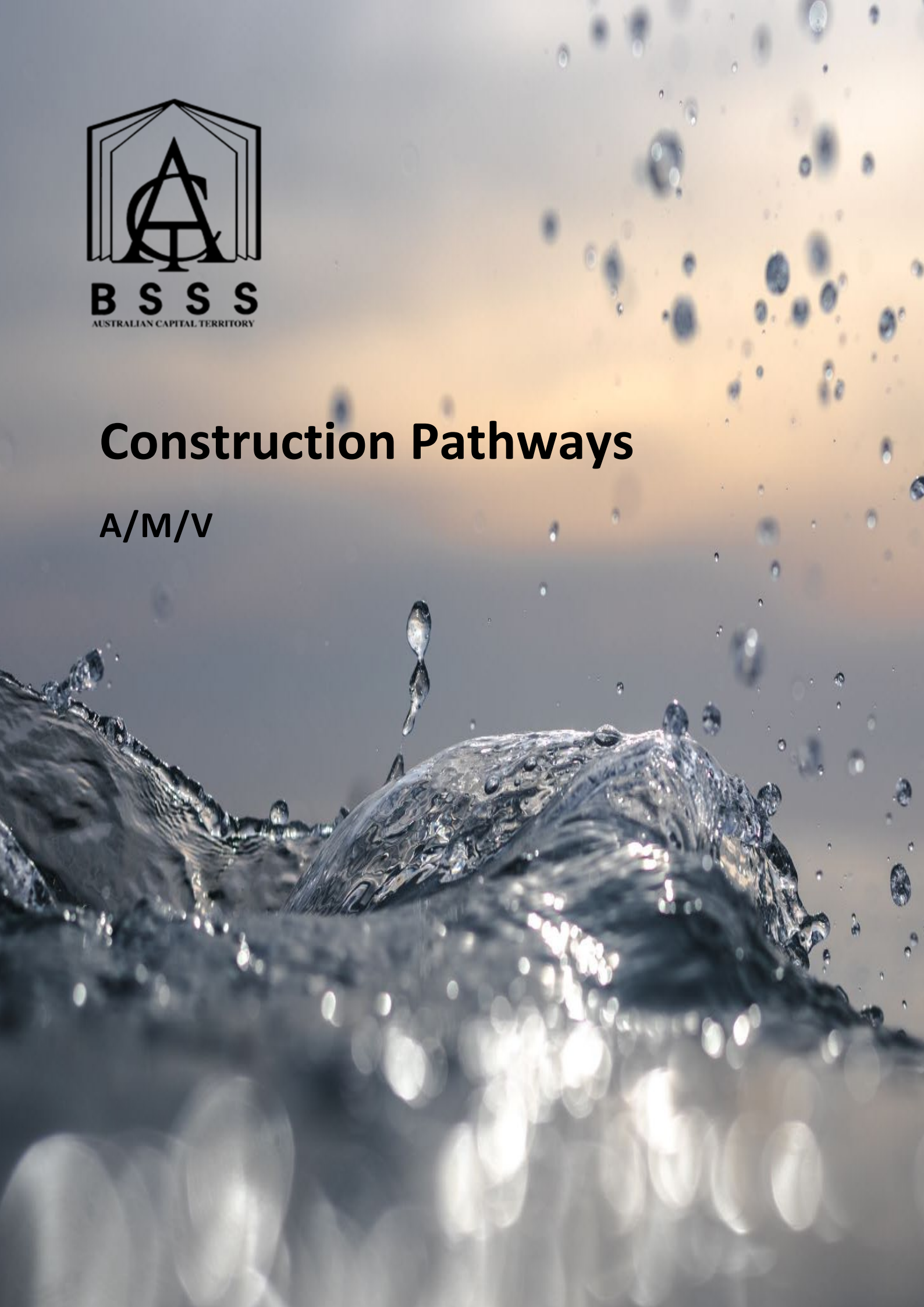
BSSS
AUSTRALIAN CAPITAL TERRITORY

Construction Pathways

A/M/V



Front Cover Art provided by Canberra College student Aidan Giddings

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy.
ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Vocational Education and Training in ACT Senior Secondary Schools

The Board of Senior Secondary Studies is responsible for the certification of senior secondary school studies in government and non-government schools in the ACT. Students can undertake Vocational Education and Training (VET) as part of a senior secondary certificate and completion by a student can provide credit towards both a recognised VET qualification and a Senior Secondary School Certificate.

The BSSS certificates VET qualifications and Statements of Attainment on behalf of ACT colleges and high schools that offer Australian VET Qualifications and are Registered Training Organisations (RTOs) or have a Third-Party Service Agreement (TPSA) with an RTO. The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards the ACT Senior Secondary Certificate based on assessment and hours of training.

The BSSS is not an RTO and is not responsible for those aspects that relate to VET delivery in schools or externally that fall within the role of the RTO.

Vocational programs must be assessed in accordance with the *Standards for Registered Training Organisations 2015* and the guidelines outlined in the relevant training package. Students undertaking A, T and M accredited vocational programs will be assessed against the criteria and achievement standards referenced in the framework to produce A-E grades and scores. They will also be assessed against competency standards as described in the relevant training package.

The BSSS certificates VET that:

- is listed on the national training.gov.au website; and
- is delivered and assessed by an ACT college or high school, which is an RTO or has a Third-Party Service Agreement (TPSA) with an RTO that has scope from the Australian Skills Quality Authority (ASQA) to deliver specified qualifications
- is delivered and assessed in accordance with relevant Training Package requirements.

Vocational learning contributes to the ACT Senior Secondary Certificate in a variety of ways:

- BSSS accredited A, T, and M vocational courses with embedded competencies delivered by colleges are reported with A–E grades
- BSSS accredited C courses (competency-based assessment only) delivered and assessed by colleges are reported with the grade ‘P’ (Pass) where at least one competency is achieved by the student; or ‘Q?’ ‘Participated’ where no competencies are achieved but attendance requirements are met
- BSSS E courses recognising study at external RTOs are reported with the grade ‘P’ (Pass)
- Australian School Based Apprenticeships (ASBAs) are reported as E courses with the grade ‘P’ (Pass).

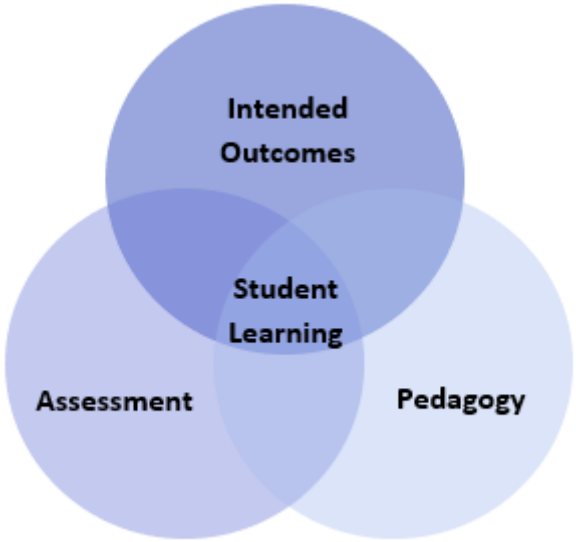
The BSSS credit arrangements recognise VET studies externally:

- through direct credit when the qualification or Units of Competence relate to a VET course that is being studied by the student
- towards the Senior Secondary Certificate, providing the VET does not duplicate content.

Implementing Vocational Education and Training Courses (Appendix F) provides further course information, including training package requirements, and should be read in conjunction with course documents.

Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
   (Prior knowledge)
2. When learning is organised around major concepts, principles and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)
5. Learning needs to take place in a context of high expectations.
   (High expectations)
6. Learners learn in different ways and at different rates.
   (Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

In *Construction Pathways*, students further develop and apply their reading, comprehension, written and oral skills. They develop and understanding of the terminology of the construction industry. They read and interpret technical information, plans and specifications, and analyse and follow systems, processes, and safe operating procedures. They communicate orally in seeking assistance, solving problems with others and justifying choices. The develop written literacy skills by evaluating and analysing Work Health and Safety requirements, industry practices, procedures and innovations, and acknowledging sources appropriately. They apply processes for writing, editing and recording of procedures. Students use language for different purposes including to interpret, discuss and explain concepts, problems and solutions**.**

Numeracy

Students extend and apply their industry specific numeracy skills by selecting and using appropriate measurement tools, software and apps. They apply formulas and numerical concepts in calculations and measurements. They display numerical information in accordance with correct technical standards and procedures. They interpret plans and diagrams, technical data, properties of materials and product information.

Information and Communication Technology (ICT) Capability

Students locate and access information using digital technologies and present research using multimodal approaches. They read and interpret online plans, specifications and documentation. They evaluate, select and apply apps to work more productively and safely. They evaluate and apply innovations in industry specific ICT.

Critical and Creative Thinking

Students use the design process to solve problems, propose solutions and justify decisions in completing projects. They analyse existing product characteristics and features to inform the construction process and think creatively about solutions. They select and refine construction techniques and materials to address problems. They make decisions to combine form, function and aesthetics.

Personal and Social Capability

Students listen to and respect the perspective of others, participating in activities that foster problem-solving and practical application skills. They seek advice, share ideas about problems, progress and innovative solutions. They collaborate with others to interpret plans, find solutions and complete projects. Students develop personal capabilities and skills such as planning effectively and managing time, planning and working in productive, creative, collaborative, and independent ways. They make decisions and take initiative. They acquire practical skills, knowledge, and understanding related to construction.

Ethical Understanding

Students develop understanding of ethical implications and sustainability through considered selection and use of materials, processes and construction techniques. They recognise the importance of responsible participation in social, economic, environmental, scientific and/or ethical decision making. They apply an understanding of personal and group safety in a work environment. Students consider the impact of technological practices and products, on individuals, society and sustainability.

Intercultural Understanding

Students develop intercultural awareness by working with people of different cultural backgrounds and understand that implementing industry process and practices may be influenced by cultural factors. They consider construction techniques and materials from other cultures in finding solutions and solving problems.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

Opportunities exist for drawing students' attention to the value of First Nations Australians knowledge and perspectives from the past and the present in the construction industry.

Asia and Australia's Engagement with Asia

Students consider construction materials and techniques from Asia within this course and identify links between Australian and Asian construction industries.

Sustainability

Environmental considerations in the selection and use of materials, techniques, processes, and disposal of waste are integral to this course. Students consider the sustainability of construction process and practices in regard to worker well-being.

Construction Pathways

A/M/V

Rationale

Construction Pathways focuses on the construction processes and industry practices required to create, maintain and repair the built environment in an increasingly technological and complex world. Students develop knowledge, understanding and skills associated with traditional and contemporary tools, and materials used by the Australian building and construction industry to create structures. They examine the challenges facing the construction industry in adapting to new technology, building systems, products and practices, and explore future options.

Key concepts and ideas in *Construction Pathways* include the nature of building and construction enterprises and occupations, safety, personal and interpersonal skills in building and construction workplaces, standard industry processes and practices, innovation and future trends in construction, and the sustainability of construction processes. The course provides an opportunity to explore the diverse range of occupations that exist across the construction industry.

Through both individual and collaborative learning experiences, students learn to meet employer expectations and establish productive and appropriate work habits. Participating in construction projects promotes development of adaptable, competent, self-motivated individuals who consider safety and work collaboratively with colleagues to solve problems and complete practical work according to the client brief.

By undertaking construction projects, students develop transferable skills relevant to a range of domestic and commercial applications, and future employment opportunities. They understand industry practices, interpret specifications, including information and drawings, safely demonstrate fundamental construction skills and apply skills and procedures with tools and equipment, and how to approach new tools and processes safely. Students build skills in communicating orally, and in written and graphical modes. They organise, calculate and plan construction processes and evaluate the structures they create using predefined specifications.

The course provides opportunities to complete VET qualifications or a Statement of Attainment from the Construction, Plumbing and Services Training Package (CPC). Students may elect to develop relevant technical, vocational and interpersonal competencies suitable for employment and further training in the construction industry. It also provides for the development of employability skills such as communication and teamwork which are transferable to other industry areas. Through the study of this subject, students will gain experiences that can be applied in a range of contexts, including work, study and recreation that will assist them to make informed choices.

Goals

This course should enable students to:

- analyse industry practices, processes, and procedures
- analyse theories and concepts
- analyse technical information, equipment specifications, materials, and resources
- analyse plans and results using the principles of sustainability and ethics
- synthesise industry and services knowledge and skills to innovate, plan and develop products and services
- apply project management skills to organise resources and material to create quality products and services
- apply Work Health and Safety principles and industry standards when working independently and collaboratively
- apply communication, interpersonal and intrapersonal skills in a range of modes, mediums, and professional contexts
- apply industry specific literacy, numeracy, and ICT skills for planning, designing, and implementing industry applications
- reflect on learning, success, and setbacks to make improvements to support resilience, safe risk taking and an improvement mindset.

Unit Titles

- Industry Practices
- Construction Processes
- Innovations in Construction
- Construction Project
- Independent Study

Organisation of Content

Industry Practices

In this unit, students investigate industry practices in construction used in residential and commercial contexts. They examine and implement the practices that are used to manage construction enterprises, workplace health and safety, employee personal and interpersonal skills and customer expectations to safely change raw materials into structures. Students demonstrate Work Health and Safety practices in the handling of equipment, materials and in working with others.

Construction Processes

This unit focuses on construction processes that combine construction skills and procedures to safely construct buildings and other structures to specifications using tools, digital tools, equipment and materials. Students interpret plans and specifications, using accurate measurements and calculations. They develop skills in the selection and use of materials, equipment and techniques to undertake construction projects. Students develop skills in collaboration, communication, and reflection, as they work individually and with others to plan and complete projects.

Innovations in Construction

In this unit, students consider a range of emerging and future approaches to materials, techniques and processes in construction, locally, nationally and globally. They consider social, environmental and technological reasons for adopting innovative construction processes and materials. Students gain an understanding of a range of emerging and innovative methods to solve problems in these construction contexts. They examine the safety, sustainability and ethical considerations raised by emerging and future construction settings.

Construction Project

Students demonstrate and document industry practices and construction processes to create projects to specifications. Students apply a range of cognitive, communication, collaboration, technical and practical skills in their project. They apply knowledge, skills and understanding of industry practices and construction processes to solve problems and find solutions in their construction projects. Students are given specifications, including drawings and technical information, to complete projects.

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course. Students must have studied at least **THREE** standard 1.0 units from this course.

Note: Training Package requirements for students seeking VET qualifications through the Construction, Plumbing and Services Training Package (CPC) must still be met.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

Assessment Task Types

Suggested Tasks include:

- test
- folio
- assignment
- research project
- cooperative task
- planning tasks
- risk assessments
- presentations
- drawings
- demonstration
- individual project/activity
- group project
- continuous observation
- workplace simulation
- real-life project implementation
- reflection and evaluation report
- validation task

No task should be greater than 60% for a 1.0 or 0.5 unit

Additional Assessment Advice

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Each assessment item must enable students to demonstrate higher order thinking.
- Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: assessment design, student declaration, plagiarism software, oral defence, interview, or other validation tasks.

