**StudentPack**

What is the purpose of this document?

TheStudentPack is the document you, thestudent, needs to complete to demonstrate competency. This document includes the context and conditions of your assessment, the tasks to be completed by you and an outline of the evidence to be gathered.

The information includes the following:

* Information related to the unit of competency
* Guidelines and instructions to complete each task and activity
* A student evaluation form

**Student Evaluation Form**

These documents are designed after conducting thorough industry consultation. Studentsare encouragedto evaluate this document and provide constructive feedback to their training organisation if they feel that this document can be improved.

**Link to other unit documents**

* The StudentPack is a document for students to complete to demonstrate their competency. This document includes context and conditions of assessment, tasks to be administered to the student, and an outline of the evidence to be gathered from the student.
* The Unit Mapping is a document that contains information and comprehensive mapping with the training package requirements.
* The Unit Requirements is a document that contains information related to the unit of competency for the Training Organisationstaff andstudents.

**Document Usage**

CAQA Resources

<https://caqaresources.com.au/>

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# **Student and trainer details**

|  |  |
| --- | --- |
| **Student details** | |
| Full name: | Tejinderjit Singh Gill |
| Student ID: |  |
| Contact number: | 61412167594 |
| Email address: | Tejinderjeet1980@gmail.com |
| **Trainer details** | |
| Full name: |  |

# **Qualification and unit of competency**

|  |  |
| --- | --- |
| **Qualification/Course/Program Details** | |
| Code: |  |
| Name: |  |
| **Unit of competency** | |
| Code: | CPCCOM1012 |
| Name: | Work effectively and sustainably in the construction industry |
| Releases: | 2.0 |
| Release date: | 23/Dec/2020 |

# **Assessment Submission Method**

|  |
| --- |
| ☐ By hand to trainer/assessor ☐ By email to trainer/assessor  ☐ Online submission via Learning Management System (LMS)  ☐ Any other method \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Please describe here) |

# **Student declaration**

|  |
| --- |
| * I have read and understood the information in the Unit Requirements prior to commencing this Student Pack * I certify that the work submitted for this assessment pack is my own. I have clearly referenced any sources used in my submission. I understand that a false declaration is a form of malpractice; * I have kept a copy of this Student Packand all relevant notes, attachments, and reference material that I used in the production of this Student Pack; * For the purposes of assessment, I give the trainer/assessor permission to:   + Reproduce this assessment and provide a copy to another member of staff; and   + Take steps to authenticate the assessment, including communicating a copy of this assessment to a plagiarism checking service (which may retain a copy of the assessment on its database for future plagiarism checking).   Studentsignature:WhatsApp Image 2023-07-05 at 4.27.21 PM.jpeg Tejinderjit Singh Gill    Date: 05/07/2023 |

# **Assessment Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| The student must be assessed as satisfactory in each of the following assessment methods in order to demonstrate competence in a variety of ways. | | | |
| **Evidence number/ Task number** | **Assessment method/ Type of evidence/ Task name** | | **Sufficient evidence recorded/Outcome** |
| Assessment task 1 | Knowledge Test (KT) | | S / NS (First Attempt)  S / NS (Second Attempt) |
| Assessment task 2 | Skills Test (ST) | | S / NS (First Attempt)  S / NS (Second Attempt) |
| **Outcome** | C ☐ NYC ☐ | Date assessed: | Trainer signature: |

# **Completion of the Assessment Plan**

|  |
| --- |
| Your trainer is requiredto fill out the Assessment Plan Outcome records above, when:   * You have completed and submitted all the requirements for the assessment tasks for this cluster or unit of competency. * Your work has been reviewed and assessed by your trainer/assessor. * You have been assessed aseither satisfactory or unsatisfactory for each assessment task within the unit of competency. * You have been provided with relevant and detailed feedback.   Every assessment has a “Feedback to Student” section used to record the following information. Your trainer/assessor must also ensure that all sections are filled in appropriately, such as:   * Result of Assessment (satisfactory or unsatisfactory) * Student name, signature and date * Assessor name, signature and date * Relevant and detailed feedback |

# **Unit Requirements**

|  |
| --- |
| You, the student, must read and understand all of the information in the Unit Requirements before completing the StudentPack.If you have any questions regarding the information, see your trainer/assessor for further information and clarification. |

Pre-Assessment Checklist: Task 1 - Knowledge Test

|  |
| --- |
| **The purpose of this checklist** |
| The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it. |
| **Section 1: Information for Students** |
| √ Make sure you have completed the necessary prior learning before attempting this assessment.  √ Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.  √ Make sure you understand what evidence is required to be collected and how.  √ Make sure you know your rights and the Complaints and Appeal process.  √ Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix - Appendix A and negotiate these with your trainer/assessor).  √ Make sure that you have access to a computer and the internet (if you prefer to type the answers).  √ Make sure that you have all the required resources needed to complete this assessment task.  √ The due date of this assessment task is in accordance withyour timetable.  √ In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.  √ The request for an extension to submit your assessment work must be made before the due date. |
| **Section 2: Reasonable adjustments** |
| I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidenceas required and select the correct checkbox.  √ I do require reasonable adjustment  I do not require reasonable adjustment |
| **Declaration (Student to complete)**  √I confirm that the purpose and procedure of this assessment taskhas been clearly explained to me.  √I confirm that I have been consulted about any special needs I might have in relation to the assessment process.  √ I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.  √I confirm I have accessed and understand the assessment information as provided in the Training Organisation’s Student Handbook.  √I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.  √I confirm that I am ready for assessment.  **Student Name: Tejinderjit Singh Gill**  **Student Signature: WhatsApp Image 2023-07-05 at 4.27.21 PM.jpeg** |

