



Australian Government

Department of Education, Employment and Workplace Relations

CPCCSV5010A Interact with clients in a regulated environment

Release: 1

CPCCSV5010A Interact with clients in a regulated environment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit of competency specifies the outcomes required to initiate and undertake consultation with individuals and groups in regard to building surveying practices.

It includes the identification and implementation of appropriate interaction models according to community demographics, cultural considerations and social stratification; the analysis and evaluation of data to enable informed decision-making; and the presentation of findings to clients and other appropriate stakeholders.

Application of the Unit

Application of the unit This unit of competency supports the attainment of the understanding and skills to interact with clients in a regulated environment within the context of relevant legislation, the Building Code of Australia (BCA) and Australian standards.

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. Devise interaction strategies.	1.1. Interested and affected individuals and parties are identified. 1.2. Range of interaction strategies is identified, assessed for suitability and selected. 1.3. Resources required to conduct interaction are determined. 1.4. Regulations are reviewed to ensure strategies meet all criteria.
2. Assess demographic, cultural, social and psychological considerations.	2.1. Needs of disadvantaged individuals and groups are identified and incorporated from relevant information and social theory. 2.2. Cultural, social and psychological factors are considered and incorporated. 2.3. Urban, demographic, technological, political and economic effects are considered and incorporated. 2.4. Collective community behaviour is assessed.
3. Communicate legislative requirements to individuals and groups.	3.1. Information is prepared that is clear, accurate and appropriate to the needs of the parties involved. 3.2. All parties involved are informed of the applicable legislation through presentation of information. 3.3. Information is provided to affected parties at an appropriate time and place and in an appropriate way. 3.4. Interaction is undertaken in an orderly manner to ensure all viewpoints are canvassed.
4. Record, analyse and report results.	4.1. Responses are assessed and checked against the project brief. 4.2. Appropriate suggestions for improvement are incorporated into the project brief. 4.3. Accurate report is prepared, including recommendations for approval. 4.4. Overall effectiveness of the interaction is reviewed and evaluated, with action taken where required.

Required Skills and Knowledge

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:

- ability to prepare information in alternative formats and to provide access to consultations for diverse groups through interpreters, etc.
- ability to respond to change and contribute to workplace responsibilities, such as current work site environmental and sustainability frameworks or management systems
- communication skills to:
 - consult with the community, including provision of information about legislation
 - enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
 - read and interpret:
 - regulations
 - legislation
 - other relevant documentation
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
 - written skills to:
 - record and report results of interaction with the community
 - prepare information
- innovation skills to identify and implement appropriate and diverse strategies for interacting with diverse communities
- organisational and time management skills to prepare information for meetings and to arrange and conduct meetings to timelines
- problem solving skills to review feedback and select appropriate suggestions for improvement for inclusion in report
- technological skills to:
 - complete documentation, including information materials and reports
 - enable information gathering and analysis.

Required knowledge

Required knowledge for this unit is:

- effects and psychological theories relevant to working with clients in a regulated environment, such as:
 - social stratification
 - social change

REQUIRED SKILLS AND KNOWLEDGE

- technological change
- local factors affecting communities and individuals
- relevant federal, state or territory legislation and local government policy and procedures
- research methods
- strategies for consultation
- urbanisation.

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:

- comply with OHS regulations applicable to workplace operations
- apply organisational management policies and procedures, including quality assurance requirements where applicable
- perform a management role in the identification and implementation of at least one client negotiation and consultation process or equivalent
- provide reports to appropriate body/individual as determined by the project brief.

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

EVIDENCE GUIDE

- 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 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

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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.

Interested and affected individuals and parties include:

- existing community groups
- government agencies
- individuals and special interest groups
- private sector businesses
- social groups and emergency services.

Interaction strategies include:

- client meetings
- home and site visits
- meetings of relevant stakeholders
- surveys.

Relevant information and social theory include:

- awareness of diverse cultures
- collective behaviour
- deviance
- economic order
- inequality
- political order social change and interaction
- stratification
- technology and the environment
- the family

RANGE STATEMENT

<i>Demographics</i> include:	• urbanisation. • age • ethnicity • gender • individual and group profiles • social stratification.
<i>Appropriate to the needs of the parties involved</i> involves:	• providing material in alternative formats, such as: • large print • other languages.
<i>Presentation of information</i> includes:	• computer simulations • display plans • graphics • handouts • models • software presentations • videos.
<i>An appropriate way</i> includes:	• taking into account access issues, such as parking or building access and cultural requirements or protocols • using assistive technology, for example telecommunication device for the deaf (such as TTY) or video captioning • using interpreters, including sign language interpreters.

Unit Sector(s)

Unit sector Construction

Co-requisite units

Co-requisite units Nil

Functional area

Functional area