

Competency Standards for Caribbean Vocational Qualifications (CVQ)

CCBCM40104

Level IV in Building & Construction - Construction Site Management

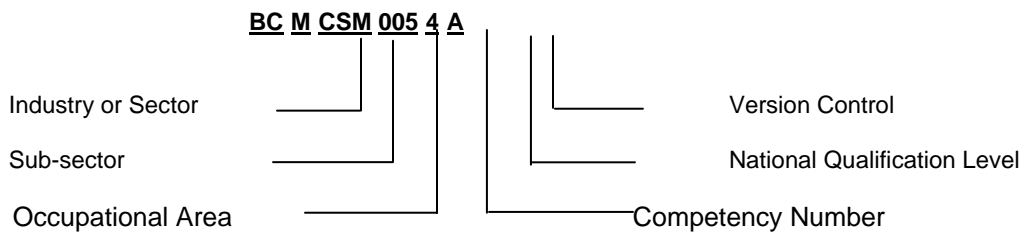
| Unit Number | Unit Title | Mandatory /Elective | Hours |
|-------------|--|---------------------|-------|
| BCMCOR0012A | Communicate information relating to work activities | Mandatory | 25 |
| BCGCOR1672A | Apply advanced mathematics for construction and the built environment (Advanced) | Mandatory | 20 |
| BCMCOR0122A | Use information documentation systems | Mandatory | 15 |
| BCMCSM0014A | Co-ordinate construction health, safety and welfare issues | Mandatory | 30 |
| BCMCOR0034A | Organise and maintain communication procedures | Mandatory | 20 |
| BCMCSM0034A | Plan work methods, resources and systems | Mandatory | 20 |
| BCMCSM0043A | Contribute to the preparation, agreement and monitoring of contracts | Mandatory | 30 |
| BCMCSM0054A | Implement construction work programme | Mandatory | 30 |
| BCMCSM0064A | Monitor and control construction project operations | Mandatory | 20 |
| BCMCSM0074A | Control risk in project implementation | Mandatory | 30 |
| BCMCSM0084A | Implement organisational changes and improvement | Mandatory | 15 |
| BCMCOR0093A | Develop and maintain working relationships | Mandatory | 15 |
| BCMCSM0104A | Contribute to the provision of project resources | Mandatory | 15 |
| BCMCOR0114A | Facilitate meetings | Mandatory | 15 |
| BCGCOR1583A | Read and interpret plans | Mandatory | 20 |
| BSBSBM0103A | Maintain financial records | Mandatory | 20 |
| PDMCMP0145A | Process estimates, bids, tender and requests for proposal | Mandatory | 20 |
| PDMCPM0285A | Respond to client enquiry | Mandatory | 15 |
| BSBMGT0225A | Manage budgets and financial plans | Mandatory | 20 |
| BSBCOR0024A | Develop work priorities | Mandatory | 20 |
| BSBFLM0024A | Show leadership in the workplace | Mandatory | 20 |
| BSBFLM0034A | Manage effective workplace relationships | Mandatory | 10 |
| BSBFLM0044A | Lead work teams | Mandatory | 10 |
| BSBFLM0054A | Implement operational plan | Mandatory | 10 |
| BSBFLM0064A | Implement workplace information system | Mandatory | 10 |
| BSBFLM0094A | Implement continuous improvement | Mandatory | 10 |
| BSBCOR0114A | Monitor a safe workplace | Mandatory | 12 |
| BSBFLS0104A | Promote innovation and change | Mandatory | 5 |
| BSBFLM0114A | Develop teams and individuals | Mandatory | 5 |
| ITICOR0231A | Operate a personal computer | Mandatory | 20 |
| ITIDAT1082A | Operate a word processing application (advance) | Elective | 20 |
| ITIDAT1072A | Operate a spreadsheet application (advanced) | Elective | 20 |
| BCMBSV0014A | Apply building codes and standards to building | Elective | 20 |
| BCMBSV0045A | Undertake site surveys and set out procedures for building projects | Elective | 35 |
| BSBMGT0215A | Prepare budgets and financial plans | Elective | 30 |
| BSBMGT0245A | Manage environmental performance | Elective | 20 |
| BSBMGT0255A | Contribute to planning strategic directions | Elective | 20 |
| BSBSBM0054A | Develop business plans | Elective | 45 |
| BCMCSM0124A | Guide the application of cost management | Elective | 50 |

CCBCM40104**Level IV in Building & Construction - Construction Site Management**

| Unit Number | Unit Title | Mandatory /Elective | Hours |
|-------------|--|---------------------|-------|
| BSBFLM0074A | Co-ordinate implementation of customer service strategies | Elective | 10 |
| BCGDRW0042A | Prepare 2D & 3D drawings using computer aided design (CAD) systems | Elective | 60 |
| PDMCPM0114A | Carry out measurement and costing/estimating of projects | Elective | 60 |

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 |

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| 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.

BCMCOR0122A: Use 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 engage 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

Documentations to include:

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

Storage and retrieval equipment:

- filing cabinets
- computer
- micro-fich

Types of information include:

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

Storage methods:

- hard copies
- data based
- micro film

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 applies classifications schemes
- demonstrated ability to use databased 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
- recording keeping – manually 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 | | |
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| | | |
|---|---------|--|
| 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.

BCMCSM0014A: Co-ordinate construction health, safety and welfare issues

Competency Descriptor:

This unit deals with the skills and knowledge required to co-ordinate activities concerning health, safety and welfare issues affecting construction site workers.

Competency Field: Construction Management

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|--|---|
| 1. Confirm compliance with legal and statutory requirements | 1.1 Contractual and statutory responsibilities are confirmed with interested parties. |
| | 1.2 Appropriate monitoring systems are developed and implemented. |
| | 1.3 Data is collected regularly and summarised accurately. |
| | 1.4 Instances of non-compliance and potential non-compliance are promptly identified. |
| | 1.5 Prompt and appropriate corrective action is agreed on with responsible parties. |
| | 1.6 Statutory documentation is completed accurately, legibly and on time. |
| 2. Investigate requirements impacting on project and safety | 2.1 Critical aspects of the site and its environs are identified. |
| | 2.2 Contextual factors that may be significant to the project are identified. |
| | 2.3 Where appropriate, the client is advised of investigation requirements identified. |
| | 2.4 Investigation data received is recorded, checked and passed to relevant parties. |
| 3. Advise on the evaluation and selection of sub -contractors. | 3.1 Potential contractors are invited to provide evidence of their capabilities to meet health and safety requirements. |
| | 3.2 Relevant and suitable selection performance rating, competence and resources criteria are identified or developed. |

- 3.3 Potential designers and contractors are evaluated carefully against criteria.
 - 3.4 The client is advised of potential contractors meeting criteria.
 - 3.5 The client is offered additional relevant information about potential contractors.
- 4. Assess information for preparing health and safety plans
 - 4.1 Relevant information is obtained from all sources with potential for contributions.
 - 4.2 The information is accurately assessed against requirements of pre-tender stage of health and safety plan.
 - 4.3 The status of information is verified and accurately documented.
 - 4.4 Omissions, discrepancies and inconsistencies are identified and referred to sources for modification.
 - 4.5 Revision, new requirements and additions to information are requested and assessed.
 - 4.6 Registers and records are accurately maintained.
- 5. Advise on construction phase of health and safety plan
 - 5.1 Responsibilities for health, safety and welfare are verified as being consistent with criteria.
 - 5.2 Provisions for health, safety and welfare are verified as meeting the project, contractual and statutory requirements.
 - 5.3 Systems for identifying and rectifying hazards and for reporting accidents and emergencies conform to statutory requirements.
 - 5.4 Arrangements for monitoring of health, safety and welfare systems are verified as being in place.
 - 5.5 Omissions, discrepancies and inconsistencies relating to operational criteria are identified and the appropriate personnel advised.
- 6. Maintain systems for health and safety plan management
 - 6.1 Health, safety and welfare responsibilities are consistent with relevant requirements.
 - 6.2 Health, safety and welfare requirements are communicated to relevant personnel.

- 6.3 Appropriate statutory notices and hazard warnings are available and in use on site.
- 6.4 Welfare provisions are maintained at the required level.
- 6.5 Qualified first aid personnel are appointed and provided with clear and accurate information/instruction.
- 6.6 Appropriate and sufficient equipment and resources are made available to meet first aid requirements.
- 6.7 Systems are developed and implemented to identify and rectify hazards and to report on accidents and emergencies.
- 6.8 Health, safety and welfare systems are monitored regularly and instances of non-compliance are identified and accurately recorded.
- 7. Identify hazards in the workplace
 - 7.1 The scope and responsibilities for the activity are verified as being clearly defined.
 - 7.2 Potential sources of hazards arising from activity are identified and recorded.
 - 7.3 The means of containing the hazard are identified and understood.
 - 7.4 Circumstances, which could result in failure to contain sources of hazards are identified and recorded.
 - 7.5 Consequential hazards arising from combinations of events are identified and recorded.
- 8. Assess and control risk in the workplace
 - 8.1 The identification process covers all potential areas of risk.
 - 8.2 Relevant information and advice are sought from appropriate sources.
 - 8.3 Analysis and evaluation carried out identify potential consequences and their likelihood of occurring.
 - 8.4 Response options are developed which address the acceptability of risks.
 - 8.5 Selected options take into account resource constraints and organisational and legislative requirements.

- 8.6 Selected options are communicated to relevant parties in a manner, which facilitates understanding.
- 8.7 Monitoring and review processes identify risks and are conducted according to accepted best practice and procedures.
- 8.8 Adjustments and improvements are implemented to rectify any shortcomings identified.
- 8.9 Records are maintained accurately and up-to-date, and are available for future use.

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:

Contextual factors and investigation requirements include:

- site history
- effect on and use of the site
- existing physical
- construction technical
- environmental physical
- environmental technical
- services technical

Mode of investigation to include:

- documentary and record search from standard
- sources
- investigative research
- land survey
- structure and infrastructure surveys

Appropriate action:

- notify architectural service personnel
- notify client
- advise client on remedy

Investigation sources to include:

- clients and users
- statutory authorities
- government departments
- consultative bodies
- public and specialist libraries
- designers and constructors of existing health and safety files

Statutory responsibilities and requirements to include:

- Building Regulations.
- Health and Safety regulations.
- National Environment & Planning Agency requirements.

Monitoring systems:

- comparison with appropriate regulation(s)
- comparison with guideline

Responsible parties include:

- health and safety personnel
- client
- architectural personnel

Performance rating, competence and resources criteria:

- health and safety record and policy
- relevant experience
- sub-contracting procedures
- time frame
- adequate skilled staff
- adequate equipment
- references

Information to include:

- specifications
- drawings
- schedules
- surveys,
- manuals
- certificates
- licenses and approvals
- health and safety documents

Health and safety plan requirements include:

- critical design for health and safety
- as-built information
- construction methods and materials
- operational and maintenance
- utilities services and emergency details

Provisions for:

- communication, project team co-operation
- selection procedures
- worker consultation
- site rules
- information
- statutory notices

Register and records include:

- incoming and outgoing drawing and document registers
- records of approval

Methods of identifying factors include:

- appropriately managed discussions
- meetings
- contextual investigation requirements

Evidence of capabilities includes:

- documentary
- references
- interview
- inspection of previous work

Pre-tender stage requirements:

- project and site details
- client's site rules
- residual risk and management information
- liaison procedures

-

Discrepancies:

- accuracy
- health and safety issues content
- completeness
- correlation with associated documents
- status

Criteria to include:

- pre-tender stage health and safety plan
- legislation
- organisational policy
- project specific issues

Information sources:

- clients, designers, contractors

Health, Safety and Welfare requirements include:

- specific construction health, safety and welfare plan
- general health, safety and welfare legislation
- industry codes of practice

Equipment and resources include:

- protective clothing
- protective equipment
- first aid facilities
- welfare facilities
- storage and security for materials and equipment
- fire fighting equipment

Means of containing hazards:

- existing methods
- physical
- design codes
- standards and procedures

Consequential Hazards to include:

- impact on personnel on immediate or adjacent sites
- hazards arising during evacuation
- failure of preventative measures
- control of mitigation system

Information sources:

- technical
- business
- political
- previous experience

Analysis and evaluation:

- statistical data
- projections and forecasts
- risk categories
- ranking risk factors

Statutory notices include:

- prescribed notices
- certificates
- site safety signs

Hazards to include:

- those arising from major accidents
- situations with potential to injure people, cause ill-health and damage to property
- those that adversely affect man-made and natural environment

Source of hazards:

- work sources
- work activities
- work outcomes

Areas of potential risks:

- hazards
- people
- property
- environment
- activities

Sources of advice:

- colleagues
- seniors
- specialists

Risk management options:

- acceptability
- cost-effectiveness

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.

(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:

- contractual and statutory responsibilities
- types of systems to monitor compliance with legal and statutory requirements
- legal and statutory requirements and appropriate action
- notification to appropriate body
- modes of investigation
- types of investigation sources
- contextual factor, which may be investigated
- information required for pre-tender stage of health and safety requirements
- types of omissions, discrepancies and inconsistencies
- project, contractual and statutory requirements for health, safety and welfare responsibilities and provisions
- legal framework for health, safety and welfare

Skills

The ability to:

- confirm contractual and statutory responsibilities
- develop and implement systems to monitor compliance with legal requirements
- deal with non-compliance with legal and statutory requirements
- identify and advise on critical aspects of site and their environs
- identify and advise on contextual factors that may be significant
- check investigation data for relevance
- identify selection performance rating, competence and resources criteria
- obtain and assess information against relevant pre-tender health and safety requirements
- maintain registers and records

Underpinning Knowledge and Skills (Cont'd)

Knowledge

Knowledge of:

- contract and organisational requirements
- statutory notices and hazard warnings
- site conditions and non-compliance
- hazard identification and classification
- qualitative and quantitative risk assessment techniques
- assessing relevant legislation and case material
- collecting and evaluating information, data information sources
- Internal and/or external legislation; organisational and industry systems and procedures
- principles and methods of risk identification and classification
- principles of risk acceptability
- selection of techniques in relation to project, the technology and the environment
- implication of relevant legislation
- methods of collecting and evaluating information
- monitoring techniques
- communication and management interface

Skills

The ability to:

- verify health, safety and welfare responsibilities, requirements and systems against project criteria, contractual and statutory requirements
- identify and advise on omissions, discrepancies and inconsistencies
- Identify health, safety and welfare responsibilities and requirements
- select equipment resources to support health and safety
- develop and implement systems for monitoring health, safety and welfare

(4) Resource Implications

A situation, real or realistically simulated, requiring the co-ordination of health, safety and welfare issues at a construction site.

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.

BCMCOR0034A: Organise and maintain communication procedures

Competency Descriptor:

This unit deals with the skills and knowledge required to organise and maintain procedures relating to the communication aspect of managing the construction site. It relate to individuals engage in the middle management of construction sites.

Competency Field: Construction Site Management

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|----------------------------------|--|
| 1. Organise and conduct meetings | 1.1 The participants are given sufficient notice and information to allow them to make effective contribution. 1.2 Objectives of meetings are clearly stated and agreed on. 1.3 Discussion time per topic is consistent with its importance, urgency and complexity. 1.4 Leadership style helps attendees to make useful contributions. Unhelpful arguments and discussions are discouraged. 1.5 Information and summaries presented are clear and take place appropriately. 1.6 Meeting objectives are achieved. Agreed decisions and recommendations fall within the limit of group's authority. 1.7 Outcomes of meetings are given to relevant parties in a prompt, clear, accurate and concise manner. 1.8 Feedback from attendees is used to improve effectiveness of future meetings. |
| 2. Make contributions to meeting | 2.1 Prior preparation is sufficient to enable effective participation in meetings. 2.2 A prior consultation with senior company officials is adequate to allow their views to be effectively presented. 2.3 Contributions to meetings are clear, concise and relevant; assist in clarifying problems and identifying and assessing solutions. 2.4 Acknowledgement and discussion of the contributions and viewpoints of others are constructive. |

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| 3. | Obtain information for decision-making. | 3.1 | Information sources are reliable and sufficient for current and future requirements. |
| | | 3.2 | Methods used for obtaining information are reliable, effective, make effective use of resources and are consistent with organisational values, policies and legal requirements. |
| | | 3.3 | The information obtained is accurate, relevant and adequate to support decision-making. |
| | | 3.4 | Prompt and effective action is taken where information obtained is inadequate, contradictory or ambiguous. |
| 4. | Record and store information for decision-making | 4.1 | Systems and procedures for documenting and storing information are suitable for the purpose and make efficient use of resources. |
| | | 4.2 | The recording and storage of information complies with the organisation's policies and legal requirements. |
| | | 4.3 | The information is readily accessible in the required format to the relevant personnel. |
| | | 4.4 | Opportunities are provided for teams and individuals to make recommendations for improvements to systems and procedures. |
| | | 4.5 | Recommendations for improvements to information systems and procedures take into account organisational constraints. |
| 5. | Analyse information to support decision-making | 5.1 | Objectives of the analysis are clear and consistent with decisions, which need to be made. Analysis methods are suitable to achieve objectives. |
| | | 5.2 | Information derived is accurate, relevant to objectives of analysis, and sufficient to arrive at a reliable decision. |
| | | 5.3 | The analysis correctly identifies patterns and trends. |
| | | 5.4 | Conclusions drawn are supported by reasoned argument and appropriate evidence. |
| | | 5.5 | The presentation of results clearly differentiates between facts and opinion. |
| | | 5.6 | Documentation prepared shows the assumptions and decisions made at each stage of the analysis. |

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| 6. | Advise and inform others | 6.1 | Response to the advice and information of others is appropriate and adequate and is within organisational constraints. |
| | | 6.2 | Advice and information provided are timely, at a place and in a format and manner appropriate to the needs of recipient(s). |
| | | 6.3 | The information given is accurate, current, relevant and adequate. |
| | | 6.4 | The advice is consistent with organisational policy and procedures and is supported by reasoned argument and appropriate evidence. |
| | | 6.5 | The recipient understands of advice and information given is confirmed. |
| | | 6.6 | Confidentiality is maintained in accordance with organisational and legal requirements. |
| 7. | Verify drawings and associated graphical information | 7.1 | Drawings and associated graphical materials are verified as complete, accurate and comply with design and other relevant information. |
| | | 7.2 | Incomplete or inconsistent input information is promptly clarified and appropriately amended. |
| | | 7.3 | Amendments to drawings and associated graphical material are clear, accurate and consistent with project requirements. |
| | | 7.4 | Registry and records of amendments to project documentation are complete, accurate and up-to-date. |
| | | 7.5 | Necessary and sufficient checks and approvals regarding the content and presentation of drawings obtained are done. |
| | | 7.6 | Record keeping is consistent with quality assurance procedures. |
| 8. | Prepare construction schedules | 8.1 | The format of schedules meets requirements of construction process. |
| | | 8.2 | Specifications are accurately taken from source documentation and site measurements. |
| | | 8.3 | Data is complete and referenced correctly to specification, drawings, manufacturers' references and other relevant standards. |
| | | 8.4 | Prompt clarification is sought where incomplete or inconsistent information is identified. |

- 8.5 Where appropriate, quantities and descriptions accurately reflect changes, clarifications and corrections to the source documentation and brief.
- 8.6 Quantities are accurately checked and corrected for congruence.
- 8.7 Quantities and units of measures descriptions are checked and amended for completeness and syntax.
- 8.8 Record keeping is consistent with quality assurance procedures.

RANGE STATEMENT

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

The following variables may be present for this particular unit:

Meeting with:

- peers
- seniors
- contractors
- architects
- workers representatives
- statutory representatives
- sales personnel

Methods of obtaining information include:

- listening
- watching
- reading
- oral and written questioning
- formal research conducted personally or by third parties
- computer based internet

Purpose of meeting to include:

- to give information
- consultation
- decision-making

Information dealing with:

- quantitative
- qualitative issues

Information sources to include:

- people from within and without the organisation
- internal and external information systems
- published media
- specially-commissioned research

Constraints include:

- organisational objectives
- organisational policies
- resources
- statutory requirements

Information systems and procedures:

- for organisation wide
- specific to an individual or team

Analysis:

- formal and planned
- informal and ad-hoc

Decisions concerning:

- day-to-day operations
- changes in organisational policy which affect operations
- changes in statutory requirements

Types of meetings include:

- technical
- financial
- health
- safety and welfare

Nature of advice and information given:

- technical
- financial
- personal

Type of drawing:

- location
- assembly
- component
- sketches
- working drawings
- schedules

Types of schedules:

- schedules of rates
- schedules of work materials
- equipment
- health and safety plans

Checks and approval for:

- format
- accuracy
- technical content
- completeness
- referencing
- cross-referencing and correlation with associated documents
- status

Register and records include:

- incoming and outgoing drawing
- documents of approval and revision

Prior preparation includes:

- reading minutes of previous meeting
- fulfil requirements of action plan
- get prior briefing from relevant person

Advice and information given in response to:

- request
- on own initiative

Recipients of advice:

- team members
- colleagues at same level
- higher-level managers or clients
- personnel outside the organisation

Use of documents:

- obtain consents
- procurement
- contract
- scheduling

- positioning
- shape
- dimension
- tolerance
- composition
- fixing
- annotation
- symbols and conventions

Method and medium of production drawings:

- manual – freehand
- manual – with instruments
- computer aided

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?