Assessment method-based instructions and guidelines: Knowledge Test

|  |
| --- |
| **Assessment type** |
| * Written Questions |
| **Instructions provided to the student:** |
| Assessment task description: |
| * This is the first (1) assessment task youmustsuccessfully complete to be deemed competent in this unit of competency. * The Knowledge Testis comprised of five(5) written questions * You must respond to all questions and submit them to your Trainer/Assessor. * You must answer all questions to the required level, e.g. provide an answer within the required word limit, to be deemed satisfactory in this task * You will receive your feedback within two (2) weeks, and you will be notified byyour Trainer/Assessor when your results are available. |
| Applicable conditions: |
| * All knowledge tests are untimed and are conducted as open book assessment (this means you can refer to your textbook during the test). * You must read and respond to all questions. * You may handwrite/use a computer to answer the questions. * You must complete the task independently. * No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory. * As you complete this assessment task,you are predominately demonstrating your written skills and knowledge to your trainer/assessor. |
| Resubmissions and reattempts: |
| * Where a student’s answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed. * The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments. * For more information, please refer to the Training Organisation’sStudent Handbook. |
| Location: |
| * This assessment task may be completed in:   ☐a classroom  ☐learning management system (i.e. Moodle),  ☐workplace,  ☐or an independent learning environment.   * Your trainer/assessor will provide you withfurther information regarding the location for completing this assessment task. |
| Instructions for answering the written questions: |
| * Complete a written assessment consisting of a series of questions. * You will be required to answer all the questions correctly. * Do not start answering questions without understanding what is required. Read the questions carefully and critically analyse them for a few seconds; this will help you to identify what information is needed in the answer. * Your answers must demonstrate an understanding and application of the relevant concepts and critical thinking. * Be concise, to the point and write answers within the word-limit given to each question.Do not provide irrelevant information. Remember, quantity is not quality. * You must write your responses in your own words. * Use non-discriminatory language. The language used should not devalue, demean, or exclude individuals or groups based on attributes such as gender, disability, culture, race, religion, sexual preference or age. Gender-inclusive language should be used. * When you quote, paraphrase, summarise or copy information from other sources to write your answers or research yourwork, always acknowledge the source. |
| Purpose of the assessment |
| This assessment task is designed to evaluate student’s knowledge essential to work effectively and sustainably in the construction industryin a range of contexts and industry settings andknowledge regarding the following:   * Knowledge of the skills and knowledge required to work effectively in the construction industry * Knowledge of the construction job roles and employment opportunities in the construction industry * Knowledge of the techniques for working effectively in a construction team environment * Knowledge of the techniques for determining own skills and skills required for career opportunities * Knowledge of the environment and resource efficiency requirements in the construction industry. |

|  |
| --- |
| Task instructions |
| * This is an individual assessment. * To ensure your responses are satisfactory, consult a range of learning resources and other information such as handouts, textbooks, learner resources etc. * To be assessed as Satisfactory in this assessment task, all questions must be answeredcorrectly. |

Assessment Task 1: Knowledge Test

**Provide your response to each question in the box below.**

|  |  |  |  |
| --- | --- | --- | --- |
| Q1: | * Answer the following questions:   1.1 What are the two (2) different types of skills and knowledge required to work effectively in construction industry?  Leadership and Teamwork Skills  Leadership aptitudes and the ability to work well within a team environment are two of the most important skills to nurture when working in the construction industry.  1.2 How can identifying right skills help you? List any three (3).  Having the right skills will help you to:   * be more employable * perform better in the workplace * expand your role | Satisfactory response | |
| **Yes ☐** | **No ☐** |
|  | | | |
| Q2: | * Answer the following questions. * 2.1 Mention the job roles relevant to the different job tasks given in column 1 of the table.  |  |  | | --- | --- | | **Job tasks** | **Job roles** | | * Set out and lay floors * Set out and build walls. | * Joister * Fencer | | * Set out and build retaining walls and walls * Install door and window frames. | Bricklayers and Stonemasons  **Carpenter** | | * Paint all walls, ceilings, doors and frames, insideand out. | * *Painters* |  * 2.2 List two (2) sources of information that can be used to identify employment opportunities in the construction industry. | **Satisfactory response** | |
| **Yes ☐** | **No ☐** |
| |  |  | | --- | --- | | **Job tasks** | **Job roles** | | * Set out and lay floors * Set out and build walls. |  | | * Set out and build retaining walls and walls * Install door and window frames. |  | | * Paint all walls, ceilings, doors and frames, insideand out. |  | | | | |
| Q3: | Answer the following questions:  3.1. Why is it important to work as a team? Write your answer in a single sentence.  Ans. Working in a team encourages personal growth, increases job satisfaction, and reduces stress.  3.2. Prepare a list of five (5) techniques for working effectively in a construction team environment. | **Satisfactory response** | |
| **Yes ☐** | **No ☐** |
| Effective Teamwork in Construction   1. Consider each employee's ideas as valuable. Remember that there is no such thing as a stupid idea. 2. Be aware of employees' unspoken feelings. Set an example to team members by being open with employees and sensitive to their moods and feelings. 3. Act as a harmonizing influence. Look for chances to mediate and resolve minor disputes; point continually toward the team's higher goals. 4. Be clear when communicating. Be careful to clarify directives. 5. Encourage team members to share information | | | |
| Q4: | * Discuss the techniques for determining own skills and skills required for career opportunities in 30-50 words. | **Satisfactory response** | |
| **Yes ☐** | **No ☐** |
| The Essential Skills related to construction skilled trades are as follows:   |  |  | | --- | --- | | **Continuous Learning** | Improving your skills and knowledge on a regular ongoing basis | | **Decision Making** | Making a choice among options | | **Digital Technology** | Using computer applications or technical tools to operate machinery or to input/extract information | | **Document Use** | Reading and interpreting documents to extract information | | **Job Task Planning and Organizing** | Working independently to plan and organize daily tasks | |  |  | | **Oral Communication** | Conveying or exchanging information verbally | | **Problem Solving** | Coming up with solutions to challenges | | **Reading Text** | Reading various types of documents of varying complexity | | **Significant Use of Memory** | Performing tasks that call upon greater memory use than most jobs | | **Thinking Skills** | Finding and evaluating information to make decisions, solve problems, and plan and organize job tasks | | **Working with Others** | Interacting with co-workers to get the job done | |  |  | | | | |
| Q5: | * Answer the following questions:   5.1. Why is it important to determine environment and resource efficiency requirements in the construction industry? Mention any two (2) reasons.  5.2. Provide any three (3) suggestions to address environment and resource efficiency issues in the workplace. | **Satisfactory response** | |
| **Yes ☐** | **No ☐** |
| *5.1* The construction industry has a significant impact on the environment. Most construction projects consume a lot of natural resources in both materials and the energy used during the building process. Construction projects can also produce a lot of waste. Working sustainably means adopting work practices that:   * make the best use of materials and natural resources * maximise efficient energy use * minimise harm to the environment * produce efficient buildings   5.2  Conducting a waste assessment.  Improving storage and inventory management.  Conserving energy.  Conserving water.  Keeping waste out of drains. | | | |

* 1. Assessment Results Sheet

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | |  | | --- | | First attempt: |   Outcome (make sure to tick the correct checkbox):  Satisfactory (S) ☐ or Not Satisfactory (NS) ☐  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_(year)  Feedback:   |  | | --- | | Second attempt: |   Outcome (please make sure to tick the correct checkbox):  Satisfactory (S) ☐ or Not Satisfactory (NS) ☐  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_(year)  Feedback: |
| **Student Declaration** | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and/or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. Iaccept that the work I submit may be subject to verification to establish that it is my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| **Student Signature** | WhatsApp Image 2023-07-05 at 4.27.21 PM.jpegTejinderjit Singh Gill |
| **Date** | 05/07/2023 |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | I hold:  ☐ Vocational competencies at least to the level being delivered  ☐ Current relevant industry skills  ☐ Current knowledge and skills in VET, *and undertake*  ☐Ongoing professional development in VET  *I declare that I have conducted an assessment of this student’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |
| **Office Use Only** | The outcome of this assessment has been entered into the Student Management System  on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Pre-Assessment Checklist: Task 2 - Skills Test