Achievement Standards

Student achievement in **A** and **M** units is reported based on system standards as an A - E grade. Grade descriptors and standard work samples where available, provide a guide for teacher judgement of students' achievement over the unit.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

Achievement Standards Industry and Services Year 12 A

	A	B	C	D	E
Knowledge and Understanding	• analyse relevant practices and procedures to make plausible conclusions • analyse a range theories and concepts to draw own conclusion • analyse a range of relevant technical information and specifications for a variety of equipment and resources • analyse a range of materials or resources to enhance a product or service • analyse plans and results using the principles of sustainability or ethics to make plausible conclusions	• explain practices and procedures with examples required to complete the task • explain theories and concepts relevant to an industry and services context • explain a range of relevant technical information and specifications for equipment and resources • explain a range of materials or resources for a product or service • explain how their plans and results are sustainable or ethical using research	• describe practices and procedures required to complete the task • describe theories and concepts relevant to an industry and services context • describe a range of technical information and specifications for required equipment and resources • describe a range of materials or resources used in a product or service • describe sustainable or ethical plans and results	• describe some practices and procedures within a task • identify theories and concepts relevant to an industry and services context • describe some technical information and equipment specifications • identify relevant materials or resources used in a product or service • identify sustainable or ethical plans and results	• describe some practices and procedures with limited accuracy • identify some theories and concepts relevant to an industry and services context • describe some technical information and equipment specifications with limited accuracy • identify some materials or resources used in a product or service • identify sustainable or ethical plans or results with limited accuracy
Skills	• create products or services to an industry standard for familiar and unfamiliar contexts • synthesise knowledge understanding and practical skills to solve non-routine problems efficiently • apply project management skills for planning and undertaking tasks efficiently to completion • apply relevant terminology and communication skills to clearly justify ideas and proposals • apply transferable work skills to work effectively in familiar and unfamiliar contexts • apply Work Health and Safety principles to self and others using best practice in familiar and unfamiliar contexts • reflect with insight on learning, successes, and setbacks and accurately to propose well-reasoned improvements	• create products or services to an industry standard with some success for familiar and unfamiliar contexts • apply knowledge understanding and practical skills to solve non-routine problems • apply project management skills to planning and undertaking tasks to completion • apply relevant terminology and communication skills to justify ideas and proposals • apply transferable work skills in a range of familiar and unfamiliar contexts • apply Work Health and Safety principles to self and others with some independence in familiar and unfamiliar contexts • reflect on learning, successes, and setbacks accurately to propose plausible improvements	• create products or services to an industry standard with direction for familiar contexts • use knowledge understanding and practical skills under direction to solve routine problems • uses plans and keep to schedules under direction to completion • use relevant terminology and communication protocols and processes to explain ideas and proposals • use transferable work skills to work effectively under direction for familiar contexts • follow Work Health and Safety protocols and processes for self with limited direction for familiar contexts • reflect on learning, successes, and setbacks accurately to propose improvements	• create products or services with some functionality with direction in familiar contexts • use knowledge understanding and practical skills under direction to attempt to solve routine problems • use plans and schedules under direction with limited success • use relevant terminology and communication protocols and processes to describe ideas and proposals • use transferable work skills to work effectively under direction for familiar contexts with some success • follow Work Health and Safety protocols and processes for self with direction for familiar contexts • reflect on learning, successes, and setbacks to propose improvements	• create products or services with limited functionality with direction in familiar contexts • use knowledge understanding and practical skills under direction to attempt to solve simple problems • attempts to follow plans and schedules • use relevant terminology and communication protocols and processes to attempt to describe ideas and proposals • use a limited set of transferable work skills in familiar contexts under direction • follow Work Health and Safety protocols and processes for self with regular direction for familiar contexts • reflect on learning, successes, and setbacks with direction

Achievement Standards Industry and Services Year 11 A

	A	B	C	D	E
Knowledge and Understanding	• analyse relevant practices or procedures to make plausible conclusions • analyse theories and concepts in a response relevant to an industry and services context • analyse relevant technical information and specifications for equipment and resources • analyse materials or resources suitable for a product or service • analyse plans and results using the principles of sustainability or ethics	• explain relevant practices or procedures with examples in a response • explain theories and concepts relevant to an industry and services context • explain relevant technical information and specifications for equipment and resources • explain choices of materials or resources for a product or service • explain how their plans and results are sustainable or ethical	• describe practices or procedures required to complete the task • describe theories and concepts relevant to an industry and services context • describe technical information and specifications for equipment and resources • describe materials or resources chosen for a product or service • describe sustainable or ethical plans and results	• describe some practices or procedures required to complete the task • identify theories and concepts relevant to an industry and services context • describe some technical information and specifications for equipment and resources • identify materials or resources chosen for a product or service • identify sustainable or ethical plans and results	• describe some practices or procedures required to complete the task with limited accuracy • identify concepts relevant to an industry and services context • describe some technical information and specifications for equipment and resources with limited accuracy • identify some materials or resources chosen for a product or service • identify sustainable or ethical plans and results limited accuracy
Skills	• create products or services to an industry standard with some success for familiar and unfamiliar contexts • apply knowledge, understanding and practical skills with some independence to solve non-routine problems • apply project management skills to planning and undertaking tasks effectively • apply relevant terminology and communication skills to justify ideas and proposals • apply transferable work skills in range of professional contexts in familiar and unfamiliar contexts with some direction • apply Work Health and Safety principles to self and others in familiar and unfamiliar contexts • reflect with insight on learning, successes, and setbacks and accurately to propose well-reasoned improvements	• create products or services to an industry standard with direction for familiar contexts • use knowledge, understanding and practical skills under direction to solve routine problems • uses plans and keep to schedules under limited direction with success • use relevant terminology and communication skills to explain ideas and proposals • use transferable work skills in range of professional contexts under direction for familiar contexts • apply Work Health and Safety principles to self with some success in familiar and unfamiliar contexts • reflect on learning, successes, and setbacks accurately to propose plausible improvements	• create products or services with some functionality with direction for familiar contexts • use knowledge, understanding and practical skills under direction to attempt to solve routine problems • use plans and schedules under direction with success • use relevant terminology and communication protocols and processes to attempt to explain ideas and proposals • use transferable work skills in professional contexts under direction with some success for familiar contexts • follow Work Health and Safety protocols and processes for self with limited direction for familiar contexts • reflect on learning, successes, and setbacks accurately to propose improvements	• create products or services with limited functionality with direction for familiar contexts • use knowledge, understanding and practical skills under direction to attempt to solve simple problems • attempt to follow plans and schedules under direction with some success • use terminology and communication protocols and processes to describe ideas and proposals • use a limited set of transferable work skills in familiar professional contexts under direction • follow Work Health and Safety protocols and processes for self with direction for familiar contexts • reflect on learning, successes, and setbacks to propose improvements	• create components of products or services for familiar contexts • use knowledge, understanding and practical skills to attempt to solve simple problems under direction with limited success • attempts to follow plans and schedules under direction with limited success • use terminology and communication protocols and processes with assistance to identify ideas and proposals • use basic transferable work skills in familiar professional contexts under direction • follow Work Health and Safety protocols and processes for self with regular direction for familiar contexts • reflect on learning, successes, and setbacks with direction

