assessment for:

- appointment
- promotion
- yearly, half-yearly, quarterly

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

(1) Critical Aspects of Evidence

- provides leadership to team
- contributes positively to team performance
- provides coaching and mentoring support
- provides assessment and feedback

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the importance of effective communication when explaining work plans and allocations
- how to present work plans in a way that gains the support and commitment of those involved
- the importance of regularly reviewing work
- the importance of providing team members with the opportunity to contribute to the planning and organisation of their work
- the types of organisational constraints, which influence planning
- the importance of planning work activities to ensure organisational effectiveness and supervisor's role and responsibilities in relation to this
- how to develop realistic and achievable work plans for teams and individuals both in the short and medium term
- the team's objectives and how plans will succeed in meeting these objectives
- the importance of being clear about the purpose of an assessment and of communicating this effectively to those involved
- the importance of assessing the ongoing work of teams and individuals and the supervisor's role and responsibilities in relation to this
- how to gather and evaluate the information needed to assess the work of teams and individuals
- the importance of providing opportunities to team members to assess their own work and
- how to encourage and enable this involvement
- the range of purposes of work assessment
- why work assessment may play a role in an organisation and how they apply to your own situation
- how to assess the work of teams and individuals, and processes in the workplace, which can support such assessment
- how to provide both positive and negative feedback to team members on their performance
- how to choose an appropriate time and a place to give feedback to teams and individuals
- how to provide feedback in a way, which encourages team members to feel that they are respected
- the importance of providing clear and accurate feedback to team members on their performance and the supervisor responsibilities in relation to this
- the principles of confidentiality when providing feedback
- how to motivate team members and gain their commitment by providing feedback

Underpinning Knowledge and Skills

Skills

The ability to:

- access and use workplace information
- assess the competence of the team
- facilitate the participation of team members
- work effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- facilitate team development and improvement
- assess competency development requirements
- gain the trust and confidence of colleagues
- deal with people openly and fairly
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

- the learner and trainer should have access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Standards Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employable Skill Competencies and the Business Services Common Competencies for the particular Level. Refer to the Critical Employable Skills Levels at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCMFLS0043A: Maintain working conditions and operational activities

Competency Descriptor:

This unit deals with the skills and knowledge required to maintain a safe and efficient work environment within established plans, which allows specified work to progress as planned and be monitored to desired quality.

Competency Field: Construction Frontline Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Monitor and maintain good housekeeping routines	<p>1.1 Good housekeeping routines and areas of responsibility are communicated to subordinates.</p> <p>1.2 Action is taken to ensure that good housekeeping is undertaken in accordance with the organization and statutory requirements.</p> <p>1.3 Materials and equipment for carrying out housekeeping are made available to staff.</p> <p>1.4 Safety equipment is provided and housekeeping operations are monitored to ensure they are worn appropriately.</p> <p>1.5 On-going training and instruction on good housekeeping is made available to staff.</p> <p>1.6 Problems with compliance of good housekeeping routines are identified and dealt with according to organizational procedure.</p>
2. Maintain operational activities	<p>2.1 Working knowledge of all site operations and activities are accurately demonstrated.</p> <p>2.2 Operational activities carried out satisfy completion, quantity and cost requirements.</p> <p>2.3 Work activities consistently conform to quality, safety and delivery specifications.</p> <p>2.4 Systems designed to monitor quality, quantity, cost, and time specifications for delivery are correctly implemented and maintained.</p>

- 2.5 Factors, which may cause operations to be disrupted, are noted and appropriate corrective measure taken to prevent or minimize their effects.
 - 2.6 Work activities requirements contain all relevant information and where appropriate, are disseminated to all concerned.
 - 2.7 Information and advice given is accurate and conform to organizational policy.
 - 2.8 All communications are carried out in a manner, and at a level and pace, likely to promote understanding and effective working relationships.
 - 2.9 Information, which affects standards and the efficiency of work operation, is passed on to the appropriate people.
 - 2.10 Documentation relating to work operations is complete, accurate, legible and complies with organizational requirements.
 - 2.11 Where appropriate, proposals for improvement in operations are submitted to the relevant personnel.
3. Maintain conditions for effective and safe work environment
- 3.1 Working conditions are maintained to conform to current safety regulation, industry codes of practice, labour agreement and organizational requirements.
 - 3.2 Maintenance procedures for tools, machines and equipment are kept in accordance with manufacturers' recommendations and organizational requirements.
 - 3.3 Accidents and incidents are dealt with effectively and according to legal and organizational requirements.
 - 3.4 Potential or actual breaches of requirements are identified and the appropriate action is taken.
 - 3.5 Recommendations for improving conditions are submitted to the relevant authority with minimum delay.
 - 3.6 Documentation is complete, accurate, legible and records are available to authorized personnel in accordance with work practices.
 - 3.7 Health and safety systems and procedures are maintained in accordance with appropriate requirements and workers are instructed accordingly.

- 3.8 Security and communication systems and procedures are maintained according to organizational and manufacturers' requirements.
- 3.9 The appropriate personnel is informed of changes in procedures and requirements.
- 3.10 Where appropriate, action is taken to improve efficiency.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Housekeeping and safety equipment includes:

- brooms
- hand brushes
- dust masks
- gloves
- goggles
- bucket
- shovel
- wheel barrow
- hose

Work environment house keeping routines include for:

- work areas – shop and site work
- hand tools
- power tools
- equipment
- materials

Systems to monitor quantity, quality, cost and resource requirement:

- quality assurance
- administrative process

Information source:

- programme of work
- construction details
- material specification

Disruption factors include:

- delays in delivery /non-availability of resources
- weather conditions
- technical problems
- industrial disputes

Work roles are:

- self-accountable
- as leader of a team in own occupation
- integrating with other work occupations

Communications:

- written, oral, computer based, practical
- demonstration, visual/pictorial

People:

- apprentices, journeyman, site manager/site engineer, clients, suppliers

Monitoring systems:

- ordering/delivering documentation
- quality specifications
- bonus targets
- time sheets

Working conditions:

- all forms of weather
- exposed sites
- covered
- enclosed/confined
- safe
- high risk

Locations:

- work stations/areas used in carrying out work role
- large and small construction sites
- production centres/workshops

Documentation to include:

- job cards
- requisitions
- delivery and receipt forms
- time cards
- product standard check list

Resources include:

- human
- physical and financial
- materials
- equipment

Records include:

- written; computer-based; audio-visual of personnel
- materials
- equipment/technology
- time
- site diary

Security:

- property
- tools/equipment
- personal belongings

Work activities:

- construction – new work, alterations, and maintenance

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

(1) Critical Aspects of Evidence

- compliance with occupational health and safety regulations applicable to workplace operations
- application of organisational management policies and procedures including quality assurance requirements where applicable
- demonstrated ability to read and interpret relevant technical instruction and to plan work methods and procedures
- design/implement systems to monitor operation/services
- set up/implement maintenance schedules
- check facilities for potential or actual breaches of operational standards/requirements

Critical Aspects of Evidence (cont'd)

- co-ordinate and supervise work activities, assign work to and instruct workers
- check and/or maintaining inventory
- prepare relevant documentation and submit relevant recommendations
- relate to people from varied social, cultural and ethnic background
- evidence is best gathered through a holistic assessment activity, which integrates the elements of competency

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- employers and employees responsibilities under legislation relative to areas of responsibility potential hazards which could affect performance and work place
- identification of potential hazards which could affect working conditions and action to eliminate
- factors likely to disrupt operations and remedial action – weather, environment, industrial actions
- methods of interpreting and communicating to personnel within area of responsibility
- methods and procedures for monitoring operational activities – order/delivery notes, quality specifications, bonus targets/time sheets
- types and purposes of information sources – programmes to work, construction details, materials specifications
- safe sighting and operation of construction plant and equipment relevant to own area of responsibility
- work methods and procedures for occupational areas within responsibility
- information procedures – written, oral, recording, storage
- working relationships – team, individual
- reason for and methods of site security

Skills

The ability to:

- prepare written report
- implement systems to monitor quantity, quality, cost and time requirements for service/product delivery
- use oral and written communication
- identifying hazards
- apply decision making skills

(4) Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- a real or simulated environment
- project resources
- organisation policies and guidelines
- access to relevant resource personnel
- relevant legal and statutory documentation

(5) Method of Assessment

Assessment against this unit may involve the following:

Continuous assessment in a setting that simulates the conditions of performance described in the elements, performance criteria and range statements that make up this unit

Continuous assessment in the workplace, taking into account the range of variables affecting performance.

Self-assessment on the same terms as those described above

Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes.

(6) Context of Assessment

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor.

The competency is to be demonstrated in a range of situations, which may include involvement in related activities normally experienced in the workplace.

Evidence of underpinning knowledge/understanding of processes and principles can be gained through thorough questioning and by observation of previous work.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCMFLS0023A: Plan, organise, control and evaluate work

Competency Descriptor:

This unit deals with the skills and knowledge required to carry out activities relating to the planning, organising, controlling and evaluation of work on the construction site.

Competency Field: Construction Frontline Management

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Plan work activities and methods	1.1	Contributions made to the setting and updating of organisation's work objectives are clear and accurate.
		1.2	Planned work methods are consistent with management priorities and objectives, legal requirements and working conditions.
		1.3	Plans make cost effective use of available resources within given constraints.
		1.4	Advice is sought from the relevant personnel where legal or statutory requirements and objectives appear to conflict.
		1.5	Views of others are sought in a manner, which encourages individuals to offer suggestions.
		1.6	Work activities are designed to ensure that organisational objectives are achieved.
2.	Plan for the use of resources	2.1	Valid and relevant information on resources is obtained and/or given to appropriate personnel.
		2.2	Important trends and changes in resource usage are identified and suggested to the relevant personnel.
		2.3	Recommendations and plans from the use of resources indicate the benefits, which should be achieved.
		2.4	Plans take account of known factors likely to affect the use of resource.
		2.5	Plan conforms to organisational and statutory policy and requirements.
		2.6	Feedback on plans is communicated as appropriate to the relevant personnel.

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| 3. Monitor and control the use of resources | 3.1 | Information on the use of resources is correctly interpreted and communicated to the appropriate personnel. |
| | 3.2 | Individual responsibility for the use of resources is communicated effectively. |
| | 3.3 | Resources are used in accordance with organisational specifications and guidelines. |
| | 3.4 | Recommendations for improving the use of resources are passed on to the relevant people as appropriate. |
| | 3.5 | Records of the use of resources are complete, accurate and legible, and in accordance with organisational requirements. |
| | 3.6 | Systems and procedures for monitoring and maintaining resources are observed. |
| | 3.7 | Prompt corrective action is taken in response to significant deviations from planned use of resources. |
| 4. Organise work and assist in the evaluation of work | 4.1 | Work is organized to make effective use of resources and to meet objectives, plan and other requirements. |
| | 4.2 | Responsibilities and limits of authority of team and individual are communicated to the relevant people. |
| | 4.3 | Standards of performance are clearly defined and communicated to the relevant person. |
| | 4.4 | People are encouraged to seek clarification of their allocated activities. |
| | 4.5 | The degree of guidance required by individuals is assessed and used to best effect in organizing work. |
| | 4.6 | The information/instruction given is appropriate to the importance and scale of work allocated and evaluated. |
| | 4.7 | The work of individuals and teams is evaluated against quality standards and resources applied. |
| | 4.8 | Results of evaluations are relayed to appropriate people. |
| | 4.9 | Action is taken to minimize the impact on resources of inappropriate work methods or changes to organizational demands. |

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| 5. | Provide feedback on work performance to teams and individuals | 5.1 | Feedback is given in sufficient detail and in a manner appropriate to the individuals and/or team. |
| | | 5.2 | Feedback is given at a time and place conducive to its reception. |
| | | 5.3 | Constructive suggestions and encouragement for improving future performance are given. |
| | | 5.4 | Feedback recognises performance and achievement. |
| | | 5.5 | Details of any action to be taken and a timetable are accurately recorded. |
| | | 5.6 | People are encouraged and assisted to make suggestions on how system/procedures could be improved. |
| | | 5.7 | Opportunities to discuss feedback are readily available. |
| | | 5.8 | Proper work attitudes are appropriately displayed. |
| | | 5.9 | Evidence of lead-role is demonstrated in providing technical directives and supervision to work team (s) |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

People to be consulted and informed:

- those for whom one has responsibility
- colleagues
- site managers
- suppliers
- customers
- staff representatives
- sub-contractors
- government representatives

Objectives:

- short-term
- long term
- personal
- organisational

Contributions:

- written
- oral
- formal
- informal

Requirements for planning:

- health, hygiene and safety legislation
- employment legislation
- building and construction regulations
- resources availability

Resources:

- financial
- manpower
- information
- machines and equipment
- materials
- services
- time

Constraints:

- plans
- staff availability
- workload commitment
- equipment availability
- cost
- weather condition
- finance

Feedback is given:

- at appraisals/performance reviews
- as required to maintain motivation, morale, effectiveness
- to support learning/development
- in response to requests from colleagues and for those for whom one has responsibilities
- when possible, after any given task
- at team meetings
- at introduction of new services

Recommendations take account of:

- health, hygiene and safety issues
- employment agreement
- building and construction regulations
- equipment requirements
- organisational policies
- plans and procedures
- customer requirements

Communications:

- formal/informal
- written/oral
- electronic
- practical demonstration
- drawing/diagrams

Feedback is provided:

- verbally
- in writing
- through the allocation of work in accordance with performance

Suggestions for improvements include:

- advice
- counselling
- training/development
- re-assignment
- instruction
- delegation secondary
- coaching/mentoring
- through disciplinary procedures
- constructive criticism

Recognition is in the form of:

- praise
- warning/criticism
- recommendations for promotion/jobs changes
- counselling
- incentives/rewards
- certificates of achievement

Evidence of lead role include:

- mentoring
- instructing
- coaching
- promoting

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

(1) Critical Aspects of Evidence

- Compliance with occupational health and safety regulations applicable to workplace operations.
- Application of organisational management policies and procedures including quality assurance requirements where applicable.
- Demonstrated ability to provide contribution to planning work activities and methods.
- Co-ordinate the maintenance of safe and effective conditions at the work environment.
- Identify, select and plan for and monitor the use of resources.
- Demonstrated ability to evaluate work performance and provide appropriate feedback.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- principles and methods relating to setting and reviewing objectives and performance measures
- work objectives, plans, schedules and time scales
- analysing the use of resources, risks and contingencies and acting upon the outcome of these analyses
- applying relevant items of legislation to actual/typical circumstances
- forming and managing work groups and teams
- data relating to work objectives and relating performance measures
- principle risks and contingent factors affecting objectives
- acceptable work methods
- resources available and capacity for the delivery of objectives
- constraints affecting the delivery of objectives
- customers requirements
- key features of relevant legislation
- principles and methods relating to monitoring work movement and identify operational charges
- responsibilities of individuals
- performances of teams and individuals during previous work allocations
- security measures for control equipment
- assessment of inclement weather and the consequences

Knowledge

Knowledge of:

- dealing with accidents and emergencies
- procedures for recording information
- operational changes
- organizational procedures
- accidents and emergency records
- principles and methods relating to motivating staff to each work objectives through encouraging participation in setting them
- using different styles of direction and supervision
- Identifying and assessing the competences of teams and individuals
- learning and skill developing
- establishing, defining and reviewing objectives and performance measures

Skills

The ability to:

- read and interpret technical document
- identify and set work priorities
- report writing
- implementing safety awareness programmes
- oral and written communication
- identifying hazards
- decision making

(4) Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- a real or simulated environment
- project resources
- organisation policies and guidelines
- access to relevant resource personnel
- relevant legal and statutory documentation

(5) Method of Assessment

Assessment against this unit may involve the following:

Continuous assessment in a setting that stimulate the conditions of performance described in the elements, performance criteria and range statements that make up this unit

Continuous assessment in the workplace, taking into account the range on variables affecting performance.

Self-assessment on the same terms as those described above.

Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes.

(6) Context of Assessment

For valid and reliable assessment of this unit, the competency should be demonstrated over a period of time and observed by the assessor.

The competency is to be demonstrated in a range of situations, which may include involvement in related activities normally experienced in the workplace.

Evidence of underpinning knowledge understanding of processes and principles can be gained through thorough questioning and by observation of previous work.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCMFLS0053A: Contribute to the control of contract implementation

Competency Descriptor:

This unit deals with the skills and knowledge required to provide assistance to site management and contractors to carry out activities relating to the implementation of contract obligations.

Competency Field: Construction Site Frontline Supervision

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Assist in controlling contract costs against budgets	1.1	Systems provided to control contract cost are implemented according to organisational procedure.
		1.2	Opportunities that provide for real cost-saving are identified and recommended to the appropriate personnel.
		1.3	Systems and processes, which maximise cost-saving initiatives are identified and made available to appropriate personnel.
		1.4	Variations to contract requirements are identified and communicated to the appropriate personnel for remedial action.
2.	Assist in controlling contract against quality standards	2.1	Quality standards and systems are accurately interpreted and communicated to the relevant personnel.
		2.2	Organisational systems are implemented to ensure inspection of work and to record outcomes.
		2.3	Individual's responsibilities for maintaining quality standards and systems are communicated clearly.
		2.4	Methods of construction and the utilisation of materials are checked regularly for conformity with quality standards.
		2.5	Work which fails to meet required standards of materials and workmanship is identified and corrective action taken.
		2.6	Amendments to contract quality requirements are referred to site manager.
		2.7	Failures to respond appropriately and in a given time to requests to remedy unacceptable standards are reported to site management.

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| 3. | Contribute to maintaining the dimensional accuracy of contracts | 3.1 | Project dimensional specification is communicated to appropriate personnel to enable accurate positioning, alignment and level of work. |
| | | 3.2 | Setting out points, lines and profiles are observed and confirmed accurate in accordance with quality assurance procedures. |
| | | 3.3 | Instrumentation for measuring and recording is checked to ensure specified accuracy. |
| | | 3.4 | Deviations in position, alignment and levels are identified promptly and referred to appropriate personnel. |
| | | 3.5 | Work procedures and practices are revised where appropriate to minimise deviation. |
| | | 3.6 | Work procedures are revised as appropriate to allow for different circumstances and conditions. |
| 4. | Assist in controlling progress of contract | 4.1 | Organisation's systems to monitor and record work progress against agreed programmes are implemented. |
| | | 4.2 | Data is collected regularly and summarised accurately. |
| | | 4.3 | Inadequate and inappropriate resources are identified and appropriate corrective action taken. |
| | | 4.4 | Variations from planned progress are identified and investigated thoroughly. |
| | | 4.5 | Remedial action to correct variances is determined and agreed with interested parties and implemented. |
| | | 4.6 | Actual and anticipated variances, which are likely to disrupt the plan are investigated and quantified accurately. |
| | | 4.7 | Options, which are likely to minimise cost and variances, and optimise contract progress are recommended to relevant parties. |
| | | 4.8 | Relevant parties are informed of progress and of changes to the operational plan, roles, actions and decisions. |
| | | 4.9 | Proper work attitudes are appropriately displayed. |
| | | 4.10 | Evidence of lead-role is demonstrated in providing technical directives and supervision to work team(s). |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Opportunities for cost saving:

- waste reduction
- resource management and logistics
- energy management
- recyclable materials
- plant and labour which meet project requirements
- variations in quality
- contractual procedures
- operational procedures

Appropriate personnel:

- site management
- contractor
- sub-contractors
- suppliers
- operatives

Remedial action:

- regulate expenditure to conform to agreed budgets
- amend working methods
- minimise waste
- restore progress in accordance with agreed programme
- agree new completion dates

Corrective action:

- implement appropriate remedial action
- refer to line management

Monitoring and recording systems:

- visual inspection
- resource records
- site meetings
- site records

Deviations arising from:

- transfer of lines and levels
- use of wrong lines and levels
- interpretation of setting out by others

Means of verifying quality:

- visual inspection
- comparison with design requirements
- comparison with standard documentation
- manufacturer's documentation
- delivery notes
- sampling
- testing
- clerk of works
- reports
- contractors reports

Cause of variances:

- resource shortages
- design problems and constraints
- industrial disputes
- lack of essential information
- construction errors
- inclement weather
- physical (site) constraints
- accidents
- unrealistic programme

Interested parties – operational:

- site management
- contractor
- sub-contractors
- suppliers
- operatives

Setting out:

- lines
- levels
- angles
- distances
- curves

Circumstances and conditions:

- land
- water
- obstacles
- climatic variation
- live conditions (e.g. Building and sites in use, roads, railways, run-ways)
- planned circumstances
- emergency circumstances

Resources:

- personnel
- plant and equipment
- materials and components
- consumables
- time
- specialist services
- public utility services

Forms of programme include:

- bar charts
- action lists
- method statements

Instrumentation for measuring and recording:

- tapes
- automatic levelling and alignment instruments

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

(1) Critical Aspects of Evidence

- compliance with occupational health and safety regulations applicable to workplace operations
- application of organisational management policies and procedures including quality assurance requirements where applicable
- demonstrated ability to provide contribution to planning work activities and methods
- provide assistance in the control of project cost against budget allocations
- demonstrated ability to implement systems designed to control and maintain quality standards of project
- provide assistance in monitoring and controlling dimensional specifications and progress of project work
- relate to people from varied social, cultural and ethnic background
- evidence is best gathered through a holistic assessment activity, which integrates the elements of competency

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- principles and methods to implement contract cost control systems
- Identify and resolve quantity variances and trends
- Identify systems and processes to maximise cost saving
- facts about types of contract cost control systems
- cost saving systems and processes
- material, labour and plant unit costs
- principles and methods to identify quality standards and systems
- systems for verifying quality
- how to identify relevant amendments
- facts about quality systems
- quality standards and specifications
- materials and materials utilization
- principles and methods to obtain and transmit dimensional information, interpret and use setting out information
- how to identify instrumentation error
- how to identify and resolve deviations in position, alignment and levels
- how to revise work practices and procedures to allow for different circumstances and conditions
- quality assurance procedures for setting out
- types of instrumentation for measuring and recording; tapes, automatic levels, pipe lasers, rotating lasers

Skills

The ability to:

- read and interpret technical document
- identify contract requirements
- prepare written reports
- carry-on oral and written communication
- measure and calculate dimensional specifications
- apply decision making skills
- implement systems to monitor and record progress on project
- identify, recommend and implement remedial action on cost and time options

(4) Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment. If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- a real or simulated environment
- project resources
- organisation policies and guidelines
- access to relevant resource personnel
- relevant legal and statutory documentation

(5) Method of Assessment

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(6) Context of Assessment

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The competency is to be demonstrated in a range of situations, which may include involvement in related activities normally experienced in the workplace.

Evidence of underpinning knowledge understanding of processes and principles can be gained through thorough questioning and by observation of previous work.

CRITICAL EMPLOYABILITY SKILLS

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Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCMCOR0093A: Develop and maintain working relationships

Competency Descriptor:

This unit deals with the skills and knowledge required to create, develop and maintain productive working relationships with all concerned. It applies to individuals who are responsible for allocating work to others, achieving specified results, carrying out policy in defined area of responsibility, controlling limited financial budgets and contributing to activities such as programme change and recruitment.

Competency Field: Construction Site Management

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Develop the trust and support of colleagues and teams	1.1	Consultations with team and colleagues take place in a manner, which encourages open and frank discussions.
		1.2	Colleagues, teams and individuals are informed about organisational plans and activities, threats and opportunities.
		1.3	Commitments made are realistic and honoured.
		1.4	Colleagues, teams and individuals are treated in a manner, which shows respect for individuals, and need for confidentiality.
		1.5	Colleagues, teams and individuals receive adequate support to achieve work objectives.
		1.6	Work evaluation results are discussed promptly and directly with colleagues and team members.
2.	Develop the trust and support of senior managers	2.1	The immediate manager is provided with timely and accurate reports on activities, progress, results and achievements.
		2.2	Emerging threats and/or opportunities are clearly and accurately reported to the immediate manager.
		2.3	The immediate manager is consulted appropriately about organisational policies and working methods.
		2.4	Proposals for action are realistic and presented to the immediate manager at an appropriate time.
		2.5	Constructive efforts are made to solve disagreements with the immediate manager.

- 3. Minimise interpersonal conflicts
 - 3.1 Individuals are informed of expected standards of work and behaviour in a manner appropriate to the individuals concerned.
 - 3.2 Opportunities are provided for individuals to discuss problems, which affect their work.
 - 3.3 Conflict between individuals under one's charge is appropriately and promptly dealt with.
 - 3.4 The relevant persons are promptly informed about conflicts outside one's control and responsibility.
 - 3.5 Conflict resolutions carried out in a manner, which prevents or minimises disruption to work, discord between individuals and comply with organisation's policies and legal requirements.
 - 3.6 Conflicts and outcomes are accurately documented to comply with confidentiality and other organisational requirements.
 - 3.7 Recommendations for reducing the potential for conflict are made to the relevant personnel.

- 4. Establish and maintain relationships with customers/clients
 - 4.1 Liaison and communications with customers/clients are conducted in a manner, which promotes goodwill and trust.
 - 4.2 All promises and undertaking given are honoured.
 - 4.3 The customers/clients are kept informed of the details about activities and outcomes.
 - 4.4 Advice and help to customers/clients are offered with sensitivity, and they are encouraged to ask questions, seek clarification and make comments.
 - 4.5 Information about threats and opportunities is clearly and accurately provided with the appropriate degree of urgency.
 - 4.6 Proposals are presented clearly with the right level of detail of change required, and the expenditure and risk involved.
 - 4.7 Differences of opinion are dealt with in ways, which prevent offence and minimise conflicts, and are resolved in ways that maintain respect.