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| --- |
| **The purpose of this checklist** |
| The pre-assessment checklist helps students determine if they are ready for assessment. The trainer/assessor must review the checklist with the student before the student attempts the assessment task. If any items of the checklist are incomplete or not clear to the student, the trainer/assessor must provide relevant information to the student to ensure they understand the requirements of the assessment task. The student must ensure they are ready for the assessment task before undertaking it. |
| **Section 1: Information for Students** |
| √ Make sure you have completed the necessary prior learning before attempting this assessment.  √ Make sure your trainer/assessor clearly explained the assessment process and tasks to be completed.  √ Make sure you understand what evidence is required to be collected and how.  √ Make sure you know your rights and the Complaints and Appeal process.  √ Make sure you discuss any special needs or reasonable adjustments to be considered during the assessment (refer to the Reasonable Adjustments Strategy Matrix and negotiate these with your trainer/assessor).  √ Make sure that you have access to a computer and the internet (if you prefer to type the answers).  √ Make sure that you have all the required resources needed to complete this Assessment Task (AT).  √ The due date of this assessment task is in accordance with your timetable.  √ In exceptional (compelling and compassionate) circumstances, an extension to submit an assessment can be granted by the trainer/assessor. Evidence of the compelling and compassionate circumstances must be provided together with your request for an extension to submit your assessment work.  √The request for an extension to submit your assessment work must be made before the due date. |
| **Section 2: Reasonable adjustments** |
| I confirm that I have reviewed the **Reasonable Adjustments guidelines and criteria** as provided in Appendix A and attached relevant evidenceas required and select the correct checkbox.  √ I do require reasonable adjustment  ☐I do not require reasonable adjustment |
| **Declaration (Student to complete)**  √I confirm that the purpose and procedures of this assessment task has been clearly explained to me.  √I confirm that I have been consulted about any special needs I might have in relation to the assessment process.  √ I confirm that the criteria used for this assessment has been discussed with me, as have the consequences and possible outcomes of this assessment.  √I confirm I have accessed and understand the assessment information as provided in the Training Organisation’s Student Handbook.  √I confirm I have been given fair notice of the date, time, venue and/or other arrangements for this assessment.  √I confirm that I am ready for assessment.  **Student Name: Tejinderjit Singh Gill**  **Student Signature: WhatsApp Image 2023-07-05 at 4.27.21 PM.jpeg** |

Assessment method-based instructions and guidelines: Skills Test

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| --- |
| **Assessment type** |
| * Skills Test -Work effectively and sustainably in the construction industry |
| **Instructions provided to the student:** |
| Assessment task description: |
| * This is the second (2) assessment task you must successfully complete to be deemed competent in this unit of competency. * This assessment task is a Skills Test. * This assessment task consists of four (4) practical demonstration activities.   + Activity 1: Work with the team members and plan and perform two (2) construction tasks   + Activity 2: Investigate construction industry employment pathways.   + Activity 3: Identify environmental and resource efficiency requirements.   + Activity 4: Prepare report on environmental hazard and resource efficiency issue * You will receive your feedback within two (2) weeks,and you will be notified by your trainer/assessor when your results are available. * You must attempt all activities of the project for your trainer/assessor to assess your competence in this assessment task. |
| Applicable conditions: |
| * This skill test is untimed and is conducted as an open book assessment (this means you are able to refer to your textbook or other learner materials during the test). * You will be assessed independently on this assessment task. * No marks or grades are allocated for this assessment task. The outcome of the task will be Satisfactory or Not Satisfactory. * As you complete this assessment task, you are predominately demonstrating your skills, techniques and knowledge to your trainer/assessor. * Your trainer/assessor may ask you relevant questions during this assessment task |
| Resubmissions and reattempts: |
| * Where a student’s answers are deemed not satisfactory after the first attempt, a resubmission attempt will be allowed. * The student may speak to their trainer/assessor if they have any difficulty in completing this task and require reasonable adjustments. * For more information, please refer to the Training Organisation’sStudent Handbook. |
| Location: |
| * This assessment task may be completed in:   ☐a classroom  ☐learning management system (i.e. Moodle),  ☐workplace,  ☐or an independent learning environment.   * Your Trainer/Assessor will provide you with further information regarding the location for completing this assessment task. |
| Purpose of the assessment |
| The purpose of this assessment task is to assess the student’s knowledge and skills essential to work effectively and sustainably in the construction industryin a range of contexts and industry settings.   * Skills to work effectively as a member of a team to plan and perform a construction task * Skills to work with members of a team to review the team’s purpose, roles, responsibilities, goals, plans and objectives * Skills to list own existing skills and the additional skills required for a selected tradesperson or skilled operator role in the construction industry * Skills to identify environmental and resource efficiency requirements that apply to entry level roles in the construction industry * Skills to prepare basic reports on each of an environmental hazard and a resource efficiency issue. |

|  |
| --- |
| Task instructions |
| * This is an individual assessment. * This assessment task requires the student to work effectively and sustainably in the construction industry. * The student is required to complete the following four (4) activities in this assessment task:   + Activity 1: Work with the team members and plan and perform two (2) construction tasks   + Activity 2: Investigate construction industry employment pathways.   + Activity 3: Identify environmental and resource efficiency requirements.   + Activity 4: Prepare report on environmental hazard and resource efficiency issue * The trainer/assessor (Supervisor) will induct you to the worksite. * You will be required to complete all parts of this assessment task. * The templates for each activity are provided along with this assessment task. * The student must wear appropriate PPE clothing when performing this task. * The student must follow the instructions of the trainer/assessor (Supervisor). * The trainer/assessor must assess the performance of the student as per the performance checklist provided and verbal questioning. |

Assessment Task 2 - Skills Test

**Skills Test:**

This assessment task requires the student to work effectively and sustainably in the construction industry.

This includes:

* Working effectively as a team member to plan and carry out a construction task
* Collaborating with team members to review the team's purpose, roles, responsibilities, goals, plans, and objectives
* Listing one's own existing skills as well as the additional skills needed for a specific tradesperson or skilled operator role in the construction industry
* Identifying environmental and resource efficiency requirements applicable to entry-level construction roles
* Preparing fundamental reports on an environmental hazard and a resource efficiency issue

**Instructions for trainer/assessor:**

* The trainer/assessor must assign a supervisor to each student or take on the role of Supervisor.
* The trainer/assessor must arrange a worksite for the student to carry out the activities.
* The workplace must be:
  + An actual workplace
  + A close simulation of the workplace environment provided that simulated or project-based assessment techniques replicate construction workplace conditions, materials, activities, responsibilities and procedures

Note: The requirements for a simulated workplace environment are given below.