Achievement Standards Industry and Services M

	A	B	C	D	E
Knowledge and understanding	• describe industry practices and procedures independently • describe technical information and specifications independently • describe ethical and sustainable practices independently	• describe industry practices and procedures with some assistance • describe technical information and specifications with some assistance • describe ethical and sustainable practices with some assistance	• describe industry practices and procedures with assistance • describe technical information and specifications with assistance • recount ethical and sustainable practices with assistance	• identify industry practices and procedures with continuous guidance • identify technical information with continuous guidance • recount ethical and sustainable practices with continual guidance	• identify some industry practices, and procedures with direct instruction • identify some technical information with direct instruction • recount ethical and sustainable practices with direct instruction
Skills	• use industry practices, and procedures to deliver a service and/or create a product independently • use technical information and specifications to create products and/or services independently • demonstrate industry specific literacy and numeracy skills to a range of tasks independently • demonstrate work, health, and safety practices independently • demonstrate behaviours and attitudes that contribute positively to industry tasks independently • communicate ideas using appropriate terminology independently • reflect on learning to propose improvements independently	• use industry practices, and procedures to deliver a service and/or create a product with some assistance • use technical information and specifications to create products and/or services with some assistance • demonstrate industry specific literacy and numeracy skills to a range of tasks with some assistance • demonstrate work, health, and safety practices with some assistance • demonstrate behaviours and attitudes that contribute positively to industry tasks with some assistance • communicate ideas using appropriate terminology with some assistance • reflect on learning to propose improvements with some assistance	• use industry practices, and procedures to deliver a service and/or create a product with assistance • use technical information and specifications to create products and/or services with assistance • demonstrate industry specific literacy and numeracy skills to a range of tasks with assistance • demonstrate work, health, and safety practices with assistance • demonstrate behaviours and attitudes that contribute positively to industry tasks with assistance • communicate ideas using appropriate terminology with assistance • reflect on learning to propose improvements with assistance	• follow industry practices, and procedures to deliver a service and/or create a product with continuous guidance • use technical information and specifications to create products and/or services with continuous guidance • demonstrate industry specific literacy and numeracy skills to a range of tasks with continuous guidance • demonstrate work, health, and safety directions with continuous guidance • demonstrate behaviours and attitudes that contribute positively to industry tasks with continuous guidance • communicate ideas using appropriate terminology with continuous guidance • reflect on learning to propose improvements with continuous guidance	• follow industry practices and procedures to deliver a service and/or create a product with direct instruction • apply technical information and specifications to products and/or services with direct instruction • demonstrate industry specific literacy and numeracy skills to a range of tasks with direct instruction • demonstrate work, health, and safety practices with direct instruction • demonstrate behaviours and attitudes that contribute positively to industry tasks with direct instruction • communicate ideas using appropriate terminology with direct instruction • reflect on learning to propose improvements with direct instruction

Industry Practices — Value: 1.0

Industry Practices a — **Value 0.5**

Industry Practices b — **Value 0.5**

Prerequisites

For students undertaking the Vocational Education and Training components of this course this unit is studied first to meet Training Package requirements.

Unit Description

In this unit, students investigate industry practices in construction used in residential and commercial contexts. They examine and implement the practices that are used to manage construction enterprises, workplace health and safety, employee personal and interpersonal skills and customer expectations to safely change raw materials into structures. Students demonstrate Work Health and Safety practices in the handling of equipment, materials and in working with others.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse industry practices in construction in residential and commercial contexts	• describe industry practices in construction in residential and/or commercial contexts
• analyse relevant practices and implement the practices that are used to manage construction enterprises	• follow construction industry practices
• apply personal and interpersonal skills and customer expectations in working with others	• use interpersonal skills to work productively with others
• analyse workplace organisation and procedures, including Work Health and Safety, and apply to the workplace, including tools, materials, and personal interactions	• describe workplace organisation and procedures, including Work Health and Safety, and apply to the workplace

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
• analyse construction industry practices in residential and commercial contexts and explain their significance, including, site controls and measures, safety practices, trade specific roles and expectations, documentation, site specific practices	• describe industry practices in construction in residential and/or commercial contexts

A Course	M Course
• analyse industry practices, processes and procedures used to create a product to set specifications, for example, toolbox talk, read and interpret plans, building code requirements	• describe construction industry practices used to create a product to set specifications
• analyse the impact of ethical and sustainable construction choices and the challenges people face in accessing sustainable and ethically produced materials, for example, cost, availability, locally sourced materials	• describe ethical and sustainable construction choices
• analyse construction industry planning practices and requirements and apply to planning and making, for example, working to a timeline	• use a work plan to complete a project using industry practices
• analyse technical information and specifications to choose appropriate tools and equipment according to task requirements and apply to projects	• use appropriate tools and equipment
Skills	
• apply safety practices and procedures, including the use of personal protective equipment to tasks	• use workplace procedures, including Work Health and Safety (WHS)
• apply ethical, environmental and sustainable work practices	• use ethical, environmental and sustainable work practices
• conduct risk assessment for using specific equipment, processes and materials	• use Work Health and Safety practices in the workplace, including making simple risk assessments
• synthesise knowledge, understanding and skills to analyse possible solutions and select the best option	• use checklists or procedures to solve simple problems
• apply industry standard processes for writing, editing and recording of procedures	• use literacy and numeracy skills in reporting on construction projects
• apply literacy and numeracy skills to interpret plans and specifications, for example, use formulae, calculations and measurements	• use literacy and numeracy skills to follow plans for construction projects
• apply transferable work, project management and interpersonal skills to work, learning and group activities to achieve quality products within deadlines	• use transferable work and interpersonal skills to work productively with others to achieve quality products within deadlines
• communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology	• use skills to communicate with others
• reflect on own learning and propose ways of improving	• reflect on feedback and ways of improving

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of construction contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate I in Construction** or **Certificate II in Construction Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

To be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

Certificate I in Construction

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
CPCCWHS1001	**Prepare to work safely in the construction industry**
CPCCWHS2001*	**Apply WHS requirements, policies and procedures in the Construction Industry**

The following **elective competency** must also be delivered and assessed over the semester**:**

Code	Competency Title
CPCCOM1014	Conduct workplace communication

Certificate II in Construction Pathways

The following **core competency** must be delivered and assessed over the semester:

Code	Competency Title
CPCCWHS2001*	**Apply WHS requirements, policies and procedures in the Construction Industry**

The following **elective competencies MUST** also be delivered and assessed over the semester**:**

Code	Competency Title
CPCCCM2006	Apply basic levelling procedures (Group I)
CPCPCM2043	Carry out WHS requirements (Group I)

*The competency CPCCWHS2001 is the prerequisite for subsequent competencies.

M Course delivery

Units of competency for students undertaking the M course may be substituted according to the needs and abilities of the students, and in line with relevant packaging rules and unit goals.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 9-11.

Construction Processes — Value: 1.0

Construction Processes a — **Value 0.5**

Construction Processes b — **Value 0.5**

Prerequisites

For students undertaking the Vocational Education and Training components of this course, there are pre-requisite competencies to be completed before VET competencies listed in this unit may be undertaken.

