



Australian Government

Department of Education, Employment and Workplace Relations

CPCCCM1003A Plan and organise work

Release: 1

Modification History

Not Available

INTRODUCTION

Unit descriptor	This unit of competency specifies the outcomes required to plan and organise individual and group work activities on a construction site. The unit includes identifying task requirements, planning steps and organising work.
Employability skills	This unit contains employability skills.
Prerequisite units	CPCC0HS2001A - Apply OHS requirements, policies and procedures in the construction industry
Co-requisite units	
Application of the unit	This unit of competency supports the attainment of capabilities and understanding to prioritise work tasks and organise time and resources to undertake given tasks effectively and cooperatively with other team members.
Functional Area	
Unit Sector	Construction

ELEMENT

PERFORMANCE CRITERIA

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.
Identify task requirements	Task requirements are determined or confirmed and clarified to ensure correct interpretation of specifications or requirements.

Plan steps to complete tasks.	Task is interpreted and relevant steps are identified to ensure efficient conduct of work, and in accordance with safety (OHS) , environmental requirements and quality requirements . Steps are planned in conjunction with others.
Organise work.	Work activity is organised with other involved personnel to ensure safe and appropriate sequencing of tasks. All necessary documentation related to job planning progress is completed and recorded in accordance with workplace requirements.
Review planning and organising process.	Planning and organising of work activities is reviewed to establish the effectiveness of the process. Ideas for improvement are suggested and implemented in future planning and organising of work activities.

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: • evaluating own actions and make judgements about performance and necessary improvements • identifying and accurately reporting to appropriate personnel any faults in tools, equipment • or materials • interpret information relevant to the work activity including plans, specifications and drawings and documentation from a variety of sources • 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: • determine or confirm and clarify task requirements • enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand • plan steps and organise work activities with others • use language and concepts appropriate to cultural differences • use and interpret non-verbal communication, such as hand signals • written skills to complete workplace documentation • 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. • using time management techniques to organise and prioritise work.
Required knowledge	Required knowledge for this unit is: • work activity that needs to be planned and organised • work safety, environmental and quality requirements • workplace personnel that are to be involved in planning and organising tasks • workplace reporting requirements.

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.

Safety (OHS) is to be in accordance with legislation, regulations, codes of practice, organisational safety policies and procedures, and project safety plan and may include:

- emergency procedures, including extinguishing fires, organisational first aid requirements and evacuation
- handling of materials
- hazard control
- hazardous materials and substances
- safe operating procedures, including the conduct of operational risk assessment and treatments associated with:
- organisational first aid
- personal protective clothing and equipment prescribed under legislation, regulations and workplace policies and practices
- use of firefighting equipment
- use of tools and equipment
- workplace environment and safety.
 - earth leakage boxes
 - lighting
 - power cables, including overhead service trays, cables and conduits
 - restricted access barriers
 - surrounding structures
 - traffic control
 - trip hazards
 - work site visitors and the public
 - working at heights
 - working in confined spaces
 - working in proximity to others
 - working with dangerous materials

Environmental requirements include:

- clean-up management
- noise and dust
- vibration

Quality requirements include relevant regulations, including:

- waste management.
- Australian standards
- internal company quality policy and standards
- manufacturer specifications, where specified
- workplace operations and procedures.

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 plan and organise a variety of work activities. Evidence should be collected over a period of time in a range of general construction relevant contexts and include dealings with an appropriate range of situations.
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. 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 Integrated Framework Training Package • include direct observation of tasks in real or simulated work conditions, with questioning to confirm the ability to consistently identify and correctly interpret the essential underpinning knowledge required for practical application • reinforce the integration of employability skills with workplace tasks and job roles • 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 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.
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