The Supervisor or trainer/assessor must ensure that the simulated workplace environment requirements.

* The role of the Supervisor (trainer/assessor) is to allocate the tasks, activities and responsibilities that you will be required to undertake to complete these assessments.
* The trainer/assessor must assign a team of two (2) team members to the student. Each team will have a Supervisor that will provide instructions to the student to perform the construction tasks.
* The worksite must meet the requirements given in the ‘Simulated workplace environment requirements’ section given below.
* The trainer will supervise/observe the work by standing near the working location and evaluate your performance based on performance checklist benchmarks.
* The trainer/assessor must use realistic tasks or simulated tasks, relevant specifications and work instructions, standard work practices, safety requirements and environmental constraints present on the worksite.
* The trainer/assessor must ensure all work is performed to the standard required in the workplace and must comply with appropriate work health and safety (WHS) and environmental requirements, workplace requirements, drawings and specifications.
* The trainer/assessor must mark the student’s responses to verbal questions on the verbal questions record sheet included in the student’s assessment pack.
* The trainer/assessor must provide a verbal briefing on each assessment prior to commencement.

**Workplace requirements and job specification**

The trainer/assessor or training organisation is required to provide a workplace or a close simulation of the workplace environment to replicate construction workplace conditions and standards, materials, activities, responsibilities, procedures, safety requirements and environmental considerations to each student.

The training organisation will take you to the location of the construction worksite.

Further, the training organisation must ensure the construction site must meet the requirements given in the table below.

|  |  |
| --- | --- |
| The training organisation must ensure that the construction site provides the opportunity to the student to work effectively and sustainably in the construction industry. |  |
| Access to the equipment and materials specified in the assessment task. |  |
| The site and its surroundings are accessible and clear of hazards, so far as reasonably practicable. |  |
| The site must have realistic workplace conditions, standards, materials, activities, responsibilities, procedures, safety requirements, and environmental considerations. |  |
| An experienced employee is available to provide adequate guidance and supervision to less experienced employees. |  |
| The students have the clothing and footwear required. In addition, the clothing and footwear are in good condition and suitable for the task. |  |
| Appropriate supervision has been arranged to ensure adherence to the SWMS. |  |

**Instruction for the trainer/assessor**

At the construction worksite, the student will work effectively and sustainably on the construction site based on the job specifications.

The trainer will supervise/observe the work by standing near the working location. The student will be required to bring all necessary PPEs required to complete this activity.

**Task description:**

In this task, the student is required tocomplete a set of activities to demonstrate skills to work effectively and sustainably in the construction industry. These activities are as follow:

* Activity 1: Work with the team members and plan and perform two (2) construction tasks
* Activity 2: Investigate construction industry employment pathways.
* Activity 3: Identify environmental and resource efficiency requirements.
* Activity 4: Prepare report on environmental hazard and resource efficiency issue

**Activity 1: Work with the team members and plan and perform two (2) construction tasks**

This activity requires you to work with the team members and plan and perform the following two (2) construction tasks.

* Construction task 1: Plan and perform a Job Safety Analysis (JSA).
* Construction task 2: Plan and perform a hand excavation.

**Construction task 1:**

*Context:*

You have recently started a new job on a residential renovation. Your manager wants to start work in the room, and your task is to clean and prepare the work area.

The room currently contains a large pool of water, rubbish (glass, plastic and broken bricks); flaking paint; dust and sand, left-over materials (including a length of timber and several bags of cement) and **asbestos-containing material**. The manager has asked you to complete a JSA before you start the work. You will need to plan the steps you will take to clean the area, identify the hazards and decide how you are going to minimise the risks involved in completing the task. It will be helpful to consider the hierarchy of control when completing the JSA.

Below is a picture of the room. You are required to plan and perform a Job Safety Analysis (JSA) and complete the template provided.

****

*Description of construction task 1:*

This activity requires you to plan and perform a Job Safety Analysis (JSA) and complete Template 1 and Template 2 provided.

To complete this activity, you are required to:

* Complete the steps given in the ‘Checklist 1’ provided.
* Complete Job Safety Analysis template provided.

While completing each step, you must place a tick mark against each step given in the checklist once completed.

Your trainer/assessor (Supervisor) will observe you performing this activity and sign off the checklist after ensuring each step is completed.

*Checklist 1: Prepare a Job Safety Analysis.*

|  |  |
| --- | --- |
| **Steps** | **Tick mark, when completed** |
| **Step 1:**Participate in planning job safety analysis with the team members and break the job down into a sequence of steps and document using Template 1. |  |
| **Step 2:**Review the team's purpose, roles, responsibilities, goals, plans, and objectives with team members in performing job safety analysis. |  |
| **Step 3:**Work with team members to performjob safety analysis by following guidelines, directions, and instructions.   * Identify potential hazards for each step and document using Template 1. * Determine any tools, plants and equipment used and document using Template 1. * Conduct risk assessment and determine risk rating based on risk matrix provided in Job Safety analysis template and document using Template 1. * Determine risk controls for each risk identified and document using Template 1. |  |
| **Step 4:**With the team members, discuss the problems given in column 1 of Template 2 that impede the team’s performance and document the solutions using Template 2. |  |
| Sign off: Task Completed WhatsApp Image 2023-07-05 at 4.27.21 PM.jpegTejinderjit Singh Gill  Date: 05/07/2023 | |

**Assessment task template:**

You must use the attached Job Safety Analysis (JSA) template to complete this activity:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Task 2 worksheet – Preparing a Job Safety Analysis Report** | | | | |
| **Job safety analysis** | | | | |
| **Date:05/07/2023** | | **JSA number:** | | |
| **Site name:** | | | | |
| **Activity:** | | | | |
| **Contractor’s name:** | | **Approved by:** | | |
| **Activity** | **Hazards** | **Risk control measures** | **Who is responsible** |
| **List the tasks in the order they will be carried out.** | **List the hazards associated with each task.** | **List the control measures required to minimise the hazard.** | **Name the person responsible for minimising the hazard.** |
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**Template 2: Resolve problems that impede team performance**

|  |  |
| --- | --- |
| **Problems that impede team performance** | **Solution** |
| Tasks taking longer time than expected |  |
| Delay due to bad weather |  |

Performance Criteria/Performance Checklist: Activity 1 (Task 1)