- Demonstrated ability to organise and conduct meetings.
- Application of organisational management policies and procedures including quality assurance requirements where appropriate.
- Demonstrated ability to analyse and extrapolate information for decision-making.
- Demonstrated ability to read, interpret and verify drawings and other graphical materials
- Demonstrated ability to produce schedules in desired format to meet specified requirements and use.
- Communicate effectively at all levels of the construction industry.

(2) Pre-requisite Relationship of Units

There are no specified relationships.

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the value and limitations of meetings as a means of exchanging information and making decisions
- when meetings are the most effective method of dealing with issues and possible alternatives
- most effective type of meetings
- difference in holding meeting with internal participants and meeting with external participants
- implications of the way in which meeting is run and what is discussed and recorded
- procedures for calling and preparing for meetings
- importance of prior consultation with appropriate personnel
- importance of acknowledging the contributions and viewpoints of others constructively

Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- information concerning decisions and recommendations of meetings to be conveyed to others and how this should be done
- critical importance of information management to work team and organisational effectiveness
- manager's role and responsibility in relation to information management
- types of quantitative and qualitative information essential to the role and responsibilities of site management and how to identify these
- the range of information sources available and how to ensure their effectiveness in meeting current and future requirements
- methods of recording and storing information, their advantages and limitations
- company policies and legal requirements having bearing on how information is recorded and stored
- importance of effective analysis of information
- role and responsibilities of site manager in relation to the analysis of information
- critical information for analysis
- different approaches to and methods of analysing information and how to select appropriate methods
- importance of providing advice and information
- types of advice and information, which may be required
- appropriate situations in which to act on own initiative in giving advice
- importance of checking validity of information before giving advice
- types of construction schedules
- standard requirements for measurement
- types of input information for construction schedules
- syntax for quantities and descriptions of construction schedules
- types of registers and records

Skills

The ability to:

- determine participants for meetings
- prepare agenda according to issue, intended outcomes and timeframe
- establish appropriate level of authority when running meetings
- ensure contribution is clear concise and relevant to meeting objectives
- identify and analyse problems being discussed
- select presentation format appropriate to different purposes and recipients of information
- identify information needs for giving advice
- communicating advice and information effectively
- interpret and clarify input design information and documentation for the production of drawings and associated graphical material
- select and apply suitable methods and media to reproduce drawings
- maintain register and record systems
- identify checks and approvals in relation to content and presentation of drawings
- produce schedules in format to meet specified requirements and uses
- check references and clarify dimension, data quantities and descriptions

(4) Resource Implications

A situation, real or realistically simulated, requiring assessment of organising and maintaining communication procedures

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 |
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| | | |
|---|---------|--|
| Collect, analyse and organise information | Level 3 | |
| Communicate ideas and information | Level 3 | |
| Plan and organise activities | Level 2 | |
| 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.

BCMCSM0034A: Plan work methods, resources and systems

Competency Descriptor:

This unit deals with the skills and knowledge required to organise and plan the work methods, resource requirements and work systems for construction projects.

Competency Field: Construction Management

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|-----------------------|--|----------------------|---|
| 1. | Evaluate and select construction methods | 1.1 | Project data is accurately analysed and summarised and the correct decisions on construction work methods are made. |
| | | 1.2 | Where project data is insufficient additional information is obtained from alternative sources. |
| | | 1.3 | Construction methods, which optimise the use of resources and meet project, statutory and contractual requirements, are identified. |
| | | 1.4 | Construction methods are evaluated against relevant criteria and the most effective ones recommended to interested parties for their agreement. |
| | | 1.5 | Construction methods selected are analysed for their activity content and accurately quantified. |
| | | 1.6 | Method statements prepared are clear, accurate and concise in content and format. |
| | | 1.7 | All relevant parties accept the method statement. |
| 2. | Plan the work activities and resource requirements | 2.1 | Detailed schedules of planned work activities are prepared to suit the complexity of project and significant external factors. |
| | | 2.2 | Activities are logically sequenced and accurately timed to meet required outcomes. |
| | | 2.3 | Interfaces between each major project activity are realistic and properly sequenced to optimise the use of resources. |
| | | 2.4 | Resource requirements are accurately quantified. |
| | | 2.5 | Where resource requirements are unclear, clarification and advice are obtained from relevant sources. |

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|----|--|--|
| | 2.6 | Alterations to the works programme to suit changed circumstances are identified, justified and quantified. |
| | 2.7 | An appropriate information feedback and monitoring system is implemented. |
| | 2.8 | Where proposals are rejected, the reasons are identified and if appropriate, alternative proposals are put forward. |
| | 2.9 | Differences of opinion are dealt with in ways, which minimise offence, and conflicts are resolved in ways that maintain respect. |
| 3. | Identify and assess resource procurement factors | 3.1 Areas of resource procurement relevant to proposed project are identified clearly and separately. |
| | | 3.2 A reliable method to identify significant factors in each area of procurement is confirmed with appropriate personnel. |
| | | 3.3 Accurate costs, work programmes and clear statements of purpose are confirmed with appropriate personnel and agreed on with client and other interested parties. |
| | | 3.4 Procurement factors and potential opportunities and constraints are analysed and their possible impact on the development process is realistically assessed. |
| | | 3.5 The total resource procurement is accurately assessed and all significant opportunities and constraints are identified and summarised. |
| | | 3.6 An appraisal of the consequential effects on financial planning and work programme is prepared. |
| | | 3.7 The assessment is confirmed with relevant personnel and presented to interested parties for advice and direction on procurement policy. |
| | | 3.8 The assessment report provides a valid basis for determining the project procurement policy. |
| 4. | Identify and assess resource utilisation factors | 4.1 All areas of resource utilisation within a specific context of the project are clearly identified separately and confirmed with the relevant personnel. |
| | | 4.2 An investigative procedure to identify significant factors in areas of resource utilisation is planned. |

- 4.3 Accurate costs, work programmes and clear statements of purpose are confirmed with relevant personnel and agreed on with interested parties.
 - 4.4 Utilisation factors including potential opportunities and constraints are identified through appropriate investigation.
 - 4.5 The total resource utilisation is accurately assessed; all significant opportunities and constraints are identified and summarised.
 - 4.6 An appraisal of the consequential effects on financial planning and work programme is prepared.
 - 4.7 The assessment is confirmed with relevant personnel and presented to interested parties for advice and direction on utilisation policy.
 - 4.8 The assessment report on total resource utilisation provides a valid basis for determining the project utilisation policy.
5. Contribute to the process of providing construction materials
- 5.1 Projected supply requirements are assessed from operational plans and supply schedules and lead times correctly calculated.
 - 5.2 Opportunities for standardisation, which will optimise the use and cost of materials, are identified.
 - 5.3 An accurate purchasing plan is developed from design information and projected supply requirements.
 - 5.4 Variances likely to result in supply problems are identified and the purchasing plan is modified accordingly.
 - 5.5 Orders for materials prepared are accurate, complete and conform to agreed delivery dates and conditions.
 - 5.6 Materials delivery is arranged to meet project programme requirements.
 - 5.7 Delivery records are maintained accurately and made available to relevant personnel.
 - 5.8 Variations in the availability, delivery, quantity and quality of materials are monitored and investigated.
 - 5.9 Discrepancies in delivery position are identified and the necessary corrective action is taken.

- 6. Obtain construction equipment
 - 6.1 The appropriate type equipment is deployed on site to meet project requirements.
 - 6.2 Records of plant and equipment allocation and utilisation are accurately maintained.
 - 6.3 The capabilities and limitations of plant and equipment are assessed and communicated to users to ensure safe and effective operation.
 - 6.4 Operation and maintenance procedures and responsibilities are communicated to the responsible parties.
 - 6.5 Health and safety risks to users/operators and other affected parties are assessed accurately and the appropriate safeguards implemented.
 - 6.6 Safe working practices and statutory requirements are communicated to responsible parties and are monitored appropriately.
 - 6.7 Systems for the supervision of potentially hazardous operations are maintained.
 - 6.8 Checks are carried out to ensure that operators and users of plant and equipment have the required training.
 - 6.9 Providers are notified promptly when plant and equipment are no longer required.
- 7. Form construction teams
 - 7.1 Proposals for team composition, which provide the greatest opportunities for effectiveness are negotiated and agreed on.
 - 7.2 Construction team service and resource requirements and their source are identified and selected to meet project requirements.
 - 7.3 Constraints, which will affect the quality, type and availability of human resources, are identified.
 - 7.4 Rules and protocols for obtaining construction services and resources are followed.
 - 7.5 The quality and reliability of services and resources of construction team are evaluated and results made available to interested parties.

- 7.6 Appropriate contractual arrangements and terms for appointment of team are confirmed in writing with interested parties.
 - 7.7 Negotiations and contracts agreements are conducted and concluded in a manner that preserves goodwill and trust.
- 8. Plan the work of teams and individuals
 - 8.1 Opportunities are provided for team members to contribute to the planning and organisation of their work, consistent with the organisation's stated objectives.
 - 8.2 The work plans cover all personnel for whom the manager has responsibility.
 - 8.3 Work plans and schedules are realistic and achievable within organisation constraints.
 - 8.4 Team member's abilities and development needs are taken into account when planning and allocating work.
 - 8.5 The work plan and activities are explained to team members and their understanding of the plan and activities confirmed.
 - 8.6 The work plan is updated at regular intervals and takes account of individual, team and organisational changes.
- 9. Maintain equality of opportunity on worksite
 - 9.1 Choices made within the framework of the law and non-discriminatory belief of others are acknowledged and respected.
 - 9.2 Where discriminatory behaviour or feelings are encountered in working environment, appropriate advice, guidance and support are sought.
 - 9.3 Where the manager is unsure of the effect, which his or her behaviour may have on another person, appropriate advice, guidance and support are sought.
 - 9.4 Inappropriate and discriminatory actions or remarks are challenged and problems, which they may cause, are explained in an appropriate manner.
 - 9.5 Where inappropriate or discriminatory actions or remarks persist, the situation is reported to the relevant authority.
 - 9.6 Colleagues are encouraged and assisted to examine their behaviour, which may be discriminatory.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency allowing for differences between school shops 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 scheduling include:

- bar charts
- network analysis
- critical path
- line of balance
- action lists
- method statement

External factors include:

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

Project requirements include:

- contract conditions
- contract programme stipulations
- statutory consent
- building control notification
- third party obligations
- health, safety and welfare of workforce requirements
- operational efficiency
- security of resources
- obligation to third parties
- regulatory
- construction requirements
- protection of other works

Procurement factors include:

- forms of contract
- availability
- cost
- insurance
- time and period required
- transport
- delivery dates
- recoverable costs
- discount
- service support
- legal and regulatory constraints

Resource requirements include:

- personnel
- plant
- equipment
- materials
- components
- finance

Activity analysis includes:

- method study
- work-study
- production analysis

Areas of utilisation include:

- construction materials
- equipment
- site facilities
- ancillary site services
- human resources
- consultancy and other services

Project data include:

- conditions of contract
- bills of quantities
- specifications
- detailed drawings
- health and safety plans
- time frame

Procurement areas include:

- construction materials
- equipment
- site facilities
- ancillary

Interested parties include:

- design consultants
- potential contractors
- sub-contractors
- suppliers
- partners in development programme

Technical criteria include:

- performance and availability of materials
- component life
- energy use
- occupancy
- health and safety
- fire protection and security
- access
- equipment performance
- plant availability
- human resource availability
- transportation

Alternative information sources include:

- client
- client representative
- sub-contractors
- suppliers
- regulatory authorities
- technical literature
- trade literature

Types of record includes:

- allocation
- movement
- usage
- operator certification
- maintenance and servicing
- testing

Identification mode include:

- standard lists and procedures
- investigative research

Construction methods include:

- sequencing of work
- organisation of resources
- physical
- construction and installation techniques
- temporary works

Utilisation factors include:

- labour
- use of materials
- equipment
- construction and contracting methods
- quantity
- quality standards
- climate
- legal and regulatory requirements
- health and safety
- infrastructure

Sources of advice on equality of opportunity include:

- higher level managers
- professional codes of practice
- colleagues
- public agencies

Service and resource types include:

- management
- technical staff
- operatives
- special sub-contractors
- specialist services
- special suppliers

Supply requirements include:

- price
- quantity
- availability
- schedule of delivery
- lead time
- life expectancy
- maintenance
- storage and handling facilities
- environmental issues
- health and safety issues
- transportation
- deterioration
- damage
- loss
- theft
- payment terms
- cash flow

Materials supply are:

- raw materials
- manufactured materials
- components;
- consumables
- systems

Corrective action include:

- alternative materials
- alternative supply arrangements
- amendment to work sequence

Responsible and affected parties include:

- operators
- other personnel on site
- members of the public
- site visitors
- owners/occupiers of adjoining properties

Hazards include:

- access
- structural/stability
- bad working practices
- protection
- substances
- electrical
- mechanical
- environmental

Discrimination include:

- sexism
- racism
- disability
- ageism
- difference in culture
- political or religious beliefs
- ex-offenders
- employment status

Delivery and stock position:

- time
- quantity
- quality
- location

Statutory requirements:

- health and safety for construction
- general health and safety
- recognised industry codes of practice

Plant and equipment type include:

- mobile
- static
- power tools
- for health and safety
- properties

Work plans to include:

- equipment and tools
- materials
- services
- finances
- transportation
- security
- storage
- methods and procedures

Human resource constraints include:

- location
- costs
- time
- skills and experience required and available
- training and development requirements

Identification mode:

- standard lists and procedures
- investigative research

Rules and protocols:

- contractual
- statutory
- recognised industry processes
- organisational processes

Non-technical criteria:

- cost benefit

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 evaluate and select construction methods for specified construction project
- plan the construction project work activities and resources required for its implementation
- demonstrated ability to identify and assess factors which impact on the procurement and utilisation of resources
- demonstrated ability to source and obtain materials and equipment for construction projects

(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:

- construction types and work methods
- forming construction and installation teams
- construction services and resource requirements
- evaluation of construction and installation services and resources
- constraints which affect human resources

Underpinning Knowledge and Skills (cont'd)

Knowledge

Knowledge of :(cont'd)

- contractual arrangements and terms of appointment
- factors to consider in resource procurement
- agreement on cost, work programme and statement of purpose
- appraising the consequential effects on financial planning and programme
- factors in resource utilisation
- improving stock turnover and usage
- developing and modify purchasing plans
- maintaining plant deployment and utilisation recording systems
- health and safety risks
- rules and protocols for obtaining services and resources
- Contractual agreements and terms of appointment
- explaining work plans and allocations
- acknowledge and respect choices, identity and non-discriminatory belief of others
- challenge, record, report and initiate corrective action on discriminatory behaviour
- explaining work plans and allocations

Skills

The ability to:

- analyse and summarise project and other data
- identify construction and work methods best suitable
- identify and select construction services and resource requirements
- identify separate areas of resource procurement
- investigate and identify factors in resource procurement
- assess the impact of procurement factors on the construction process
- identify separate areas of resource utilisation
- calculate quantities, supply schedules and lead-time
- analyse operational plans and user feedback to assess projected supply requirements
- develop and implement systems for monitoring and evaluating purchasing plans
- assess health and safety risks
- seek advice, guidance and support on discriminatory behaviour
- provide advice, guidance and support about non-discriminatory behaviour

(4) Resource Implications

A situation, real or realistically simulated, requiring the preparation, negotiation and monitoring of sub-contracts.

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.

BCMCSM0043A: Contribute to the preparation, agreement and monitoring of contracts

Competency Descriptor:

This unit deals with the skills and knowledge required to make contributions to the preparation and discussions of agreement and monitoring of the implementation of sub-contracts for construction work.

Competency Field: Construction Management

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|------------------------------|--|-----------------------------|---|
| 1. | Make contribution to the sub-contract negotiations | 1.1 | Contribution to the negotiation maintained in the interests of the client and long-term relationships with other parties. |
| | | 1.2 | The most favourable supply position, standard contract terms, conditions and amendments are negotiated, agreed on and summarised. |
| | | 1.3 | Where terms or conditions of contract form are not standard, outcomes of negotiation are verified by relevant persons prior to concluding an agreement. |
| | | 1.4 | Offers made are recorded and parties are informed promptly and in accordance with legal requirements. |
| | | 1.5 | Sufficient copies of signed final contract documentation are prepared. |
| | | 1.6 | Obligations of all parties are correctly identified and acceptable proofs of obligations being met are obtained within agreed time frame. |
| | | 1.7 | Documentation is complete, accurate and stored in a secure location; the contract is recorded and relevant parties notified. |
| | | 1.8 | Where appropriate insurance to safeguard the contract is verified by the relevant authority. |
| 2. | Establish and maintain relationship on site | 2.1 | Liaison and communication are conducted and concluded in a manner, which promotes goodwill and trust. |
| | | 2.2 | A duty of care and honour of promises and undertakings are demonstrated when dealing with sub-contracts. |

- 2.3 Honest and constructive relationships are established and maintained within the constraints of other commitments and an open, truthful and friendly behaviour is encouraged.
 - 2.4 Clients are kept appropriately informed about activities, progress, results and achievements.
 - 2.5 Advice and help are offered with sensitivity and clients are encouraged to ask questions, seek clarification and make comments appropriately.
 - 2.6 Proposals are prepared with the right level of detail for the degree of change, expenditure and risk involved and clearly presented to client at an appropriate time.
 - 2.7 Where proposals are rejected, the reasons are identified and if appropriate, alternative proposals are put forward.
 - 2.8 Differences of opinion are dealt with in ways, which minimise offence, and conflicts are resolved in ways that maintain respect.
3. Monitor and control contract cost against agreed budgets
- 3.1 Appropriate systems to control the cost of contract are developed and implemented.
 - 3.2 Cost variances and trends identified are investigated and appropriate action taken to restore costs and expenditure to budget.
 - 3.3 Realistic opportunities for cost-saving are identified, accurately costed and recommended to interested parties.
 - 3.4 Systems and processes, which maximise cost-saving initiatives, are designed and made available to interested parties.
 - 3.5 Variations to contract requirements are identified, quantified, accurately costed and appropriate remedial action is taken.
 - 3.6 Cost information is accurate, and presented in a manner to facilitate decision-making process.
 - 3.7 Interested parties are kept abreast of cost against budget, and significant variations, implications, actions and decisions to be taken.

- 4. Monitor contract against agreed quality standards
 - 4.1 Appropriate quality standards are prepared and communicated to relevant parties.
 - 4.2 Systems are established for adequate inspection of work and documenting outcomes.
 - 4.3 Statements of individual responsibilities for maintaining quality standards are clear and unambiguous.
 - 4.4 Materials are checked regularly for conformance, and confirmed as meeting requirements.
 - 4.5 Construction methods and materials utilisation are regularly checked for conformance with design requirements and quality standards.
 - 4.6 Material or workmanship, which fails to meet required standards is identified and proper corrective action taken and documented.
 - 4.7 Where appropriate, amendment to requirements of contract quality standard are agreed on with all relevant parties and recorded.
 - 4.8 Appropriate personnel are informed of significant variations in quality standards requiring actions and decisions.
 - 4.9 Failure of others to respond appropriately to requests to remedy unacceptable standards, are documented and the relevant personnel notified promptly.
- 5. Maintain contract compliance with legal and statutory requirements
 - 5.1 All relevant parties are provided with all legal and statutory requirements for which they are responsible, prior to their involvement with the project.
 - 5.2 Existing legislation and statutory bodies requirement, which have a potential impact on the project, are summarised and passed on to the relevant personnel.
 - 5.3 Responsibilities for compliance with legal and statutory requirements are communicated to all relevant personnel.
 - 5.4 Systems for monitoring compliance are developed and/or implemented and data regularly collected and summarised.
 - 5.5 Instances of non-compliance are identified/investigated and appropriate remedial action is taken.

- 5.6 Documentations are completed accurately, legibly and submitted on time.
- 6. Control contract progress against programme of work
 - 6.1 Systems/instruments are developed or adopted and implemented to monitor and record work progress.
 - 6.2 Inadequate or inappropriate resources are identified; the relevant personnel are promptly informed and appropriate remedial action taken.
 - 6.3 Variances from planned work progress are investigated and appropriate remedial action(s) agreed on and implemented, where necessary.
 - 6.4 Anticipated variances, which are likely to disrupt the work programme are investigated and quantified.
 - 6.5 Realistic options which are most likely to minimise cost and time variations are recommended to the relevant parties.
 - 6.6 The appropriate personnel are regularly informed of work progress.
 - 6.7 Changes to the operational plan and required roles, actions and decisions are communicated to the relevant parties.
- 7. Prepare and issue certification for sub-contractors
 - 7.1 All relevant documentary information is checked against contract criteria and variances are recorded and reviewed.
 - 7.2 Inspections and verification of work, goods and materials for certification are made and variances accurately recorded and reviewed.
 - 7.3 Liability for cost incurred by corrective and additional work is determined, agreed on and documented.
 - 7.4 Appropriate certificates and notices are issued in accordance with the terms of contract and agreed timescale.
 - 7.5 Decisions on certification are justified and supported by relevant documentary evidence.
 - 7.6 Actions by others consequent upon certification are monitored and enforced in accordance with contract provisions.