Unit Description

This unit focuses on construction processes that combine construction skills and procedures to safely construct buildings and other structures to specifications using tools, digital tools, equipment, and materials. Students interpret plans and specifications, using accurate measurements and calculations. They develop skills in the selection and use of materials, equipment, and techniques to undertake construction projects. Students develop skills in collaboration, communication, and reflection, as they work individually and with others to plan and complete projects.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse construction processes procedures to safely construct buildings and other projects	• describe construction processes and procedures to safely construct buildings and other projects
• analyse materials, equipment and techniques and apply construction skills in the selection and use of to undertake construction projects	• use construction skills
• apply plans and specifications using accurate measurements and calculations	• follow plans
• apply skills in collaboration and communication to work individually and with others to plan and create projects	• use skills to work individually and with others to create projects

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
• analyse construction processes and procedures, and apply when interpreting plans and undertaking construction projects	• describe construction processes and procedures
• analyse materials, equipment and techniques and industry practices, processes and procedures to create a product to set specifications	• apply practices, processes and procedures to create a product to set specifications

A Course	M Course
• analyse the impact of ethical and sustainable construction choices and the challenges people face in accessing sustainable and ethically produced materials, for example, labour hours, worker wellbeing, workplace entitlements, workplace rights	• describe ethical and sustainable construction choices
• analyse ethical, environmental, and sustainable work practices	• follow ethical, environmental, and sustainable work practices
• analyse factors that affect construction processes and procedures, for example, weather, human resources, site location	• describe factors that affect construction process and procedures, and give examples
• analyse safety practices and procedures, including the use of personal protective equipment	• describe workplace procedures, including Work Health and Safety (WHS)
• analyse technical information and specifications to select appropriate tools and equipment according to task requirements	• use appropriate tools and equipment
Skills	
• apply construction skills to create a project	• use construction skills to create a project
• apply safety practices and procedures, including the use of personal protective equipment to tasks	• use workplace procedures, including Work Health and Safety (WHS)
• apply ethical, environmental, and sustainable work practices	• use ethical, environmental, and sustainable work practices
• conduct risk assessment for using specific equipment, processes, and materials	• use Work Health and Safety practices in the workplace, including making simple risk assessments
• synthesise knowledge, understanding and skills to analyse possible solutions and select the best option	• use checklists or procedures to solve simple problems
• apply industry standard processes for writing, editing, and recording of procedures	• use literacy and numeracy skills in reporting on construction projects
• apply literacy and numeracy skills to interpret plans and specifications, for example, use formulae, calculations, and measurements	• use literacy and numeracy skills to follow plans for construction projects
• apply transferable work, project management and interpersonal skills to work, learning and group activities to achieve quality products within deadlines	• apply transferable work and interpersonal skills to work productively with others to achieve quality products within deadlines

A Course	M Course
• communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology	• use skills to communicate with others
• reflect on own learning and propose ways of improving	• reflect on feedback and ways of improving

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of construction contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate I in Construction** or **Certificate II in Construction Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

To be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

Certificate I in Construction

If *Construction Processes* is the student's first unit, they must complete prerequisite - **CPCCWHS2001 Apply WHS requirements, policies, and procedures in the Construction Industry** before undertaking any other competency.

The following **core competency** must be delivered and assessed over the semester:

Code	Competency Title
CPCCVE1011*	**Undertake a basic construction project**

The following **elective competencies** must also be delivered and assessed over the semester:

Code	Competency Title

CPCCOM1015	Carry out measurements and calculations
CPCCCM2001*	Read and interpret plans and specifications

Certificate II in Construction Pathways

If *Construction Processes* is the student's first unit, they must complete prerequisite - **CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry** before undertaking any other competency.

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
CPCCOM1015	**Carry out measurements and calculations**
CPCCVE1011*	**Undertake a basic construction project**

Choose at least one of the following elective competencies to be delivered and assessed over the semester:

Code	Competency Title
FBPOPR2074	Carry out manual handling tasks (imported)

OR

Code	Competency Title
CPCCCA2002*	Use carpentry tools and equipment (Group B)
CPCCCA2011*	Handle carpentry materials (Group B)

OR

Code	Competency Title
CPCCBL2001*	Handle and prepare bricklaying and block laying materials (Group A)
CPCCBL2002*	Use bricklaying and block laying tools and equipment (Group A)

OR

Code	Competency Title
CPCCSP2001*	Handle Solid Plastering Materials (Group C)

OR

Code	Competency Title
CPCCCM2013*	Undertake basic installation of wall tiles (Group D)

*** Prerequisite** - CPCCWHS2001 Apply WHS requirements, policies, and procedures in the Construction Industry

M Course delivery

Units of competency for students undertaking the M course may be substituted according to the particular needs and abilities of the students, and in line with relevant packaging rules and unit goals.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 9-11.

Innovations in Construction — Value: 1.0

Innovations in Construction a — **Value 0.5**

Innovations in Construction b — **Value 0.5**

Prerequisites

For students undertaking the Vocational Education and Training components of this course, there are pre-requisite competencies to be completed before VET competencies listed in this unit may be undertaken.

Unit Description

In this unit, students consider a range of emerging and future approaches to materials, techniques, and processes in construction, locally, nationally, and globally. They consider social, environmental, and technological reasons for adopting innovative construction processes and materials. Students gain an understanding of a range of emerging and innovative methods to solve problems in these construction contexts. They examine the safety, sustainability and ethical considerations raised by emerging and future construction settings.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse a range of emerging and future approaches to materials, techniques, and processes in construction, locally, nationally, and globally • analyse social, environmental, and technological reasons for adopting innovative construction processes and materials • apply a range of emerging and innovative methods to solve problems in these construction contexts • analyse the safety, sustainability and ethical considerations raised by emerging and future construction settings	• describe old and new materials and techniques and processes in construction • describe reasons for choosing innovative construction processes and materials • use a range of emerging and innovative methods to solve problems

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
• analyse a range of emerging and future approaches to materials, techniques, and processes in construction, locally, nationally and globally, for example, 3D Printing, prefabricated components and buildings, drones for site inspection	• describe old and new materials and techniques and processes in construction

A Course	M Course
• analyse the impact of ethical and sustainable construction choices and the challenges people face in accessing sustainable and ethically produced materials, for example, assessing new technologies and materials	• describe reasons for choosing innovative construction processes and materials
• analyse factors that lead to innovation in construction processes and procedures, for example, cost, aesthetics, availability of materials and tradespeople	
• analyse how innovation and contemporary trends draw on the construction practices of a range of cultures and places, including construction in cultural traditions of a range of communities, including Aboriginal and Torres Strait Islander	• describe examples of technologies from a range of cultures that are being used and how they have improved construction
• analyse technical information and specifications to select appropriate tools and equipment according to task requirements	• use appropriate tools and equipment
Skills	
• apply construction skills to create a project	• use construction skills to create a project
• apply emerging and innovative methods to solve problems in these construction contexts	• use a range of emerging and innovative methods to solve problems
• apply safety practices and procedures, including the use of personal protective equipment	• describe workplace procedures, including Work Health and Safety (WHS)
• conduct risk assessment for using specific equipment, processes, and materials	
• apply Work Health and Safety (WHS) practices appropriate to tasks, and reflect on own contribution to the health and safety of self and others	• follow Work Health and Safety practices in the workplace
• apply ethical, environmental, and sustainable work practices	• follow ethical, environmental, and sustainable work practices
• synthesise knowledge, understanding and skills to analyse possible solutions and select the best option	• use checklists or procedures to solve simple problems
• apply industry standard processes for writing, editing, and recording of procedures	• use literacy and numeracy skills in reporting on construction projects

A Course	M Course
• apply literacy and numeracy skills to interpret plans and specifications, for example, use formulae, calculations, and measurements	• use literacy and numeracy skills to follow plans for construction projects
• communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology	• use skills to communicate with others
• apply transferable work, project management and interpersonal skills to work, learning and group activities to achieve quality products within deadlines	• use transferable work and interpersonal skills to work productively with others to achieve quality products within deadlines
• reflect on own learning and propose ways of improving	• reflect on feedback and ways of improving

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of construction contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate I in Construction** or **Certificate II in Construction Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

Certificate I in Construction

If *Innovations in Construction* is the student's first unit, they must complete prerequisite - **CPCCWHS2001 Apply WHS requirements, policies, and procedures in the Construction Industry** before undertaking any other competency.