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| Participated in planning job safety analysis with the team members and broke the job down into a sequence of steps and documented using Template 1. |  |  |  |
| Reviewed the team's purpose, roles, responsibilities, goals, plans, and objectives with team members in performing job safety analysis. |  |  |  |
| Worked with team members to performjob safety analysis by following guidelines, directions, and instructions.   * Identified potential hazards for each step and document using Template 1. * Determined any tools, plants and equipment used and document using Template 1. * Conducted risk assessment and determine risk rating based on risk matrix provided in Job Safety analysis template and document using Template 1. * Determined risk controls for each risk identified and document using Template 1. |  |  |  |
| With the team members, discussed the problems given in column 1 of Template 2 that impede the team’s performance and documented the solutions using Template 2. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature | WhatsApp Image 2023-07-05 at 4.27.21 PM.jpegTejinderjit Singh Gill |
| Observer signature |  |

**Construction task 2:**

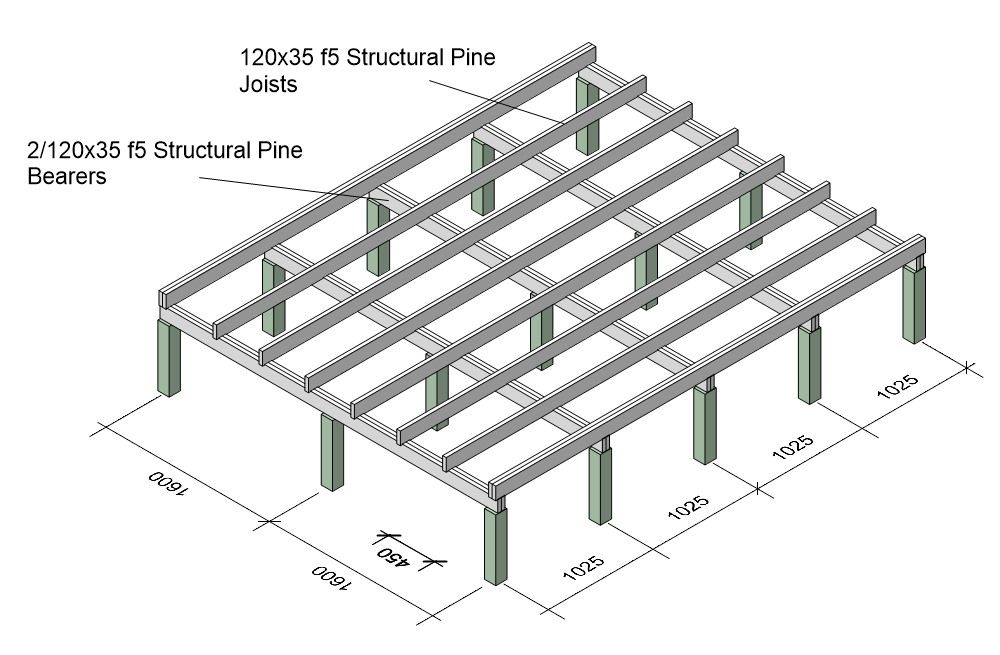
*Context:*

Your supervisor to plan and organise a basic work task on a construction site to construct a timber deck. He wants you and your team members to prepare and submit a work plan to construct a timber deck.

The project details are as follow:

The assigned project has the following three (3) team members.

Following are the drawings and specifications for the construction of timber deck:



**Specifications:**

For a 4.1m Length x 3.2m width deck

*Stump Locations*

* Width 3 Stumps (2 equal width 1.60m centres)
* Length 5 Stump (4 Equal length 1.025 centres)

*Bearers*

* 2/120x35 f5 Structural pine 3.30m long
* at 1.025m centres Nailed or bolted together

*Joists*

* 120x35 f5 Structural pine 4.10m long
* at .450 centres for pine Decking or 600 Centres for hardwood decking
* The decking generally limits the joist spacings centres either to 300,450,600mm.
* The current code is AS1684.2 Table 49 & 50 Bearers & Joists respectively.

**Activities and timeframes**

The details of the activities and timeframes are as follow:

|  |  |  |  |
| --- | --- | --- | --- |
| **Component tasks** | **Explanation** | **Team time days** | **Number of personnel required** |
| **Component Task 1:** Measure the work area and determine the human resource requirements | Analyse the plans and specifications.  Determine the dimensions of the site deck. | 0.5 days | 3 |
| **Component Task2:** Prepare tools and equipment for carrying out work activities | Check lubricants, hydraulic fluid and water in the air compressor.  Perform visual checks of the tools and report the fault (if any) to the assessor/trainer.  Perform safety checks for routing of the electric cables of the electric tools (circular-saw). | 0.5 days | 3 |
| **Component Task3:**Excavate the site | Mark out the deck site by knocking in pegs at the corners and checking the diagonals for square. Use a shovel to remove grass and topsoil to 75mm deep, chipping away at hardened areas with a mattock. | 1 day | 3 |
| **Component Task4:**Build the frame | On a flat surface position, the end joists between the bearers and the joists at 780mm and 1580mm, securing temporarily with galvanised flathead ails through the outside of the bearers and skewed through the top of the joist into the bearer. | 1 day | 3 |
| **Component Task5:**Position the frame | Position the frame against any existing landscape features and support it on packing blocks then use a spirit level to check its level. TIP The base of this frame is level with the tank slab and 20mm below the paved area. | 0.5 days | 3 |
| **Component Task6:**Secure to the posts | Dig 200 x 200 x 400mm deep post holes and position a 600mm post hard against each joist and bearer 20mm from the top. Drill 3.5mm pilot holes, securing the joists with bugle head screws and the bearers with galvanised Cuphead bolts. | 0.5 days | 3 |
| **Component Task7:**Concrete the posts | Check the frame for level then pour a 20-kilo bag of dry quick-set concrete in each hole, adding water, mixing well and leaving it to set. TIP Use a steel float to angle the concrete away from the post for water runoff. | 0.5 days | 3 |
| **Component Task8:**Level the frame | Position the last three joists centred between the others, securing all the joists with framing anchors. Use a straightedge to mark high and low spots along the bearers and across the joists, removing high spots with a power planer to create a level surface. | 0.25 days | 3 |
| **Component Task9:**Secure the boards | Position a decking board to overlap the front and sides of the frame by 25mm all round. Run a stringline between nails at the ends to align the boards then use a screw as a spacer for even 3mm gaps, drilling 2mm pilot holes and securing with decking screws. | 1 days | 3 |
| **Component Task10:**Finish the deck | Position five boards at a time, using a straightedge to mark the centre of each joist to drill pilot holes and secure with decking screws. Attach the fascia boards to the front bearer and outside joists with decking screws. | 0.25 days | 3 |

*Description of construction task 2:*

This activity requires you to plan, prepare and submit a work plan to construct a timber deck.

To complete this activity, you are required to:

* Complete the steps given in the ‘Checklist 2’ provided.
* Complete Template 3 and Template 4 provided.

While completing each step, you must place a tick mark against each step given in the checklist once completed.

Your trainer/assessor (Supervisor) will observe you performing this activity and sign off the checklist after ensuring each step is completed.

