



Australian Government

Department of Education, Employment and Workplace Relations

CPCCCM1014A Conduct workplace communication

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to communicate effectively with other workers in a construction workplace environment. It includes gathering, conveying and receiving information through verbal and written forms of communication.

Application of the Unit

Application of the unit This unit of competency supports achievement of communication skills carried out as an integral part of routine work.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Gather, convey and receive information.	<p>1.1. Verbal and written instructions are gathered, received and responded to with correct actions.</p> <p>1.2. Instructions are conveyed accurately.</p> <p>1.3. Work <i>signage interpretation</i> and other <i>safety (OHS)</i> requirements are responded to with correct action.</p> <p>1.4. <i>Information</i> is conveyed in English, and the information is <i>interpreted</i> and message confirmed.</p> <p>1.5. Questions are used to gain additional information and to clarify understanding, using appropriate <i>communication transfer</i> techniques.</p>
2. Carry out face-to-face routine communication.	<p>2.1. Routine instructions and messages are received and followed.</p> <p>2.2. Workplace procedures are carried out to company requirements in <i>communication with others</i>.</p> <p>2.3. Information from a range of sources is accessed and interpreted using a variety of <i>communication modes</i>.</p> <p>2.4. Information is selected and sequenced correctly.</p> <p>2.5. Verbal and written reporting is completed where required.</p>
3. Apply visual communication.	<p>3.1. Visual communication is used that follows accepted industry practice or social conventions.</p> <p>3.2. Attention of communicating parties is obtained, confirmed and/or acknowledged.</p> <p>3.3. Intention of the visual communication is clarified and confirmed at each step.</p> <p>3.4. Visual communication that is unclear or ambiguous is questioned or visually cancelled.</p> <p>3.5. Instances of unclear visual communication are followed up to avoid repeated problems.</p>
4. Participate in simple on-site meeting processes.	<p>4.1. Correct process for on site meetings is identified and followed to predetermined or agreed procedures.</p> <p>4.2. Responses are sought and provided to others in the group.</p> <p>4.3. Constructive contributions are made.</p> <p>4.4. Goals or outcomes are identified and/or recorded.</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

Required skills for this unit are:

- communication skills to communicate with others to:
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - read and interpret:
 - signage and other relevant documentation
 - simple instructions and messages
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication, such as hand signals
 - written skills to complete records and reports as required
- identifying and accurately reporting to appropriate personnel any faults in tools, equipment or materials
- numeracy skills to apply measurements and make calculations
- organisational skills, including the ability to plan and set out work
- participating in meetings
- teamwork skills to work with others to action tasks and relate to people from a range of cultural and ethnic backgrounds and with varying physical and mental abilities
- technological skills to:
 - use a range of mobile technology, such as two-way radio and mobile phones
 - voice and hand signals to access and understand site-specific instructions.

Required knowledge

Required knowledge for this unit is:

- bulletins
- checklists
- communication devices
- company procedures
- construction terminology
- emergency procedures
- job safety analysis (JSA) and safe work method statements
- material safety data sheets (MSDS) and materials handling methods
- memos
- OHS requirements
- project quality requirements

REQUIRED SKILLS AND KNOWLEDGE

- signage
- work instructions
- workplace policies.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

This unit of competency could be assessed in the workplace or a close simulation of the workplace environment, provided that simulated or project-based assessment techniques fully replicate construction workplace conditions, materials, activities, responsibilities and procedures.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of the ability to:

- locate, interpret and apply relevant information
- comply with site safety plan, OHS regulations and state and territory legislation applicable to workplace operations
- comply with organisational policies and procedures, including quality requirements
- safely and effectively use communication equipment
- communicate and work effectively and safely with others
- interpret all signage accurately
- complete tasks successfully following instruction
- convey pieces of information to other workers accurately
- fill out workplace documents accurately
- frame questions at an on-site meeting in a range of contexts or occasions over time.

Context of and specific resources for assessment

This competency is to be assessed using standard and authorised work practices, safety requirements and environmental constraints.

Assessment of essential underpinning knowledge will usually be conducted in an off-site context.

Assessment is to comply with relevant regulatory or Australian standards' requirements.

EVIDENCE GUIDE

Resource implications for assessment include:

- an induction procedure and requirement
- realistic tasks or simulated tasks covering the mandatory task requirements
- relevant specifications and work instructions
- tools and equipment appropriate to applying safe work practices
- support materials appropriate to activity
- workplace instructions relating to safe work practices and addressing hazards and emergencies
- material safety data sheets
- research resources, including industry related systems information.

Reasonable adjustments for people with disabilities must be made to assessment processes where required. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

Assessment methods must:

- satisfy the endorsed Assessment Guidelines of the Construction, Plumbing and Services Training Package
- include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application
- reinforce the integration of employability skills with workplace tasks and job roles
- confirm that competency is verified and able to be transferred to other circumstances and environments.

Validity and sufficiency of evidence requires that:

- competency will need to be demonstrated over a period of time reflecting the scope of the role and the practical requirements of the workplace
- where the assessment is part of a structured learning experience the evidence collected must relate to a number of performances

EVIDENCE GUIDE

assessed at different points in time and separated by further learning and practice, with a decision on competency only taken at the point when the assessor has complete confidence in the person's demonstrated ability and applied knowledge

- all assessment that is part of a structured learning experience must include a combination of direct, indirect and supplementary evidence.

Assessment processes and techniques should as far as is practical take into account the language, literacy and numeracy capacity of the candidate in relation to the competency being assessed.

Supplementary evidence of competency may be obtained from relevant authenticated documentation from third parties, such as existing supervisors, team leaders or specialist training staff.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Signage interpretation includes:

- directional signs
- facility or location signs and hazards
- site safety signs
- traffic signs.

Safety (OHS) is to be in accordance with state or territory legislation and regulations, organisational safety policies and procedures, and project safety plan and may include:

- handling of materials
- hazard control
- hazardous materials and substances
- organisational first aid
- personal protective clothing and equipment prescribed under legislation, regulations and

RANGE STATEMENT

	<ul style="list-style-type: none"> workplace policies and practices • use of firefighting equipment • use of tools and equipment • workplace environment and safety.
Information includes:	<ul style="list-style-type: none"> • diagrams or sketches • instructions issued by authorised organisational or external personnel • manufacturer specifications and instructions, where specified • MSDS • memos • regulatory and legislative requirements • relevant Australian standards • safe work procedures or equivalent • signage • verbal, written and graphical instructions • work bulletins • work schedules, plans and specifications.
Interpretation of information includes:	<ul style="list-style-type: none"> • bulletins • checklists • company procedures and regulations • delivery dockets • emergency procedures • induction procedures • industrial agreements • instructions • job safety analysis (JSA) and safe work method statements • maps • MSDS • OHS requirements • quality requirements • work schedules • workplace policies.
Communication transfer includes use of telephones (including mobile) and written communication, and includes:	<ul style="list-style-type: none"> • email • facsimile • internet • two-way radios.
Communication with others includes:	<ul style="list-style-type: none"> • contractors • co-workers

RANGE STATEMENT

- Communication modes* includes:
- supervisors
 - the public
 - trainers.
 - active listening
 - group interaction
 - interpreting signage
 - meetings
 - questioning
 - verbal and written.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area