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
CPCCCM2004*	**Handle construction materials**
CPCCCM2005*	**Use construction tools and equipment**
CPCCOM1012	**Work effectively and sustainably in the construction industry**

Certificate II in Construction Pathways

If *Innovations in Construction* is the student's first unit, they must complete prerequisite - **CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry** before undertaking any other competency.

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
CPCCOM1012	**Work effectively and sustainably in the construction industry**

Choose at least ONE of the following elective competencies to be delivered and assessed over the semester:

Code	Competency Title
CPCCCM2004*	Handle construction materials (Group I)
FBPOPR2074	Carry out manual handling tasks (imported)

OR

Code	Competency Title
CPCCCA2002*	Use carpentry tools and equipment (Group B)
CPCCCA2011*	Handle carpentry materials (Group B)

OR

Code	Competency Title
CPCCBL2001*	Handle and prepare bricklaying and block laying materials (Group A)
CPCCBL2002*	Use bricklaying and block laying tools and equipment (Group A)

OR

Code	Competency Title
CPCCSP2001*	Handle Solid Plastering Materials (Group C)

OR

Code	Competency Title
CPCCCM2013*	Undertake basic installation of wall tiles (Group D)

* **Prerequisite** - CPCCWHS2001 Apply WHS requirements, policies, and procedures in the Construction Industry

M Course delivery

Units of competency for students undertaking the M course may be substituted according to the needs and abilities of the students, and in line with relevant packaging rules and unit goals.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 9-11.

Construction Project — Value: 1.0

Construction Project a — **Value 0.5**

Construction Project b — **Value 0.5**

Prerequisites

For students undertaking the Vocational Education and Training components of this course, there are pre-requisite competencies to be completed before VET competencies listed in this unit may be undertaken.

Unit Description

Students demonstrate and document industry practices and construction processes to create projects to specifications. Students apply a range of cognitive, communication, collaboration, technical and practical skills in their project. They apply knowledge, skills and understanding of industry practices and construction processes to solve problems and find solutions in their construction projects. Students are given specifications, including drawings and technical information, to complete projects.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse and document industry practices and construction processes to create projects to specifications	• follow industry practices and construction processes to create projects to specifications
• apply a range of cognitive, communication, collaboration, technical and practical skills in projects	• use interpersonal skills to work productively with others
• apply knowledge understanding and skills in industry practices and construction processes and skills to solve problems and find solutions	• use construction skills and knowledge in projects
• apply specifications to create projects, including drawings and technical information	• follow specifications to create projects

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
• analyse industry practices and construction processes and procedures appropriate to the project, for example, traditional or prefabricated components, justification of selection of materials and techniques • analyse the impact of ethical and sustainable construction choices appropriate to the project	• follow industry practices and construction processes to create projects to specifications

A Course	M Course
• analyse factors that affect project completion and success, for example, planning, organisation, ongoing evaluation, communication, and collaboration • analyse technical information and specifications to select appropriate tools and equipment according to task requirements	• use appropriate tools and equipment
Skills	
• apply construction skills to create a project • apply safety practices and procedures, including the use of personal protective equipment • conduct risk assessment for using specific equipment, processes, and materials • apply Work Health and Safety (WHS) practices appropriate to tasks, and reflect on own contribution to the health and safety of self and others • apply ethical, environmental, and sustainable work practices • identify problems, synthesise knowledge, understanding and skills to analyse different possible solutions and select the best option • apply industry standard processes for writing, editing and recording of procedures • apply literacy and numeracy skills to interpret plans and specifications, for example, use formulae, calculations, and measurements • communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology • apply transferable work, project management and interpersonal skills to work, learning and group activities to complete projects efficiently and on time • reflect on own learning and propose ways of improving	• use construction skills to create a project • describe workplace procedures, including Work Health and Safety (WHS) • use checklists or procedures to conduct a simple risk assessment • follow Work Health and Safety practices in the workplace • follow ethical, environmental, and sustainable work practices • use checklists or procedures to find solutions to problems • use literacy skills in writing in construction projects • use literacy and numeracy skills to follow plans for construction projects • use skills to communicate in industry formats • use transferable work and interpersonal skills to work productively with others to complete projects efficiently and on time • reflect on feedback and propose ways of improving

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A content descriptions.

Units of Competency

Competence must be demonstrated over time and in the full range of construction contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **Certificate I in Construction** or **Certificate II in Construction Pathways**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

To be deemed competent to industry standard, assessment must provide authentic, valid, sufficient and current evidence as indicated in the relevant Training Package.

Certificate I in Construction

If *Construction Project* is the student's first unit, they must complete prerequisite - **CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry** before undertaking any other competency.

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
CPCCCM1011	**Undertake basic estimation and costing**
CPCCOM1013	**Plan and organise work**

Certificate II in Construction Pathways

If *Construction Project* is the student's first unit, they must complete prerequisite - **CPCCWHS2001 Apply WHS requirements, policies, and procedures in the Construction Industry** before undertaking any other competency.

The following **core competency** must be delivered and assessed over the semester:

Code	Competency Title
CPCCOM1013	**Plan and organise work**

Choose at least one of the following electives to be delivered and assessed over the semester:

Code	Competency Title
CPCCCM1011	Undertake basic estimation and costing (Group I)
FBPOPR2074	Carry out manual handling tasks (imported)

OR

Code	Competency Title
CPCCCA2002*	Use carpentry tools and equipment (Group B)
CPCCCA2011*	Handle carpentry materials (Group B)

OR

Code	Competency Title
CPCCBL2001*	Handle and prepare bricklaying and block laying materials (Group A)
CPCCBL2002*	Use bricklaying and block laying tools and equipment (Group A)

OR

Code	Competency Title
CPCCSP2001*	Handle Solid Plastering Materials (Group C)

OR

Code	Competency Title
CPCCCM2013*	Undertake basic installation of wall tiles (Group D)

* **Prerequisite** - CPCCWHS2001 Apply WHS requirements, policies and procedures in the Construction Industry

M Course delivery

Units of competency for students undertaking the M course may be substituted according to the needs and abilities of the students, and in line with relevant packaging rules and unit goals.

It is essential to access www.training.gov.au for detailed up to date information relating to the above competencies.

Assessment

Refer to pages 9-11.

Independent Study — Value: 1.0

Independent Study a — **Value 0.5**

Independent Study b — **Value 0.5**

Prerequisites

Students must have studied at least **THREE** standard 1.0 units from this course. A student can only study a maximum of one Independent study unit in each course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12. Principal approval is also required for a student in Year 12 to enrol concurrently in an independent unit and the third 1.0 unit in a course of study.

Duplication of content

Students must not duplicate topics, case studies or issues studied in this course.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

NOTE: Training Package requirements for students seeking VET qualifications through the Construction, Plumbing and Services Training Package (CPC) must still be met.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
• analyse aspects of construction and apply practices, processes relevant to the chosen topic	• describe aspects of construction and apply practices, processes relevant to the chosen topic
• analyse and document industry practices and construction processes relevant to the chosen topic of study to create projects to specifications	• use industry practices and construction processes relevant to the chosen topic of study to create projects to specifications
• analyse the impact of ethical and sustainable construction choices in the chosen area of study	• describe ethical and sustainable construction choices in the chosen area of study
• apply skills in communication and reflection to work individually to plan, follow set timelines, and complete projects	• use skills in communication and reflection to work individually to plan, follow set timelines, and complete projects