*Checklist 2: Plan, prepare and submit a work plan.*

|  |  |
| --- | --- |
| **Steps** | **Tick mark, when completed** |
| **Step 1:**Participate in planning to develop a work plan to construct a timber deck with the team members and break the job down into a sequence of steps and document using Template 3. |  |
| **Step 2:**Review the team's purpose, roles, responsibilities, goals, plans, and objectives with team members in developing a work plan. |  |
| **Step 3:**Work with team members to develop a work plan to construct a timber deck.   * Identify job steps and document using Template 3. * Determine the following and document using Template 3.   + Resources required   + Tools and equipment   + Safety equipment. |  |
| **Step 4:**With the team members, discuss the problems given in column 1 of Template 4 that impede the team’s performance and document the solutions using Template 4. |  |
| Sign off: Task Completed WhatsApp Image 2023-07-05 at 4.27.21 PM.jpegTejinderjit Singh Gill  Date: 05/07/2023 | |

**Template 3: Work plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Work plan** | | | |
| **Ten (10) Work tasks in sequence.** | **Resources required** | **Tools and equipment** | **Safety equipment** |
|  |  |  |  |
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**Template 4: Resolve problems that impede team performance**

|  |  |
| --- | --- |
| **Problems that impede team performance** | **Solution** |
| Equipmentbreakdown |  |
| Material not as per specifications |  |

Performance Criteria/Performance Checklist: Activity 1 (Task 2)

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| Participated in planning to develop a work plan to construct a timber deck with the team members and broke the job down into a sequence of steps and documented using Template 3. |  |  |  |
| Reviewed the team's purpose, roles, responsibilities, goals, plans, and objectives with team members in developing a work plan. |  |  |  |
| Worked with team members to develop a work plan to construct a timber deck.   * Identifiedjob steps and document using Template 3. * Determinedthe following and document using Template 3.   + Resources required   + Tools and equipment   + Safety equipment. |  |  |  |
| With the team members, discussed the problems given in column 1 of Template 4 that impede the team’s performance and document the solutions using Template 4. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature | WhatsApp Image 2023-07-05 at 4.27.21 PM.jpegTejinderjit Singh Gill |
| Observer signature |  |

**Activity 2: Investigate construction industry employment pathways.**

This activity requires you to research and investigate construction industry employment pathways.

To complete this activity, you are required to:

* Complete the steps given in the ‘Checklist 2’ provided.
* Complete Template 5 and submit it to the trainer/assessor.

While completing each step, you must place a tick mark against each step given in the checklist once completed.

Your trainer/assessor (Supervisor) will observe you performing this activity and sign off the checklist after completing each step.

*Checklist 2:Investigate construction industry employment pathways.*

|  |  |
| --- | --- |
| **Steps** | **Tick mark, when completed** |
| **Step 1:** Identify a tradesperson or skilled operator role in the construction industry that best meets you career aspirations.   * Visit any career/job search site. * Search the trade you are interested in and document using Template 5. * Determine the tasks you need to perform as a tradesperson or skilled operator and document using Template 5. * Determine the most important skills need to work in the trade and document using Template 5. |  |
| **Step 2:** Describe the process for becoming a tradesperson or skilled operator in the construction industry.   * Determine your preferred trade person or skilled operator role based on the outcomes of Step 1. * Discuss the process for becoming the desired trade person or skilled operator with the Supervisor. * Document the process for becoming a tradesperson or skilled operator in the construction industry using Template 5. |  |
| **Step 3:** Identify own existing skills and the additional skills required for a tradesperson or skilled operator role in the construction industry.   * Determine your own essential skills required for the selected tradesperson or skilled operator role and document using Template 5. * Assess your own additional skills against the checklist given below, determine additional skills required for a tradesperson or skilled operator role and document using Template 5.  |  |  |  | | --- | --- | --- | | **Additional skills** | **Skills you are good at** | **Needs practice** | | Listening, speaking, reading, writing, empathising, interpreting, and exchanging knowledge about work instructions. |  |  | | Working with people from culturally and linguistically diverse backgrounds. |  |  | | Problem solving and critical thinking skills to overcome difficulties that occur during the work task. |  |  | | Planning and organisingskills to coordinate work tasks. |  |  | | Self-management skills to take responsibility of own tasks. |  |  | | Technology skills to operate two-way radio and other communication equipment. |  |  | |  |
| Sign off: Task Completed WhatsApp Image 2023-07-05 at 4.27.21 PM.jpegTejinderjit Singh Gill  Date: 05/07/2023 | |

**Template 5: Investigate construction industry employment pathways**

|  |  |
| --- | --- |
| **Investigate construction industry employment pathways** | |
| Trade you are interested in |  |
| Tasks you need to perform as a tradesperson or skilled operator |  |
| Most important skills need to work in the trade |  |
| Preferred trade person or skilled operator role |  |
| Process for becoming a tradesperson or skilled operator |  |
| Own essential skills required for the selected tradesperson or skilled operator role |  |
| Additional skills required for a tradesperson or skilled operator role |  |

Performance Criteria/Performance Checklist: Activity 2

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| Identified a tradesperson or skilled operator role in the construction industry that best meets you career aspirations.   * Visited any career/job search site. * Searched the trade the student is interested in. * Determined the tasks you need to perform as a tradesperson or skilled operator. * Determined the most important skills need to work in the trade. |  |  |  |
| Described the process for becoming a tradesperson or skilled operator in the construction industry.   * Determined your preferred trade person or skilled operator role based on the outcomes of Step 1. * Discussed the process for becoming the desired trade person or skilled operator with the Supervisor. * Documented the process for becoming a tradesperson or skilled operator in the construction industry. |  |  |  |
| Identified own existing skills and the additional skills required for a tradesperson or skilled operator role in the construction industry.   * Determined your own essential skills required for the selected tradesperson or skilled operator role and document using Template 5. * Assessed your own additional skills against the checklist given below, determine additional skills required for a tradesperson or skilled operator role. |  |  |  |

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| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature | WhatsApp Image 2023-07-05 at 4.27.21 PM.jpegTejinderjit Singh Gill |
| Observer signature |  |

**Activity 3: Identify environmental and resource efficiency requirements.**

This activity requires you to identify environmental and resource efficiency requirements.

To complete this activity, you are required to:

* Complete the steps given in the ‘Checklist 3’ provided.
* Complete Template 6 and submit it to the trainer/assessor.

While completing each step, you must place a tick mark against each step given in the checklist once completed.

Your trainer/assessor (Supervisor) will observe you performing this activity and sign off the checklist after completing each step.