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| 5. | Establish and maintain relationships with the community | 5.1 | Quality time is taken to establish honest and constructive relationships with members of the community. |
| | | 5.2 | Enquiries and requests from the community for information and services are appropriately and promptly dealt with. |
| | | 5.3 | Members of the community are properly acknowledged and correctly addressed. |
| | | 5.4 | Matters which cause or may cause anger and/or dissent in the community are dealt with in ways which avoid offence. |
| | | 5.5 | Members of the community are appropriately informed about matters, which will have an impact on them. |
| | | 5.6 | Where issues are beyond the responsibility of the manager, the community members are directed to the relevant personnel/agency. |
| 6. | Assist team members having performance problems | 6.1 | Team members are given opportunities to discuss actual or potential problems affecting performance. |
| | | 6.2 | Communication with individual takes place at a time and place appropriate to the type, seriousness and complexity of the problem. |
| | | 6.3 | The identification of problems affecting team member performance is based on reliable and valid information. |
| | | 6.4 | Proposed corrective action to solve problems is relevant, timely and effective. |
| | | 6.5 | Appropriate support is provided to team members based on their individual circumstances. |
| | | 6.6 | Responses to problems are carried out in a manner to maintain respect for the individual and confidentiality. |
| | | 6.7 | Problems outside the responsibility or competency of the manager are referred to appropriate personnel. |
| 7. | Implement disciplinary and grievance procedures | 7.1 | Information on disciplinary and grievance procedures is made available to team members. |
| | | 7.2 | Implementation of disciplinary and grievance procedures are carried out in a fair and impartial manner. |
| | | 7.3 | Implementation processes are consistent with the manager's level of authority. |

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| | 7.4 | The implementation processes carried out maintain respect for the individuals and the need for confidentiality. |
| 8. Evaluate implications for resolving disputes | 8.1 | The type and nature of the dispute is identified and accurately summarised. |
| | 8.2 | Appropriate expertise and support are identified and assigned to the dispute resolution process. |
| | 8.3 | Implications (financial and others) of proceeding with the case are assessed and accurately quantified. |
| | 8.4 | The strengths and weaknesses of the case are assessed and potential outcomes and implications for all parties identified. |
| | 8.5 | Other options for resolving the dispute are identified, and supported by relevant information and accurate assessments. |
| | 8.6 | Potential responses to course of action to be taken are sufficiently detailed to enable the affected parties to assess the degree of risk entailed. |
| | 8.7 | Recommended course of action for resolving the dispute maximises the interests of the affected party. |
| | 8.8 | The course of action and terms and conditions are defined and agreed on. |
| | 8.9 | Where the dispute is not considered valid or credible, affected parties are given justifiable rationale on why dispute should not be pursued and alternative approaches are advised. |
| 9. Negotiate the resolution of disputes | 9.1 | A complete and accurate documentation on the dispute is provided. |
| | 9.2 | Responses and proposals from opposite parties are compared with required results and accepted if they fully meet expectations. |
| | 9.3 | Refusals to proposals are presented in a language and style designed to maintain goodwill and trust. |
| | 9.4 | Negative responses are clarified and countered with relevant additional information and arguments. |
| | 9.5 | Questions are asked to test consistency and resilience of the position of the opposing side and to probe for possible movement. |

- 9.6 Regular contact is maintained with parties in dispute and valid options and alternatives for resolution are proposed and investigated.
- 9.7 Points of agreement are summarised and accurately recorded.
- 9.8 Formal acceptance letters are drafted and promptly communicated to opposite parties.
- 9.9 Where offers do not meet expectations, realistic, alternative actions are suggested.
- 9.10 Alternative actions are recommended, where offers and proposals are unacceptable against all criteria, and there is valid and reliable evidence that the opposite side is not likely to improve the offer within acceptable parameters.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Team members include:

- those for whom the manager has line management responsibility
- persons for whom the manager has functional responsibility
- persons for whom the manager has line management/ functional responsibilities

Other options include:

- re-negotiations
- negotiations at higher levels of authority
- conciliation and arbitration services
- formal dispute resolution
- legal action

Colleagues include those working at:

- the same level
- a higher level or
- a lower level

Immediate manager:

- the person(s) to whom reporting is done
- the organisation or authority to which the manager reports

Work evaluation may be:

- output
- behaviour

Disagreement/conflict may be:

- actual
- potential

Customers include:

- clients
- client representatives
- potential and actual occupiers
- potential and actual owners

Community members include:

- Invited and/or uninvited site visitors
- persons adjoining site
- persons who may be affected by site work
- persons who have an interest in the project

Types of dispute include:

- construction
- contracts
- employment
- access
- nuisance
- third party claims

Contributions include:

- for guidance and reproof
- for information
- as penalty

Affected parties may include:

- owner
- tenant
- occupier
- contractors
- sub-contractors
- suppliers
- consultants
- insurers
- users
- regulatory bodies
- employee representatives
- senior management

Individuals:

- team members
- colleagues working at the same level and at lower level

Problems due to:

- work related reasons
- personal reasons
- arising from work related/ external personal factors

Information may be:

- organisational disciplinary and grievance procedures
- statutory procedures for dealing with disciplinary problems

Liaison and communications:

- formal
- informal
- oral
- written
- graphical

Proposal may be:

- oral
- written
- E-mail

Expert support includes:

- surveying
- valuation
- planning
- environmental health
- legal
- financial
- technical
- personal

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

(1) Critical Aspects and Evidence

What critical aspects of evidence are required to demonstrate competency in this unit?

- compliance with occupational health and safety regulations applicable to workplace operations
- application of organisational management policies and procedures including quality assurance requirements where applicable
- demonstrated ability to develop and maintain the trust and support of colleagues and teams
- confidence in and support given to manager by senior managers
- process and procedure of preventing or minimising interpersonal conflicts
- assistance provided to team members having performance problems
- implementation of disciplinary and grievance procedures
- negotiation and conclusion of dispute resolutions

(2) Pre-requisite Relationship of Units

There are no specified relationships.

Holistic assessment should be applied where appropriate to form a complete work function.

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- communication methods appropriate to the issues and contexts
- the importance of effective communication methods to productive working relationships
- the importance of discussing evaluation reports promptly and directly
- information to be treated confidentially, and procedures to follow to ensure that this happens
- organisational plans, activities, threats and opportunities about which colleagues and team members need to be informed
- support that colleagues and team members may require in order to achieve their objectives
- reason why gaining the trust and support of one's immediate manager is important to effective performance
- management structure, line accountability and control
- decision-making processes within organisations
- strategies and styles of working and interaction which encourage effective working relationships with senior staff
- importance of keeping the immediate manager informed of activities, progress, results and achievements

Knowledge

Knowledge of: (cont'd)

- reasons why conflict between people in the organisation is usually counterproductive
- the different situations, behaviours and interaction between people, which lead to conflict in the workplace
- strategies to identify and minimise conflict between people at work
- the type of conflict and situation
- the importance of keeping people under your charge regularly informed of expected standards of work and behaviour
- the importance of maintaining accurate records of conflicts and their outcomes, and of which information must be treated confidentially
- relevant persons to inform when conflicts are outside your area of responsibility
- characteristics of persons living and using the area around the site
- particular local/community interests
- promises and undertaking made to members of the public
- reasons for being aware of problems which team members are facing, and the manager's role and responsibilities in relation to this
- importance of providing opportunities for individuals to discuss actual and potential problems
- methods and situations, which can be used to encourage and enable the discussion of problem

Skills

The ability to:

- consult with colleagues in a way which encourages frank and open discussions
- select and use appropriate communication methods
- provide feedback in a way that leads to constructive outcome
- select strategy for dealing with conflict at the workplace
- present detailed proposals for action
- resolve conflicts and differences of opinion
- conduct liaison and communication with customers
- establish constructive relationship with others
- handle disagreements and conflict
- identify problems being experienced by the individual and devise appropriate responses

(4) Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment.

If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- a registered provider of assessment services
- competency standards
- assessment materials and tools
- suitable assessment venue/equipment
- workplace documentation
- candidate special requirements
- cost/time considerations

(5) Method of Assessment

Competency will need to be demonstrated over a period of time reflecting the scope of the role. Assessment of this competency is most likely to be project- related under real or simulated conditions and require portfolios or other forms of indirect evidence of process.

Direct evidence may include certification of compliance on the final outcome or authorisation for commencement by a competent authority.

Assessment must confirm the inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.

Assessment should reinforce the integration of the Critical Employability Skill competencies.

All assessment, which is part of a structured, learning experience, must include a combination of direct, indirect and supplementary evidence.

Where assessment is for the purpose of recognition Record of Prior Learning (RPL) the evidence provided will need to be current and show that it represents competency demonstrated over a period of time.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide and within the scope defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Construction Training Package.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCMFLM0072A: Use established information documentation systems

Competency Descriptor:

This unit deals with the skills and knowledge required to store and retrieve information related to construction site operations using an established documentation system. It applies to individuals engaged in frontline supervision.

Competency Field: Construction Frontline Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Store information using an established storage system	1.1 Information to be stored accurately identified and where required sorted.
	1.2 Where appropriate, information documented is accurate, legible, and completed to the prescribed format.
	1.3 Information is stored promptly, in correct location and sequence.
	1.4 Stored materials are undamaged, safe and secure.
	1.5 Information is classified correctly.
	1.6 Classification queries are referred to the appropriate person.
	1.7 Systems for locating information are up to date, accurate and in a prescribed form.
2. Obtain information from an established storage system	2.1 Information to be retrieved correctly determined and source identified.
	2.2 Required information is promptly located, obtained and made available for appropriate use.
	2.3 Delays in the supply of information are notified and reasons for delay politely explained.
	2.4 Information obtained is correctly recorded, up to date and in the required form.
	2.5 Missing or overdue items are identified and correct procedures followed to locate them.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Forms of information are facts, figures and statistics and include:

- written job instructions
- working drawings/sketches/plans
- technical papers
- manufacturers specifications/recommendations
- photographs
- maintenance schedule
- time sheets
- requisitions
- delivery slips
- work completion
- names of contractors, sub-contractor, workers
- suppliers
- inventory
- equipment lease/rental

Types of information include:

- technical
- health and safety requirements
- personal
- for materials,
- manpower
- tools
- equipment
- time
- statutory data

Storage and retrieval equipment:

- filing cabinets
- computer
- micro-fich

Storage methods:

- hard copies
- data based
- micro film

Documentations to include:

- site diary
- work reports
- accident reports
- applications for absence from work
- timecards

Methods of classifying information:

- alphabetical
- numerical

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

(1) Critical Aspects of Evidence

- compliance with occupational health and safety regulations applicable to workplace operations
- application of organisational management policies and procedures including quality
- demonstrated ability to understand the processes of capture, classification, registration and the location of records
- demonstrated ability to identify activities documented by records and apply classifications schemes
- demonstrated ability to use data based equipment
- record metadata accurately
- document facts, figures and statistics related to construction site activities within scope of responsibilities

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- characteristics of effective classification systems
- indexing systems
- classifying information
- data relating to all aspects of the operations within given area of responsibility
- methods of checking and validating information received
- the use of site diary and how to document information in it
- information and queries within levels of responsibilities
- organisation's reporting procedure
- importance of accuracy in documenting and reporting information
- record- keeping – manual and electronic
- labour laws
- effective storage of information
- data protection and copyright

Skills

The ability to:

- work systematically with accuracy and attention to detail
- read and comprehend/interpret nature of record content
- interpret retention and disposal schedules
- interpret and apply relevant access and security rules and conditions
- accurately record metadata
- write reports where precise meaning is required
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

- The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Building and Construction Training Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBCOR0023A Organise personal work priorities and development

Competency Descriptor:

This unit covers the skills and knowledge required to organise own work schedules, monitor and obtain feedback on work performance, and maintain required levels of competence.

Competency Field: Core

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Organise and complete own work schedule	1.1 Work goals and objectives are understood, negotiated and agreed in accordance with organisational requirements. 1.2 Workload is assessed and prioritised to ensure completion within identified timeframes. 1.3 Factors affecting the achievement of work objectives are identified and incorporated into work plans. 1.4 Business technology is used efficiently and effectively to manage and monitor scheduling and completion of tasks.
2. Monitor own work performance	2.1 Personal work performance is accurately monitored and adjusted to ensure maintenance of job quality and customer service. 2.2 Feedback on performance is actively sought from colleagues and clients and evaluated in the context of individual and group requirements. 2.3 Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements.
3. Develop and maintain own competence level	3.1 Personal knowledge and skills are assessed against competency standards performance descriptions to determine development needs and priorities. 3.2 Opportunities for improvement are identified and planned in liaison with colleagues. 3.3 Feedback is used to identify and develop ways to improve competence within available opportunities.

- 3.4 New skills and opportunities to develop them are identified to achieve and maintain continuous learning.
- 3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with own requirements.

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Opportunities for improvement may include:

- coaching, mentoring and/or supervision
- formal/informal learning programs
- internal/external training provision
- work experience/exchange/opportunities
- personal study
- career planning/development
- performance appraisals
- workplace skills assessment
- quality assurance assessments and recommendations
- recognition of Prior Learning

Organisational requirements may be included in:

- quality assurance and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- business and performance plans access and equity principles and practice ethical standards
- Occupational Health and Safety policies, procedures and programs quality and continuous improvement processes and standards defined resource parameters

Legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Factors affecting the achievement of work objectives may include:

- competing work demands
- technology/equipment breakdowns
- unforeseen incidents
- workplace hazards, risks and controls
- environmental factors such as time, weather, etc
- resource and materials availability
- budget constraints

Business technology may include:

- computers
- computer applications
- modems
- personal schedulers
- email
- internet/extranet/intranet
- photocopiers
- scanners
- facsimile machines
- printers

Feedback on performance may include:

- formal/informal performance appraisals
- obtaining feedback from supervisors and colleagues
- obtaining feedback from clients
- personal, reflective behaviour strategies
- routine organisational methods for monitoring service delivery

Work goals and objectives may include:

- sales targets
- reporting deadlines
- production targets
- budgetary targets
- team participation
- team and individual learning goals

Competency standards are standards which measure:

- all those personal and technical
- knowledge, skills and attitudinal
- aspects (competencies) required to effectively and efficiently undertake
- the day to day tasks and duties of the practitioner's work function

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- preparing work plans
- prioritising and scheduling work objectives and tasks
- seeking and acting on feedback from clients and colleagues
- reviewing own work performance against achievements through self-assessment
- accessing learning opportunities to extend own personal work competencies

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the organisation's policies, plans and procedures
- methods to elicit, analyse and interpret feedback
- techniques to prepare personal plans and establish priorities
- the principles and techniques of goal setting, measuring performance, time management and personal assessment
- processes to interpret competency standards and apply them to self
- methods to identify and prioritise personal learning needs

Skills

The ability to

- read and understand the organisation's procedures, own work goals and objectives
- proofread and edit own work
- organise work priorities and arrangements
- resolve routine problems
- give and receive constructive feedback on development needs
- select and use technology appropriate to a task
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employment Skills.

BCMCSM0054A: Implement construction work programme

Competency Descriptor:

This unit deals with the skills and knowledge required to organise and implement work on construction site to meet project requirements. It relates to individuals engaged in the performance of construction site management activities.