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Knowledge and Understanding	
• analyse industry practices, processes and procedures and apply to the chosen topic	• describe industry practices, processes and procedures and apply to the chosen topic
• analyse and document industry practices and construction processes and procedures relevant to the chosen topic of study to create projects to specifications	• use industry practices and construction processes relevant to the chosen topic of study to create projects to specifications
• analyse the impact of ethical and sustainable construction choices in the chosen topic of study	• describe ethical and sustainable construction choices in the chosen area of study
• analyse factors that affect projects completion and success in the chosen area of study	
• analyse technical information and specifications to select appropriate tools and equipment according to task requirements	• use appropriate tools and equipment
Skills	
• create a construction project	• create a construction project
• apply safety practices and procedures, including the use of personal protective equipment	• describe workplace procedures, including Work Health and Safety (WHS)
• conduct risk assessment for using specific equipment, processes, and materials	• use a checklist or procedure to conduct a simple risk assessment
• apply Work Health and Safety (WHS) practices appropriate to tasks, and reflect on own contribution to the health and safety of self and others	• follow Work Health and Safety practices in the workplace
• apply ethical, environmental, and sustainable work practices	• follow ethical, environmental, and sustainable work practices
• identify problems, synthesise knowledge, understanding and skills to analyse different possible solutions and select the best option	• find solutions to problems

A Course	M Course
• apply industry standard processes for writing, editing and recording of procedures	• use literacy skills in writing in construction projects
• apply literacy and numeracy skills to interpret plans and specifications, for example, use formulae, calculations and measurements	• use literacy and numeracy skills to follow plans for construction projects
• communicate accurately with others in an appropriate format, both orally and in writing, using correct terminology	• use skills to communicate with others
• apply transferable work skills to complete projects on time	• use transferable work skills to complete projects on time
• reflect on own learning and propose ways of improving	• reflect on feedback and propose ways of improving

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A content descriptions.

Assessment

Refer to pages 9-11.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor, or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

For the Independent Study Unit (if applicable), students must have studied a minimum of three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student, rests with the principal and the teacher delivering the course. While it is acceptable for a student to be given the opportunity to demonstrate competence in VET qualifications over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

Relationship to other courses

This course shares common competencies with other BSSS accredited courses:

- Construction Pathways C

New and/or updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the composition of competencies within a qualification. Where qualifications from the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies.

Granting of RPL for competencies does not equate to points towards the Senior Secondary Certificate.

Recognition of Prior Learning (RPL)

RPL is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfill the time-based component of units that contributes to points and A to E grading for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview, or other means that the teacher deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competency must be demonstrated in the industry context.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of groups of students, considering their interests, prior knowledge, abilities, and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

Reasonable Adjustment

Units in this course are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry to gain a Statement of Attainment or Vocational Certificate.

System Moderation

System moderation begins in schools whereby teachers cooperate to develop assessment, and grade and score student assessment according to the relevant curriculum.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment. Moderation Day is a collaborative and professional event whereby schools undertake system quality assurance activities on behalf of their current and future students. Moderation Day fosters and enriches the development of quality assessment and validates student achievement. Continued best practice in teaching and learning is ensured through the formation of valid, constructive, and detailed feedback.

System Moderation:

- provides comparability of school-based assessment
- forms the basis for valid and reliable assessment in senior secondary schools
- involves the ACT Board of Senior Secondary Studies (BSSS) and schools in cooperation and partnership
- maintains the integrity of the ACT Senior Secondary Certificate.

The Moderation Model

Moderation within the ACT senior secondary system encompasses structured, consensus-based peer review of Unit Grades and quality of assessment for all BSSS courses twice per year. In addition to System Moderation, there is statistical moderation of course scores.

Moderation by Structured, Consensus-based Peer Moderation

Consensus-based peer moderation involves the review of student assessment against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the Framework Achievement Standards. In addition, feedback will be provided on the quality of the task.

Preparation for Structured, Consensus-based Peer Review

Schools retain originals or copies of student assessment evidence completed in the delivery of the unit and all unit documentation. Student assessment evidence must be sufficient to allow reviewing teachers to make an accurate judgment of grade standard. Schools will use ACS to present this information for System Moderation. Criteria for each Moderation Day will be communicated to schools in the proceeding calendar year.

Feedback from System Moderation

Feedback is provided to schools to affirm good practice and inform continuous improvement. This feedback is based on the BSSS Quality Assessment Guidelines and relevant course documents. It is expected that schools engage with feedback and address any longitudinal trends as outlined in the *BSSS Policy and Procedures Manual*.

Appendix B – Course Developers

Name	College
Scott Clegg	St Mary MacKillop College
Kathryn Shaw	UCSSC Lake Ginninderra
Michael Sullivan	Melba Copland Secondary School
Vince Ball	ACT Regional Building and Construction Industry Training Council
Minor Variation (2024 for 2025)	
David Moss	Gungahlin College
Karen Hundy	St Mary MacKillop College
Shannon Dunn	Radford College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Implementation of VET Qualifications

VET Qualifications

Construction Induction Training

The *Work Health and Safety Regulation 2011* requires that a person conducting a business or undertaking must ensure workers have successfully completed general construction induction training before starting construction work. This is often called the 'White Card'.

General Construction Induction Training is a nationally accredited competency unit known as: *"Prepare to work safely in the construction industry" (CPCCWHS1001).*

The competency unit is a training program that provides workers in the construction industry with an awareness and understanding of:

- their rights and responsibilities under Work Health and Safety law
- common hazards and risks in the construction industry
- basic risk management principles
- the standard of behaviour expected of workers on construction sites.

The competency unit is approximately six hours in duration and can only be delivered face to face by a registered training organisation registered with the Australian Skills Quality Authority having the scope to train the specified competency unit "*Prepare to work safely in the construction industry*" in the ACT.

This training must be completed through a registered training organisation and completed within 60 days prior to applying for a General Construction Induction Card.

After successfully completing the General Construction Induction Training, the registered training organisation will issue the person with certification. The person must then apply to Access Canberra for a General Construction Induction Card within 60 days of the certification being issued. If an applicant is unable to apply to Access Canberra for a General Construction Induction Card within the 60 days allowed, they must provide a written declaration from the trainer that the applicant has successfully completed general construction induction training.

Construction workers in the ACT require a General Construction Induction Card (White Card) when working on a construction site.

The *Work Health and Safety Regulation 2011* requires that a person conducting a business or undertaking must ensure workers have successfully completed general construction induction training before starting construction work. Each construction worker must hold:

- a general construction induction training card
- a general construction induction training certification that has been issued within the preceding 60 days if the worker has applied for but not yet been issued with a general construction induction training card.

General Construction Induction Card (White Card)

Construction workers in the ACT require a General Construction Induction Card (White Card) when working on a construction site.

The unit CPCCWHS1001 *Prepare to work safely in the construction industry* is designed to meet WHS regulatory authority requirements for WHS induction and must be achieved before access to any building and construction work site.

This is a core competency for Certificate I Construction, however, it must not be delivered by colleges. The unit of competency also relates directly to the competency CPCCWHS2001 *Apply WHS requirements, policies and procedures in the Construction Industry* in Certificate II Construction Pathways.

CPC10120 Certificate I in Construction

For CPC10120 Certificate I in Construction the following packaging rules apply:

Total number of units = 11

8 core units plus

3 elective units

The elective units consist of:

- the 3 elective units listed below

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for CPC10120 Certificate I in Construction

Code	Competency Title	Core/Elective
CPCCOM1012	**Work effectively and sustainably in the construction industry**	**Core**
CPCCCM2004*	**Handle construction materials**	**Core**
CPCCCM2005*	**Use construction tools and equipment**	**Core**
CPCCCM1011	**Undertake basic estimation and costing**	**Core**
CPCCOM1013	**Plan and organise work**	**Core**
CPCCVE1011*	**Undertake a basic construction project**	**Core**
CPCCWHS1001	**Prepare to work safely in the construction industry**	**Core**
CPCCWHS2001	**Apply WHS requirements, policies and procedures in the Construction Industry**	**Core**
CPCCOM1014	Conduct workplace communication	Elective
CPCCOM1015	Carry out measurements and calculations	Elective
CPCCCM2001*	Read and interpret plans and specifications	Elective

An asterisk (*) against a unit code below indicates that there is a prerequisite requirement that must be met.