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:

Parties to contracts include:

- employers
- domestic and nominated sub-contractors
- works/trade contractors
- consultants
- third parties

Contract documents to include:

- standard forms of contract
- contract drawings
- specifications
- schedules
- bill of quantity and approximate bills of quantity
- other correspondence

Obligations include:

- insurance
- bond
- warranty
- statutory
- financial guarantee

Relationships with:

- employers
- clients
- professional consultants
- contractors
- suppliers of materials and labour
- general

Contracts for:

- work
- materials
- consultancy services

Relevant persons are:

- internal and external specialist advisers

Regulatory and legal Requirements:

- statutes
- regulations
- codes of practices and procedure
- common law

Liaison and communication are:

- formal
- informal
- oral
- written
- graphic

Cost control systems include:

- contractual
- operational
- meetings

Cost data include:

- material
- plants
- labour
- sub- contractor
- periodic valuations
- retention sum
- forecasts of expenditure
- performance information
- contract programme and progress

Opportunities for cost-saving include:

- waste reduction
- resource management
- recyclable materials
- alternative sources and types of material
- plant and labour

Interested parties/relevant personnel include:

- clients
- contractor
- consultants
- sub-contractors
- suppliers
- operatives

Quality standards include:

- statutory requirements
- project specifications
- building standards
- codes of practice
- health and safety regulations
- company standards and best practice

Monitoring systems and means of verifying quality include:

- visual inspection
- comparison with design requirements
- comparison with standard documentation
- manufacturer's specifications
- delivery notes
- sampling
- testing
- site staff reports and progress documents
- contractor's reports
- progress documents

Legal and statutory requirements include:

- environment health
- health and safety
- fire
- utilities regulations
- highways and traffic regulations
- heritage
- employment law
- by-laws
- safety audit reports
- non-statutory guidelines

Monitoring and recording systems include:

- visual inspection
- resource records
- site staff reports
- contractor's reports
- certified payments
- written and graphical records of actual work against programme of work
- site meetings
- site diary

Remedial action include:

- restore compliance
- agree waiver
- initiate contingency action
- restore progress to agreed programme
- agree on new completion dates
- initiate claims

Interested parties types:

- operational
- contract

Resources to include:

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

Cause of variations include:

- resource shortages
- design problems and constraints
- industrial disputes
- lack of essential construction information
- construction errors
- inclement weather
- physical (site) constraints
- legal/ regulatory constraints

Contract type includes:

- sub-main
- lump sum
- design and construct
- schedule based
- prime cost based
- firm price
- fluctuating price
- service contracts
- warranties

Forms of programme includes:

- bar chart
- network analysis
- critical path
- action list
- method statements
- project expenditure forecasts

Documentary information includes:

- contract criteria
- costs
- quantity
- progress
- as built data

Forms of certificate include:

- engineer's instruction
- site staff instruction
- interim certificate
- statement of retention
- notification to nominated sub-contractor
- revision to completion
- making good defects
- final certification

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 negotiate and agree contract details and prepare sub-contract documentation
- demonstrated ability to calculate work value, cost data and variations
- identify, cost and design systems and process to maximise cost savings
- demonstrated ability to develop and implement systems for verifying quality
- identify, investigate and provide solutions for non-compliance with contract requirement

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

BCMCSM0034A: Plan work methods, resources and systems.

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- standard forms of contract
- contract documentation
- identify obligations of contracting parties
- obligations of parties and insurance public requirements
- establishing constructive relationships
- identifying characteristics of types of clients
- resolving conflicts and differences of opinion
- available systems for controlling contract cost
- costing and calculations
- cost saving systems and processes
- format for presenting data
- identification of quality standards
- appropriate legislation for construction industry
- company standard
- best construction practices

Skills

The ability to:

- develop and implement cost control systems
- identify and resolve cost variations and trends
- establish systems for verifying quality
- develop/implement monitoring systems
- agree and implement remedial action(s)
- check and record documentary information
- inspect and verify work, goods and materials
- identify and investigate variances
- identify, investigate and remedy non-compliance with legal and statutory requirements
- communicate effectively
- prepare technical reports
- make decisions on issues of building service and means of verifying quality standards
- identify and summarise relevant legislation and statutory requirements
- statutory returns and penalty clauses
- implement system to monitor work progress
- determine and agree on liability for costs incurred by corrective or additional work
- documentary information relating to certification situations
- contract criteria, requirements, terms and provision
- verification of work, goods and materials
- standard pro-forma certificates and notices

(4) Resource Implications

A real or simulated situation, requiring the preparation, negotiation and monitoring of sub-contracts.

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.

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. |

- 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.

- | | | | |
|----|--------------------------------------|-----|--|
| 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.

BCMCSM0064A: Monitor and control construction project operations

Competency Descriptor:

This unit deals with the skills and knowledge required to monitor and control systems and programmes designed to meet project requirements on construction site. It relates to individuals engaged in the performance of construction site management

Competency Field: Construction Management

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|-----------------------|---|----------------------|--|
| 1. | Monitor and control progress of projects | 1.1 | Systems are designed and implemented to monitor and record work progress against contractual responsibilities. |
| | | 1.2 | Data collected is accurately summarised and used appropriately. |
| | | 1.3 | Inappropriate or inadequate resources are identified, the relevant parties are informed and the appropriate action is taken. |
| | | 1.4 | Unapproved work methods and procedures are identified and appropriately rectified. |
| | | 1.5 | Diversions from planned stage of progress are investigated and remedial action is agreed on and implemented. |
| | | 1.6 | Variations, which are likely to disrupt the work plan are investigated and detailed. |
| | | 1.7 | Recommendations most likely to save on cost and time and advance the work progress are made available to relevant parties. |
| 2. | Monitor and control project against quality standards | 2.1 | The agreed quality standards are accurately and appropriately communicated to the interested parties. |
| | | 2.2 | Proper systems are established for adequate inspection of work and for documenting observation. |
| | | 2.3 | Individual responsibility for maintaining quality standards is communicated clearly and unambiguously. |
| | | 2.4 | Construction methods and use of materials are regularly checked for compliance with quality standards. |
| | | 2.5 | The type and quality materials being used are checked for conformity with project specifications. |

- 2.6 Work, which fails to meet required standards, is identified and appropriate corrective action is taken.
- 2.7 Project specifications, which conflict with statutory and legal requirements, are referred to interested parties for modification.
- 2.8 Amendments to quality requirements are discussed and agreed on with relevant personnel.
- 2.9 Failure by interested party to take action to remedy unacceptable standards is appropriately dealt with.
- 3. Establish and maintain dimensional control
 - 3.1 Available survey information is obtained, reviewed and verified.
 - 3.2 Information relevant to the setting-out of the project is accurately analysed.
 - 3.3 Setting-out methods and procedures are identified and effective resources are allocated.
 - 3.4 Variations between specified and actual site dimensions are resolved and recorded.
 - 3.5 Control system to maintain compliance with criteria for dimensional accuracy is established and monitored.
 - 3.6 A system for accurately documenting information is established and monitored.
 - 3.7 Systems and procedures are revised where required, with advice from specialist
- 4. Monitor and control project costs
 - 4.1 Systems to control cost are implemented in accordance with project requirements.
 - 4.2 Cost variances and trends are identified and thoroughly investigated.
 - 4.3 Appropriate action is taken to restore variations in costs and expenditure to agreed budget.
 - 4.4 Realistic cost-saving opportunities are identified and recommended to interested parties.
 - 4.5 Variations in cost to contract requirements are identified, recorded and the cost manager is notified for remedial action.

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:

Monitoring and recording include:

- visual inspection
- resource records
- clerk of works' systems reports
- contractors' reports
- certified payments
- records of actual work completed
- site meetings

Verification means:

- visual inspection
- comparison with design requirements
- comparison with standard documentation
- manufacturer's recommendation
- special reports
- testing

Cause of variances:

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

Interested parties include:

- clients
- contractors
- consultants
- sub-contractors
- suppliers
- operatives

Forms of programme include:

- bar charts
- action lists
- method statement
- management instructions

Remedial action includes:

- restore rate of progress
- agree on new completion date
- initiate contract claims
- revise resources

Resources include:

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

Quality standards:

- statutory requirements
- project specifications
- company standards
- trade advisory guidelines

Cost control systems for:

- contractual and operational

Interested parties include:

- site supervisors
- sub-contractors; clients
- operative workforce
- statutory inspectors
- technical specialists

Control system:

- graphical
- measured
- instrumental
- visual
- calibration of instrument

Variation in dimensions:

- line
- levels

Cost variances include:

- materials
- plant
- equipment
- labour
- preliminaries
- overheads

Documented information include:

- dimensions
- locations
- levels
- bearings
- as built

Cost saving opportunities include:

- waste reduction
- resource management and logistics
- applications of new technology
- energy management
- recyclable materials
- alternative sources and types of materials
- in plant and labour
- change in construction sequence and method

Verification of information includes:

- unclear and missing information
- incongruities between documents
- errors
- currency

Setting-out methods include:

- establishment of line and level
- optical equipment;
- measuring equipment
- reference points

Resource are:

- personnel
- equipment

Interested parties include:

- main contractors
- sub-contractors
- suppliers
- operatives
- supervisors

Requirements for revisions:

- minimise errors/deviations
- allow for different circumstances

Remedial action includes:

- regulate expenditure to conform with agreed budgets
- agree on additional costs
- initiate contract claim

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 develop/adopt and implement systems for monitoring work progress
- demonstrated ability to recommend and implement remedial action on cost and time options
- use construction quality standards to establish systems for verifying quality
- demonstrated ability to review, analyse, and resolve variations in dimensional information
- demonstrated ability to investigate and resolve quality and cost variances and trends
- communicate orally and in writing to all levels of personnel in the construction field

(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 SkillsKnowledge

Knowledge of:

- systems for monitoring work progress
- types of recommendations for remedial action on cost and time options
- construction quality standards and specifications
- systems for verifying quality
- identifying and resolving design specification conflicts
- methods of construction and work
- statutory and legal requirements
- setting-out methods and procedures
- resources for setting-out construction projects
- types of survey and construction information
- investigation of quality and cost variances and trends
- cost saving systems and processes

Skills

The ability to:

- develop and implement systems for monitoring work progress
- identify and investigate causes of variations
- use systems for verifying quality
- develop, monitor and revise observation systems
- review, analyse, and resolve variations in dimensional information
- implement cost control systems

(4) Resource Implications

A situation, real or realistically simulated, requiring the implementation of a construction works projects.

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 Critical Employability Skill 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 2 | |
| Work with others and in team | Level 2 | |
| 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.

BCMCSM0074A: Control risk in project implementation

Competency Descriptor:

This unit deals with the skills and knowledge required to implement risk management control programme on a construction project. It applies to individuals engaged in construction site project management.

Competency Field: Construction Management

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|-----------------------|--|----------------------|---|
| 1. | Establish and maintain risk awareness culture | 1.1 | Appropriate personnel are made aware of their roles and responsibilities in identifying risky situations and of risk management systems and procedures. |
| | | 1.2 | Personnel are encouraged to contribute to the development and review of risk management systems and procedures. |
| | | 1.3 | Advantages of risk management are communicated to personnel in a manner, which enhances their commitment. |
| | | 1.4 | Contractors, sub-contractors and suppliers are made aware of any risk management requirements that apply to their operations. |
| | | 1.5 | Risk awareness is featured as a key issue in appropriate circumstances. |
| | | 1.6 | Risk insurance is discussed with appropriate personnel. |
| 2. | Evaluate options for control of potential risk | 2.1 | The evaluation process covers all relevant areas of potential risk of the project. |
| | | 2.2 | Relevant information and advice are sought from appropriate sources. |
| | | 2.3 | The analysis and evaluation process establishes potential consequences and their likelihood of occurring. |
| | | 2.4 | Response options developed address the acceptability of potential risk. |
| | | 2.5 | Response options are discussed, agreed on and made available to interested parties. |

- | | | | |
|----|--|-----|---|
| 3. | Implement measures for controlling risk | 3.1 | Selected options take into account financial and resource constraints and requirements of organisations and legislature. |
| | | 3.2 | The selected options offer optimum solutions for managing risks, and are communicated to all relevant persons. |
| | | 3.3 | Options selected are implemented in accordance with the organisation and legislative requirements. |
| | | 3.4 | Accurate and up-to-date records are maintained and used to advise on future decisions. |
| 4. | Monitor and review risk management effectiveness | 4.1 | Assessment of the effectiveness of risk management measures is conducted according to accepted best practice and agreed procedures. |
| | | 4.2 | Relevant information and advice are sought from appropriate sources. |
| | | 4.3 | Adjustments and improvements to risk control measures are made against any shortcomings identified during the review. |
| | | 4.4 | Documentation prepared is accurate, up-to-date and is available to justify improvement and to contribute to future decisions. |

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:

Areas of potential risk include:

- project outcomes
- implementation
- resources and programme
- health and safety
- environmental
- property
- data
- financial
- legal
- political
- security

Communication includes:

- verbal
- written
- pictorial
- E-mail

Personnel are:

- staff under direct control
- personnel under indirect control

Appropriate circumstances include:

- selection/appointment
- training events
- personal
- development plans
- project team meetings
- appraisals

Sources of advice include:

- professional colleagues
- project team members
- specialists
- consultants

Risk management options:

- acceptability
- cost-effectiveness

Resource constraints include:

- plant and equipment
- data and systems
- personnel
- facilities

Source of information includes:

- statutes/regulations and guidance
- technical guidance
- research reports
- business/ commercial guidance
- comparative analysis
- previous experience

Analysis and evaluation include:

- statistical data
- projections and forecasts
- categories of risk
- ranking of risk factors

Financial constraints include:

- budgets
- cash flow
- uninsured liabilities

Legislature requirements include:

- health and safety
- building regulations
- accident control
- environmental protection

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 establish and maintain risk awareness culture on construction site
- evaluation of options for control of potential risk and selection of suitable option(s)
- implementation of at least two measures for controlling risk
- monitor and review the effectiveness of at least one risk management strategy
- communication 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:

- principles and methods of risk identification and classification methods
- principles of risk acceptability
- quantitative and qualitative risk assessment techniques
- methods of selecting assessment techniques in relation to the project, the technology involved and the environmental context of the project and its outcome
- implications of relevant legislation
- assessment of potential consequences of risks
- principles of decision making under uncertainty
- identifying and allocating roles and responsibilities for risk identification and management
- quantitative and qualitative risk assessment techniques in relation to people, the project and the environment
- organisational and industry recommended risk management systems and procedures
- principles and methods of evaluating options for controlling risks
- communication of risk control measures
- information sources – internal and external
- principles and methods of monitoring and reviewing techniques applied to risk control measures
- methodology and practice of project re-appraisal

Skills

The ability to:

- identify and classify construction site risks
- identify and allocate roles and responsibilities for risk management
- carry out quantitative and qualitative risk assessment techniques in relation to people, the project and the environment
- assess potential consequences of risks
- write technical reports

(4) Resource Implications

A real or simulated situation with the implementation and evaluation of risk management practices.

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

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 2 | |
| Work with others and in team | Level 2 | |
| 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.

BCMCSM0084A: Implement organisational changes and improvement

Competency Descriptor:

This unit deals with the skills and knowledge required to implement changes and improvement to organisational operational plans and processes as they affect project implementation. It relates to individuals engaged in construction site management.

Competency Field: Construction Management

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|--|
| 1. Identify opportunities for improvement in activities | 1.1 Project activities are monitored and evaluated at intervals that are most likely to identify potential improvements. 1.2 Information obtained on trends and developments in the industry enables the identification of potential improvement in activities. 1.3 Relevant persons are given opportunities to make recommendations for improvements in activities. 1.4 Improvements identified are realistic and consistent with the organisation's values and objectives. 1.5 Documentation regarding improvements identified is clear, accurate and presented to the relevant personnel. |
| 2. Evaluate proposed changes for benefits and limitations | 2.1 Complete and accurate information obtained on current and proposed construction products, services and processes. 2.2 Current and proposed construction products, services and processes accurately compared and their relative benefits and limitations identified. 2.3 The analysis of implications of proposed changes is accurate and comprehensive. 2.4 Opportunities are provided for relevant personnel to make contributions to the evaluation of proposed changes. 2.5 The evaluation takes into account previous experience and likely future circumstances. |
| 3. Plan the implementation of change in activities | 3.1 Clear and accurate information on the proposed change is provided to the relevant personnel within time agreed frame. |

- 3.2 The relevant persons are encouraged to comment on the proposed change and to contribute to planning its implementation.
 - 3.3 Obstacles to changes are identified and evaluated to allow for them to be effectively overcome.
 - 3.4 The implementation plan is detailed, comprehensive, accurate, and meets organisation's policies and objectives.
 - 3.5 Implications of and the roles of all those involved in the proposed change are identified.
- 4. Coordinate agreement for the introduction of change
 - 4.1 The plan presented to introduce change clearly identifies the nature and benefits and the implication for all concerned.
 - 4.2 The understanding of all concerned of their role in and commitment to the change to be introduced is confirmed.
 - 4.3 Where negotiations on the change to be introduced results in modification, compromises reached are consistent with organisational policies and objectives.
 - 4.4 Negotiations are conducted in a manner consistent with good working relationships.
 - 4.5 Reasons for agreement is not being reached are presented in a manner, which maintains morale and motivation.
- 5. Implement changes in work activities
 - 5.1 The implementation plan is presented to all the parties concerned.
 - 5.2 Adequate resources and support are provided for the change to take place within agreed time frame.
 - 5.3 Monitoring and evaluation of the change process take place against agreed plan and at specified times.
 - 5.4 Modifications to planned activities are appropriate to resolve any problems arising.
 - 5.5 The anticipated results are achieved within agreed time frame.
 - 5.6 The quality of work is maintained at the agreed standard throughout.
 - 5.7 Monitoring and evaluation reports are clear, accurate and available to authorised personnel.

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:

Monitoring of activities include:

- by direct observation
- considering oral information
- examining written information

Trends and developments in industry:

- organisational
- national
- international

Relevant personnel include:

- team members
- colleagues working at the same level
- higher level managers
- consultants
- specialists
- contractors
- sub-contractors

Information includes:

- technical
- financial
- welfare
- safety and health
- regulatory

Changes in:

- work methods and procedures
- reporting
- procurement
- financial arrangements
- industrial relationship
- personal relationships
- use of resources
- others

Obstacles include:

- personal resistance – inside and outside organisation
- financial
- regulatory
- contractual
- environmental
- health and safety issues

Resources are:

- materials
- personnel
- plants
- equipment and tools
- financial
- services

Negotiation methods:

- oral
- written
- E-mail

Analysis:

- qualitative
- quantitative

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 identify opportunities for making improvement in activities at construction sites
- demonstrated ability to evaluate changes proposed and to identify their benefits and limitations
- plan the implementation of at least two proposed changes in construction site activities
- coordinate required agreement for changes in activities to be introduced
- demonstrated ability to Implement changes in work activities

(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:

- the importance of the continuous improvement in activities to the effectiveness of the organisation
- the manager's role in relation to improvement in activities
- types of information on trends, required to identify potential improvements, and methods of validating such information
- importance of empowering other staff to make recommendations to improve work activities and methods to encourage them to do so
- evaluation of proposed changes for benefits and disadvantages
- information required to evaluate proposed change
- importance of the contributions of others to the evaluation of proposed changes
- the importance of integrating all relevant reviews into the final recommendations
- principles and methods underpinning the management of change
- the principle and methods of consultation a negotiation in management of change
- identification and evaluation of potential obstacles to change
- importance of planning for management of change and how such plans should be constructed

Knowledge

Knowledge of: (cont'd)

- procedures for gaining the commitment of personnel to change process
- the importance of clear communication in the management of change
- identification and evaluation of implications of proposed changes for personnel in the organisation
- the importance of negotiation and consultation in the management of change
- methods of negotiation and consultation
- procedures for responding when agreement on change cannot be reached
- the importance of monitoring and evaluation in the process of change
- methods of achieving quantitative and qualitative evaluation
- the importance of keeping accurate and comprehensive records
- development of effective action plans for change
- methods to identify the implications of change for the quality of the organisation's work
- strategies to minimise adverse effects of change

Skills

The ability to:

- monitor and assess the effectiveness and efficiency of activities and identify potential improvements
- validate information on trends and changes
- evaluate proposed changes for benefits and disadvantages
- prepare and argue an effective case for change
- produce solutions, which minimise the impact of obstacles to change
- identify the implications of change for the quality of the organisation's work
- document information

(4) Resource Implications

A situation, real or realistically simulated, requiring the implementation of organisational changes and improvement.

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 |

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| Collect, analyse and organise information | Level 3 | |
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| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 2 | |
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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.