*Checklist 3: Identify environmental and resource efficiency requirements*

|  |  |
| --- | --- |
| **Steps** | **Tick mark, when completed** |
| **Step 1:**Identify the environmental requirements that apply to entry-level construction roles.   * Use internet and search two (2) environmental requirement applicable to entry level construction roles. * Document the identified environmental requirements using Template 6. |  |
| **Step 2:**Identify the resource efficiency requirementsthat apply to entry-level construction roles.   * Use internet and search two (2) resource efficiency requirements applicable to entry level construction roles. * Document the identified resource efficiency requirements using Template 6. |  |

|  |
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| Sign off: Task Completed WhatsApp Image 2023-07-05 at 4.27.21 PM.jpegTejinderjit Singh Gill  Date: 05/07/2023 |

**Template 6: Environmental and resource efficiency requirements**

|  |  |
| --- | --- |
| **Environmental and resource efficiency requirements** | |
| Two (2) environmental requirements |  |
| Two (2) resource efficiency requirements |  |

Performance Criteria/Performance Checklist: Activity 3

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| Identified the environmental requirements that apply to entry-level construction roles.   * Used internet and search two (2) environmental requirement applicable to entry level construction roles. * Documented the identified environmental requirements using Template 6. |  |  |  |
| Identified the resource efficiency requirementsthat apply to entry-level construction roles.   * Used internet and search two (2) resource efficiency requirements applicable to entry level construction roles. * Documented the identified resource efficiency requirements using Template 6. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature | WhatsApp Image 2023-07-05 at 4.27.21 PM.jpegTejinderjit Singh Gill |
| Observer signature |  |

**Activity 4: Prepare basic reports on environmental hazard and resource efficiency issue**

This activity requires you tobasic reports on environmental hazard and resource efficiency issue.

To complete this activity, you are required to:

* Complete the steps given in the ‘Checklist 4’ provided.
* Complete Template 7 and Template 8 and submit it to the trainer/assessor.

While completing each step, you must place a tick mark against each step given in the checklist once completed.

Your trainer/assessor (Supervisor) will observe you performing this activity and sign off the checklist after completing each step.

*Checklist 4: Prepare basic reports on environmental hazard and resource efficiency issue*

|  |  |
| --- | --- |
| **Steps** | **Tick mark, when completed** |
| **Step 1:**Conduct a physical review of the construction site and determine one (1) environmental hazard and one (1) resource efficiency issue on the work site. |  |
| **Step 2:**Prepare basic reports on each of an environmental hazard and a resource efficiency issue identified in Step 1 using Template 7 and Template 8. |  |

|  |
| --- |
| Sign off: Task Completed WhatsApp Image 2023-07-05 at 4.27.21 PM.jpegTejinderjit Singh Gill  Date: 05/07/2023 |

**Template 7: Hazard report form**

|  |
| --- |
| **Hazard report form** |
| **Person reporting the hazard** |
| Person Type: Casual Contractor Employee Part-time Student P/G Student U/G Visitor  First name:  Surname:  Email:  Job Title:  Faculty/Division: Unit: |
| **Report to be Sent to:** |
| Supervisor: |
| **Hazard Details** |
| Description of Incident/Hazard: |
| Date of Hazard:  Date Reported:  Reported To: |
| Corrective Actions: |

**Template 8: Hazard report form**

|  |
| --- |
| **Hazard report form** |
| **Person reporting the hazard** |
| Person Type: Casual Contractor Employee Part-time Student P/G Student U/G Visitor  First name:  Surname:  Email:  Job Title:  Faculty/Division: Unit: |
| **Report to be Sent to:** |
| Supervisor: |
| **Hazard Details** |
| Description of Incident/Hazard: |
| Date of Hazard:  Date Reported:  Reported To: |
| Corrective Actions: |

Performance Criteria/Performance Checklist: Activity 4

|  |  |  |  |
| --- | --- | --- | --- |
| This task must address the following performance criteria/ performance checklist. | | | |
| To be assessed as satisfactory (S) in this assessment task, the participant needs to demonstrate competency in the following critical aspects of evidence | S | N/S | Trainer/Assessor to complete  (Comment and feedback to students) |
| Conducted a physical review of the construction site and determine one (1) environmental hazard and one (1) resource efficiency issue on the work site. |  |  |  |
| Prepared basic reports on each of an environmental hazard and a resource efficiency issue identified in Step 1 using Template 7 and Template 8. |  |  |  |

|  |  |
| --- | --- |
| The student’s performance was: | * Not satisfactory * Satisfactory |
| Feedback to student: | |
| Student signature | WhatsApp Image 2023-07-05 at 4.27.21 PM.jpegTejinderjit Singh Gill |
| Observer signature |  |

* 1. Assessment Results Sheet

|  |  |  |  |
| --- | --- | --- | --- |
| **Outcome** | |  | | --- | | First attempt: |   Outcome (make sure to tick the correct checkbox):  Satisfactory (S) ☐ or Not Satisfactory (NS) ☐  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)  Feedback:   |  | | --- | | Second attempt: |   Outcome (make sure to tick the correct checkbox):  Satisfactory (S) ☐ or Not Satisfactory (NS) ☐  Date: \_\_\_\_\_\_\_(day)/ \_\_\_\_\_\_\_(month)/ \_\_\_\_\_\_\_\_\_\_\_\_(year)  Feedback: |
| **Student Declaration** | * I declare that the answers I have provided are my own work. Where I have accessed information from other sources, I have provided references and or links to my sources. * I have kept a copy of all relevant notes and reference material that I used as part of my submission. * I have provided references for all sources where the information is not my own. I understand the consequences of falsifying documentation and plagiarism. I understand how the assessment is structured. Iaccept that the work I submit may be subject to verification to establish that it is my own. * I understand that if I disagree with the assessment outcome, I can appeal the assessment process, and either re-submit additional evidence undertake gap training and or have my submission re-assessed. * All appeal options have been explained to me. |
| **Student Signature** | WhatsApp Image 2023-07-05 at 4.27.21 PM.jpegTejinderjit Singh Gill |
| **Date** | 05/07/2023 |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | I hold:  ☐ Vocational competencies at least to the level being delivered  ☐ Current relevant industry skills  ☐ Current knowledge and skills in VET, *and undertake*  ☐Ongoing professional development in VET  *I declare that I have conducted an assessment of this student’s submission. The assessment tasks were deemed current, sufficient, valid and reliable. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided feedback to the student.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |
| **Office Use Only** | The outcome of the assessment has been entered into the Student Management System  on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (insert date)  by (insert Name) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Appendix A: Reasonable Adjustments

|  |
| --- |
| **Write (task name and number) where reasonable adjustments have been applied:** |
|  |
| **Reasonable Adjustments** |
| * Students with carer responsibilities, cultural or religious obligations, English as an additional language, disability etc. can request for reasonable adjustments. * Please note, academic standards of the unit/course will not be lowered to accommodate the needs of any student, but there is a requirement to be flexible about the way in which it is delivered or assessed. * The Disability Standards for Education requires institutions to take reasonable steps to enable the student with a disability to participate in education on the same basis as a student without a disability. * The trainer/assessor must complete the section below “Reasonable Adjustment Strategies Matrix” to ensure the explanation and correct strategy have been recorded and implemented. * The trainer/assessor must notify the administration/compliance and quality assurance department for any reasonable adjustments made. * All evidence and supplementary documentation must be submitted with the assessment pack to the administration/compliance and quality assurance department. |