Competency Field: Construction Management

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Determine methods of construction work	1.1	Project data is accurately reviewed to enable decisions on work methods to be made.
		1.2	Planned work methods are reviewed in light of changes in design, material, site condition and equipment.
		1.3	Work methods optimise the use of resources and meet the project, statutory and contractual requirements.
		1.4	Construction methods determined are analysed for work activities and their contents accurately quantified.
		1.5	Construction methods are evaluated against project criteria and the most suitable method is selected.
		1.6	The selected method of construction is recommended to interested parties and their agreement is secured.
		1.7	An accurate, clear, legible and concise method statement is prepared and is acceptable to all relevant parties.
2.	Determine work programmes	2.1	Detailed schedules of planned activities are prepared to meet the complexity of the project and requirements of external factors.
		2.2	Work activities are logically sequenced and duration is established according to project requirements.
		2.3	Activities are phased realistically and in a sequence to optimise the use of resources.
		2.4	Resource requirements are accurately determined from appropriate information.
		2.5	Clarification and advice are obtained where resource requirements are unclear.

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| | 2.6 | Alternative or alteration to works programme to suit changed circumstances is quantified and justified. |
| | 2.7 | Feedback and monitoring system is developed/implemented and information collected is used appropriately. |
| 3. Co-ordinate site preparation | 3.1 | Hazards and other special considerations are accurately identified, documented and communicated to the relevant persons. |
| | 3.2 | Factors, which may compromise the proposed works are identified, documented and made available to the appropriate personnel. |
| | 3.3 | Access points to site and work areas maximise logistics and minimise disruption. |
| | 3.4 | Utility and emergency services are given clear and accurate details of proposed work. |
| | 3.5 | Adequate site security arrangements are made prior to and during work operations. |
| | 3.6 | Storage, temporary accommodation and work area allocations are identified. |
| | 3.7 | The storage and use of materials and components are planned to maximise efficient logistics and materials handling. |
| | 3.8 | The site is organised and controlled in a manner to maintain safety and tidiness, and to create a professional image of the organisation. |
| | 3.9 | Notices to the public are accurate, meet statutory requirements, are appropriately sited and maintained in good order. |
| 4. Implement project organisation and communication systems | 4.1 | The project organisation and communication needs and systems are identified and implemented. |
| | 4.2 | Information about individual roles and responsibility within the project and the organisational structure is made available to all relevant parties. |
| | 4.3 | Appropriate methods of communicating, reporting and recording project information implemented and monitored. |
| | 4.4 | Breakdowns in communication are thoroughly investigated and appropriate corrective action is taken. |

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| 5. | Co-ordinate systems for work control | 5.1 | Information used in tender and bid preparation is assembled, reviewed and clarified for appropriate planning purposes. |
| | | 5.2 | The required contractual start dates, duration and completion dates are identified and adequate notice is given to all interested parties. |
| | | 5.3 | Work programme and methods are agreed on and communicated to the relevant personnel. |
| | | 5.4 | Design information requirements are identified and obtained prior to the start of the work. |
| | | 5.5 | Appropriate resources are planned, located/acquired to meet project outcomes and time frames. |
| | | 5.6 | Attendance of sub-contractors is organised in accordance with contractual agreements. |
| | | 5.7 | Plans to meet special requirements and contingencies are developed. |
| | | 5.8 | Supplies of resources to site are monitored regularly and documented. |
| | | 5.9 | Actions and responsibilities for implementation are identified, communicated and monitored. |

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Relevant parties include:

- client
- client representatives
- supervisors
- subject specialists
- operatives
- subcontractors
- third parties
- public utilities
- emergency services
- the public

Project data include:

- condition of contract
- bill of quantities
- specifications
- drawings
- health and safety plans
- time frame
- resource availability
- site investigation report

Alternative source of information include:

- customer
- customer's representative
- contractor
- sub-contractor
- supplier
- regulatory authorities

Project requirements include:

- contract conditions
- contract programme stipulations
- statutory consent
- building control notification
- third party obligations
- health and safety requirements

Forms of scheduling include:

- bar charts
- action lists
- method statements

Organisation and communication needs include:

- site management
- head office interface
- contract administration
- resource providers

Construction methods include:

- sequencing of work
- organisation of resources
- construction techniques
- temporary work

Methods of communication, reporting and recording:

- oral
- written
- graphic
- electronic

Special considerations include:

- occupiers
- near neighbours
- public access

Project criteria include:

- cost benefit
- conformity to statutory requirements
- client and user needs
- contract requirements
- environmental considerations

External factors include:

- other related programmes
- supply lead-time
- contingencies
- special working conditions
- weather conditions
- statutory limitations

Resource requirements include:

- personnel
- plant and equipment
- materials

Roles and responsibilities identified through:

- job descriptions
- organisational charts
- contractual arrangements

Factors comprising works include:

- site conditions
- statutory regulations and limitations
- codes of practice
- health and safety

Information include:

- contract information
- work processes information
- appropriate statutory guidelines

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Performance Criteria and Range Statement.

(1) Critical Aspects and Evidence

What critical aspects of evidence are required to demonstrate competency in this unit?

- compliance with occupational health and safety regulations applicable to workplace operations
- application of organisational management policies and procedures including quality assurance requirements where appropriate
- demonstrated ability to interpret and use construction project data
- selection of appropriate construction methods and planning work programmes
- coordination of work programmes and activities in site preparation
- implementation of organisation and communication systems designed to manage project
- communicate effectively at all levels of the industry

(2) Pre-requisite Relationship of Units

There are no specified relationships.

Holistic assessment should be applied where appropriate to form a complete work function.

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- identification of the most suitable work methods
- evaluation of work method against project criteria
- selecting and justifying work method
- analysing and quantifying activity content
- information required for planning work programme
- planning of activities to meet external factors
- calculating and clarifying resource requirements
- identification of information feedback and monitoring systems
- types of project requirements and external factors
- forms of scheduling and programming
- types of resource requirements
- identify considerations and compromising factors and comply with statutory regulations
- types of storage and temporary accommodation
- planning materials storage, use and handling

Knowledge

Knowledge of: (cont'd)

- types of site security arrangements
- organising and controlling site conditions
- types of potential hazards, considerations and compromising factors
- information required by utility and emergency services
- relevant statutory notices and information
- project organisational and communication needs and systems
- project and organisational roles and responsibilities
- communication, recording and reporting methods
- sub-contractor contractual arrangements
- types of special arrangement

Skills

The ability to:

- analyse and summarise project and other data to enable decision on work methods
- prepare method statements
- prepare schedules and programme of activities
- implement information feedback and monitoring systems
- select and locate site access, storage, temporary accommodation and work areas
- select and implement site security arrangements
- investigate and resolve breakdowns in communication
- clarify, confirm, update, agree, communicate and monitor contract programmes and methods
- identify, obtain, organise and plan resources for contracts

(4) Resource Implications

A situation, real or realistically simulated, requiring the implementation of a construction work project.

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

(5) Method of Assessment

Assessment of this competency is most likely to be project- related under real or simulated conditions and require portfolios or other forms of indirect evidence of process.

Direct evidence may include certification of compliance on the final outcome or authorisation for commencement by a competent authority.

Assessment must confirm the inference that competency is able not only to be satisfied under the particular circumstance, but is able to be transferred to other circumstances.

Assessment should reinforce the integration of the key competencies.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide and within the scope defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Construction Training Package.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 3	
Plan and organise activities	Level 3	
Work with others and in team	Level 3	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 3	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0033A Contribute to effective workplace relationships

Competency Descriptor:

This unit deals with the skills and knowledge required to develop, establish and maintain effective workplace relationships and networks. It covers the activities of communication and representation.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Gather, convey and receive information and ideas	1.1 Information to achieve work responsibilities is collected from appropriate sources. 1.2 The method(s) used to communicate ideas and information is appropriate to the audience. 1.3 Communication takes into account social and cultural diversity. 1.4 Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches.
2. Develop trust and confidence	2.1 People are treated with integrity, respect and empathy. 2.2 The organisation's social, ethical and business standards are used to develop and maintain positive relationships. 2.3 Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance. 2.4 Interpersonal styles and methods are adjusted to the social and cultural environment.
3. Build and maintain networks and relationships	3.1 Networking is used to identify and build relationships. 3.2 Networks and other work relationships provide identifiable benefits for the team and organisation. 3.3 Action is taken to maintain the effectiveness of workplace relationships.

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| 4. Manage difficulties to achieve positive outcomes | 4.1 Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance. |
| | 4.2 Colleagues receive guidance and support to resolve their work difficulties. |
| | 4.3 Poor work performance is managed within the organisation's processes. |
| | 4.4 Conflict is managed constructively within the organisation's processes. |
| | 4.5 Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation's and legislative requirements. |

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination.

NVQJ level 3, frontline management will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer

- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Level 3 frontline management normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The organisation's social, ethical and business standards refers to:

- those relevant to frontline management's work activities. They may be written or oral, stated or implied

Sources of information may be:

- internal or external and print or non-print

Colleagues may include:

- team members, employees at the same level and more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

Customers and suppliers would typically be from:

- internal sources, although there may be some limited external contact

Networks may be:

- internal and/or external. They may be with individuals or groups, either through established structures or through unstructured arrangements

Guidance and support may be

- provided by frontline management or arranged from alternative internal or external sources

Occupational Health & Safety (OH&S) considerations may include:

- OH&S practice as an ethical standard as well as legislative requirements
- organisation's responsibilities to customers and suppliers
- change communication to cater for social and cultural diversity

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- establishes and maintains positive work relationships
- develops trust and confidence
- accesses and analyses information to achieve planned outcomes
- resolves problems and conflicts effectively and efficiently

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- principles and techniques associated with:
 - developing trust and confidence
 - consistent behaviour in work relationships
 - identifying the cultural and social environment
 - identifying and assessing interpersonal styles
 - establishing networks
 - problem identification and resolution
 - handling conflict
 - managing poor work performance
- Managing relationships to achieve planning responsibilities
- Monitoring and introducing ways to improve work relationships
- Contributing to the elimination of discrimination/bias

Skills

The ability to:

- demonstrate communication skills including researching, analysing and interpreting information from a variety of people, reporting
- responding to unexpected demands from a range of people
- using consultative processes effectively
- forging effective relationships with internal and/or external people
- gaining the trust and confidence of colleagues
- dealing with people openly and fairly
- using coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

- In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0043A Participate in work teams

Competency Descriptor:

This unit deals with the skills and knowledge required by the frontline supervisor to play a key role in leading, participating in, facilitating and empowering work teams/groups within the context of the organisation.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Participate in team planning	<p>1.1 The supervisor assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organisation's goals, plans and objectives.</p> <p>1.2 The supervisor assists the team monitor and adjust its performance within the organisation's continuous improvement policies and processes.</p> <p>1.3 The supervisor encourages the team to use the competencies of each member for team and individual benefit.</p>
2. Develop team commitment and co-operation	<p>2.1 The manager assists the team to use open communication processes to obtain and share information.</p> <p>2.2 The team makes decisions in accordance with its agreed roles and responsibilities.</p> <p>2.3 The manager supports the team to develop mutual concern and camaraderie.</p>
3. Manage and develop team performance	<p>3.1 The results achieved by the team contribute positively to the organisation's business plans.</p> <p>3.2 The manager encourages the team to exploit innovation and initiative.</p> <p>3.3 Team and individual competencies are monitored regularly to confirm that the team is able to achieve its goals.</p> <p>3.4 Team members share and enhance their knowledge and skills.</p>
4. Participate in and facilitate the work team	<p>4.1 Team members participate actively in team activities and communication processes.</p>

- 4.2 Individuals and teams take individual and joint responsibility for their actions.
- 4.3 The team receives support to identify and resolve problems which impede its performance

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Teams may be:

- one or a mixture of on-going, work-based, project-based, task specific, or cross-functional. Teams may include full time employees, contractors, part time employees

The organisation's goals, plans and objectives refers to:

- those relevant to frontline management's work activities and to the teams in which frontline management is involved

OHS considerations may include:

- implement and monitor participative arrangements
- information to team about OHS and the organisation's OHS policies, procedures and practices

Frontline supervisors normally operate in a relatively simple and routine workplace environment in which they use the organisation's

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

The supervisor may:

- adopt a variety of roles in teams including leader, facilitator, participant, coach, mentor

Competencies refer to:

- the abilities of the team members and may be formally recognised or not formally recognised. They may be industry-wide, enterprise specific or individual specific

Knowledge and skill development may:

- take place through a variety of methods including for example, coaching, mentoring, exchange/rotation, shadowing, action learning, structured training programs

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- provides leadership to team
- contributes positively to team performance
- provides coaching and mentoring support

(2) Pre-requisite Relationship of Units

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0033A Contribute to effective workplace relationships
- BSBFLM0063A Provide workplace information and resourcing plans
- BSBFLM3013A Support a workplace learning environment

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- principles and techniques associated with:
 - the organisation of teams
 - team goal setting
- devolving responsibility/accountability to teams:
 - team dynamics
 - conflict resolution
 - gaining team commitment
 - monitoring and assessing team performance
- gain team commitment to the organisation's goals, values and plans
- the forms of bias/discrimination and how to deal with them

Skills

The ability to:

- access and use workplace information
- assess the competence of the team
- Facilitate the participation of team members
- work effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- facilitate team development and improvement
- assess competency development requirements
- gain the trust and confidence of colleagues
- deal with people openly and fairly
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> • Carries out established processes • Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> • Manages process • Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> • Establishes principles and procedures • Evaluates and reshapes process • Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0053A Support operational plan

Competency Descriptor:

This unit deals with the skills and knowledge required for the frontline supervisor to actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan resource use	1.1 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers. 1.2 Operational plans contribute to the achievement of the organisation's performance/business plan. 1.3 Key performance indicators are developed within operational plans. 1.4 Contingency plans are prepared in the event that initial plans need to be varied.
2. Acquire resources	2.1 Employees are recruited and/or inducted within the organisation's human resource management policies and practices. 2.2 Physical resources and services are acquired within the organisation's policies, practices and procedures.
3. Monitor operational performance	3.1 Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets. 3.2 Budget and actual financial information is analysed and interpreted to monitor profit/productivity performance. 3.3 Unsatisfactory performance is identified and prompt action is taken to rectify the situation. 3.4 Mentoring and coaching is provided to support individuals/teams use resources to the required standard.