BCMCSM0104A: Contribute to the provision of project resources

Competency Descriptor:

This unit deals with the skills and knowledge required to procure and maintain the planned levels of physical and human resources for construction site work within the context of the organisation's policies and decisions. It applies to individuals engaged in the management of

Competency Field: Construction Management

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|-----------------------|---|----------------------|---|
| 1. | Contribute to the provision of materials | 1.1 | Orders for materials are prepared/checked and confirmed accurate, complete and conform to agreed delivery dates and conditions. |
| | | 1.2 | Schedule for materials delivery is arranged to meet project programme requirements. |
| | | 1.3 | Records of delivery are accurate and are appropriately maintained. |
| | | 1.4 | The current delivery and stock position is made available to appropriate persons. |
| | | 1.5 | Variations in the availability, delivery, quantity and quality of materials are monitored, investigated and recorded for evaluation. |
| | | 1.6 | Discrepancies in the required delivery position are identified accurately and the necessary corrective action taken. |
| 2. | Contribute to the provision of construction equipment | 2.1 | Equipment of the required type is allocated and deployed on site to meet project requirements. |
| | | 2.2 | Records of equipment supplied and their utilisation are maintained accurately. |
| | | 2.3 | Equipment capabilities and limitations are communicated accurately to users to ensure safe and effective operation. |
| | | 2.4 | Erection, installation and maintenance procedures and responsibilities are communicated and carried out to meet project requirements. |
| | | 2.5 | Appropriate processes and safeguards to minimise Health and safety risks to users and other affected parties are implemented. |

- | | | | |
|----|---|-----|---|
| 3. | Contribute to forming a construction service team | 2.6 | Safe working practices and statutory requirements are communicated to all responsible parties and are monitored regularly. |
| | | 2.7 | Systems for the competent supervision of potentially hazardous operations are maintained. |
| | | 2.8 | Checks are carried out to ensure that operators and users of plant and equipment have the required training. |
| | 3.1 | | Prepared proposals for team composition and their sources provide the best opportunities for team effectiveness. |
| | 3.2 | | Relevant and sufficient construction services are identified to meet agreed timescales and budget limits. |
| | 3.3 | | Constraints that will affect construction services are identified and service providers appropriately notified. |
| | 3.4 | | Established rules and procedures for obtaining construction services are followed; the quality and reliability of construction services are evaluated and the results made available to interested parties. |

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:

Appropriate persons include:

- senior managers
- supervisors
- suppliers
- clients representatives
- specialists

Delivery and stock position:

- time
- quantity
- quality
- location

Materials supply includes:

- raw materials,
- manufactured components
- consumables

Necessary corrective action may include:

- alternative materials
- alternative supply arrangements
- amendments to work sequence

Hazards include:

- fire
- harmful substances
- bad working practices
- access
- structural/stability
- protection
- electrical
- mechanical
- environmental

Types of records include:

- allocation
- location
- movement
- usage
- operator certification
- maintenance and servicing
- testing

Responsible and affected parties:

- operators
- other personnel on site
- members of the public
- site visitors
- owners and occupiers of adjoining property

Construction services include:

- management
- technical staff
- operatives
- subcontractors
- specialist services

Constraints to construction services:

- location
- time
- skills and experience required and available
- training and development requirements
- equal opportunities

Project requirements include:

- health safety and welfare of workforce
- operational efficiency
- security of resources
- obligations to third parties
- regulatory authorities
- production requirements
- protection of other works

Construction equipment type include:

- static machines
- mobile
- hand and power tools
- consumables
- health and safety equipment

Statutory requirements:

- construction specific health and safety
- general health and safety
- recognized industry codes of practice
- providers are notified

Sources of construction services:

- internal
- external to the organization
- project nomination

Rules and procedures for obtaining construction services include:

- contractual
- statutory
- industry
- in-house

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 place order for materials and match orders to agreed delivery dates and conditions
- assessment of delivery and stock position
- demonstrated ability to maintain, monitor and record stock control system
- carry out investigation to determine causes of variations and discrepancies
- maintain a system for allocating equipment
- demonstrated ability to maintain systems for supervising and monitoring work operations
- prepare proposals for employing at least two types of construction services
- demonstrated ability to co-ordinate the identification and selection of at least two construction teams

(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:

- assessing delivery and stock position
- systems to maintain, monitor and record stock control
- investigation processes for causes of variations and discrepancies
- methods to take corrective action
- types of ordering and recording system
- types of variations and discrepancies in delivery
- deployment and utilization recording system

Skills

The ability to:

- match orders for materials to agreed delivery dates and conditions
- assess delivery and stock position
- maintain, monitor and record stock control system
- investigate causes of variations and discrepancies
- maintain a plant allocation system
- maintain systems for supervising and monitoring operations

(4) Underpinning Knowledge and Skills (Cont'd)Knowledge

Knowledge of:

- identifying training needs
- assessing health and safety risks
- implementing processes systems and safeguards
- types and use of plant and equipment
- types of risk and potential hazard
- safe working practices
- statutory requirements
- preparation of proposals
- composition construction teams
- evaluate construction personnel
- construction personnel requirements and sources
- constraints which affect human resources
- rules and procedures for obtaining construction personnel

Skills

The ability to:

- investigate causes of variations and discrepancies
- maintain a plant allocation system
- maintain systems for supervising and monitoring operations
- prepare a proposal for construction services
- identify and select construction team

(4) Resource Implications

A situation, real or realistically simulated, requiring the sourcing and procurement of goods and services for a construction 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 should be assessed in the workplace or simulated workplace environment in accordance with work practices and safety procedures.

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 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.

BCMCOR0114A: Facilitate meetings

Competency Descriptor:

This unit deals with the skills and knowledge required to facilitate site meeting in order for objectives can be achieved. It is designed for the manager with responsibility for allocating work to others, achieving specific result by using resources effectively, carrying out policy within defined area of authority and controlling limited financial budget.

Competency Field: Construction Management

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|-----------------------|--------------------------------|----------------------|---|
| 1. | Lead meetings and discussions | 1.1 | Persons relevant to the context and purpose of the meeting are given sufficient notice and information to allow them to contribute effectively. |
| | | 1.2 | Opportunities are given for persons attending the meeting to agree with the meeting objectives at the start. |
| | | 1.3 | Discussion time allocated to topics is consistent with their importance, urgency and complexity. |
| | | 1.4 | Leadership style is geared to help those attending the meeting to make useful contributions. |
| | | 1.5 | Unhelpful arguments and digressions are discouraged. |
| | | 1.6 | Information is presented and summaries provided clearly at appropriate points during the meeting. |
| | | 1.7 | Meeting achieves its objectives within the allocated time. |
| | | 1.8 | Agreed decisions and recommendations fall within the group's authority. |
| | | 1.9 | Feedback from those attending meeting is sought and used to improve the effectiveness of future meetings. |
| 2. | Make contributions to meetings | 2.1 | Preparation for the meeting is sufficient to enable effective participation. |
| | | 2.2 | Persons whom the manager represents are sufficiently consulted to allow for their views to be effectively presented. |
| | | 2.3 | Contributions to the meetings are clear, concise and relevant. |
| | | 2.4 | Contributions to the meeting help clarify problems and identify and assess possible solutions. |

- 2.5 The contributions and viewpoints of others are acknowledged and discussed in a constructive manner.

Clear, accurate and concise information about decisions made at the meeting, is promptly given to those who need it.

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 :

Purpose of meetings to include:

- technical
- health and safety
- welfare issues
- community concerns

Persons at meetings or represented:

- Individuals
- groups

Evidence of leading meeting:

- information giving
- consultation
- decision making

Types of meetings:

- Involving people from within your organization
- Involving people outside your organization

EVIDENCE GUIDE

(1) Critical Aspects and Evidence

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.

To be deemed as performing effectively in this unit the manager should:

- act assertively by taking a leading role in initiating action and making decisions
- act in an assured and unhesitating manner when faced with a challenge
- say no to unreasonable requests
- actively build relationships with others and show respect for the views and actions of others
- show sensitivity to the needs and feelings of others
- use power and authority in a fair and equitable manner
- invite others to contribute to planning and organising work
- listen actively, ask questions, clarify points and rephrase other's statements to check mutual understanding

Critical Aspects and Evidence (Cont'd)

- identify the information needs of listeners; adopt communication styles appropriate to listeners and situations
- confirm listener's understanding through questioning and interpretation of non-verbal signals

(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 SkillsKnowledge

Knowledge of:

- strategies which may be used to discourage unhelpful arguments and digressions
- leadership styles and type which can be used to run meetings
- the value and limitations of meetings as a method of exchanging information and making decisions
- potential differences between meetings which are internal and those involving people from outside
- the purpose of agendas and how to devise agendas according to the issues
- the importance of determining the purpose and objectives of meetings
- the importance of summarizing discussions
- information concerning the decisions and recommendations of the meeting which need to be conveyed to others
- preparation for meetings according to different roles and responsibilities in relation to the meeting

Skills

The ability to:

- identify unhelpful arguments and digressions
- present information during meetings
- get and use feedback from others
- choose leadership style according to the nature of the meeting
- determine when meetings are the most effective method of dealing with issues
- determine purpose and objectives of meetings
- ensure that recommendations and decisions of meeting which is to be conveyed to others is done effectively

(4) Resource Implications

A situation, real or realistically simulated, where the requirements for preparing and facilitating meetings can be demonstrated

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

(5) Method of Assessment

You must prove that you lead meetings to the National Standard of competence. To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria. Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities will be acceptable for this element.

You must convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of purposes and meetings listed above.

(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 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

Please refer to the Assessment Guidelines for a dvice 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
-

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.

BSBSBM0103A: Maintain financial records

Competency Descriptor:

This unit deals with the skills and knowledge required to carry out activities involved in the monitoring of records of income and expenditure.

Competency Field: Small Business Management

ELEMENT OF COMPETENCY**PERFORMANCE CRITERIA**

| | | |
|--|-----|---|
| 1. Reconcile accounts to balance | 1.1 | Requirements of relevant legislation and industry codes are identified and complied with. |
| | 1.2 | Discrepancies between transaction documentation and account balances are identified. |
| | 1.3 | Errors in documentation are rectified or reported where necessary. |
| | 1.4 | Data is recorded on nominated system within designated timelines. |
| 2. Prepare financial institution reconciliations | 2.1 | Journal entries and cash payment summaries are checked for accuracy against financial institution statements. |
| | 2.2 | Discrepancies are noted and resolved or reported where necessary. |
| | 2.3 | Regular reconciliation reports are produced within designated timelines to provide spatial data required by the organisation. |

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.

Organisation includes all forms of business

- organisations
- public and private

System may be:

- manual or computer based

Types of records include: income:

- Income
- daily
- monthly
- budget variance
- expenditure
- stock inventories
- depreciation schedules
- purchases
- petty cash
- register

Relevant legislation and industry codes include:

- areas covering Taxation Act
- Accounting practices and corporations law
- Occupational Health and Safety (OHS)
- Equal Employment Opportunity (EEO)
- Anti-discrimination
- Freedom of information
- relevant National standards

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

(1) Critical Aspects of Evidence

It is essential that competence be demonstrated in all aspects of maintaining financial records including:

- reconciling accounts to balance
- preparing financial institution reconciliation
- evidence is best gathered through a holistic assessment activity that 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:

- company financial policies and guidelines
- required accounting guidelines
- organisation ledger system
- financial computer programs
- company fees and charges
- banking guidelines
- financial reconciliation
- relevant legislation as they apply to maintaining financial records

Underpinning Knowledge and Skills (cont'd)Skills

The ability to:

- prepare written report
- prepare schedules
- perform contingency management
- conduct negotiation

(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
- record keeping system
- organisation policies and guidelines
- relevant legal and industry codes

(5) Method of Assessment

Evidence may be gathered in a real or simulated environment on or off the job or by examination of a portfolio. Portfolio could include examples of work, client reports or management reports.

(6) Context of Assessment

Assessment is to be at the workplace or in a simulated work environment.

Evidence of competence is best obtained by reviewing examples of records maintained under normal operating conditions of the organisation.

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.

PDMCMP0145A Process estimates, bids, tender and requests for proposal

Competency Descriptor:

This unit deals with the skills and knowledge required to demonstrate competence in handling the tendering process for project work arrived at through the process of estimating, bidding and tendering. It is designed for project managers working in the construction industry.

Competency Field: Project Management

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|--|---|
| 1. Evaluate and select potential tenderers | 1.1 The tendering process is communicated to potential tenderers in accordance with organisation's requirements. |
| | 1.2 Submissions are evaluated and tenderers capable of meeting contact specifications are invited to provide background information to substantiate their capabilities. |
| | 1.3 Suitable selection performance rating and weighting criteria are developed and/or selected. |
| | 1.4 The number of tenders to be invited is appropriate to the contract size and value and is agreed with the client. |
| | 1.5 Potential tenderers are accurately evaluated against the criteria and placed in rank order. |
| | 1.6 The potential tenderers at the top of the rank order are recommended to the client. |
| | 1.7 The client is offered a list of potential tenderers and the criteria for selection. |
| | 1.8 Potential tenderers are contacted promptly and their willingness to tender is confirmed. |
| | 1.9 In cases where potential tenders decline an invitation, additional contractors are added to the list if their evaluation score meets minimum criteria. |
| 2. Obtain estimates, bids and tenders | 2.1 Tender enquiry documents contain complete and accurate descriptions of the technical requirements, contract terms and conditions and procedures for submission. |
| | 2.2 Tender enquiry documents are issued to all short listed tenderers within agreed timetables and records of distribution are recorded accurately. |

- 2.3 Queries from tenderers are acknowledged promptly and additional clear and accurate information is provided.
- 2.4 Information from tenderers, which identifies lack of technical feasibility or errors, is investigated and appropriate amendments are made to the documentation.
- 2.5 Additional information, clarification and amendments are communicated promptly and fairly to all tenderers.
- 2.6 Feedback, queries and information from tenderers are recorded accurately and completely.
- 2.7 Where appropriate, action on tender withdrawals is agreed with client and implemented.
- 3. Select successful estimates, bids and tenders.
 - 3.1 Returned tenders are stored securely and opened on the due date in accordance with organisational procedures and legal requirements.
 - 3.2 Tenders returned after the due date, which have not been granted extensions are rejected.
 - 3.3 Tenders which are accurately estimated, costed and calculated, technically viable and meet financial and legal criteria are selected for evaluation.
 - 3.4 Discrepancies, omission and errors in tenders selected are promptly clarified with tenderer and amended accurately.
 - 3.5 Selected tenders are evaluated accurately against the agreed criteria, weighting, organisational policies and legal requirements.
 - 3.6 The tender, which best meets the criteria is selected, recommended and agreed with interested parties.
 - 3.7 Clients' and tenderers' ability to meet the obligations under the contract is confirmed.
 - 3.8 Where required, variations and adjustments are negotiated with selected tenderers and agreed adjustments are accepted in writing, subject to contract.
 - 3.9 The successful tender is accepted formally. Unsuccessful tenders and interested parties are informed of the outcome of the selection process promptly and politely.
 - 3.10 Where insufficient tenders are obtained to demonstrate adequate completion, the tendering process is modified suitable and repeated.

- | | | | |
|----|--|-----|--|
| 4. | Prepare, modify and conclude contracts | 4.1 | Forms of contract, clauses and documentation selected are up-to-date and are suitable for purpose and the form of procurement. |
| | | 4.2 | Modifications made to forms of contract are legitimate, necessary and sufficient to make the contract suitable for purpose and the form of procurement. |
| | | 4.3 | Contract documentation is complete and complies with organisational and statutory requirements and the needs of contractor, client and users. |
| | | 4.4 | Where standard forms or are not suitable for the purpose, non-standard contracts, clauses and documents are drafted which have legal precedent. |
| | | 4.5 | Authoritative advice is sought on the drafting and modification of the contract. |
| | | 4.6 | Checks and approvals by contracting parties are clearly recorded. |
| | | 4.7 | Negotiations are conducted in a manner, which optimises the interests of the client, and long-term relationships with parties to the contract. |
| | | 4.8 | The finally agreed contract conforms to organisational and legal requirements, is issued and confirmed that the obligations of contracting parties are clearly understood. |

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:

Type of tender to include:

- two stage
- two envelope'
- selected list
- negotiated
- open

Type of tenderer to include:

- contractors
- sub/works/trade contractors
- suppliers
- consultants

Provision of background information includes:

- documentary
- references
- interview

Selection criteria to include:

- quality and delivery record
- perceived added value (including reputation of potential contractors)
- acceptability of known sub-contracting arrangements
- acceptability to client
- financial resources
- references from previous clients and bankers

Type of query to include:

- price
- quantity
- quality
- standards
- carriage and delivery
- completion
- maintenance
- after sales service
- methods of payment
- terms of payment
- contract condition

Evaluation criteria include:

- design
- technical performance
- quality
- timeframe
- cost

Legal requirements:

- statutes
- regulations
- codes of practice and procedures
- common law
- statutory orders

Statutory requirements in tendering:

- compulsory competitive tendering

Tender enquiry documents include:

- invitation to tender
- form of tender
- return procedure
- specifications
- drawings
- schedules
- bills of quantities
- instruction to tenderer

Variation and adjustment relating to:

- price
- quantity
- quality
- standards
- carriage and delivery
- completion
- maintenance
- after sales service
- method of payment
- terms of payment
- contract conditions

Sources of comparative criteria include:

- price indices
- databases
- trade journal
- pre-tender estimates

Amendments:

- extension to tender period
- changes resulting from queries

EVIDENCE GUIDE

The Evidence Guide identifies the requirements to be demonstrated to confirm competence for this unit. Assessment must confirm sufficient ability to use appropriate skills and knowledge to prepare and process estimate, bid and tender enquires. Assessment of performance should be over a period of time covering all categories within the Range statements that are applicable in the learning environment.

(1) Critical Aspects of Evidence

- comply with organisational policies, procedures, relevant legislation and industry codes of practice in regard to client service
- interpret requirements from information contained in the client brief to identify requirements for tendering
- select/adopt/develop appropriate tender and communicate to potential contractors
- draft tender enquire documents
- evaluate and select bidders for project contracts
- assess estimates, bids and tenders of tender submissions
- negotiate agreement on tender submission where appropriate
- deal with tender professionally, explains all details and allows questions and discussion

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Prepare a detailed tender

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- formats, conventions, regulations and procedures for drafting and issuing tender enquiry document
- type of evaluation criteria
- selection of evaluation criteria
- evaluating the potential of tenderers and agreeing on tender invitation
- legislative and organisational policies and procedures on tendering including Compulsory Competitive Tendering
- evaluation of tenders against technical and financial criteria
- type of variation, adjustment and correction
- negotiating variation, adjustment and corrections to tenders
- processing, checking, clarifying, amending, selecting and recommending acceptance of tenders
- procedures for acceptance and rejection of tenders
- risk assessment methods
- building construction methods and types
- problem solving strategies
- reporting procedures and documentation requirements and processes

Skills

The ability to:

- communicate in a clear and concise manner
- prepare and present reports
- apply active listening
- seek feedback and take appropriate action
- assess project requirements
- organise work tasks in a methodical manner
- evaluate personal information and tender submissions
- select successful estimates, bids and tenders
- prioritise tasks and work within designated timeframes
- conduct negotiations
- present a professional image to members of the public and colleagues
- comply with relevant legislative and regulatory requirements

(4) Resource Implications

- client information, tender documents, case studies
- unit prices of equipment, materials, labour upon which to make estimate
- occupational health and safety guidelines
- assessment instruments, including personal planner and assessment record book
- access to a registered provider of assessment services

(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 of variables statement that make up the 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

(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 3 | |
| Plan and organise activities | Level 2 | |
| Work with others and in team | Level 3 | |
| Use mathematical ideas and techniques | Level 3 | |
| Solve problems | Level 2 | |
| Use technology | Level 2 | |

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

PDMCPM0285A: Respond to client enquiry

Competency Descriptor:

This unit deals with skills and knowledge required to for assessing client's needs, providing the appropriate information and following up with alternatives where necessary.

Competency Field: Project Management

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|------------------------------|-------------------------------------|-----------------------------|---|
| 1. | Identify nature and type of enquiry | 1.1 | Client is addressed in a courteous and business like manner. |
| | | 1.2 | Client requirements and degree of urgency are established promptly. |
| | | 1.3 | Impact of organisation's policy for dealing with enquiry and ability to respond is identified. |
| | | 1.4 | Enquiries regarding additional research are allocated a priority and arrangements are made for follow-up. |
| 2. | Follow up clients needs | 2.1 | Information relevant to client needs is identified from organisational and industry sources. |
| | | 2.2 | Response to the enquiry is prepared within company time requirements. |
| | | 2.3 | Client is informed of further sources of information where appropriate. |
| | | 2.4 | Gaps in available information are identified and referred to relevant person for action. |

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.

Clients may be:

- Internal
- external

Enquiry may be:

- technical
- non-technical

EVIDENCE GUIDE

The evidence guide relates directly to the performance criteria and range of variables for this unit and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

(1) Critical Aspects of Evidence

It is essential that competence be demonstrated in:

- identifying correctly client needs
- responding to client enquiries consistent with the organisations policies and guidelines
- providing alternative sources of information and advice
- follow through with client where required

Evidence is best gathered through a holistic assessment activity that integrates the elements of competency.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- the organisations policies, guidelines and capabilities with regard to clients services
- sources of organisational or industry information

Skills

The ability to:

- verbal and written communication
- problem solving
- interpersonal skills
- accessing information

(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 relevant data bases and information sources
- access to company procedures for handling and referring enquiries

(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. Portfolio could include examples of work, client reports or management reports.

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 1 | |
| 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.

BSBMGT0225A: Manage budgets and financial plans

Competency Descriptor:

This unit deals with all of the significant aspects of financial management for operational managers who are not financial specialists. It emphasises the preparation of users of budgets/financial plans through communication and training and consistent surveillance over budget performance, with early intervention where required.