|  |  |  |
| --- | --- | --- |
| Reasonable Adjustment Strategies Matrix (Trainer/Assessor to complete) | | |
| **Category** | **Possible Issue** | **Reasonable Adjustment Strategy**  **(select as applicable)** |
| 🞎 LLN | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Confidence | 🞎 Verbal assessment  🞎 Presentations  🞎 Demonstration of a skill  🞎 Use of diagrams  🞎 Use of supporting documents such as wordlists |
| 🞎 Non-English Speaking Background | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎Cultural background  🞎 Confidence | 🞎 Discuss with the student and supervisor (if applicable) whether language, literacy and numeracy are likely to impact on the assessment process  🞎 Use methods that do not require a higher level of language or literacy than is required to perform the job role  🞎 Use short sentences that do not contain large amounts of information  🞎 Clarify information by rephrasing, confirm understanding  🞎 Read any printed information to the student  🞎 Use graphics, pictures and colour coding instead of, or to support, text  🞎 Offer to write down, or have someone else write, oral responses given by the student  🞎 Ensure that the time available to complete the assessment, while meeting enterprise requirements, takes account of the student’s needs |
| 🞎 Indigenous | 🞎 Knowledge and understanding  🞎 Flexibility  🞎 Services  🞎 Inappropriate training and assessment | 🞎 Culturally appropriate training  🞎 Explore understanding of concepts and practical application through oral assessment  🞎 Flexible delivery  🞎 Using group rather than individual assessments  🞎 Assessment through completion of practical tasks in the field after demonstration of skills and knowledge. |
| 🞎 Age | 🞎 Educational background  🞎 Limited study skills | 🞎 Make sure font size is not too small  🞎 Trainer/Assessor should refer to the student’s experience  🞎 Ensure that the time available to complete the assessment takes account of the student’s needs  🞎 Provision of information or course materials in an accessible format.  🞎 Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures  🞎 Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write  🞎 Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue  🞎 Changes to course design, e.g. substituting an assessment task  🞎 Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift |
| 🞎 Educational background | 🞎 Reading  🞎 Writing  🞎 Numeracy  🞎 Limited study skills and/or learning strategies | 🞎 Discuss with the Student previous learning experience  🞎 Ensure learning and assessment methods meet the student’s individual need |
| 🞎 Disability | 🞎 Speaking  🞎 Reading  🞎 Writing  🞎 Numeracy  🞎 Limited study skills and/or learning strategies | 🞎 Identify the issues  🞎 Create a climate of support  🞎 Ensure access to support that the student has agreed to  🞎 Appropriately structure the assessment  🞎 Provide information or course materials in an accessible format, e.g. a textbook in braille  🞎 Changes in teaching practices, e.g. wearing an FM microphone to enable a student to hear lectures  🞎 Supply of specialised equipment or services, e.g. a note-taker for a student who cannot write  🞎 Changes in lecture schedules and arrangements, e.g. relocating classes to an accessible venue  🞎 Changes to course design, e.g. substituting an assessment task  🞎 Modifications to the physical environment, e.g. installing lever taps, building ramps, installing a lift |

| **Explanation of reasonable adjustments strategy used** |
| --- |
|  |

|  |  |
| --- | --- |
| **Trainer/Assessor Name** |  |
| **Trainer/Assessor Declaration** | *I declare that I have attached all relevant evidence to provide reasonable adjustment. The training package guidelines and criteria have not been compromised in the process of providing reasonable adjustment to the student. I declare that I have conducted a fair, valid, reliable, and flexible assessment. I have provided explanation of reasonable adjustments strategy used, as required.* |
| **Trainer/Assessor Signature** |  |
| **Date** |  |

Appendix B: Learner Evaluation Form

Please complete thisevaluation form as thoroughly as you can, in order for us to continuously improve our training quality. The purpose of the evaluation form is to evaluate the areas below:

* logistics and support
* facilitation
* training material
* assessment

Your honest and detailed input is therefore, of great value to us, and we appreciate your assistance in completing this evaluation form!

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Unit of Competency Name | |  | Trainer/Assessor Name | |  | | | |
| StudentName (Optional) | |  | **Dates of Training** | |  | | | |
| Employer/Work site (if applicable) | |  | **Date of Evaluation** | |  | | | |
| A | **Logistics and Support Evaluation** | | | | | | | |
| No. | **Criteria/Question** | | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 1 | The communication regarding the required attendance and time to study to pass this unit was correct | | |  |  |  |  |  |
| 2 | The staff wereefficient and helpful. | | |  |  |  |  |  |
| 3 | The training equipment and material used was effective and prepared. | | |  |  |  |  |  |
| 4 | The training venue was conducive to learning (set-up for convenience of students, comfortable in terms of temperature, etc.) | | |  |  |  |  |  |
| Additional Comments on Logistics and Support | | | | | | | | |

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| No. | Criteria/Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| B | **Trainer/Assessor Evaluation** | | | | | |
| 1 | The trainer/assessor was prepared and knowledgeable on the subject of the program |  |  |  |  |  |
| 2 | The trainer/assessor encouraged student participation and input |  |  |  |  |  |
| 3 | The trainer/assessor made use of a variety of methods, exercises, activities and discussions |  |  |  |  |  |
| 4 | The trainer/assessor used the material in a structured and effective manner |  |  |  |  |  |
| 5 | The trainer/assessor was approachable and respectful of the learners |  |  |  |  |  |
| 6 | The trainer/assessor was punctual and kept to the schedule |  |  |  |  |  |
| 7 | The trainer/assessor was easy to understand and used the correct language |  |  |  |  |  |
| Additional Comments on Training | | | | | | |
|  | | | | | | |

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| No. | Criteria/Question | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| C | **Learning Evaluation** | | | | | |
| 1 | The learning outcomes of the unit are relevant and suitable. |  |  |  |  |  |
| 2 | The content of the unit was relevant and suitable for the target group. |  |  |  |  |  |
| 3 | The length of the training was suitable for the unit. |  |  |  |  |  |
| 4 | The learning material assisted in the learning of new knowledge and skills to apply in a practical manner. |  |  |  |  |  |
| 5 | The learning material was free from spelling and grammar errors |  |  |  |  |  |
| 6 | Handouts and exercises were clear, concise and relevant to the outcomes and content. |  |  |  |  |  |
| 7 | Learning material was generally of a high standard, and user-friendly |  |  |  |  |  |
| Additional Comments on Learning Evaluation | | | | | | |
|  | | | | | | |