- 3.5 Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups.
- 3.6 Systems, procedures and records associated with documenting performance are managed in accordance with the organisation's requirements.

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3 supervisors will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline management at level III normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

OHS considerations may include:

- provision of information about OHS and the organisation's OHS policies, procedures and programs
- employee induction
- systems, procedures and records
- organisation's procedures for dealing with hazardous events
- key performance indicators include OHS

The organisation's policies, practices and procedures are:

- those which govern the acquisition of resources, for example, the purchase of equipment

Designated persons/groups may include:

- those who have the authority to make decisions and/or recommendations about varying operations

Resources may include:

- people
- power/energy
- information
- finance
- buildings/facilities
- equipment
- technology
- time

Operational plans are:

- the short term plans developed by the department/section to describe product/service performance

Colleagues and specialist resource managers may include:

- persons at the same level or more senior managers, and may include people from a wide range of social, cultural and ethnic backgrounds

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EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- produces short term plans for department/section
- plans, acquires and uses resources
- monitors and adjusts operational performance
- reports performance

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0033A Contribute to effective workplace relationships
- BSBFLM0043A Participate in work teams
- BSBFLM0063A Provide workplace information and resourcing plans
- BSBCM0113A Maintain workplace safety
- BSBFLM0093A Support continuous improvement systems and processes

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques of:
 - planning operations
 - resource planning
 - resource management systems
 - budgeting and financial analysis and interpretation
 - monitoring performance
 - reporting performance
 - problem identification and resolution
 - alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- ways of supporting individuals/teams who have difficulty in performing to the required standard

Skills

The ability to:

- access and use workplace information
- maintain a safe workplace and environment
- access and use feedback to improve operational performance
- prepare recommendations to improve operations
- access and use established systems and processes
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0011A: Carry out data entry and retrieval procedures

Competency Descriptor:

This unit deals with the skills and knowledge required to operate computer to enter, manipulate and retrieve data and to access information and communicate via the Internet.

Competency Field: Information Technology and Communications - Operations

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.
	1.2	The hardware components of the computer and their functions are correctly identified.
	1.3	Equipment is powered up correctly.
	1.4	Access codes are correctly applied.
	1.5	Appropriate software is selected or loaded from the menu.
2. Enter data	2.1	Types of data for entry correctly identified and collected.
	2.2	Input devices selected and used are appropriate for the intended operations.
	2.3	Manipulative procedures of Input device conform to established practices.
	2.4	Keyboard/mouse is operated within the designated speed and accuracy requirements.
	2.5	Computer files are correctly located or new files are created, named and saved.
	2.6	Data is accurately entered in the appropriate files using specified procedure and format.
	2.7	Data entered is validated in accordance with specified procedures.
	2.8	Anomalous results are corrected or reported in accordance with specified procedures.
	2.9	Back-up made in accordance with operating procedures.

- 3. Retrieve data
 - 3.1 The identity and source of information is established.
 - 3.2 Authority to access data is obtained where required.
 - 3.3 Files and data are correctly located and accessed.
 - 3.4 Integrity and confidentiality of data are maintained.
 - 3.5 The relevant reports or information retrieved using approved procedure.
 - 3.6 Formats to retrieved report or information conform to that required.
 - 3.7 Copy of the data is printed where required.
- 4. Amend data
 - 4.1 Source of data/information for amendment is established.
 - 4.2 Data to be amended is correctly located within the file.
 - 4.3 The correct data/Information is entered, changed or deleted using appropriate input device and approved procedures.
 - 4.4 The Integrity of data is maintained.
- 5. Use document layout and data format facilities
 - 5.1 Requirements for document are verified where necessary.
 - 5.2 The given format and layout are appropriately applied.
 - 5.3 Facilities to achieve the desired format and layout are correctly identified, accessed and used.
 - 5.4 Data manipulating facilities are used correctly.
 - 5.5 Format reflects accuracy and completeness.
- 6. Monitor the operation of equipment
 - 6.1 The system is monitored to ensure correct operation of tasks.
 - 6.2 Routine system messages are promptly and correctly dealt with.
 - 6.3 Non-routine messages are promptly referred in accordance with operating requirements.

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| | 6.4 | Error conditions within level of authority are dealt with promptly, and uncorrected errors are promptly reported. |
| | 6.5 | Output devices and materials are monitored for quality. |
| 7. Access and transmit information via the Internet | 7.1 | Access to the Internet is gained in accordance with the provider's operating procedures. |
| | 7.2 | Evidence of the ability to negotiate web sites to locate and access specified information and other services is efficiently demonstrated. |
| | 7.3 | E-Mail is sent and retrieved competently. |
| 8. Close down computer system | 8.1 | The correct shut down sequence is followed. |
| | 8.2 | Problem with shutting down computer is reported promptly. |
| | 8.3 | All safety and protective procedures are observed. |
| | 8.4 | The system integrity and security are preserved. |
| 9. Maintain computer equipment | 9.1 | Cleaning materials and/or solutions used meet specified recommendation. |
| | 9.2 | The equipment is cleaned as directed. |
| | 9.3 | Wear and faults identified are promptly reported to the appropriate personnel. |

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Equipment:

- install supplied computer
- install supplied peripherals

Work environment:

- equipment
- furniture
- cabling
- power supply

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Software systems to include for:

- word processing
- spread sheet
- internet access

Files save on:

- network
- magnetic media
- personal PC

Data:

- textual
- numerical
- graphical

File operations:

Naming, updating, archiving, traversing field and records in database, use of search, sort, print

Maintenance:

- cleaning: enclosures, screen, input devices, output devices
- checking cables, etc

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement .

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- Initiate the use on the equipment.
- Use document layout and data format facilities.
- Locate and access data.
- Use file operations.
- Manipulate input devices.
- Key-in and format reports.
- Access to the internet.

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- the operation of the data entry management system
- methods of locating files
- organisation's standards applicable to accessing files
- files operations and their applications
- file operation in database setting
- creating, locating and saving files
- using input devices
- using data checking devices
- formatting functions of software
- layout function of software
- graphic productions and manipulation
- regard for accuracy and security of information
- functions on the internet

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access data
- use file operations
- key-in and format reports and letters
- retrieve data
- amend data
- print data
- save data
- search and receive data from the internet
- send and receive E-Mail

(4) Resource Implications

Files saved on network, magnetic media, personal Computer

Input devices: Keyboard, mouse, other selection devices

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria .

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices .

Levels of Competency		
Level 1.	Level 2.	Level 3.
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Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level -	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0063A Provide workplace information and resourcing plans

Competency Descriptor:

This unit deals with the skills and knowledge required by the supervisor to identify, acquire, analyse and use appropriate information so as to carry out his or her part in the effectiveness of the organisation's performance.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Identify and source information needs	1.1	The information need of teams is determined and the sources are identified.
		1.2	Information held by the organisation is acquired and reviewed to determine suitability and accessibility.
		1.3	Plans are prepared to obtain information which is not available/accessible within the organisation.
2.	Collect, analyse and report information	2.1	Collection of information is timely and relevant to the needs of teams.
		2.2	Information is in a format suitable for analysis, interpretation and dissemination.
		2.3	Information is analysed to identify and report relevant trends and developments in terms of specified the needs.
3.	Use management information systems	3.1	Management information systems are used effectively to store and retrieve data for decision making.
		3.2	Technology available in the work area is used to manage information effectively.
		3.3	Recommendations for improving the information system are submitted to designated persons/groups.
4.	Prepare business plan/budgets	4.1	Teams are involved in business plans and/or budget preparation in a way which uses their contribution effectively and gains their support for the outcomes.
		4.2	Business plans and/or budgets are prepared and presented in accordance with the organisation's guidelines and requirements.
		4.3	Contingency plans are prepared in the event that alternative action is required.

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| 5. | Prepare resource proposals | 5.1 | Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management. |
| | | 5.2 | Estimates of resource needs and use reflects the organisation's business plans, and customer and supplier requirements. |
| | | 5.3 | Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes. |

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, supervisor will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisor at level III normally operate in a relatively simple and routine workplace environment in which they use the organisation's:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Information may be:

- available in writing or verbally, held in computer or in manual systems, available internally or externally

Designated persons/groups includes:

- those who have the authority to make decisions and/or recommendations about information systems

Colleagues may include:

- team members, employees at the same level or more senior managers, and may include people from a wide variety of social, cultural and ethnic backgrounds

OHS considerations include:

- provision of information about OHS and the organisation's OHS policies, procedures and programs
- inclusion of OHS in business plans
- resource proposals address OHS

Technology will be:

- that readily available in the workplace and be appropriate to frontline management's roles and responsibilities

Resources may include:

- for example, people, power/energy, information, finance, buildings/facilities, equipment, technology, time

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- accesses, uses and communicates workplace information
- provides feedback on how to improve the management information system
- researches and prepares financial and resource plans/proposals

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0053A Support operational plan
- BSBCM0103A Deliver and monitor a service to customers
- BSBCM0113A Maintain workplace safety
- BSBFLM0093A Support continuous improvement systems and processes

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques of:
- workplace information systems
- business plans/budgets resource proposals
- the basic financial concepts in business plans/budgets
- the methods to gain efficiencies in resource management

Skills

The ability to

- to access and use workplace information
- use communication skills including information collection, analysis and interpretation and reporting
- identify information requirements of the team
- manage information to achieve goals and results
- researching information
- improve information usage in decision making
- prepare information in a format for use by colleagues
- use coaching and mentoring skills to provide support to colleagues
- access technology to extract/input information
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCMFLS0063A: Co-ordinate servicing and maintenance of tools and equipment

Competency Descriptor:

This unit deals with the skill and knowledge required to prepare a maintenance schedule and co-ordinate the activities relating to the servicing and maintenance of construction tools and equipment

Competency Field:

General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare work	<p>1.1 Quality Assurance requirements with company's operations recognised and adhered to.</p> <p>1.2 Occupational Health and Safety (OH&S) requirements in accordance with application tasks for maintenance and operation of tools and machinery recognised and adhered to.</p> <p>1.3 Equipment, services manual and relevant standards and codes of practice identified.</p> <p>1.4 Where required, maintenance schedule of equipment prepared according to company requirements.</p> <p>1.5 Servicing and maintenance tools and equipment selected are consistent with requirements for the range of tasks to be carried out.</p> <p>1.6 Servicing and maintenance tools and equipment are in good working condition and are readily available to meet scheduled or unscheduled servicing and maintenance needs.</p> <p>1.7 Appropriate personal protective equipment selected, and available to workers.</p>
2. Co-ordinate servicing and maintenance tasks	<p>2.1 Inspection and faultfinding are conducted in accordance with operator's manual and/or site requirements.</p> <p>2.2 Appropriate replacement parts and materials selected according to job requirements and manufacturer's manual.</p> <p>2.3 Where necessary worn/defective parts removed are checked to confirm status.</p>

- 2.4 Routine operational servicing, lubrication and housekeeping tasks carried out to manufacturers' and/or site requirements.
- 2.5 Minor maintenance carried out to manufacturers' and/or site requirements.
- 2.6 Support provided if required, during preparation for, and conducting of major maintenance tasks.
- 2.7 Maintenance work accurately recorded in line with company guidelines. Records are complete, accurate, clear and accessible.
- 2.8 Systems/components, which may affect the future safety of equipment, are reported in accordance with company policy and procedures.
- 2.9 Evidence of lead-role is demonstrated in providing technical directives and supervision to work team(s).

RANGE STATEMENT

Competency is to be demonstrated by the performance in co-ordinating a full maintenance service of replenishing, replacing minor component and making appropriate adjustment of at least three separate types of construction plant or equipment including those listed within the range of variables.

Quality Assurance requirements may include:

- workplace operations and procedures
- quality of materials
- control of handling procedures
- use and maintenance of equipment
- attention to specifications of manufacturer
- attention to guarding and OH&S requirements

OH&S requirements are to be in accordance with relevant Statutory regulations, which may include:

- workshop/worksite safety practices
- control of noise and dust
- use of ladders and working platforms
- control of exhaust emission
- isolation of work areas

Equipment to be maintained includes but is not limited to:

- air compressor and hoses
- concrete mixer
- industrial wet and dry vacuum cleaner
- pallet trolley
- rollers
- compactors
- pumps and hoses
- brick/masonry saw
- terrazzo grinders
- ladders
- trestles and planks
- wheelbarrows
- skid-steer
- other specified construction equipment

Service/maintenance tools and equipment include:

- hammers
- spanners – ring, open-end
- screwdrivers – standards, Phillips
- Allen keys
- hydraulic lift jacks
- grease guns
- oil cans
- brushes
- levers

Components for servicing to include:

- belts and chains
- controls, levers, cables
- clutches and brakes
- wheels and tracks attachments
- blades and cutters
- engines
- pipes and hoses
- gear boxes and shafts

Records include:

- timesheets
- service records
- company initiated records
- parts/materials used

EVIDENCE GUIDE

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with Occupational Health and Safety regulations applicable to workplace operations
- demonstrated ability to develop/interpret a maintenance schedule
- interactively communicate with others to ensure effective operations
- indicate compliance with organisational quality procedures and processes within context of maintaining construction tools and equipment
- selection of appropriate processes, materials/supplies, tools and equipment to carry out tasks
- provision of technical advice and co-ordination in servicing and maintaining construction plant, machinery and auxiliary equipment

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

Nil

(3) Underpinning Knowledge and SkillsKnowledgeKnowledge of:

- workplace and equipment safety requirements including relevant regulations, codes and standards
- construction tools, equipment and machines and their operation
- machine manufacturer's specifications
- use of tools and equipment relevant to maintenance of machines
- organisation's Quality Assurance requirements
- maintenance of equipment and machines

SkillsThe ability to:

- work safely
- plan and organise work
- interpret manuals
- prepare for work application
- solve problems
- effectively communicate verbally with others within a team environment

(4) Resource Implications

The following resources should be provided:

- workplace location
- materials appropriate to application activity
- appropriate documentation related to tasks

(5) Method of Assessment

Competency shall be assessed while tasks are undertaken.