Competency Field: Business – Management

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

| | | |
|---|-----|--|
| 1. Communicate budget and financial plans | 1.1 | Budget/financial plan communication package reviewed by finance specialists. |
| | 1.2 | Package is amended/revised where appropriate. |
| | 1.3 | Training activities are undertaken with users of the budget and plans across the organization. |
| | 1.4 | All data and terms are defined and understood by the users of the plans. |
| | 1.5 | Communication outcomes are tested to ensure clear understanding of objectives, processes and accountabilities. |
| 2. Monitor and control activities against plans | 2.1 | Delegations and budget accountabilities are confirmed in writing prior to budget period. |
| | 2.2 | Funds are allocated in accordance with budget objectives and parameters. |
| | 2.3 | Recording systems and documentation meet all audit requirements and legal obligations. |
| | 2.4 | Risk management plans are implemented and contingency plans in place for all financial plans. |
| | 2.5 | Performance is monitored and variances identified on a real time basis. |
| | 2.6 | Variances are analysed in conjunction with relevant experts to determine cause and effect. |
| | 2.7 | Remedial action is taken swiftly to minimise negative impact and maximise benefits. |
| | 2.8 | Budgets and plans are renegotiated/restructured where necessary to optimise organisational performance. |

| | | |
|---------------------------------------|-----|--|
| 3. Report outcomes of financial plans | 3.1 | Records of financial performance are properly maintained within organisational systems. |
| | 3.2 | Financial performance is analysed and reported in a form and language appropriate to the audience. |
| | 3.3 | Non financial objectives are reported in the context of overall organisational performance. |
| | 3.4 | Strategies and plans are reviewed and updated to optimise organisational performance. |

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

Training activities may include:

- small group discussions
- informal meetings
- formal, structured competency standards/training
- tele and video conferencing
- e-learning

Delegations and budget accountabilities may include:

- monitoring expenditure
- authorising expenditure within limits
- reporting on variances to budget/plan
- taking remedial action within budget authority

Appropriate non financial objectives may include:

- environmental
- OHS
- quality
- market share
- customer service
- security or any other key result area

Audit requirements refer to:

- the internal standards required in the management of budgets and financial plans, approved by external/internal auditors

Real time refers to:

- on-line, instantaneous monitoring of performance/activities

Risk management means:

- the process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur

OHS considerations may include:

- establishment and maintenance of OHS records
- assessment of OHS performance in financial and non-financial terms

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 Statement.

(1) Critical Aspects of Evidence

- evidence must cover all aspects of business operations in which financial management and decision-making occurs
- period activities relating to revenue expenditure and cash flow management, as well as capital expenditure proposals and capital budgeting, must be incorporated into the assessment
- the role of the operational manager as a communicator and trainer in respect to the implementation of the budget needs also must be integrated into the overall assessment, along with regular and quality reporting of budget performance
- evidence of analysis of budget performance and follow up action

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- 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
- financial planning within the organisation
- budgeting
- organisation's objectives and plans (strategic, tactical and operational)
- consultative methods and processes
- capital investment evaluation techniques
- performance measurement
- organisation roles in respect to financial delegations, accountabilities and responsibilities
- standards for organisational record-keeping and audit requirements

Underpinning Knowledge and Skills (cont'd)**Skills**

The ability to:

- use financial planning skills to develop formal estimates of reviews, costs, cash flows and logistic requirements
- apply communication and training skills to ensure team members and other managers understand the budget/financial planning objectives and processes
- apply risk management skills to assess probability and consequences of any potential negative event
- interpret positive and negative variances from budget/plan, determine the reasons therefore, and identify potential actions to remedy the situation
- apply systems management skills to ensure financial performance records are collected, maintained and properly reported
- 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 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.

BSBCOR0024A: Develop work priorities

Competency Descriptor:

This unit deals with the skills and knowledge required to plan own work schedules, monitor and obtain feedback on work performance and development.

Competency Field: Business Management Services

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---|---|
| 1. Plan and complete own work schedule | <p>1.1 Workgroup plans are prepared to reflect consideration of resources, client needs and workgroup targets.</p> <p>1.2 Work objectives and priorities are analyzed and incorporated into personal schedules and responsibilities.</p> <p>1.3 Factors affecting the achievement of work objectives are identified and contingencies established and incorporated into work plans.</p> <p>1.4 Business technology is used efficiently and effectively to manage and monitor planning completion and scheduling of tasks.</p> |
| 2. Monitor own work performance | <p>2.1 Personal performance standards are identified and analysed through self-assessment and feedback from others on the achievement of work objectives.</p> <p>2.2 Feedback on performance is actively sought from colleagues and clients and evaluated in context of individual and group requirements.</p> <p>2.3 Variations in the quality of service and products are routinely identified and reported in accordance with organisational requirements.</p> |
| 3. Coordinate professional development | <p>3.1 Personal knowledge and skills are assessed against competency standards performance descriptions to determine development needs and priorities.</p> <p>3.2 Opportunities for improvement and sources of learning are researched and planned in liaison with colleagues.</p> <p>3.3 Feedback is used to identify and develop ways to improve competence within available opportunities.</p> |

- 3.4 New skills are identified and professional development activities are accessed and completed to facilitate continuous learning and career development
- 3.5 Records and documents relating to achievements and assessments are stored and maintained in accordance with organisational requirements.

RANGE STATEMENTS

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

The following variables may be present for this particular unit:

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

Factors affecting the achievement of work objectives may include:

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

Work group plans may include:

- sales plans
- reporting plans
- production plans
- budgetary plans
- team participation
- work schedules
- team and individual learning goals

Work objectives may include:

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

Business technology may include:

- computers
- computer applications
- personal schedules
- modems
- scanners
- e-mail and internet/intranet/extranet
- photocopiers
- facsimile machines
- printers

Feedback on performance may include:

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

Organizational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organizational 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

Professional development activities 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
- Recognition of Prior Learning

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 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

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

- preparing and communicating work plans
- scheduling work objectives and tasks to support the achievement of goals
- 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
- using business technology to monitor self-development

(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
- understanding the organization's policies, plans and procedures
- understanding of methods to elicit, analyse and interpret feedback
- knowledge of techniques to prepare personal plans and establish priorities
- knowledge of quality standards for products and services
- knowledge of relevant business technology applications
- understanding of methods to evaluate own performance
- processes to interpret competency standards and apply them to self
- methods to identify and priorities personal learning needs
- understanding range of professional development activities and criteria to apply in choosing between them

Skill

The ability to:

- literacy skills to understand the organisation's policies and procedures; interpret competency standards; use a variety of strategies for planning and reviewing own work
- problem solving skills to develop contingency plans
- evaluation skills for assessing outcomes
- communication skills including giving and receiving constructive feedback on development needs
- technology skills including the ability to select and use technology appropriate to a task
- time management skills to complete tasks within agreed timeframes
- observation skills for identifying opportunities for learning and development
- participation skills for integrating as a member of a work team
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- 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 Level. Refer to the Key Competency 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 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 2 | |

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

BSBFLM0024A: Show leadership in the workplace

Competency Descriptor:

This unit deals with the skills and knowledge required by Frontline management personnel carry out their important leadership role in the development of the organisation. This will be evident in the way they work with teams and individuals, their standard of conduct and the initiative they take in influencing others.

Competency Field: Business Management Services

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|-----------------------|--|----------------------|---|
| 1. | Model high standards of management performance and behaviour | 1.1 | Management performance and behaviour meets the organisation's requirements. |
| | | 1.2 | Management performance and behaviour serves as a positive role model for others. |
| | | 1.3 | Performance plans are developed and implemented in accordance with the organization's goals and objectives. |
| | | 1.4 | Key performance indicators are established and used to meet the organisation's goals and objectives. |
| 2. | Enhance the organisation's image | 2.1 | The organisation's standards and values are used in conducting business. |
| | | 2.2 | Standards and values considered to be damaging to the organization are questioned through established communication channels. |
| 3. | Influence individuals and teams positively | 3.1 | Personal performance contributes to developing an organisation, which has integrity and credibility. |
| | | 3.2 | Expectations, roles and responsibilities are communicated in a way, which encourages individuals/teams to take responsibility for their work. |
| | | 3.3 | Individual's/team's efforts and contributions are encouraged, valued and rewarded. |
| | | 3.4 | Ideas and information receive the acceptance and support of colleagues. |
| 4. | Make informed decisions | 4.1 | Information relevant to the issue(s) under consideration is gathered and organised. |

- 4.2 Individuals/teams participate actively in the decision-making processes.
- 4.3 Options are examined and their associated risks assessed to determine preferred course(s) of action.
- 4.4 Decisions are timely and communicated clearly to individuals/teams.
- 4.5 Plans to implement decisions are prepared and agreed by relevant individuals/teams.
- 4.6 Feedback processes are used effectively to monitor the implementation and impact of decisions.

RANGE STATEMENTS

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

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require the exercise of some discretion and judgement.

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

Colleagues may include:

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

Frontline management at this level normally operate in a workplace environment in which they use the organization's:

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

OHS considerations may include:

- implement and monitor OHS procedures in area of responsibility
- leadership in OHS practice as an ethical standard
- OHS hazard identification, risk assessment and control approaches evident in decisions

Level 4, frontline management will normally be engaged in a workplace context where they:

- engage in short to medium term planning within the organisation's business plans. For example, prepares six monthly plan of the department's productivity targets within the organisation's business plans
- take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organisation's standards of management
- take limited responsibility for the quality and quantity of the output of others. For example, using the organisation's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans
- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of Key Performance indicators
- perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organisation's standard range of services
- apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem
- identify, analyse and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department's operating procedures and given the organisation's standard documentation, considers the information provided and prepares a recommendation for consultation

The organization's standards and values will be:

- stated or implied by the way the organisation conducts its business

Feedback processes may be:

- formal or informal and may be from internal or external sources

Organization's requirements will be:

- expressed in written documentation and orally
- normally be expressed in terms of goals, plans, processes and procedures
- the requirements which also include the culture and standards demonstrated by the organisation

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

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

- Displays high standards of leadership.
- Demonstrates a positive influence on others.
- Uses effective consultation processes.
- Makes soundly researched decisions.

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

| <u>Knowledge</u> Knowledge of: | <u>Skill</u> The ability to: |
|--|--|
| <ul style="list-style-type: none"> • underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard • 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: <ul style="list-style-type: none"> • leading people • preparing performance plans • establishing key performance indicators • influencing others • establishing effective consultative processes • making decisions • the characteristics of a positive role model • the types of actions which uphold the organisation's image | <ul style="list-style-type: none"> • functional literacy skills to use written and oral information about workplace requirements • communication skills including receiving and analysing feedback and reporting • accessing and interpreting the organization's standards and values • research and analytical skills to interpret data • planning and organizing skills to meet work priorities • monitoring and introducing practices to improve work performance • being a positive influence on colleagues • using information systems to advantage • using feedback to achieve positive outcomes • use coaching and mentoring skills to provide support to colleagues • ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities |

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- 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 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 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.

BSBFLM0034A: Manage effective workplace relationships

Competency Descriptor:

This unit deals with the skills and knowledge required by Frontline management personnel to play an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organization achieve planned outputs/outcomes.

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 organization'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 organization. |
| | | 3.3 | Action is taken to maintain the effectiveness of workplace relationships. |

| | | |
|---|-----|---|
| 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 organization's processes. |
| | 4.4 | Conflict is managed constructively within the organization's processes. |
| | 4.5 | Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisations and legislative requirements. |

RANGE STATEMENTS

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

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require the exercise of some discretion and judgement.

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

The organization'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

Frontline management at this level normally operate in a workplace environment in which they use the organization's:

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

Sources of information may be:

- internal or external
- print or non-print

Level 4, frontline management will normally be engaged in a workplace context where they:

- engage in short to medium term planning within the organisation's business plans. For example, prepares six monthly plan of the department's productivity targets within the organisation's business plans
- take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organisation's standards of management
- take limited responsibility for the quality and quantity of the output of others. For example, using the organisation's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans
- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of Key Performance indicators
- perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organisation's standard range of services
- apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem
- identify, analyse and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department's operating procedures and given the organisation's standard documentation, considers the information provided and prepares a recommendation for consultation

Colleagues may include:

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

OHS considerations may include:

- OHS practice as an ethical standard and legislative requirement
- organisation's responsibilities to customers and suppliers
- adjust communication and OHS approach to cater for social and cultural diversity

Guidance and support may be:

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

Networks may be:

- internal and/or external
- with individuals or groups
- either through established structures or through unstructured arrangements

Customers and suppliers would typically be from:

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

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

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

- 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:

- underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard
- underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard
- 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:
 - 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

(4) Underpinning Knowledge and Skills (cont'd)Skill

The ability to:

- functional literacy skills to access and use workplace information
- 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
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- 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 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 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 2 | |

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

BSBFLM0044A: Lead work teams

Competency Descriptor:

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

Competency Field: Business Management Services

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

| | | |
|--|-----|---|
| 1. Participate in team planning | 1.1 | The manager assists the team establish its purpose, roles, responsibilities and accountabilities in accordance with the organization's goals, plans and objectives. |
| | 1.2 | The manager assists the team monitor and adjusts its performance within the organization's continuous improvement policies and processes. |
| | 1.3 | The manager encourages the team to use the competencies of each member for team and individual benefit. |
| 2. Develop team commitment and co-operation | 2.1 | The manager assists 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 | The manager supports the team to develop mutual concern and camaraderie. |
| 3. Manage and develop team performance | 3.1 | The results achieved by the team contribute positively to the organisation's business plans. |
| | 3.2 | The manager encourages the team to exploit innovation and initiative. |
| | 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. Participate in and facilitate the work team | 4.1 | Team members participate actively in team activities and communication processes. |

- 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 STATEMENTS

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

The following variables may be present for this particular unit:

This competency applies to frontline management personnel who will normally be engaged in a workplace context where they:

- engage in short to medium term planning within the organisation's business plans. For example, prepares yearly plan of the department's productivity targets within the organisation's business plans
- take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organisation's standards of management
- take limited responsibility for the quality and quantity of the output of others. For example, using the organisation's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans
- perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organisation's standard range of services
- apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem
- identify, analyse and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department's operating procedures and given the organization's standard documentation, considers the information provided and prepares a recommendation for consultation
- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of Key Performance indicators

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

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

The manager may adopt a variety of roles in teams including:

- leader
- facilitator
- participant
- coach
- mentor

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

OH&S considerations may include:

- implement and monitor participative arrangements
- information to team about OH&S and the organization's OH&S policies, procedures and practices

Teams may include:

- full time employees
- contractors
- part time employees

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

Teams may be one or a mixture of on-going:

- work-based
- project-based
- task specific, or
- cross functional

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

The organization'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

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

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

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

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard
- 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:
 - 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

Skill

The ability to:

- Apply functional literacy skills 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

To demonstrate this unit of competence the candidate will require access to:

- 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 level. Refer to the Key Competencies 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 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 3 | |
| Work with others and in team | Level 2 | |
| Use mathematical ideas and techniques | Level 1 | |
| Solve problems | Level 3 | |
| Use technology | Level 1 | |

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

BSBFLM0054A: Implement operational plan

Competency Descriptor:

This unit deals with the skills and knowledge required by Frontline management personnel to be actively engaged in planning, implementing, monitoring and recording performance to achieve the business plans of the team/organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans.

Competency Field: Business Management Services

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|------------------------------------|--|
| 1. Plan resource use | <p>1.1 Resource information for use in operational plans is collected, analysed and organised in consultation with colleagues and specialist resource managers.</p> <p>1.2 Operational plans contribute to the achievement of the organization's performance/business plan.</p> <p>1.3 Key performance indicators are developed within operational plans.</p> <p>1.4 Contingency plans are prepared in the event that initial plans need to be varied.</p> |
| 2. Acquire resources | <p>2.1 Employees are recruited and/or inducted within the organisation's human resource management policies and practices.</p> <p>2.2 Physical resources and services are acquired within the organisation's policies, practices and procedures.</p> |
| 3. Monitor operational performance | <p>3.1 Performance systems and processes are monitored to assess progress in achieving profit/productivity plans and targets.</p> <p>3.2 Budget and actual financial information is analyzed and interpreted to monitor profit/productivity performance.</p> <p>3.3 Unsatisfactory performance is identified and prompt action is taken to rectify the situation.</p> <p>3.4 Mentoring and coaching is provided to support individuals/teams use resources to the required standard.</p> <p>3.5 Recommendations for variation to operational plans are negotiated and approved by the designated persons/groups.</p> |

- 3.6 Systems, procedures and records associated with documenting performance are managed in accordance with the organisation's requirements.

RANGE STATEMENTS

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.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require the exercise of discretion and judgement.

The following variables may be present for this particular unit:

Level 4, frontline management will normally be engaged in a workplace context where they:

- engage in short to medium term planning within the organisation's business plans. For example, prepares six monthly plan of the department's productivity targets within the organisation's business plans
- take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organisation's standards of management
- take limited responsibility for the quality and quantity of the output of others. For example, using the organisation's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans
- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of Key Performance indicators
- perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organisation's standard range of services
- apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem
- identify, analyse and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department's operating procedures and given the organisation's standard documentation, considers the information provided and prepares a recommendation for consultation

Colleagues and specialist resource managers may include:

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

Designated persons/groups may include:

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

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

Resources may include:

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

The organization's policies, practices and procedures are:

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

Frontline management at this level normally operate in a workplace environment in which they use the organization's:

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

OHS considerations may include:

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

Operational plans are:

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

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

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

- production of short term plans for department/section
- planning, acquiring and using of resources
- monitoring and adjusting operational performance
- reporting of performance

(2) Pre-requisite Relationship of Units

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- monitoring and implementing operations and procedures
- resource planning and acquisition
- resource management systems at the tactical implementation level
- relevant budgeting and financial analysis, interpretation and reporting requirements
- methods for monitoring and reporting on performance
- problem identification and methods of resolution
- tactical risk analysis including identification and reporting requirements
- contingency planning
- alternative approaches to improving resource usage and eliminating resource inefficiencies and waste
- alternative approaches to mentoring and coaching individuals and teams who have difficulty in performing to the required standard

Skill

The ability to:

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

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- 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

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 level.

(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 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 2 | |

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

BSBFLM0064A: Implement workplace information system

Competency Descriptor:

This unit is deals with the skills and knowledge required by Frontline management personnel; they are an important contributor and user of information. Their competency in identifying, acquiring, analysing and using appropriate information plays a significant 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 needs of teams are determined and the sources are identified. |
| | | 1.2 | Information held by the organization 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 the needs for which it was acquired. |
| 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 designate 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 organization's guidelines and requirements. |
| | | 4.3 | Contingency plans are prepared in the event that alternative action is required. |

- | | | | |
|----|----------------------------|-----|--|
| 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 reflect the organization'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 STATEMENTS

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

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require the exercise of some discretion and judgement.

The following variables may be present for this particular unit:

Level 4, frontline management will normally be engaged in a workplace context where they:

- engage in short to medium term planning within the organisation's business plans. For example, prepares six monthly plan of the department's productivity targets within the organisation's business plans
- take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organisation's standards of management
- take limited responsibility for the quality and quantity of the output of others. For example, using the organisation's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans
- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of Key Performance indicators
- perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organisation's standard range of services
- apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem
- identify, analyse and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department's operating procedures and given the organisation's standard documentation, considers the information provided and prepares a recommendation for consultation

Frontline management at this level normally operate in a workplace environment in which they use the organisation's:

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

Information may be:

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

Colleagues may include:

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

Resources may include:

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

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

Technology will be:

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

Designated persons/groups includes:

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

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

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

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

- 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

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard
- 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

Skill

The ability to:

- functional literacy skills to access and use workplace information
- communication skills including information collection, analysis and interpretation and reporting
- identifying information requirements of the team
- managing information to achieve goals and results
- researching information
- improving information usage in decision-making
- preparing information in a format for use by colleagues
- using coaching and mentoring skills to provide support to colleagues
- accessing technology to extract/input information
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- 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 Critical Employable 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 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.

BSBFLM0094A: Implement continuous improvement

Competency Descriptor:

This unit deals with the skills and knowledge required for Frontline management personnel to manage the continuous improvement process in achieving the organisation's objectives. Their position closely associated with the creation and delivery of products and services, means that they play an important part in influencing the on-going development of the organisation.

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 organization'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 STATEMENTS

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.

At this level, work will normally be carried out within routine and non-routine methods and procedures, which require the exercise of some discretion and judgement.

The following variables may be present for this particular unit:

Level 4, frontline management will normally be engaged in a workplace context where they:

- engage in short to medium term planning within the organisation's business plans. For example, prepares six monthly plan of the department's productivity targets within the organisation's business plans
- take responsibility for own outputs in relation to specific quality standards. For example, assesses own management performance against the organisation's standards of management
- take limited responsibility for the quality and quantity of the output of others. For example, using the organisation's performance improvement processes, assists individuals to assess the quality and quantity of their output and to devise appropriate improvement plans
- demonstrate understanding of a broad knowledge base incorporating some theoretical concepts. For example, understands the principles and techniques underpinning the development of Key Performance indicators
- perform varied activities in a wide range of routine and/or non-routine contexts, with knowledge and skill depth in some areas. For example, negotiates the services to be provided to an external customer who has needs which are not able to be met within the organisation's standard range of services
- apply solutions to a defined range of unpredictable problems. For example, given the failure of a supplier to provide urgently required computer software, analyses the options and takes appropriate action for a prompt and cost-effective rectification of the problem
- identify, analyse and evaluate information from a variety of sources. For example, given feedback from several employees as to ways to up-grade the department's operating procedures and given the organisation's standard documentation, considers the information provided and prepares a recommendation for consultation

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

OHS considerations may include:

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

Frontline management at this level normally operate in a relatively routine workplace environment in which they use the organization's:

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

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

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

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

- 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

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- underpinning knowledge relates to the essential knowledge and understanding a person needs to perform work to the required standard
- 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:
 - continuous improvement systems and processes
 - benchmarking
 - best practice
 - the benefits of continuous improvement
 - the quality approaches which the organization may implement
 - the methods that can be used in continuous improvement
 - the barriers to continuous improvement
 - the organization's recording, reporting and recommendation processes to facilitate
 - continuous improvement

Skill

The ability to:

- functional literacy skills to access and use workplace information
- communication skills including researching, analysing and interpreting information from a variety of people and reporting
- monitoring and evaluating systems, processes and procedures
- gaining the commitment of individuals/teams to continuous improvement
- consolidating opportunities for improvement
- dealing with people openly and fairly
- using consultation skills effectively
- using coaching and mentoring skills to provide support to colleagues
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- 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 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 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 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.