CPC20220 Certificate II in Construction Pathways

For CPC20220 Certificate II in Construction Pathways the following packaging rules apply:

Total number of units = 10

5 core units plus

5 elective units

Elective units are to be chosen from at least two but no more than four of groups A to I.

- One elective may be chosen from any current training package or accredited course as long as it contributes to a valid industry-supported vocational outcome, maintains the AQF level of this qualification, and does not replicate the content of another unit used to achieve this qualification

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

Competencies for CPC20220 Certificate II in Construction Pathways

Code	Competency Title	Core/Elective
CPCCOM1012	**Work effectively and sustainably in the construction industry**	**Core**
CPCCOM1013	**Plan and organise work**	**Core**
CPCCOM1015	**Carry out measurements and calculations**	**Core**
CPCCVE1011*	**Undertake a basic construction project**	**Core**
CPCCWHS2001	**Apply WHS requirements, policies and procedures in the Construction Industry**	**Core**
Group A		
CPCCBL2001*	Handle and prepare bricklaying and block laying materials	Elective
CPCCBL2002*	Use bricklaying and block laying tools and equipment	Elective
Group B		
CPCCCA2002*	Use carpentry tools and equipment	Elective
CPCCCA2011*	Handle carpentry materials	Elective
Group C		
CPCCSP2001*	Handle Solid Plastering Materials	Elective
Group D		
CPCCCM2013*	Undertake basic installation of wall tiles	Elective
Group I		
CPCCCM2004*	Handle construction materials	Elective
CPCPCM2043	Carry out WHS requirements (Group I)	Elective
FBPOPR2074	Carry out manual handling tasks (imported)	Elective
CPCCM1011	Undertake basic estimation and costing	Elective
CPCCCM2006	Apply basic levelling procedures	Elective

An asterisk (*) against a unit code below indicates that there is a prerequisite requirement that must be met.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges.

Competencies designated at the Certificate III level can only be delivered by schools that have scope to do so. Colleges must apply to have additional competencies at a higher level listed on their scope of registration.

Note: When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

All core competencies must be delivered in the relevant unit. The elective competencies delivered are dependent on the elective units chosen.

VET Implementation Summary

CPC10120 Certificate I in Construction

BSSS Unit Title	Competencies	
Industry Practices	**Core code**	**Core title**
	CPCCWHS1001	**Prepare to work safely in the construction industry**
	CPCCWHS2001	**Apply WHS requirements, policies and procedures in the Construction Industry**
	Elective code	**Elective title**
	CPCCOM1014	Conduct workplace communication
Construction Processes	**Core code**	**Core title**
	CPCCVE1011*	**Undertake a basic construction project**
	Elective code	**Elective title**
	CPCCOM1015	Carry out measurements and calculations
	CPCCCM2001*	Read and interpret plans and specifications
Innovations in Construction	**Core code**	**Core title**
	CPCCOM1012	**Work effectively and sustainably in the construction industry**
	CPCCCM2005*	**Use construction tools and equipment**
	CPCCCM2004*	**Handle construction materials**
Construction Project	**Core code**	**Core title**
	CPCCCM1011	**Undertake basic estimation and costing**
	CPCCOM1013	**Plan and organise work**

CPC20220 Certificate II in Construction Pathways

BSSS Unit Title	Competencies	
Industry Practices	**Core code**	**Core title**
	CPCCWHS2001	**Apply WHS requirements, policies and procedures in the Construction Industry**
	Elective code	**Elective title**
	CPCCCM2006	Apply basic levelling procedures (Group I)
	CPCPCM2043	Carry out WHS requirements (Group I)
Construction Processes	**Core code**	**Core title**
	CPCCOM1015	**Carry out measurements and calculations**
	CPCCVE1011*	**Undertake a basic construction project**
	Elective code	**Elective title**
	CPCCBL2001*	Handle and prepare bricklaying and block laying materials (Group A)
	CPCCBL2002*	Use bricklaying and block laying tools and equipment (Group A)
	or	
	CPCCCA2002*	Use carpentry tools and equipment (Group B)
	CPCCCA2011*	Handle carpentry materials (Group B)
	or	
	CPCCSP2001*	Handle Solid Plastering Materials (Group C)
	CPCCCM2013*	Undertake basic installation of wall tiles (Group D)
	or	

	CPCCCM2004*	Handle construction materials (Group I)
	FBPOPR2074	Carry out manual handling tasks (imported)
Innovations in Construction	**Core code**	**Core title**
	CPCCOM1012	**Work effectively and sustainably in the construction industry**
	Elective code	**Elective title**
	CPCCBL2001*	Handle and prepare bricklaying and block laying materials (Group A)
	CPCCBL2002*	Use bricklaying and block laying tools and equipment (Group A)
	or	
	CPCCCA2002*	Use carpentry tools and equipment (Group B)
	CPCCCA2011*	Handle carpentry materials (Group B)
	or	
	CPCCSP2001*	Handle Solid Plastering Materials (Group C)
	CPCCCM2013*	Undertake basic installation of wall tiles (Group D)
	or	
	CPCCCM2004*	Handle construction materials (Group I)
	FBPOPR2074	Carry out manual handling tasks (imported)
Construction Project	**Core code**	**Core title**
	CPCCOM1013	**Plan and organise work**
	Elective code	**Elective title**
	CPCCBL2001*	Handle and prepare bricklaying and block laying materials (Group A)
	CPCCBL2002*	Use bricklaying and block laying tools and equipment (Group A)
	or	
	CPCCCA2002*	Use carpentry tools and equipment (Group B) (With external provider)
	CPCCCA2011*	Handle carpentry materials (Group B)
	or	
	CPCCSP2001*	Handle Solid Plastering Materials (Group C)
	CPCCCM2013*	Undertake basic installation of wall tiles (Group D)
	or	
	CPCCCM1011	Undertake basic estimation and costing (Group I)
	CPCCCM2004*	Handle construction materials (Group I)
	FBPOPR2074	Carry out manual handling tasks (imported)

An asterisk (*) against a unit code below indicates that there is a prerequisite requirement that must be met.

Competency Based Assessment

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- **Task skills** – undertaking specific workplace task(s)
- **Task management skills** – managing a number of different tasks to complete a whole work activity
- **Contingency management skills** – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
- **Job/role environment skills** – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the integrated competency assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace
- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated
- provide evidence for grades and or scores for the Board course component of the assessment process.

Standards for Registered Training Organisations 2015

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011
- VET Quality Framework.

The purpose of these Standards is to:

- set out the requirements that an organisation must meet in order to be an RTO
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

To access the standards, refer to:

https://www.legislation.gov.au/Details/F2017C00663

To access The Users' Guide to the Standards, refer to:

https://www.asqa.gov.au/standards

Guidelines for Colleges Seeking Scope

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

Assessment of Certificate III Units of Competence

Colleges delivering any Units of Competence from Certificate III (apart from those competencies allowed in training package rules) will need to have them listed on their scope **or** negotiate a Third-Party Agreement with a scoped training partner. This document must be kept on record by the college as the RTO.

Appendix G – Course Adoption

Condition of Adoption

The course and units of this course are consistent with the philosophy and goals of the college, and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email to bssscertification@ed.act.edu.au by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

College:			
Course Title:	Construction Pathways		
Classification/s:	A M	or	AV MV
Accredited from:	2025		
Framework:	Industry and Services Framework		