Assessment may involve:

- observation of the application process
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the normal or simulated workplace setting.

Assessment should be while tasks are being done under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0093A **Support continuous improvement systems and processes**

Competency Descriptor:

This unit deals with the skills and knowledge required for the frontline supervisor to have an active role in managing the continuous improvement process in achieving the organisation's objectives.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Implement continuous improvement systems and processes	1.1 The manager actively encourages and supports team members to participate in decision making processes and to assume responsibility and authority. 1.2 The organisation's continuous improvement processes are communicated to individuals/teams. 1.3 The manager's mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes.
2. Monitor, adjust and report performance	2.1 The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved. 2.2 Customer service is strengthened through the use of continuous improvement techniques and processes. 2.3 Plans are adjusted and communicated to those who have a role in their development and implementation.
3. Consolidate opportunities for further improvement	3.1 Team members are informed of savings and productivity/service improvements in achieving the business plan. 3.2 Work performance is documented and the information is used to identify opportunities for further improvement. 3.3 Records, reports and recommendations for improvement are managed within the organisation's systems and processes.

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, frontline supervisors will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisors at this level III normally operate in a relatively simple and routine workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Technology will be:

- that readily available in the workplace and will be appropriate to frontline management's roles and responsibilities

Customer service may be:

- internal or external, to existing or new clients

OHS considerations may include:

- implement and monitor participative arrangements for the management of OHS
- delegation and reporting complies with requirements of OHS legislation
- the continuous improvement processes of any OHS management system are implemented and monitored

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- adjusts plans, processes and procedures to improve performance
- supports others to implement the continuous improvement system/processes
- identifies opportunities for further improvement

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBFLM0023A Support leadership in the workplace
- BSBFLM0043A Participate in work teams
- BSBFLM0053A Support operational plan
- BSBCM0103A Deliver and monitor a service to customers
- BSBCM0113A Maintain workplace safety.
- BSBCM0123A Support innovation and change
- BSBFLM0113A Support a workplace learning environment

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, and industrial relations
- the principles and techniques associated with:
 - continuous improvement systems and processes, benchmarking, and best practice
 - the benefits of continuous improvement
 - the quality approaches which the organisation may implement
 - the methods that can be used in continuous improvement
 - the barriers to continuous improvement

Skills

The ability to:

- access and use workplace information
- use communication skills including researching, analysing and interpreting information from a variety of people and reporting
- monitor and evaluate systems, processes and procedures
- gain the commitment of individuals/teams to continuous improvement
- Consolidate opportunities for improvement
- deal with people openly and fairly
- use consultation skills effectively
- use coaching and mentoring skills to provide support to colleagues
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BCGSTW0933A: Apply reinforcement schedule

Competency Descriptor:

This unit deals with the skill and knowledge required to interpret and apply reinforcement schedule for a range of construction projects, and applies to individuals working in steel-fixing/masonry trades in the construction industry.

Competency Field: General Construction

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Plan and prepare for concrete construction	1.1 Quality Assurance requirements of company's concreting operations recognised and adhered to. 1.2 OH&S requirements for workplace environment and handling of reinforcement recognised and adhered to. 1.3 Reinforced concrete construction schedule identified from project schedule. 1.4 Elements of structure identified from project construction schedule and job drawings. 1.5 Job drawings checked for date of production and probability of being latest amendment. 1.6 Reinforcement schedule and delivery documentation obtained from supervisor/supplier. 1.7 Location of stored, delivered reinforcement identified and/or delivered reinforcement checked against delivery docket to ensure at directed project. 1.8 Scheduler contact identified for any queries or discrepancies.
2. Read and interpret schedule	2.1 Structural element to be constructed identified from site and structural detail drawings. 2.2 Type and features of reinforcement and number of pieces/sheets identified from structural detail drawings. 2.3 Reinforcement schedule read to identify appropriate reinforcement for structural element. 2.4 Reinforcement schedule read to identify coding/number related to labels on reinforcement bundles.

- | | | | |
|----|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | 2.5 | Appropriate reinforcement bundle located in accordance with like relationship between schedule and label/s coding and numbering. | |
| | 2.6 | Non-identification of similar coding and numbering reported and contact made with schedule contact for clarification. | |
| | 2.7 | Where coding/numbering not related to coding/numbering of available on-site drawings, marked drawings obtained from supplier/scheduler. | |
| 3. | Check contents of identified bundle/s | 3.1 | Content of bundle/s checked for conformity to schedule and proposed element. |
| | | 3.2 | Number of pieces or sheets determined. |
| | | 3.3 | Where discrepancies in quantities, determine whether: <ul style="list-style-type: none"> • shortfall is somewhere else • excess is for similar elements • excess does not relate • it is an inappropriate bundle |
| | | 3.4 | Cranked or bent items of reinforcement or lengths and sizes checked for conformity to structural detail drawings. |
| | | 3.5 | Where discrepancies in shape, length or sizes, determine whether wrong bundle has been selected or contact supplier/scheduler for clarification. |
| | | 3.6 | Where contents conform to schedule and element's requirements, mark schedule accordingly. |
| 4. | Locate reinforcement for element construction | 4.1 | Identified reinforcement marked or placed and noted, ready for transportation to element location. |
| | | 4.2 | Reinforcement directed to structural location for placement and fixing. |

RANGE STATEMENT

This unit applies to the practical application of relating to reinforcement schedule to a construction process and identifying and selecting the appropriate reinforcement.

Coding and numbering of reinforcement bundles can vary between different suppliers who use their own identification system.

Tags on bundles do not relate all similar details to those listed in the Reinforcement Schedule.

Structural elements include:

- footings
- slabs
- columns
- beams
- walls
- block work

Identification characteristics about reinforcement include:

- location for material
- size of bar
- shape of formed bars
- size of mesh
- type of steel bar
- cranks and bends
- number of bars in a bundle
- length of material
- grade of steel reinforcing – surface markings

Steel reinforcement for concrete construction to be in accordance with:

- concrete structures
- steel reinforcing bars for concrete

Quality Assurance requirements may include:

- workplace operations and procedures
- quality of materials
- control of handling procedures
- attention to specifications of work placement of reinforcement

OH&S requirements to be in accordance with Statutory Legislation and Regulations and may include:

- workplace environment and safety
- protective clothing and equipment
- use of tools and equipment
- handling of materials

Reinforcement:

- mild steel bars
- mesh or fabric reinforcement

EVIDENCE GUIDE

Competence is to be demonstrated by reading and interpreting a reinforcement schedule to identify and select the required reinforcement for at least two of the separate types of structural elements listed within the range of variables statement.

(1) Critical Aspects of Evidence

It is essential that competence be observed in the following aspects:

- demonstrate compliance with occupational health and safety regulations applicable to workplace operations
- apply organisational quality procedures and processes within the context of constructing reinforced concrete
- identify coding and numbering related to a reinforcement schedule
- identify structural details of reinforced concrete elements
- use safe and effective procedures to handle materials
- identify relevant drawings and specifications
- interactively communicate with others to ensure effective operations

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BCGCOR0031A Read and interpret plans
- BCGSTW0262A Carry out steel fixing
- BCGMAS0292A Carry out concrete work

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- relevant Statutory OH&S Legislation, standards and codes of practice
- workplace and equipment safety requirements
- reinforcement schedules
- identification of coding system
- mild steel reinforcement
- mesh or fabric reinforcement
- reinforcing characteristics
- site drawings and specifications
- reinforced concrete structure
- Building Standards on reinforcement

Skills

The ability to:

- work safely
- interpret drawings and documentation
- organise work
- calculate material quantities
- fix reinforcing
- communicate effectively

(4) Resource Implications

The following resources should be provided:

- workplace location
- materials appropriate to application activity
- appropriate documentation related to tasks

(5) Method of Assessment

Competency shall be assessed while tasks are undertaken.

Assessment may involve:

- observation of the application process
- questioning related to underpinning knowledge

Assessment may be by intermittent checking at various stages of each task application or at the completion of each task in accordance with the performance criteria.

(6) Context of Assessment

Competency should be assessed in the normal or simulated workplace setting.

Assessment should be while tasks are being done under limited supervision.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level -	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBFLM0013A Support a workplace learning environment

Competency Descriptor:

This unit deals with the skills and knowledge required by the frontline supervisor to play a prominent role in encouraging and supporting the development of learning in the work environment.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Create learning opportunities	1.1 Workplace environments which facilitate learning are developed and supported. 1.2 Learning plans are developed as an integral part of individual/team performance plans. 1.3 Learning plans reflect the diversity of needs and learning opportunities. 1.4 Individual/team access to, and participation in, learning opportunities is facilitated. 1.5 Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team and organisational performance.
2. Facilitate and promote learning	2.1 Workplace activities are used as opportunities for learning. 2.2 Coaching and mentoring contributes effectively to development of workplace knowledge, skills and attitudes. 2.3 The benefits of learning are shared with others in the team/organisation. 2.4 Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards.
3. Monitor and improve learning effectiveness	3.1 Performance of individuals/teams is monitored to determine the type and extent of additional work-based support. 3.2 Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements. 3.3 Adjustments negotiated with training and development specialists result in improvements to the efficiency and effectiveness of learning.

- 3.4 Records and reports of competency are documented and maintained within the organisation's systems and procedures.

RANGE STATEMENT

The scope and context of this unit of competence allow for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace, which may include

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety (OH&S) and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

NVQJ level 3, frontline supervisor will normally be engaged in a workplace context where they:

- engage in short term planning within the department's business plans. For example, prepares a weekly schedule of outputs and/or outcomes to be achieved
- take responsibility for own outputs in work and learning. For example, assesses own performance and identifies the competencies which need to be upgraded/developed
- take limited responsibility for the output of others. For example, provides coaching support to assist individuals meet their performance requirements
- demonstrate some relevant theoretical knowledge. For example, explains the purpose of Key Performance Indicators to others
- perform a defined range of skills, usually within known routines, methods and procedures and within known time constraints. For example, provides services to internal customers within an agreed schedule
- apply known solutions to a variety of predictable problems. For example, within the organisation's standard procedures considers the options and, using some discretion and judgement, selects the preferred action to rectify faulty service to a customer
- interpret available information, using some discretion and judgement in work responsibilities. For example, interprets the continuous improvement processes, procedures and documentation used by the team and decides how to apply them to own work function

Frontline supervisors normally operate in a relatively simple and routine workplace environment in which they use the organisations:

- goals, objectives, plans, systems and processes
- business and performance plans
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters

Training and development specialists may be:

- internal or external

Workplace activities to facilitate learning may include:

mentoring, action learning, coaching, shadowing, exchange/rotation

OHS considerations may include:

- implement and monitor organisation's procedures for providing OHS training
- learning plans include OHS
- training records include OHS

EVIDENCE GUIDE

The critical aspects, underpinning knowledge and skills identified must be demonstrated to confirm competence for this unit.

(1) Critical Aspects of Evidence

- facilitates the development of a learning environment
- identifies workplace activities which facilitate learning
- negotiates learning arrangements with training and development specialists
- provides coaching and mentoring support

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- BSBCMN0023A Organise personal work priorities
- BSBFLM0023A Support leadership in the workplace
- BSBFLM0053A Support operational plan
- BSBCMN0103A Deliver and monitor a service to customers
- BSBCMN0113A Maintain workplace safety.

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- the principles and techniques associated with:
 - adult learning
 - establishing a learning environment
 - work based learning
 - structuring learning

Skills

The ability to:

- access and use workplace information
- identify learning needs
- develop learning plans
- select and use work activities to create learning opportunities
- establish a workplace which is conducive to learning
- negotiate learning arrangements with training and development specialists
- encourage colleagues to share their knowledge and skills
- use coaching and mentoring to support learning
- evaluate the effectiveness of learning
- gain the trust and confidence of colleagues
- deal with people openly and fairly
- use consultation skills effectively
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The following resources should be provided:

- access to appropriate documentation and resources normally used in the workplace

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employability Skills and the Business Services Common Competencies for the particular NVQ Level.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 2	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBCOR0123A: Support innovation and change

Competency Descriptor:

This unit covers the skills and knowledge required to contribute ideas for improved work practices and to support the implementation of innovative work practices to effect change. It draws on the work of the innovative work skills project of the National Training System.

Competency Field: Frontline Management

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Clarify ideas to improve work practices	1.1	Advantages, disadvantages and consequences of ideas are identified.
		1.2	Options are considered and discussed with colleagues.
		1.3	Feedback is reflected and used to improve ideas.
		1.4	Methods of communicating ideas are considered.
2.	Advise on innovative work practices	2.1	Advice is clear and consistent with organisational requirements.
		2.2	Advice provided is realistic and relevant within context of current work practices and objectives.
		2.3	Recommendations are provided on required resources, timelines and roles and responsibilities for successful implementation of change.
		2.4	Information about risk factors is used to identify potential constraints.
		2.5	Feedback on innovations is obtained from designated individuals and groups.
3.	Support implementation of new work practices	3.1	Work schedules are adjusted to incorporate necessary modifications to existing work patterns and routines.
		3.2	Business technology is used to manage and provide access to information on progress towards objectives of change.
		3.3	Mentoring and coaching is provided to support individuals and groups in the introduction of change.
		3.4	Consultation is undertaken with individuals and teams to promote participation in change.
		3.5	Advice is provided on the impact of change in a manner accessible to designated personnel.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Organisational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organisational policy/guidelines and requirements
- Occupational Health and Safety policies, procedures and programs
- business and performance plans
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters
- consultation and communication processes

They may use legislation, codes and national standards relevant to the workplace including:

- award and enterprise agreements and relevant industrial instruments
- relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Change may include:

- implementation of new work practices and/or services
- organisational restructures
- introduction of new technology
- change in work location
- new client base
- staffing changes
- job role changes
- work priorities

Roles and responsibilities may include:

- job description and employment arrangements
- organisation's policy relevant to work role
- team structures
- supervision and accountability requirements including Occupational Health and Safety
- skills, training and competencies
- Code of Conduct

Feedback on innovations may be obtained from:

- customer satisfaction surveys
- interviews
- comments from colleagues
- analysis of qualitative/quantitative data
- recommendations
- management decisions
- quality assurance data

Risk factors may include:

- disturbances to workflow
- confusion/loss of confidence
- cost blow out
- supplier problems
- product/service delivery problems
- time delays

Designated individuals and groups may include:

- supervisor
- clients
- colleagues
- external organisation
- committee
- line management

Business technology may include:

- computers
- computer applications
- fax
- e-mail
- internet/extranet/intranet

Mentoring and coaching may include:

- providing feedback to another team member
- fair and ethical practice
- non-discriminatory processes and activities
- respecting the contribution of all participants and giving credit for achievements
- presenting and promoting a positive image of the collective group
- problem solving
- providing encouragement

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, underpinning knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statement.