BSBCOR0114A: Monitor a safe workplace

Competency Descriptor:

This unit deals with the skills and knowledge required by employees with supervisory responsibilities for implementing and monitoring the organization's Occupational Health and Safety policies, procedures and programs in the relevant work area to meet legislative requirements.

Competency Field: Business Management Services

ELEMENT OF COMPETENCY PERFORMANCE CRITERIA

| | | |
|--|-----|--|
| 1. Provide information to work group about Occupational Health and Safety policies and procedures | 1.1 | Relevant provisions of Occupational Health and Safety legislation and codes of practice are accurately explained to the work group. |
| | 1.2 | Information on the organization's Occupational Health and Safety policies, procedures and programs is provided in a readily accessible manner to the work group. |
| | 1.3 | Information about identified hazards and the outcomes of risk assessment and control is regularly provided and clearly explained to the work group. |
| 2. Implement and monitor participative arrangements for the management of OHS | 2.1 | The importance of effective consultative mechanisms in managing health and safety risks are explained. |
| | 2.2 | Consultative procedures are implemented and monitored to facilitate participation of work group in management of work area hazards. |
| | 2.3 | Issues raised through consultation are promptly dealt with in accordance with organizational consultation procedures. |
| | 2.4 | The outcomes of consultation over Occupational Health and Safety issues are recorded and communicated promptly to the work group. |
| 3. Implement and monitor the organisation's procedures for providing Occupational Health and Safety training | 3.1 | Occupational Health and Safety training needs are systematically identified in line with organisational requirements. |

- | | | | |
|----|---|---|--|
| | 3.2 | Arrangements are made to meet Occupational Health and Safety training needs of team members in consultation with relevant individuals. | |
| | 3.3 | Workplace learning opportunities and coaching and mentoring assistance are provided to facilitate team and individual achievement of identified training needs. | |
| | 3.4 | Costs associated with provision of training for work team are identified and reported to management for inclusion in financial plans. | |
| 4. | Implement and monitor procedures for identifying hazards and assessing risks | 4.1 | Hazards in work area are identified and reported in accordance with Occupational Health and Safety policies and procedures. |
| | | 4.2 | Team member hazard reports are actioned promptly in accordance with organisational procedures. |
| | Implement and monitor the organisation's procedures for controlling risks | 5.1 | Procedures to control risks are implemented using the hierarchy of controls and organisational requirements. |
| 5. | | 5.2 | Inadequacies in existing risk control measures are identified and reported in accordance with hierarchy of controls. |
| | | 5.3 | Outcomes of reported inadequacies are monitored where appropriate to ensure a prompt organisational response. |
| 6. | Implement and monitor the organisation's procedures for maintaining Occupational Health and Safety records for the team | 6.1 | Occupational Health and Safety records of incidents of occupational injury and disease in work area are accurately completed and maintained in accordance with OHS legal requirements. |
| | | 6.2 | Aggregate information and data from work area records are used to identify hazards and monitor risk control procedures in work area. |

RANGE STATEMENTS

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

The following variables may be present for this particular unit:

Occupational Health and Safety legislation will depend on relevant statutory legislation and requirements and will include:

- common law duties to meet the general duty of care requirements
- requirements for the maintenance and confidentiality of records of occupational injury and disease
- provision of information, induction and training
- regulations and approved codes of practice relating to hazards present in work area
- health and safety representatives and health and safety committees
- prompt resolution of health and safety issues

Organisational Occupational Health and Safety policies and procedures may include:

- procedures for hazard identification
- procedures for risk assessment, selection and implementation of risk control measures
- incident (accident) investigation
- OHS audits and safety inspections
- consultative arrangements for employees in work area
- hazard reporting procedures
- safe operating procedures/instructions
- use and care of personal protective equipment
- emergency and evacuation procedures
- purchasing policy and procedures
- plant & equipment maintenance and use
- hazardous substances use and storage
- dangerous goods transport & storage
- OHS arrangements for on site contractors, visitors and members of public
- first aid provision/medical practitioner contact and attention
- site access

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

Identifying hazards and assessing risk may occur through activities such as:

- workplace inspections in area of responsibility
- consulting work team members
- housekeeping
- Occupational health and safety audits and review of audit reports
- daily informal employee consultation and regular formal employee meetings
- checking equipment before and during work
- review of health and safety records including hazard reports, hazardous substances and dangerous goods registers, injury records

Committees, work group meeting agendas including:

- OHS items and actions
- induction, instruction & training
- manufacturer's and supplier's information including dangerous goods storage lists
- hazardous substances registers
- plant and equipment maintenance and testing reports
- workers compensation & rehabilitation records
- first aid/medical post records

Organizational procedures for consultation may include:

- formal and informal meetings
- health and safety committees
- election of health and safety representatives in accordance with legislative requirements
- attendance of health and safety representatives at management and OHS planning meetings
- other committees, for example, planning and purchasing
- early response to employee suggestions, requests, reports and concerns put forward to management
- counselling/disciplinary processes

Organizational health and safety records may include:

- audit & inspection reports
- workplace environmental monitoring records
- consultation e.g. meetings of Health & Safety

Controlling risks may include actions such as:

- removing the cause of a risk at its source (eliminating the hazard) e.g. removing stored goods permanently from emergency exit passageways
- selecting control measures in accordance with the hierarchy i.e. work through hierarchy from most effective to least effective controls
- job/process/workplace re-design e.g. introduce mechanical handling equipment, re-arrange materials' flow/timing/scheduling, raise/lower work platforms
- consultation with employees and their representatives

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

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

- apply organisational management systems and procedures to occupational health & safety within work group area
- identify and comply with occupational health and safety legal and organizational requirements
- apply procedures for identifying hazards in the work area
- apply procedures for assessing and controlling risks to health & safety associated with those hazards, in accordance with the hierarchy of control
- provide specific, clear and accurate information and advice on workplace hazards to work group
- provide appropriate supervision of work group

(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
- knowledge of the legal responsibilities of employers, supervisors and employees in the workplace
- knowledge of hazards and associated risks, which exist in the workplace
- knowledge of organization's policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting
- understanding the relevance of consultation as a key mechanism for improving workplace Occupational Health and Safety culture
- knowledge of the principles and practices of Occupational Health and safety management
- knowledge of characteristics and composition of the workgroup

Skill

The ability to:

- analysing skills to identify hazards and assess risks in the work area
- data analysis skills including:
- incident (accident) monitoring
- environmental monitoring
- evaluation of effectiveness of risk control measures
- assessment skills to assess resources required to apply risk control measures
- literacy skills for comprehending documentation and interpreting Occupational Health and Safety requirements

Skill

The ability to: (cont'd)

- technology skills including the ability to operate and shut down equipment
- coaching and mentoring skills to provide support to colleagues
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- 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 Level. Refer to the Critical Employable 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 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 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.

BSBFLS0104A: Promote innovation and change

Competency Descriptor:

This unit deals with the skills and knowledge required to promote the use and implementation of innovative work practices to effect change.

Competency Field: Business Management Services

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|-----------------------|--|----------------------|--|
| 1. | Identify and develop opportunities for improved work practices | 1.1 | Options for change incorporate identified improvements to work practices and procedures. |
| | | 1.2 | Risk factors affecting change are analyzed to identify potential constraints. |
| | | 1.3 | Change is planned and resourced to promote the introduction and management of new processes. |
| | | 1.4 | Benefits of change are clear and consistent with organizational requirements. |
| | | 1.5 | Timelines and targets for implementation are realistic and support the achievement of change. |
| 2. | Lead team to foster innovative work practices | 2.1 | Team members are selected to maximise innovative opportunities. |
| | | 2.2 | Work assignments are organized to facilitate innovative work skills. |
| | | 2.3 | Team members are provided with guidance and coaching on innovation in the workplace. |
| | | 2.4 | Models of innovative work practice are provided and discussed. |
| 3. | Facilitate commitment to workplace change | 3.1 | Opinions and suggestions on improving work practices are encouraged to facilitate participation in change processes. |
| | | 3.2 | Goals and objectives of change are communicated clearly and promptly to individuals and teams. |
| | | 3.3 | Business technology is used to manage and provide access to information on progress towards objectives of change. |

- 3.4 Mentoring and coaching is provided to support individuals and groups in introduction of change.
 - 3.5 Decisions to overcome problems in the implementation of change are made in consultation with designated individuals and groups.
 - 3.6 Effective relations and communications are maintained with clients and stakeholders during the process of change.
4. Monitor and evaluate change
- 4.1 Organisation's systems and technology are used to monitor progress towards objectives.
 - 4.2 Team members are actively encouraged to reflect on team activities and opportunities for improvement and innovation.
 - 4.3 Team activities are evaluated based on feedback from team members, management, clients and other interested people.
 - 4.4 Suggestions for work improvements made by team members are positively received and acted on where appropriate.
 - 4.5 Evidence and information on the impact of change is accurate, relevant and reported within organisational requirements.
 - 4.6 Recommendations for improving methods or techniques to manage change are negotiated with designated individuals and groups using appropriate negotiation skills.
 - 4.7 Systems, records and reporting procedures are maintained according to organizational requirements.
 - 4.8 Feedback on individual and group work practices is prompt and constructive.

RANGE STATEMENTS

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

The following variables may be present for this particular unit:

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

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

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

Change may include:

- implementation of new work practices and/or services
- organizational restructures
- introduction of new technology
- change in work location
- new client base
- staffing changes
- job role changes
- work priorities

Innovative work skills are:

The skills required for coming up with and developing new ideas or for the new use of an old idea include:

- interpretation
- conceptualisation
- representation
- reflection
- evaluation

Monitoring progress may include:

- weekly report
- monthly report
- consultative groups
- occupational health and safety
- union delegates
- financial departments
- public profiles

Evidence and information may include:

- customer surveys
- employee satisfaction
- industrial disputes
- supplier feedback
- productivity measures
- cost savings
- market share data

Negotiation skills may include:

- assertiveness
- collaboration
- solution designing
- confidence building
- conflict reduction
- stress management
- empathising

Business technology may include:

- computer
- internet/extranet/intranet
- email
- software
- answering machine
- fax machine
- telephone

Risk factors may include:

- disturbances to workflow
- confusion/loss of confidence
- cost blow out
- supplier problems
- product/service delivery problems
- time delays

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

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

- analysing and evaluating problems associated with change
- developing processes to introduce change
- establishing plans and schedules to achieve the objectives of change
- presenting information on the causes and introduction of the change
- communicating priorities, goals and objectives
- gathering evidence on the effect of change

(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
- understanding of common effects of change and innovation in the workplace
- understanding of industrial and organizational context of change
- understanding of organization's policies, plans, procedures and structure
- knowledge of resources required by the organization's operations
- understanding processes to interpret and apply feedback
- knowledge of principles and techniques of goal setting and recording priorities
- knowledge of the principles of negotiation

Skill

The ability to:

- 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
- planning skills to schedule work activities for the implementation of change
- team work skills for working as a member of a team during period of changes
- consultation skills for including stakeholders in the change process
- analytical skills for monitoring outcomes of change
- negotiation skills for dealing with competing objectives
- estimation skills for identifying resources necessary to support introduction of change
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- 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 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 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 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.

BSBFLM0114A: Develop teams and individuals

Competency Descriptor:

This unit deals with the skills and knowledge required to promote the use and implementation of innovative work practices to effect change and ensure the best possible results at work.

Competency Field: Business Management Services

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|-----------------------|--|----------------------|--|
| 1. | Identify and develop opportunities for improved work practices | 1.1 | Options for change incorporate identified improvements to work practices and procedures. |
| | | 1.2 | Risk factors affecting change are analysed to identify potential constraints. |
| | | 1.3 | Change is planned and resourced to promote the introduction and management of new processes. |
| | | 1.4 | Benefits of change are clear and consistent with organizational requirements. |
| | | 1.5 | Timelines and targets for implementation are realistic and support the achievement of change. |
| 2. | Lead team to foster innovative work practices | 2.1 | Team members are selected to maximise innovative opportunities. |
| | | 2.2 | Work assignments are organized to facilitate innovative work skills. |
| | | 2.3 | Team members are provided with guidance and coaching on innovation in the workplace. |
| | | 2.4 | Models of innovative work practice are provided and discussed. |
| 3. | Facilitate commitment to workplace change | 3.1 | Opinions and suggestions on improving work practices are encouraged to facilitate participation in change processes. |
| | | 3.2 | Goals and objectives of change are communicated clearly and promptly to individuals and teams. |
| | | 3.3 | Business technology is used to manage and provide access to information on progress towards objectives of change. |

- 3.4 Mentoring and coaching is provided to support individuals and groups in introduction of change.
- 3.5 Decisions to overcome problems in the implementation of change are made in consultation with designated individuals and groups.
- 3.6 Effective relations and communications are maintained with clients and stakeholders during the process of change.
- 4. Monitor and evaluate change
 - 4.1 Organisation's systems and technology are used to monitor progress towards objectives.
 - 4.2 Team members are actively encouraged to reflect on team activities and opportunities for improvement and innovation.
 - 4.3 Team activities are evaluated based on feedback from team members, management, clients and other interested people.
 - 4.4 Suggestions for work improvements made by team members are positively received and acted on where appropriate.
 - 4.5 Evidence and information on the impact of change is accurate, relevant and reported within organisational requirements.
 - 4.6 Recommendations for improving methods or techniques to manage change are negotiated with designated individuals and groups using appropriate negotiation skills.
 - 4.7 Systems, records and reporting procedures are maintained according to organizational requirements.
 - 4.8 Feedback on individual and group work practices is prompt and constructive.

RANGE STATEMENTS

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

The following variables may be present for this particular unit:

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

Organizational requirements may be included in:

- quality assurances and/or procedures manuals
- goals, objectives, plans, systems and processes
- legal and organizational 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

Business technology may include:

- computer
- internet/extranet/intranet
- email
- software
- answering machine
- fax machine
- telephone

Change may include:

- implementation of new work practices and/or services
- organizational restructures
- introduction of new technology
- change in work location
- new client base
- staffing changes
- job role changes
- work priorities

Innovative work skills are the skills required for coming up with and developing new ideas or the new use of an old idea. They include:

- interpretation
- conceptualisation
- representation
- reflection
- evaluation

Risk factors may include:

- disturbances to workflow
- confusion/loss of confidence
- cost blow out
- supplier problems
- product/service delivery problems
- time delays

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

Monitoring progress may include:

- weekly report
- monthly report
- consultative groups
- occupational health and safety
- union delegates
- financial departments
- public profiles

Evidence and information may include:

- customer surveys
- employee satisfaction
- industrial disputes
- supplier feedback
- productivity measures
- cost savings
- market share data

Negotiation skills may include:

- assertiveness
- collaboration
- solution designing
- confidence building
- conflict reduction
- stress management
- empathising

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

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

- Analysing and evaluating problems associated with change.
- Developing processes to introduce change.
- Establishing plans and schedules to achieve the objectives of change.
- Presenting information on the causes and introduction of the change.
- Communicating priorities, goals and objectives.
- Gathering evidence on the effect of change.

(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 of common effects of change and innovation in the workplace
- understanding of industrial and organizational context of change
- understanding of organization's policies, plans, procedures and structure
- knowledge of resources required by the organization's operations
- understanding processes to interpret and apply feedback
- knowledge of principles and techniques of goal setting and recording priorities
- knowledge of the principles of negotiation

Skill

The ability to:

- 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
- planning skills to schedule work activities for the implementation of change
- team work skills for working as a member of a team during period of changes
- consultation skills for including stakeholders in the change process
- analytical skills for monitoring outcomes of change
- negotiation skills for dealing with competing objectives
- estimation skills for identifying resources necessary to support introduction of change
- relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- 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 Level. Refer to the Critical Employable Skill Levels at the end of this unit.

Simulated activities must closely reflect the workplace.

(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 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 3 | |
| Work with others and in team | Level 3 | |
| 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 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. |

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|----|--|-----|--|
| | | 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.

| 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 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.

BCMBSV0014A: Apply building codes and standards to building

Competency Descriptor:

This unit deals with the competency required to ensure the building process complies with the Building Code of Jamaica and relevant Jamaican Standards. It includes the evaluation and interpretation of building requirements, classification of buildings according to the Building Code of Jamaica criteria and strategies for compliance.

Competency Field: Construction Site Management

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|-----------------------|--|----------------------|---|
| 1. | Analyse the purpose and basic intent of the Jamaica's Building Code | 1.1 | Objectives of the Building Code of Jamaica and the purpose of the respective components are evaluated and documented. |
| | | 1.2 | Deemed-to-Satisfy (DTS) concept for construction to meet Building Code requirements are evaluated and documented. |
| 2. | Locate and interpret code/standard requirements that are applicable to particular projects | 2.1 | Clauses from the Building Code that apply to particular projects are identified and documented. |
| | | 2.2 | Prescriptive requirements of relevant Building Code clauses are determined. |
| | | 2.3 | Requirements of Jamaican Standards referenced in the Building Code are identified and documented. |
| | | 2.4 | Special requirements that may be applicable to specific areas are identified and documented. |
| 3. | Classify buildings | 3.1 | Nature of a building having regard to use and arrangement is determined. |
| | | 3.2 | Building Code criteria are applied to determine the defined classification. |
| | | 3.3 | Building Code requirements are interpreted for multiple classifications. |

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|----|--|-----|---|
| 4. | Apply solutions to construction problems for compliance with the Building Code | 4.1 | Criteria to ensure construction methods comply with the intent of the Building Codes are determined. |
| | | 4.2 | Alternative approaches to construction problems that comply with the requirements of the Building Code are reported. |
| | | 4.3 | Assessment methods used to determine whether a building solution complies with performance requirements or Deemed-to-Satisfy provision of the Building Code are analysed and applied. |
| | | 4.4 | Assessment methods are confirmed and identified as appropriate to meet the DTS provisions of Building Code. |

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.

Competency requires the demonstration of research, analysis, evaluation and reporting skills in the determination of compliance within the context of relevant legislation, the Building Code of Jamaica and other relevant National Standards.

The following variables may be present for this particular unit:

Construction in residential buildings is to include but not be limited to:

- compliance with relevant legislation
- design specifications
- maintenance specifications
- relevant National Standards and evaluation
- interpretation and adherence to relevant legislative requirements for Building Codes of Jamaica

Building categories may include but not be limited to:

- single storey and
- low-rise residential buildings

Residential building projects requiring review of compliance issues are to include but not be limited to:

- provision of site access/facilities
- work schedules
- project milestones and
- the calculation and processing of application or inspection fees

Standard specifications may include but not be limited to industry standard specifications and may be:

- preliminary/outline specifications
- developed specifications or detailed specifications (addressing specific components such as structural or other requirements)

Building surveying procedures are to include but not be limited to:

- mechanical
- structural
- electrical and
- may include other services

Reporting systems in accordance with organizational, legislative and quality assurance procedures are to include:

- desk based assessment and
- may include site-based assessment

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 organizational management policies and procedures including quality assurance requirements where appropriate
- classification of construction in residential buildings through the evaluation and interpretation of compliance with the building code of Jamaica, the associated reporting of data, findings, recommendations and strategies for at least one (1) residential building project or equivalent in compliance with relevant legislation
- provision of reports to appropriate body/individual as determined by the project brief
- application of strategic plans, workplace policies and procedures

(2) Pre-requisite Relationship of Units

There are no specified relationships.

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- processes for the interpretation of reports, working drawings and specifications
- nature of materials and effect on performance
- authorities and powers of a building surveyor
- relevant State legislation and local government policy and procedures
- design, construction and structural principles of buildings
- building Code of Jamaica
- deemed To Satisfy (DTS) provisions

Underpinning Knowledge and Skills (cont'd)

Skills

The ability to:

- research, analyse, organise and understand the process for assessing compliance on residential buildings plus subsequent reporting procedures
- communicate and negotiate ideas and information to enable confirmation of work requirements and legislation translation of compliance issues in residential buildings
- plan and organise activities including the planning of analytical processes, the assessment of strategies related to the determination and resolution of compliance issues in residential buildings
- work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity
- establish analytical processes, including diagnostic processes, which anticipate and allow for risks, cater for both direct and indirect evidence, avoid or minimise reworking and avoid wastage
- use mathematical ideas and techniques to correctly complete measurements, calculate analytical requirements, establish realistic sample criteria, quantify, survey and present analytical results
- use workplace technology related to information gathering and analysis, diagnosis, information research, report writing, administration and management procedures

(4) Resource Implications

A situation, real or realistically simulated, requiring application of building codes and standards to residential buildings.

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 2 | |
| Use mathematical ideas and techniques | Level 3 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

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

BCMBSV0045A: Undertake site surveys and set out procedures for building projects

Competency Descriptor:

This unit specifies the competency required to undertake site surveys and set out procedures on civil and residential building projects. It includes the use of basic measuring and levelling equipment, the recording and interpretation of data, the evaluation of and compliance with relevant legislation.