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situations

(1) Critical Aspects and Evidence

Ideas for change are communicated effectively

- giving feedback and advice to colleagues on processes of implementation
- change is supported

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- the relevant legislation from all levels of government that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- understanding the organisation's policies, plans and procedures
- knowledge of own roles and responsibilities
- understanding the context of change
- principles and techniques of identifying strengths and weaknesses
- understanding the impacts of change
- knowledge of critical success factors and how they relate to change
- processes to interpret and apply feedback
- principles and techniques of goal setting and recording priorities

Skills

The ability to:

- use literacy skills to read and understand a variety of texts; prepare general information and papers according to target audience; spell with accuracy; use grammar and punctuation effectively as an aid to understanding
- apply proofreading and editing skills to ensure clarity of meaning and conformity to organisational requirements, check for accuracy and consistency of information
- use communication skills including active listening, questioning and clarifying, presenting and reporting
- accept positive and negative feedback
- organise work priorities and arrangements
- use team work skills for working as a member of a team during periods of change
- maintain effective relationships during periods of change
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace.

(5) Method of Assessment

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the key competencies and the Business Services Common Competencies for the particular NVQ Level. Refer to the Critical Employability Skills Levels at the end of this unit.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1	Level 2	Level 3
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

PDMCPM0114A: Carry out measurement and costing/estimating of projects

Competency Descriptor:

This unit deals with the skills and knowledge required for measuring, estimating and costing a project. It is designed for project managers working in the construction industry.

Competency Field: Construction Project Management

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Determine the structure and format standards methods of measurement.	1.1 The need for consistency in the approach for measurement of building and civil engineering work is determined.
	1.2 The standard methods of measurement for building and civil engineering work are identified; its structure and format are determined correctly.
2. Produce measured quantities from working drawings.	2.1 Measurement schedules are produced from secondary sources.
	2.2 Correct method of taking off quantities from drawings is identified and followed.
	2.3 Appropriate mathematical techniques are used to calculate measurements from work drawings.
	2.4 Item quantities are measured to two decimal places from working drawings.
	2.5 Item quantities for a specified building are calculated.
3. Prepare bills of quantities for specified building project.	3.1 Standardised process in the preparation of bills of quantities is identified.
	3.2 Items are identified and described using common workplace terminology.
	3.3 Sizes and tolerance of items are established and documented in accordance with workplace procedures.
	3.4 Measured types and quantities meet job requirements.
	3.5 The bill of quantities is accurately produced, checked and verified.

- | | | |
|----------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------|
| 4. Prepare the estimate for bills of quantities. | 4.1 | Sources of information for pricing of work are identified. |
| | 4.2 | Net unit rates are calculated for item descriptions in the bill of quantities. |
| | 4.3 | Gross unit rates are calculated for item descriptions in the bill of quantities. |
| | 4.4 | An estimate for the bill of quantities is accurately prepared using secondary sources of information. |
| 5. Determine payment details for a specified building project. | 5.1 | Methods of payment for building project are described. |
| | 5.2 | Procedures for calculating interim valuations are described. |
| | 5.3 | Methods for calculating variations are described. |
| | 5.4 | Preparation of the final account is described. |
| 6. Document details and verify where necessary. | 6.1 | Details of costs are documented in accordance with organisational practice. |
| | 6.2 | Costs, calculations or other details are verified in accordance with organisational practice. |
| | 6.3 | Client quotation is prepared. |
| | 6.4 | Details are documented for future reference in accordance with organisational practice. |

RANGE STATEMENT

The range statement provides details of the scope of the elements and performance criteria to allow for differences within organisations and workplaces including practices, knowledge and requirements. The range statement also provides a focus for assessment and relates to the unit as a whole.

The following variables may be present for this particular unit:

Consistency of approach:

- layout - description unit of measurement dimensions
- requirement - coverage, definition, costing, uniformity

Standard methods of measurement:

- Jamaica Standard Methods of Measurement for Building Work (JSMM)
- Civil Engineering Standard Method of Measurement (CESMM3)

Format of standard methods of measurement:

- JSMM (classification table, measurement, definition and coverage rules supplementary information)
- CESMM3 (first division, second division, third division notes)

Structure of standard methods of measurement:

- JSMM (work sections)
- CESMM3 (work classifications)

Measurement schedules to include:

- doors
- windows
- finishes
- drainage

Data to include:

- specifications
- working drawings
- manufacturer's product information

Mathematical techniques:

- arithmetic - addition, subtraction, multiplication, division, ratios, proportions, percentages
- geometric areas (square, triangles, trigonometric - Sin A, Cos A, tan A, Cosec A, Sec A, Cot A, sine rule, area of any triangle)

Working drawings to include:

- plans
- elevations
- cross-sections
- details (two-store domestic building)

Items to include:

- windows
- doors – external/internal
- roof finishes

Quantities to include:

- linear
- square
- volume

Process for preparing bill of quantities:

- abstracting
- billing

Measured quantities:

- description dimension

Bill of quantities to include:

- substructure and superstructure earthwork
 - insitu concrete
 - masonry
 - reinforcement

Sources of pricing information include:

- published price books
- manufacturers' prices
- hardware merchants' prices
- other contracts

Gross unit rates:

- labour
- plant
- materials
- profit
- overheads and government/taxes

Net unit rates:

- labour output for different soil types
- plant/machine output for different soil types
- materials

Calculated rates to include:

- earthwork excavation
- concrete
- reinforcement
- masonry block-work
- roof/ceiling and floor
- finishes – rendering, painting

Secondary sources:

- calculated rates
- price book rates
- other contracts

Specified building:

- specified section for two-storey domestic building

Procedures for interim valuations:

- measured work
- materials on site
- materials off-site
- variations
- prime cost sums
- provisional sums
- retentions
- intervals for payment

Final account:

- documentation
- final calculations
- payment of retention
- defects liability period

Calculations to include:

- ratios
- percentages
- additions
- subtraction
- multiplication
- division proportions

Price book rates to include:

- excavation
- earthwork

Methods of payment:

- interim variations
- final account

Methods of variations:

- bill rates
- pro-rata rates
- star rates
- day works
- contractor's quote

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range statement for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training programme.

In order to ensure consistency of performance, evidence is to be collected with a range of situations over a period of time.

(1) Critical Aspects of Evidence

- compliance with occupational health and safety regulations applicable to workplace operations
- application of organisational management policies and procedures including quality assurance requirements where applicable
- demonstration of an understanding of the structure, format of standards methods of measurement for the construction industry
- interpret drawings and specifications of plans and items of specified construction project
- document and communicate work-related information including: project requirements, products, materials and labour required, costing calculations for products, materials and labour, and special conditions
- use of calculators, computer programs and other aids in the estimation and cost calculation processes
- measure and cost work for sections of two-story domestic building including:
 - quantities of material required
 - types and amount of labour required
 - plant and equipment
 - estimate overheads associated with the job

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills**Knowledge**

Knowledge of:

- the structure/format of standards methods of measurement used in the order of magnitude estimating – purpose and limitations
- concept of whole life cost
- time/cost/quality relationships
- direct cost/indirect cost/allowances
- methods of increasing accuracy of costs and estimates
- which areas of estimates have the most influence on accuracy of total estimate
- means of specifying resources in the categories of : finance, human resources, materials
- use of computer spread-sheet application
- producing payment details for construction work based on standard form of contract

Skills

The ability to:

- collect, organise and understand drawings, plans and other related documentations in order to take—of measurements and prepare bill of quantities for construction work
- use mathematical ideas and techniques to correctly complete measurements, estimate material, labour and overhead requirements and accurately cost the project

Skills

The ability to: (cont'd)

- work with others and in a team by recognising dependencies and using cooperative approaches to optimise work flow and productivity
- use workplace technology related to measurement and costing of construction projects
- communicate ideas and information to enable confirmation of work requirements and specifications and the reporting of work outcomes and problems

(4) Resource Implications

This refers to the resources that are necessary for undertaking the assessment.

If workplace based, the resources should relate specifically to organisation policies, guidelines, requirements, resources and equipment.

If an off the job or simulated work environment is used then resources should be generic and be applicable to a variety of work environments. Resources may include:

- access is required to real or appropriately simulated situations involving measurement and costing of construction projects
- access is required to specifications and costs of relevant products, equipment and materials and information on labour costs, safety procedures, regulations, quality standards, and enterprise procedures
- access is required to all necessary facilities and associated equipment including calculators, computers and relevant software

(5) Method of Assessment

Assessment in a setting that stimulate the conditions of performance described in the elements, performance criteria and range statements that make up this unit

Assessment in the workplace, taking into account the range on variables affecting performance

Self-assessment on the same terms as those described above

Simulated assessment or critical incident assessment, provided that the critical incident involves assessment against performance criteria and an evaluation of underpinning knowledge and skill required to achieve the required performance outcomes

(6) Context of Assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio that could include examples of work, reports from clients, and reports from management.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
Perform: <ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	Administer and manage: <ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	Design and evaluate: <ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 2	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

BSBSBM0054A: **Develop business plans**

Competency Descriptor:

This unit deals with the research and development of an integrated business plan for achieving business goals and objectives. It is suitable for setting up or existing micro and small businesses or a department in a larger organisation.

Competency Field: Small Business Management

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

1.	Identify elements of a business plan	1.1	Components of a business plan relevant to a business opportunity identified and reviewed.
		1.2	Purpose of the business plan is identified.
		1.3	Business goals and objectives are identified and documented, as a basis for measuring business performance.
2.	Develop a business plan	2.1	The business plan demonstrates research into customer needs, resources and legal requirements especially occupational health and safety, in accordance with business goals and objectives.
		2.2	The financial plan identifies sources and costs of finance to provide required liquidity and profitability for the business.
		2.3	Marketing/ promotion strategies identify methods to promote the market exposure of the business.
		2.4	Production/operations plan identifies methods/means of production/operation to conform to business goals and objectives.
		2.5	Staffing requirements are identified as required to effectively produce/deliver products/services.
		2.6	Specialist services and sources of advice are identified where required, and costed in accordance with resources available.
3.	Develop strategies for minimising risks	3.1	Specific interests and objectives of relevant people are identified and their support of the planned business direction is sought and confirmed.
		3.2	Risk management strategies are identified and developed according to business goals and objectives and relevant legal requirements.

- 3.3 Contingency plan is developed to address possible areas of non-conformance to plan.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between schools and workplaces. It relates to the unit as a whole and facilitates holistic assessment.

The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

- relevant legislation from all government agencies that affect business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- relevant industry codes of practice

Relevant people may include:

- owner/operator, partners, financial backers
- family members
- clients
- suppliers
- franchise agency
- trade or industry associations
- regulatory bodies

Production/operations plan may include:

- options for production, delivery, technical and customer service and support
- means of supply and distribution
- operational targets and action plan may include short, medium or long term goals
- customer requirements, market expectations, budgetary constraints
- industrial relations climate and quality assurance considerations

Business goals and objectives may include:

- goals, objectives, plans, systems and processes
- short, medium or long term goals
- financial projections
- customer needs/marketing projections
- proposed size and scale of the business
- market focus of the business
- lifestyle issues

Specialist services may include:

- accountants
- lawyers and providers of legal advice
- government agencies
- industry/trade associations
- online gateways
- business brokers/business consultants

Financial resources may include:

- personal, financial institutions, trade/industry sources
- government sources which provide various forms of technical and financial assistance including direct cash grants, subsidies, tax concessions and professional and technical advice

Business plan may include:

- proposed size and scale of the business
- market focus of the business
- marketing requirements
- sources of funding
- need to raise finance and requirements of lenders
- level of risk involved, risk assessment and management
- stages in the business development
- business opportunities
- resources required and available
- details of ownership/management
- staffing
- organisation/ operational arrangements
- specialist services and sources of advice which may be required
- finance, expenditure statement, balance sheet and cash flow forecast, projections for the initial years of operation assumptions underlying the business plan, expected level of inflation and taxation, expected trend of interest rate, capital expenditure and its timing, stock turnover, debtors collection period, creditor payment period, return on investment
- recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the enterprise

Occupational Health and Safety issues must include:

- management of the organisation and operation of OHS as part of the business plan
- procedures for managing hazards in the workplace (identify, assess & control)
- identification of specific hazard issues such as occupational violence, security, manual handling, equipment and hazardous substances
- provisions for ensuring safety of members of the public and contractors visiting the premises/worksite

Financial plan may include:

- the current financial state of the enterprise (or owner/operator)
- financial performance to date (if applicable)
- likely return on investment
- a review of financial inputs required (sources and forms of finance)
- projections of likely financial results (budgeting)
- projected profit targets, pricing strategies, margins
- profit, turnover, capital and equity targets
- risks and measures to manage or minimise risks
- working, fixed, debt and equity capital
- non-recurrent assets calculations
- projections may vary depending on the importance of such information and the stage in the life of the business
- monthly, quarterly or annual returns
- analysis of sales by product/service, identifying where they were sold and to whom
- estimates of profit and loss projections for each forward period
- cash flow estimates for each forward period
- resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)

Risk management strategies may include:

- security systems to provide physical security of premises, plant, equipment, goods and services
- security of intellectual property
- knowledge management
- breach of contract, product liability
- measures to manage risk including securing appropriate insurance to cover loss of earnings through sickness/accidents, drought, flood, fire, theft, professional indemnity
- Occupational Health and Safety requirements

Staffing requirements may include:

- owner/operator
- full-time, part-time staff, permanent, temporary or casual staff
- sub-contractors or external advisers/consultants

Financial backers may include:

- owner, family and friends
- providers of venture capital
- banks or finance companies
- leasing and hire purchase financiers

Business opportunities may be influenced by:

- expected financial viability,
- skills of operator
- amount and types of finance available

Contingency plan may include:

- disturbances to cash flow, supply and/or distribution
- sickness or personal considerations

EVIDENCE GUIDE

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range of Variables.

(1) Critical Aspects of Evidence

- the development of a business plan, which provides for finance, marketing and provision of products/ services to facilitate the business goals and objectives
- ability to identify and plan for Occupational Health and Safety, Duty of Care responsibilities (knowledge of relative legislation)

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- Government legislative requirements affecting business operation, especially in regard to Occupational Health and Safety and environmental issues, industrial relations and anti-discrimination.
- OHS responsibilities and procedures for identifying hazards relevant to business.
- reasons for and benefits of business planning
- planning processes
- preparation of a business plan
- setting goals and objectives
- methods of evaluation
- types of business planning:- feasibility studies, strategic, operational, financial planning
- relevant industry codes of practice
- principles of risk management relevant to business planning

Skills

The ability to:

- employ literacy skills to enable interpretation of business information
- use communication skills relevant to business performance
- use numeracy skills for data analysis
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace. These may include:

- computer equipment
- business references such as relevant legislation and regulation relating to the business operation especially OHS requirements

(5) Method of Assessment

In order to achieve consistency of performance, evidence should be collected over a set period of time, which is sufficient to include dealings with an appropriate range and variety of situation.

(6) Context of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range of Variables.

Assessment must take account of the endorsed assessment guidelines in the Business Services Competency Standards Package.

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment should reinforce the integration of the Critical Employable Skill Competencies and the Business Services Common Competencies for the particular Level. Refer to the Critical Employable Skills Levels at the end of this unit.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualifications Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 3	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 3	
Work with others and in team	Level 2	
Use mathematical ideas and techniques	Level 3	
Solve problems	Level 3	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITICOR0231A: Operate a personal computer

Competency Descriptor:

This unit deals with the skills and knowledge required to operate a personal computer to enter data and to access information and applies to all individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1. Initiate computer system	1.1	Equipment and work environment are correctly checked for readiness to perform scheduled tasks.	
	1.2	The hardware components of the computer and their functions are correctly identified.	
	1.3	Equipment is powered up correctly.	
	1.4	Access codes are correctly applied.	
	1.5	System information is closely examined to accurately identify functions and features.	
	1.6	Desktop configuration is customised in a manner suitable to meet individual requirements and/or special needs in accordance with organisation guidelines.	
	1.7	Available help functions are used correctly when required.	
2. Use keyboard and equipment	2.1	Occupational Health and Safety regulations are followed for correct posture, lighting and length of time in front of computer.	
	2.2	Keyboarding is carried out according to organisation guidelines on speed and accuracy.	
3. Navigate and manipulate desktop environment	3.1	The selection, opening and closing of the correct desktop icons to access features follow the correct and appropriate procedures.	
	3.2	Different roles and parts of the desktop window are used correctly and appropriately for particular functions.	
	3.3	The opening, resizing and closing of desktop windows for navigation purposes follow the correct procedures.	
	3.4	Shortcuts are created from the desktop following the correct procedures.	

4. Organise directory and folder structures	4.1	Directories/folders with subdirectories/subfolders are created and named according to established guidelines.
	4.2	Directory/folder attributes are accurately identified.
	4.3	Subdirectories/folders are moved between directories/folders following the correct and appropriate procedures.
	4.4	Directories/folders are renamed as required.
	4.5	Directories/folders and subdirectories/folders are correctly accessed via different paths.
5. Organise files for user and/or organisational requirements	5.1	The most commonly used types of files are correctly accessed in a directory/folder.
	5.2	Groups of files are correctly selected, opened and renamed according to procedures as required.
	5.3	Files are correctly copied to disk.
	5.4	Deleted files are accurately restored as necessary.
	5.5	Software tools are correctly and appropriately used to locate files.
6. Correctly shut down computer	6.1	All open applications are closed using correct procedures without loss of data.
	6.2	Computer is shut down correctly.

RANGE STATEMENT

This unit applies to activities associated with essential operations linked to using and maintaining basic computer equipment.

Input devices:

- keyboard
- mouse
- scanner
- microphone
- camera

Work environment:

- equipment
- furniture
- cabling
- power supply

File operations include:

- naming
- updating and archiving files and directories
- use of search, sort, print

Equipment:

- install supplied computer
- install supplied peripherals

Software systems to include for:

- word processing
- spread sheet
- internet access

Files save on:

- network
- magnetic media
- personal PC

Data:

- textual
- numerical
- graphical

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to accurately carry out basic data entry and retrieval operations on a computer system in accordance with the performance criteria and the range listed within the range of variables statement.

(1) Critical Aspects and Evidence

It is essential that competence be observed in the following aspects:

- initiate the use of the equipment
- identify functions and features of software
- demonstrate the ability to customise desktop environment
- organise files, folders and directories
- manipulate input devices
- access and save files
- manipulate features and functions

(2) Pre-requisite Relationship of Units

The pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

knowledge of:

- safety for working with and around computers
- computer hardware and software systems
- procedure for initiating and closing down computer
- methods of locating files
- organisation's standards applicable to customising desktop environment and naming of files
- naming of files and folders
- functions of the different parts of the desktop window
- creating and saving files/folder/directories
- basic technical terminology in relation to reading help files and prompts
- log-in procedures for accessing a personal computer

Skills

The ability to:

- identify computer hardware
- manipulate data input devices
- access files
- use file operations
- manipulate features and tools
- customise desktop environment
- navigate desktop environment
- copy files

(4) Resource Implications

The following resources should be made available:

- files saved on network, magnetic media
- personal computer
- input devices: keyboard, mouse, other selection devices

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 1	
Communicate ideas and information	Level 1	
Plan and organise activities	Level 1	
Work with others and in team	Level 1	
Use mathematical ideas and techniques	Level 1	
Solve problems	Level 1	
Use technology	Level 1	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIDAT1082A: Operate a word processing application (advance)

Competency Descriptor:

This unit deals with the skills and knowledge required to operate a word processing application and applies to individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
1. Insert, format and protect form elements	1.1 A rough sketch of the form to be created is drawn on a paper. 1.2 The form fields required to gather information are determined. 1.3 The desktop environment is customized to include forms toolbar. 1.4 Form fields are inserted and their properties set. 1.5 Form fields are checked to conform that they are long enough to handle input from the user. 1.6 The form fields are formatted and styled as required. 1.7 Forms and fields are protected/unprotected.
2. Create tables for forms	2.1 Tables are created for alignment of fields or to control row height. 2.2 Form fields are placed in table cells. 2.3 Table cells are formatted as required.
3. Create and work with a long document	3.1 A general outline is decided and work is divided into sections or chapters with headings and sub-headings. 3.2 Templates are created and styles applied on headings to consider how the final version will be bound. 3.3 Document maps are used to move quickly around the document.

- 3.4 Sections are created in documents when certain parts of the documents are required to be formatted differently from the other parts of the document.
- 3.5 Different headers and footers are added to different pages within the document as required.
- 3.6 Table of contents are applied as required.
- 4. Create macros and run macros
 - 4.1 Macros are recorded as required.
 - 4.2 Macros are run and edited as required.
 - 4.3 Macros are added to the toolbar.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to advance operations of a word processing application and applies to all individuals in the information and communication industry.

Software may include but are not limited to:

- Microsoft Word
- Microsoft Works
- Corel WordPerfect

Equipment may include:

- personal computer
- printer

Formatting may include:

- page orientation
- margins
- enhancements to text –colour, font, size
- enhancements to format – borders, patterns and colour
- alignment on page

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to complete basic operations associated with creating and formatting forms, long documents and macros in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- create documents in line with organisation's guidelines
- customise settings
- format and layout document to specification
- insert form elements
- use software features and tools appropriately
- create and run macros

(2) Pre-requisite Relationship of Units

ITICOR0231A Operate a personal computer

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- operating systems software and software tools
- applications and their features
- form fields and their properties
- use of document maps
- macros and templates

Skills

The ability to:

- create form elements
- customise settings
- create tables and templates
- work with long documents
- format and style documents

(4) Resource Implications

The following resources should be provided:

- work environment (simulated or actual enterprise)
- personal computer/network
- printer

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

Levels of Competency		
Level 1.	Level 2.	Level 3.
<ul style="list-style-type: none"> Carries out established processes Makes judgement of quality using given criteria 	<ul style="list-style-type: none"> Manages process Selects the criteria for the evaluation process 	<ul style="list-style-type: none"> Establishes principles and procedures Evaluates and reshapes process Establishes criteria for evaluation

Collect, analyse and organise information	Level 2	
Communicate ideas and information	Level 2	
Plan and organise activities	Level 2	
Work with others and in team	Level -	
Use mathematical ideas and techniques	Level -	
Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.

ITIDAT1072A: Operate a spreadsheet application (advanced)

Competency Descriptor:

This unit deals with the skills and knowledge required to perform operations using advance features of a spreadsheet application and applies to individuals operating in the information and communication industry.

Competency Field: Information Technology

ELEMENT OF COMPETENCY		PERFORMANCE CRITERIA	
1.	Create spreadsheets	1.1	Basic built-in functions are appropriately employed.
		1.2	Appropriate formulae are entered using relative and absolute referencing where required.
		1.3	Formulae are promptly corrected when standard error messages occur.
		1.4	Various tools are used appropriately during spreadsheet development.
		1.5	Data entries are copied or increased incrementally for logical and clear presentation of information.
2.	Customise spreadsheet environment	2.1	Page display modes, orientation and size are appropriately adjusted to meet user requirements and/or special needs.
		2.2	Toolbar is appropriately modified to meet user and document uses.
3.	Format spreadsheet	3.1	Selected format is correctly copied from another cell or group of cells in the spreadsheet or from another active spreadsheet.
		3.2	Appropriate formatting tools are used as required within the spreadsheet and/or individual cells.
		3.3	The ability to identify, set, edit and test basic and conditional cell validations is demonstrated.
		3.4	Message boxes are created.
		3.5	Headers and footers are inserted and all the necessary information and formatting styles are incorporated into the headers and footers using the correct procedures.

		3.6	Document is saved in another format and in a format that is appropriate for posting to a web site.
4.	Incorporate objects and charts in spreadsheets	4.1	Objects are imported to and manipulated within a spreadsheet using the correct procedures.
		4.2	Spreadsheet data is clearly displayed in different charts.
		4.3	Charts are appropriately modified for formatting purposes.
5.	Sort and Lookup Records	5.1	Basic and advanced sorting options are used.
		5.2	Lookup functions to return values from search table are used.
		5.3	Scenarios are created and worked with.
6.	Create nested functions and macros	6.1	Nested functions are created, edited and copied.
		6.2	Macros are created, edited and executed.

RANGE STATEMENT

This unit applies to the activities associated with the essential operations linked to the operations of advance features of spreadsheet applications and applies to individuals in the information and communication industry.

Hardware may include but not limited to:

- personal computer
- networked system
- printer

Software may include but not limited to:

- Microsoft Excel
- Lotus 123

Formatting may include:

- margins
- indentations
- page layout
- orientation

Mathematical formulae may include:

- average
- interest
- multiply
- divide

Data may include:

- numeral
- text
- images
- objects

EVIDENCE GUIDE

Competency is to be demonstrated by the ability to complete basic operations associated with the advanced features of a spreadsheet application in accordance with the performance criteria and the range listed within the range of variable statements.

(1) Critical Aspects of Evidence

It is essential that competence is observed in the following aspects:

- creating spread sheets
- insertion of correct data
- use appropriate formulae
- formatting and modifications done to specifications
- create nested functions and macros
- correct interpretation of job specifications

(2) Pre-requisite Relationship of Units

Pre-requisites for this unit are:

- ITICOR0231A Operate a personal computer

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- basic technical terminology in relation to reading help files and prompts
- log-in procedures relating to accessing a PC
- types of software
- basic mathematics
- formatting functions of software
- nested functions and macros

Skills

The ability to:

- create spreadsheets
- format and modify worksheets
- apply mathematical formulae
- customise settings

(4) Resource Implications

The following resources should be provided:

- actual workplace or simulated environment
- personal computer/network
- printer

(5) Method of Assessment

Competency shall be assessed while work is undertaken under direct supervision with regular checks, but may include some autonomy when working as part of a team.

Competencies in this unit may be determined concurrently. Assessment must be in accordance with the performance criteria.

(6) Context of Assessment

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. A range of methods to assess underpinning knowledge should support this.

Simulated activities must closely reflect the workplace.

CRITICAL EMPLOYABILITY SKILLS

Three levels of performance denote level of competency required to perform a task. These levels do not relate to the NCTVET Qualification Framework. They relate to the seven areas of generic competency that underpin effective workplace practices.

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Solve problems	Level 2	
Use technology	Level 2	

Please refer to the Assessment Guidelines for advice on how to use the Critical Employability Skills.