Competency Field: Building Surveying

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|---|-----|---|--|
| 1. Measure linear distances on site using building and basic surveying equipment | 1.1 | Areas and volumes of regular shapes and figures are calculated. | |
| | 1.2 | Distances are measured accurately independent of site characteristics and measurement methods. | |
| | 1.3 | Distances are measured on building sites within a tolerance of 1mm error in 4.0m or (1:4000) without error. | |
| | 1.4 | Overall distances are calculated from field data without error. | |
| | 1.5 | Slope corrections are recorded accurately. | |
| 2. Carry out a closed level transverse procedure using the Rise and Fall recording method | 2.1 | Levelling equipment is inspected for damage, wear and serviceability. | |
| | 2.2 | Set-up steps are performed and instruments made ready for use without error. | |
| | 2.3 | Instruments are checked for accuracy and adjusted (where possible) within 3 mm over 60 metres using the two-peg test. | |
| | 2.4 | Closed level traverse is completed with a minimum of 15 points, including an inverted reading, with a minimum of 5 change points all within a closing tolerance of 10 mm. | |
| | 2.5 | Data of traverse is correctly recorded and extended including mathematical column checks by use of the Rise and Fall method. | |

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| 3. Perform grid surveys for contour purposes | 3.1 | Site identification is established and all survey pegs located without error. |
| | 3.2 | Grid distances are determined and grid is pegged correctly. |
| | 3.3 | All site detail, which may effect the building operation, is recorded without error. |
| | 3.4 | Reduced levels of all grid points are determined from a close performed onto the benchmark to within 10 mm, without error. |
| | 3.5 | Contour lines are plotted on the site plan at intervals appropriate to the site with longitudinal and cross sections pegged and measured as nominated within 100 mm. Sections are plotted to scale without error. |
| | 3.6 | Grades of line are determined within a 0.5% tolerance and expressed as percentage, rise to run ratio, or degrees. |
| | 3.7 | Cut and fill volumes of soil are calculated from site plan using contour lines for determining reduced levels (RLs) within 5% tolerance. |
| 4. Set out T-shaped or L-shaped buildings on a selected site with minimal profiles | 4.1 | Site information is identified from Site Plan and dimensions checked on plan drawings without error. |
| | 4.2 | Site is identified and survey pegs measured to ensure correct identification occurred before pilot pegs are positioned within 50 mm of true location of the squared building dimensions. |
| | 4.3 | Profile pegs are set-up on site at a working distance from pilot pegs and parallel to pilot line, profile boards fixed to pegs and level within itself of 5 mm and 15 mm of each other. |
| | 4.4 | Profiles accurately set out on steep slopes. |
| 5. Set up and use levelling devices to determine horizontal and vertical angles | 5.1 | Basic tests on levelling devices' accuracy/adjustment are performed to manufacturers' specifications. |
| | 5.2 | Temporary adjustments to set up levelling devices are carried out to standard operating procedures. |
| | 5.3 | Levelling devices are used to determine (read) both horizontal and vertical angles to an accuracy of 20. |

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| | 5.4 | Levelling devices are used to set our horizontal angles to an accuracy of 20. |
| | 5.5 | Site is set out to specifications using a typical levelling device and tape. |
| 6. Identify levelling/ surveying equipment suitability for large building projects | 6.1 | Differences between the various types of specialised surveying equipment are researched and recorded. |
| | 6.2 | Equipment is used to control set out and vertical is identified. |
| | 6.3 | Basic differences in survey control and set out between frame and concrete multi-storey buildings is outlined. |
| | 6.4 | Carry out survey of each level for vertical accuracy of 10 mm using two levelling devices. |
| 7. Compute coordinates, bearings and distances related to grids and general set out work on large building sites | 7.1 | The angular relationship between different bearings (whole circle) is demonstrated and bearings from angles and fixed lines are determined. |
| | 7.2 | The bearing and distance between two sets of coordinates (north and east) are calculated. |
| | 7.3 | The coordinates of a point given the bearing and distance from a point with known coordinates are calculated. |
| | 7.4 | Offsets from a coordinated point given the bearing and distance from a point with known coordinates are determined. |
| | 7.5 | The information necessary to set out a structure, or part thereof, using a site plan with positions fixed by a mixture of bearings and distances, offsets and coordinates is calculated. |
| 8. Evaluate documents and plans incorporated in land titles | 8.1 | The documents, which make up a land title, are listed and their relationship to each other outlined according to relevant government legislation. |
| | 8.2 | Different restrictions on the use of land title and restricted development are illustrated. |
| | 8.3 | Building covenants and the statutory bodies responsible are identified. |
| | 8.4 | Restrictions stated in legislation, which regulate setbacks for residential buildings, are identified and differentiated. |

RANGE STATEMENT

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

Competency requires the demonstration of research, analysis, evaluation and reporting skills within the context of relevant legislation, the Building Code of Jamaica.

The following variables may be present for this particular unit:

Input to site surveying and setting out procedures for building projects is to include but not be limited to:

- to the use of basic measuring and levelling equipment
- the recording and interpretation of data and
- the evaluation of any associated legislative restrictions

Building projects requiring site surveying and setting out are to include but not be limited to:

- provision of site access/facilities
- work schedules and
- project milestones

Resources to facilitate undertaking of site surveys and setting out procedures may include but not be limited to:

- human and
- financial

Equipment may include, but not be limited to

- pegs
- laser instruments
- theodolites
- electronic measuring devices (EDM) and
- optical plummets

Site surveying and setting out procedures are to include but not be limited to:

- civil and residential building development projects
- may include commercial and industrial projects

Reporting systems in accordance with organizational and legislative quality assurance procedures are to include:

- desk based assessment and
- may include site-based assessment

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 organizational management policies and procedures including quality assurance requirements where applicable
- application of site surveys and set out procedures to building projects, the associated reporting of data, findings, recommendations and strategies for at least one civil or residential building project or equivalent in compliance with relevant legislation
- provision of reports to appropriate body/individual as determined by the project brief
- application of strategic plans, workplace policies and procedures

(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 SkillsKnowledge

Knowledge of:

- specifications and capabilities of surveying and levelling equipment and their compo entry
- processes for the interpretation of reports, working drawings and specifications
- level and grade checking to perform survey control to accuracy criteria
- relevant national and local government policy and procedures
- structural, design and construction principles of buildings
- terminology, definitions and hazard identification
- codes of conduct and ethics
- research methods
- processes for the administration and preparation of documentation

Skills

The ability to:

- research, analyse, organise and understand the application of site surveys and set out procedures plus subsequent reporting procedures
- communicate and negotiate ideas and information to enable confirmation of work requirements and legislation, translation of site survey and set out procedure reports
- plan and organise activities including the planning of analytical processes, the establishment of evaluative criteria, the outcome of site surveys and set out procedures
- work with others and in a team by recognising dependencies and using co-operative approaches to optimise satisfaction and productivity

Skills

The ability to:

- establish analytical processes, including diagnostic processes, which anticipate and allow for risks, cater for both direct and indirect evidence, avoid or minimise reworking and avoid wastage
- use mathematical ideas and techniques to correctly complete measurements, calculate analytical requirements, establish realistic sample criteria, quantify, survey and present analytical results
- use workplace technology related to information gathering and analysis, diagnosis, information research, report writing, administration and management procedures

(4) Resource Implications

A situation, real or realistically simulated, requiring site survey and set out procedure provisions in conjunction with a building 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 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 3 | |
| Solve problems | Level 3 | |
| Use technology | Level 2 | |

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

BSBMGT0215A: Prepare budgets and financial plans

Competency Descriptor:

This unit deals with the skills and knowledge required to prepare financial plans and budgets by operational/non-financial managers, as required by their particular organisation.

Competency Field: Business – Management

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|--|---|
| 1. Analyse strategic and operational plans | 1.1 Strategic opportunities are expressed in terms of tactical and operational objectives. 1.2 Tactical and operational objectives are converted into special projects or work programs. 1.3 Financial trends are analysed and interpreted in the context of the organisational strategic objectives. 1.4 Financial planning objectives, process timeframes and resources are clearly identified. |
| 2. Develop revenue, expenditure and capital investment proposals | 2.1 Individuals and groups are given responsibility for the development of specific budgets and plans. 2.2 Consultation occurs with all relevant groups and individuals throughout the organization. 2.3 Proposals are developed taking account of past experience, present trends and future expectations. 2.4 Outcomes of proposals are clearly linked to organisational strategic objectives. 2.5 Realistic cost benefit and risk analyses/management plans are incorporated into all proposals. 2.6 Organisational investment target rates are met for capital expenditure proposals. 2.7 Performance measures and tactics for monitoring and control processes are identified for each proposal/action. 2.8 Proposals comply with the organisation's values, policies, Code of Conduct, legal and ethical obligations. 2.9 Proposals are developed within the agreed timeframes. |

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|----|---|-----|--|
| 3. | Build agreement for budgets and financial plans | 3.1 | Negotiation is undertaken with relevant groups and individuals in ways that build commitment to the plans. |
| | | 3.2 | Links to the achievement of organisational strategic objectives are identified and agreed. |
| | | 3.3 | Outcomes are confirmed in terms of clear, concise objectives and timeframes. |
| | | 3.4 | Negotiations lead to a clear agreement of those matters to be incorporated into budgets and plans. |
| | | 3.5 | Budgets and plans incorporate the outcomes of negotiations and meet organisation's approval processes. |
| | | 3.6 | Delegations, accountabilities and responsibilities are agreed and confirmed in writing. |
| | | 3.7 | Final budget and plans are clearly documented and a communication plan developed |

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 and relations
- relevant industry codes of practice

Strategic opportunities may include:

- new product/service development
- new models/revisions of products/services
- expansion/contraction of operational activities
- alliances/joint ventures
- outsourcing/in-sourcing

Budgets and plans may include:

- operation/production budgets
- financial budgets
- sales budgets
- capital expenditure budgets
- cash flow plans

Capital expenditure means:

- those components of the budget which, for internal policy reasons, are considered to provide benefits over more than one financial period and are to be evaluated as capital expenditure projects

Investment target rates refers to:

- the minimum percentage rate of return required by the organisation for a capital investment project to proceed

Relevant groups and individuals means:

- all personnel within the organisation affected by the budgets and financial plans being developed

Legal and ethical obligations means:

- compliance with all relevant statutes, regulations and audit requirements of the organisation, along with the organisation's policies and values

Delegations means:

- the decision-making accountabilities relating to the person's position description and/or other written and verbal delegations

OHS considerations may include:

- sufficient resources for OHS in strategic and operational plans
- proposals include OHS risk assessment and control
- proposals meet OHS legislative requirements and address organisational OHS objectives

Supporting evidence may include:

- cost/benefit analyses
- risk management plans
- market research results
- net present value
- interest rate of return
- pay pack calculations

Accountabilities and responsibilities means:

- clarification of who is to be accountable for a decision or action prior to its execution, and identification of groups, individuals and activities for which a person is responsible for managing

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 Statement.

(1) Critical Aspects of Evidence

Each of the elements needs to be clearly evidenced; both in terms of outcome and process, but this can be achieved through a holistic project approach to assessment.

- Evidence needs to determine that people not only have done and can do what is required, but that they understand why these activities need to be undertaken
- Evidence of preparation and negotiation of proposed with clear links to strategic and operational plans.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and SkillsKnowledge

Knowledge of:

- 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
- financial planning within the organisation
- budgeting
- organisation's objectives and plans (strategic, tactical and operational)
- consultative methods and processes
- capital investment evaluation techniques
- performance measurement
- organisation roles in respect to financial delegations, accountabilities and responsibilities
- standards for organisational record-keeping and audit requirements

Skills

The ability to:

- apply analytical skills to analyse and interpret relevant financial information
- develop formal estimates of reviews, costs, cash flows and logistic requirements
- use communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input
- apply cost and benefit analysis skills to produce balanced arguments to support financial proposals
- apply risk management skills to assess probability and consequences of any potential negative event
- evaluate capital expenditure proposals (NPV, IROR, etc)
- negotiate agreement on budgets and financial plans with the relevant managers
- 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 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.

BSBMGT0245A: Manage environmental performance

Competency Descriptor:

This unit deals with the development, maintenance and evaluation of the organisation's environmental policies and procedures in regard to environmental sustainability as an integral part of business planning. This unit is very useful for all those who have a management responsibility. It is also very useful for small businesses.

Competency Field: Business – Management

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|-----------------------|--|----------------------|---|
| 1. | Develop a business plan to enhance environmental performance | 1.1 | A business plan is developed that reflects the organisation's policies and commitment to environmental sustainability as an integral part of business operations. |
| | | 1.2 | Procedures are developed to maximise/enhance integration of environment, finance, safety and other areas of impacts and opportunities. |
| | | 1.3 | Procedures are developed to maximise environmental opportunities and minimise environmental impacts, and expert advice is obtained as required. |
| | | 1.4 | Continuous improvement policies and practices monitor and report on the environmental performance of the organisation. |
| | | 1.5 | The organisation's activities and products are designed to minimize life cycle impacts. |
| | | 1.6 | Financial and human resources for the operation of environmental systems are identified, sought and/or provided as required. |
| | | 1.7 | Changing trends and opportunities relevant to the organisation are identified, analysed and taken into account at the planning stage. |
| 2. | Manage environmental impact and opportunity | 2.1 | Identification and assessment of existing and potential environmental impacts and opportunities is conducted and advice is sought as required. |
| | | 2.2 | Procedures for ongoing management of environmental impacts and opportunities are developed and integrated with the organisation's policies and procedures. |

- 2.3 Environmental procedures are addressed at the planning, design and evaluation stages of any change in the workplace to ensure that ongoing impacts and opportunities are identified.
 - 2.4 Contingency plans are established to manage impacts and opportunities when long-term solutions are not readily available.
 - 2.5 Ongoing training program is developed to identify and fulfil employees' environmental training needs.
- 3. Promote innovation and opportunity
 - 3.1 Continuous improvement and sustainable innovation are promoted as an essential part of doing business.
 - 3.2 Procedures are developed to analyse and communicate the costs and benefits of innovations and improvements.
 - 3.3 New ideas are actively sought and entrepreneurial behaviour is encouraged in employees, workplace committees and teams.
 - 3.4 Procedures are established to actively seek the support of the supply chain for implementing sustainable innovation and continuous improvement.
 - 3.5 Members of the supply chain are encouraged to meet high standards of environmental performance.
- 4. Manage system to record and report environmental impacts and opportunities
 - 4.1 System is managed to *record and report* environmental performance as an integral part of the organisation's record keeping and performance evaluation system.
 - 4.2 Patterns of environmental non-compliance are identified and addressed and opportunities for environmental management improvements are acted upon.
- 5. Evaluate environmental performance
 - 5.1 Processes are developed to ensure that ongoing evaluation of environmental performance is part of the organisation's procedures.

RANGE STATEMENT

The Range Statement provides advice to interpret the scope and context of this unit of competency, 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:

Environmental performance may be defined as:

- a measure of an organisation's impact on the environment and of their ability to manage that impact

Environmental policies may address:

- local, national and international innovations, programs and ideas
- triple bottom line principles i.e. the integration of environmental, commercial and social aspects of business operations
- concepts of business sustainability
- environmental load reduction and waste minimisation
- tenders for the provision of goods and services that specify environmentally preferred selection criteria (e.g. use of paper packaging rather than plastic)
- protection of land and habitat and ecological considerations
- procedures for media releases as a result of incidents

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

Products may include:

- goods, including packaging
- services

Environmental policies:

- must be relevant to organisation's operations and must be appropriate to the scope and scale of the business

Knowledge of legislation, codes, national standards, industry codes of practice and workplace policies and procedures must:

- be strictly relevant to the particular workplace and is not intended to include detailed technical aspects of environmental science and
- details of legislation must be directly relevant to the workplace
- be consistent with the concept that people at this level, will be dealing with environmental concepts as part of an overall management responsibility and not as an environmental specialist

Environmental improvement plans may be established at management level and may include:

- measuring, monitoring and recording environmental performance, and continually setting targets for measurable improvements
- all aspects of environmental performance including energy and other resource use, waste minimisation, recycling, transport use etc.

Environmental sustainability must be relevant to the organisation's operations and may include:

- recognition of natural earth systems and how natural systems work

Business sustainability means:

- A sustainable business in this sense is profitable and competitive in the foreseeable future. Effective management of environmental impacts and opportunities can contribute to business sustainability by reducing costs, differentiating goods and services and contributing to a better corporate image

Maximise opportunities to improve environmental performance" can provide opportunities to improve business operations including increases in:

- corporate image/citizenship
- staff morale
- cost reduction
- product differentiation/branding
- identification of market potential

Life cycle impacts may include:

- tendering and purchasing processes to include life cycle criteria
- product design and manufacture
- packaging policies
- product use
- product disposal
- vehicle policies that include use of cleaner fuels/alternative energy sources and regular servicing intervals to reduce pollution and improve efficiency

Continuous improvement and innovation means:

- consistently reviewing activities in search of a better way and improving the organisation in all aspects of its operation

Supply chain may include:

- suppliers
- contractors
- others acting on organisation's behalf
- supply should be identified as a key determinate of environmental performance

Environmental sustainability may be affected by:

- organisational culture and operations
- internal or external economic climate
- political climate
- market focus/considerations

To "minimise environmental impact", means to minimise the organisation's negative effects on the environment including:

- waste minimisation and recycling
- emissions/spills
- resource efficiency including water, energy
- alternative energy sources
- reduction in use of non-renewable resources

Monitor and report in this context means to maximise and continually seek to improve business performance by developing procedures which monitor and report on:

- variances
- deficiencies
- improvements
- trends

Environmental procedures may include:

- procedures that may have an influence on the organisation's environmental performance

Environmental management training program should be:

- integrated into the organisation's existing training arrangements

Expert assistance and/or advice may be sought from:

- internal or external sources/specialists
- consultants or other experts or specialists

Recording and reporting systems may include:

- internal and external reporting requirements

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 Range Statement.

(1) Critical Aspects of Evidence

- Evidence will need to be provided of the ability to identify, plan, manage and promote environmental sustainability within the organisation and to contribute to the development of environmental management policies that minimise impacts and maximise opportunities within the organisation.
- N.B. Particular note must be taken that evidence must be strictly relevant to the particular management role and is not intended to include detailed technical aspects of environmental science.

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- BSBMBT0275A: Review and develop a business plan

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- 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
- required knowledge is to be limited to that which is sufficient to perform the particular management function and is intended to promote environmental awareness rather than technical environment competencies
- relevant business planning concepts
- environment sustainability as a "whole-system" approach
- quality assurance procedures
- strategies to maximise opportunities and minimise environment impact
- relevant training and record keeping concepts
- relevant knowledge of environmental issues especially in regard to water catchments, air, noise, ecosystems, habitat, waste minimisation
- relevant knowledge of ecological systems in regard to business operation

Skills

The ability to:

- use communication/consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input
- apply conflict management skills to mediate, negotiate and/or attempt to obtain consensus between parties
- use analysis skills to identify potential environmental and ecological impacts and opportunities in regard to business operation
- use problem solving skills to deal effectively with environmental impacts and opportunities as identified
- 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 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 3 | |
| Solve problems | Level 3 | |
| Use technology | Level 3 | |

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

BSBMGT0255A: Contribute to planning strategic directions

Competency Descriptor:

This unit deals with the manager's involvement in the establishment of the strategic direction of the organisation, to both sustain competitive advantage and enhance global competitiveness. It requires analysis and interpretation of relevant markets, capability assessment of the organisation and its existing and potential competitors and allies.

Competency Field: Business – Management

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|-----------------------|--|----------------------|--|
| 1. | Contribute to the creation and/or review of the organisational mission statement | 1.1 | Effective relationships are developed with stakeholders through consultation. |
| | | 1.2 | Organisational direction and values are developed and agreed upon. |
| | | 1.3 | Support is gained for strategic direction from all relevant stakeholders. |
| 2. | Analyse the external environment | 2.1 | Information requirements are determined and research undertaken or commissioned to deliver relevant information. |
| | | 2.2 | Research provides appropriate information to assist in the prediction of social, political, economic and technological developments in a global context. |
| | | 2.3 | Advice sought from appropriate experts wherever necessary. |
| | | 2.4 | Emerging and predicted trends are analysed for business opportunities. |
| | | 2.5 | Business opportunities and obstacles are documented and analysed. |
| | | 2.6 | The analyses are based on valid, reliable information and the methodology is cost effective. |
| | | 2.7 | Future activities and potential interests for the organisation and other relevant groups are identified. |

-
- | | | |
|---|-----|--|
| | 2.8 | Steps to influence, modify and adapt to the external environment are identified. |
| 3. Undertake competitive analysis | 3.1 | Existing and potential competitors and allies are identified. |
| | 3.2 | Strengths and weaknesses of existing and potential competitors and allies are documented. |
| | 3.3 | Potential for joint ventures and/or strategic alliances is explored. |
| | 3.4 | Analytical methods are cost effective. |
| | 3.5 | Cases for co-operative ventures are supported by risk and cost/benefit analyses, are consistent with organisation mission and values, and provide for appropriate due diligence. |
| | 3.6 | Evaluation of competitive environment takes account of current trends and developments. |
| 4. Analyse and review organisation's capabilities | 4.1 | Opportunities are provided for input to the analysis from people throughout the organisation. |
| | 4.2 | Organisation's existing resources (tangible and intangible) are evaluated thoroughly. |
| | 4.3 | Capabilities are identified and documented and ranked in terms of sustainable competitive advantage. |
| | 4.4 | Value chain analysis is completed across the organisation and competitive advantages and disadvantages are identified. |
| | 4.5 | Core competencies are identified and evaluated in terms of sustainable competitive advantage and global opportunities. |
| | 4.6 | The mission, vision and purpose are consistent with the organisation's stated values, and are realistic but challenging. |

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

Stakeholders may include:

- customers
- employees
- government agencies
- owners

Value chain analysis means:

- an analysis of a series of primary activities to:
 - inbound logistics operations
 - outbound logistics
 - marketing and sales
 - service support
- and their support activities:
 - firm infrastructure
 - human resource management
 - technological development
 - procurement

Research may include:

- commissioned research
- internal research
- demographic
- social
- political
- economic
- technological
- product
- market segmentation

OHS Considerations may include:

- inclusion of OHS policy in mission statement
- review of external OHS requirements, including potential for OHS management systems and approaches related to worker's compensation premiums
- use of participative arrangements in OHS strategy

Core competencies means:

- the resources and capabilities that serve as a source of competitive advantage over a firm's rivals

Competitive advantage means:

- the combination of factors within an organisation which gives it an edge over its competitors

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 Statement.

(1) Critical Aspects of Evidence

- evidence needs to be provided of detailed, thorough and appropriate analyses in respect to the organisation's own capabilities, those of their existing potential competitors and allies, and the external environment
- evidence of the development/restatement of organisations strategic direction based on these analysis to develop/restate their strategic direction in a clear and unequivocal manner, needs to be carefully assessed

(2) Pre-requisite Relationship of Units

Pre-requisite for this unit is:

- Nil

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- relevant legislation from all government agencies that affects business operation, especially in regard to Occupational Health and Safety and environmental issues, equal opportunity, industrial relations and anti-discrimination
- strategic planning methodologies
- data collection methods
- inventory management systems including material resource planning systems
- value chain concepts
- purpose, mission and values of the organisation
- external environment scanning relating to social, political, economic and technological developments
- concept of sustainable competitive advantage
- consultative processes and methods
- organisational change processes
- organisational design processes
- legislation, codes and by-laws relevant to the organisation's operations

Skills

The ability to:

- use research skills to ensure accurate, up-to-date information is available for the environmental analysis
- apply analytical skills to undertake value chain analysis and identify under-performance/areas for improvement
- use evaluative skills to maintain performance and assess the use of alternative suppliers/contractors
- collate and interpret statistical data including trend analysis
- use value chain analysis to assess the value-creating potential of a firm's primary activities and support activities which are superior and/or unique to its competitors
- use risk management skills to plan and undertake appropriate due diligence
- carry out cost benefit analysis to evaluate co-operative ventures and alliances
- apply strategic thinking skills to develop and evaluate responses to competitors and allies actions in the market
- 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 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.

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.

BCMCSM0124A**Guide the application of cost management**

Competency Descriptor:

This unit deals with the skills and knowledge required to identify, analyse and refine the principal mechanism to control project cost. It brings together standards, which set out effective good practice in controlling how repairs, maintenance and alterations are progressing.

Competency Field: Property & Facility Maintenance Management

| ELEMENT OF COMPETENCY | | PERFORMANCE CRITERIA | |
|-----------------------|---|----------------------|--|
| 1. | Determine and control project costs against budgets | 1.1 | Resource requirements for project components are determined, with input from stakeholders to provide a basis for attributing expenditure. |
| | | 1.2 | Expenditure for project components is determined to enable cost management processes to be developed. |
| | | 1.3 | Cost management systems developed and implemented are capable of providing early warning of problems. |
| | | 1.4 | Cost variances and trends are accurately identified, investigated thoroughly and appropriate action to restore costs and expenditure to budget is implemented. |
| | | 1.5 | Opportunities for cost savings are identified, realistically and accurately costed and recommend to interested parties. |
| | | 1.6 | Systems and processes, designed to maximise cost-saving initiatives are made available to interested parties. |
| | | 1.7 | Variations of quantity requirements are quantified, accurately costed and appropriate remedial action taken. |
| | | 1.8 | Cost information is presented in a format to facilitate decision-making. |
| | | 1.9 | Interested parties are appropriately informed of costs against budgets, significant variations, programme implications, required actions and decisions. |
| 2. | Control works against quality standards | 2.1 | Applicable quality standards are summarised accurately and communicated in a usable format to interested parties. |
| | | 2.2 | Systems are established for reliable inspection of work and for recording outcomes. |

-
- 2.3 Statements of individual's responsibility for maintaining quality standards are clear and unambiguous.
 - 2.4 Materials are checked regularly for conformance, and confirmed as meeting project requirements.
 - 2.5 Works methods and the use of materials are checked regularly for conformance, and confirmed as meeting requirements and specified quality standards.
 - 2.6 Materials or workmanship, which fail to meet required standards, are identified and corrective actions taken.
 - 2.7 Amendments made to contract quality requirements and specifications are justifiable and agreed with interested parties.
 - 2.8 Failures to respond appropriately and in a given time to requests to remedy unacceptable standards are recorded and interested parties notified.
 - 2.9 Relevant personnel are informed of significant variations in quality standards, programme and safety implications, required actions and decisions.
- 3. Maintain compliance with legal and statutory requirements
 - 3.1 Legal and statutory responsibilities are communicated to interested parties before being given responsibilities for activities.
 - 3.2 Monitoring systems are implemented which enable data to be collected regularly and summarised accurately.
 - 3.3 Instances of non-compliance with legal and statutory requirements are promptly and thoroughly investigated and appropriate remedial action implemented.
 - 3.4 Existing legislation and statutory requirements, which have possible impact on the project, are identified, summarised and promptly submitted to interested parties.
 - 3.5 Where required, statutory returns are completed accurately, legibly and on time.
 - 4. Control work progress against agreed programme
 - 4.1 Systems for monitoring and recording progress against work programmes are accurately implemented.
 - 4.2 Variances from planned progress are identified, thoroughly investigated and appropriate remedial action implemented.

- | | |
|---|---|
| 4.3 | Anticipated variances, which are likely to disrupt the plan, are investigated and quantified accurately. |
| 4.5 | Realistic options most likely to minimise cost and time variances and optimise progress and recommendations are made to interested parties. |
| 4.6 | The relevant persons are regularly informed of progress and of changes, which require their actions and decisions. |
| 5. Prepare and issue certification for contracts (Where required) | 5.1 All relevant documentary information relating to certification is obtained, checked against contract criteria and variances are accurately documented and reviewed. |
| | 5.2 Inspections and verification of work, goods and materials relating to the certification are sufficient, and variances identified are documented and reviewed. |
| | 5.3 Liability for costs incurred by corrective and additional work is determined and agreed with interested parties. |
| | 5.4 Pro-forma certificates and notices are issued in accordance with the terms of the contract and within the agreed time scale. |
| | 5.5 Decisions on particular certification situations are justified and supported by relevant documentary evidence. |
| | 5.6 Actions by others consequent upon certification are monitored and enforced in accordance with the provision of the contract. |

RANGE STATEMENTS

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:

Resources include:

- labour
- plant
- equipment
- materials
- time
- services

Opportunities for cost savings:

- alternatives sources and types of materials and plant
- alternative methods
- alternative sequencing of work

Cost data include:

- material costs
- equipment costs
- labour costs
- sub-contractor costs
- periodic valuations
- retention sums
- forecasts of expenditure
- performance information
- contract programme and progress

Quality standards:

- statutory requirements
- project specifications
- building standards
- health and safety regulations
- company standards
- trade advisory guidance and best practice

Means of verifying quality include:

- visual inspection
- comparison with design requirements
- comparison with standard documentation
- manufacturers documentation
- delivery notes
- sampling
- testing
- site staff reports and progress documents
- contractors reports

Legal and statutory requirements include:

- environmental health
- health and safety
- fire
- utilities regulations
- highways and traffic regulations
- heritage and conservation
- employment law
- by-laws
- safety audit reports

Forms of certificate include:

- supervising officer's instruction
- site staff instruction
- interim certificate
- statement of retention
- notification to nominated subcontractor
- revision to completion date
- partial possession
- practical completion
- making good defects
- final certificate

Remedial action includes:

- restore progress in accordance with agreed programme
- agree new completion dates
- initiate contract claim
- regulate expenditure to conform with agreed budgets
- agree additional costs
- initiate contract claim

Interested parties include:

- client
- contractor
- consultants
- sub-contractors
- suppliers
- operatives
- regulatory authorities
- users

Variances resulting from:

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

Monitoring and documenting systems:

- visual inspection
- resource records
- site staff reports
- contractors reports
- certified payments
- written and graphical records of actual work against programmed work
- site meetings
- site diary
- comparison with design requirements
- comparison with standard documentation
- manufacturers specifications
- delivery notes
- sampling and testing
- contractors reports and progress documents

Documentary information related to:

- contract criteria
- costs
- quantity
- quality
- progress
- as built data

Types of contract:

- main contract
- sub-contract

Cost control systems:

- contractual operational procedures
- meetings

EVIDENCE GUIDE

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 :

(1) Critical Aspects and Evidence

- 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 develop/adopt and implement systems for monitoring work progress
- demonstrated ability to recommend and implement remedial action on cost and time options
- use construction quality standards to establish systems for verifying quality
- demonstrated ability to review, analyse, and resolve variations in dimensional information
- demonstrated ability to investigate and resolve quality and cost variances and trends
- demonstrated knowledge of legal and statutory requirements impacting on the control of project cost, quality and progress
- communicate orally and in writing to all levels of personnel in the property and facility maintenance services

(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 SkillsKnowledge

Knowledge of:

Facts and data about:

- types of contract cost control system
- types of costing and calculations
- cost saving systems and processes
- quality standards and specifications
- means of verifying quality
- materials and materials utilisation
- methods of building repair, maintenance and alteration
- systems, programmes and data for monitoring and recording progress
- options for remedial action
- legal and statutory responsibilities
- types of monitoring systems
- statutory returns, types and process
- contract criteria, requirements, terms and provisions
- documentary information relating to certification situations
- types of verification of work, goods and materials
- standard pro-forma certificates and notices

Skill

The ability to:

- develop and implement systems to monitor and record work progress
- identify, investigate and quantify actual and anticipated variances from planned progress
- identify, recommend, agree and implement remedial action on cost and time options,
- establish systems for verifying quality
- identify, summarise and communicate relevant legislation and statutory requirements
- identify, investigate and remedy non-compliance with legal and statutory requirements
- inspect and verify work, goods and materials
- determine and agree liability for costs incurred by corrective and additional work
- issue, monitor and enforce standards, pro-forma certificates and notices

(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.

Where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances assessed at different points in time and separated by further learning and practice with a decision of competence only taken at the point when the assessor has complete confidence in the ability of the person to assess competence.

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 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

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

Assessment can be through a simulated project-based activity and must include evidence relating to each of the elements in this unit, covering all activities from assessing own performance to identifying and recommending improvements in work methods, material types and uses.

Evidence must include relevant documentation showing consultation with relevant personnel with expertises within the area of cost and quality control in maintenance/service of property/facility.

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 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.



BSBFLM0074A: Co-ordinate implementation of customer service strategies

Competency Descriptor:

This unit deals with the skills and knowledge required to advise on, and carry out customer service strategies, and evaluate customer strategies on the basis of feedback and design strategies for improvement.

Competency Field: Business Management Services

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|--|--|
| 1. Advise on customer service needs | 1.1 Customer service needs are clarified and accurately assessed using appropriate communication techniques. |
| | 1.2 Problems matching service delivery to customers are diagnosed and options for improved service are developed within organizational requirements. |
| | 1.3 Advice is relevant, constructive and promotes the improvement of customer service delivery. |
| | 1.4 Business technology is used to structure and present information on customer service needs. |
| 2. Support implementation of customer service strategies | 2.1 Customer service strategies and opportunities are promoted to designated individuals and groups. |
| | 2.2 Available budget resources are identified and allocated to fulfill customer service objectives. |
| | 2.3 Procedures to resolve customer difficulties and complaints are actioned promptly within organizational requirements. |
| | 2.4 Coaching and mentoring assistance is provided to colleagues to overcome difficulties in meeting customer service standards. |
| | 2.5 Decisions to implement strategies are taken in consultation with designated individuals and groups. |
| 3. Evaluate and report on customer service | 3.1 Client satisfaction with service delivery is reviewed using verifiable data in accordance with organisational requirements. |
| | 3.2 Changes necessary to maintain service standards are identified and reported to designated groups and individuals. |



- 3.3 Conclusions and recommendations are prepared from verifiable evidence and provide constructive advice on future directions of client service strategies.
- 3.4 Systems, records and reporting procedures are maintained to compare changes in customer satisfaction.

RANGE STATEMENTS

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

The following variables may be present for this particular unit:

Customer needs may relate to:

- advice or general information
- specific information
- further information
- making an appointment
- complaints
- purchasing organization's products and services
- returning organization's products and services
- accuracy of information
- fairness/politeness
- prices/value

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

Communication techniques may include:

- consultation methods, techniques and protocols
- analysing customer satisfaction surveys
- conducting interviews
- questioning
- summarising and paraphrasing
- seeking feedback to confirm understanding
- making recommendations
- obtaining management decisions
- analysing quality assurance data

Customers can be:

- internal or external
- other agencies
- individual members of the organization
- corporate customers
- individual members of the public

Procedures to resolve customer difficulties may include:

- using conflict management techniques
- refund of monies
- item replacement
- referrals to supervisor
- review of products or services
- external agencies (e.g. Ombudsman)

Customer service strategies may include:

- delivery times
- price offers
- product/service availability
- product/refund guarantees
- merchandise characteristics
- courtesy/politeness



Organisational requirements may include:

- 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
- confidentiality and security requirements
- anti-discrimination and related policy
- access and equity principles and practice
- ethical standards
- quality and continuous improvement processes and standards
- defined resource parameters
- who is responsible for products or services
- pricing and discount policies
- replacement and refund policy and procedures
- payment and delivery options

Customer complaints may include:

- damaged goods or goods not delivered
- administrative errors such as incorrect invoices or prices
- warehouse or store room errors such as incorrect product delivered
- service errors
- delivery errors
- products not delivered on time
- customer satisfaction with service quality

Business technology may include:

- photocopier
- computer
- printer
- binder
- shredder
- answering machine
- fax machine
- telephone

Designated individuals and groups may include:

- supervisor
- customers
- colleagues
- external organization
- committee line management

Coaching and mentoring assistance 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 competency for this unit. This is an integral part of the assessment of competency 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

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

- identifying needs and priorities of the organisation in delivering services to customers
- distinguishing between different levels of customer satisfaction
- providing constructive advice on customer service practices
- responding to and reporting on customer feedback
- designing strategies to improve delivery of products and services

**(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
- understanding the principles of customer services
- understanding the organization's business structure, products and services
- understanding the organization's policy and procedures for customer service including handling customer complaints
- knowledge of product and service standards and best practice models
- knowledge of common problems relating to customer service
- understanding consultation methods, techniques and protocols
- knowledge of techniques for dealing with customers with special needs

Skill

The ability to:

- planning skills to develop implementation schedules
- evaluation skills to assess effectiveness of customer service strategies
- literacy skills to interpret a variety of texts; prepare information and papers; write formal and informal letters according to target audience
- interpersonal skills to relate effectively to people from a range of social, cultural and ethnic backgrounds
- technology skills including the ability to select and use technology appropriate to a task
- problem solving skills to diagnose organizational problems relating to customer services
- report writing skills to provide recommendations for the enhancement of products or services
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

(4) Resource Implications

To demonstrate this unit of competence the candidate will require access to:

- 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 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 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 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.

BCGDRW0042A: Prepare 2D & 3D drawings using computer aided design (CAD) systems

Competency Descriptor:

This unit deals with the skills and knowledge required to produce two-and three-dimensional drawings using the computer-aided

Competency Field: Building & Construction – Building Drawings

| ELEMENT OF COMPETENCY | PERFORMANCE CRITERIA |
|---------------------------------|--|
| 1. Prepare CAD environment | <p>1.1 Purpose of drawing, type and other relevant instructions and/or information clearly understood.</p> <p>1.2 Methods and media selected for developing and producing drawing are suitable for the drawing required and resources.</p> <p>1.3 Computer system variables are customised to suit standard operating procedure.</p> <p>1.4 Menus are customised to suit standard operating procedure.</p> <p>1.5 Drawing parameters are customised to standard operating procedure.</p> <p>1.6 Macros are developed to standard operating procedure.</p> <p>1.7 Incomplete and inconsistent input information is appropriately clarified and rectified.</p> |
| 2. Prepare Dimensional drawings | <p>2.1 Drawings are created using the full capability of the available software system.</p> <p>2.2 Drawing entities are linked to database attributes to suit job requirements.</p> <p>2.3 Detailed views of Dimensional construction elements and components are created using various scales to meet job requirements.</p> <p>2.4 Drawings edited using appropriate computer commands and procedures.</p> <p>2.5 Drawings and associated graphical material produced are complete, accurate and comply with design information and relevant documentation.</p> |

- 2.6 Deviations from standard conventions where occurred, are justified and are indicated clearly.
- 2.7 Checks conducted and approvals obtained regarding content and presentation of drawings.
- 2.8 Files are saved in various formats to standard operating procedure.
- 2.9 Where required, files are sent to relevant personnel in the appropriate format via the internet.
- 2.10 Reproduction and record keeping consistent with quality assurance procedures.

RANGE STATEMENT

This unit applies to the production of 2D and 3D drawings file management and associated customisation of installed software including the use of macros, menus and default.

Entity means any single item created on the screen and includes for example: lines, arcs, circles, text, hatch and dimensions

Types of drawings to include:

- location plans
- sketches (building – internal/external, components, landscaping)
- working - construction, implementation
- schedules (doors, windows, finishes)
- presentation drawing: 2D/3D, 1 point, 2 point parametric (e.g. isometric) or perspective techniques, birds and standards, worms eye

Purpose of drawing to include:

- locate position
- show relationships
- define shape
- communicate design
- procurement
- contract definition
- construction/production

Construction elements to include:

- substructure
- superstructure
- walls (hollow, solid)
- floor (in-situ concrete, precast concrete suspended, timber suspended)
- roof (pitched, flat)

Construction drawings:

- plane geometrical figures
- location drawings
- floor and roof plans, elevations, building sections details, etc
- projections – isometric, oblique, etc

Construction components to include:

- door-set (external, internal)
- window (casement, sliding sash, fixed light)
- bathroom/kitchen fixtures and fittings
- handrails, stairs, elevator, etc

Connection of two construction elements to include:

- substructure to superstructure
- floor to wall
- wall to roof

Drawing conventions:

- detailing standards
- codes of practice
- local industry conventions

Checks and approval of drawing to include:

- format
- presentation
- accuracy
- technical content
- completeness
- referencing
- cross-referencing/coordination
- status
- correlation with associated documents
- shape
- dimensions
- tolerances
- composition
- fixing
- annotation
- symbols
- conventions

Installation of components to include:

- door-set in structural opening
- window frame in structural opening
- glazing (fixed,/operable), storefronts
- handrails, mouldings, cooler boxes, freezers

Drafting equipment:

- computer equipped with AutoCAD software
- printer

File formats may include:

- IGES
- DXF
- HPGL

Completion checks of drawing to include:

- accuracy
- correct scales
- line density
- annotation
- north point
- title panel (block)
- layout of drafted elements/sub-components
- presentation
- completeness

EVIDENCE GUIDE

Competency is to be demonstrated by developing drawings and schedules in accordance with the performance criteria and the range listed within the range statement.

(1) Critical Aspects and Evidence

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

- practice safety techniques appropriate to computer usage
- demonstrate basic computer skills
- set drawing parameters
- create drawing entities
- edit drawing entities
- use drawing aids
- manage layers and line types
- operate output devices
- use symbol libraries
- use macro/LISP capabilities
- develop two dimensional drawings
- develop three dimensional drawings

(2) Pre-requisite Relationship of Units

| | |
|-------------|-------------------------------------|
| BCGCOR0031A | Read and interpret simple drawings |
| ITICOR0231A | Operate a personal computer (Basic) |

(3) Underpinning Knowledge and Skills

Knowledge

Knowledge of:

- ergonomics problems relating to computer work stations
- safety precaution to observed when using computer equipment for CAD applications
- the function of CAD commands that are used to produce 2D drawings
- the function of CAD commands that are used to produce 3D drawings
- macro and lists identification
- procedure for creating 2D drawings
- display commands used to create 2D drawings
- procedure for creating 3D drawings
- display commands used to create 3D drawings

Skills

The ability to:

- practice safety techniques for using computer work station
- set up computer workstations to produce drawings
- manipulate and manage computer files
- use computer hardware and CAD software commands to produce 2D & 3D drawings
- apply knowledge of macro and LIST programming to troubleshoot macro and LIST routines

(4) Resource Implications

The following resources should be made available:

- access to computer aided drafting equipment and work station
- drafting, schedule and specification information

(5) Method of Assessment

Competency may be assessed in a drafting office or classroom environment, in accordance with work practices and safety procedures and under supervision of supervisor or instructor.

Competency in this unit would be determined by an individual working alone or based upon integrated project work.

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

(6) Context of Assessment

This unit may be assessed on the job, off the job, or a combination of both on and off the job. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.

The candidate will have access to drawing instrument, equipment, materials and documentation required.

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 1 | |
| Use mathematical ideas and techniques | Level 2 | |
| Solve problems | Level 1 | |
| 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.