BCATS

BUILDING, CONSTRUCTION AND ALLIED TRADES SKILLS

Project communication

Assessment resource

Level 2

4 credits

Skill Standard 40557 (v1)

Interpret and use trade information to progress a BCATS project

Learner name: _____

BCATS project: _____

BCITO
He Hunga Hanga Mātou
building people

Assessment: Project communication

Learner instructions

This assessment is about using communication skills to complete a BCATS project.

You need to show you can use project information proactively and communicate clearly to make progress and safely reach your project outcome.

Note: you can complete this assessment if you are working on your project in a group, but you must demonstrate all knowledge/skills individually.

The standard will not be signed off until you have completed the project.

Over the page, you will see what you need to do for this assessment.

Your teacher will observe you using project information and communicating throughout your project. They will provide comments in this assessment resource as evidence to support their observations.

You will also need to provide the following evidence to support this. Submit it using myBCITO or the process at your school/organisation.

A completed *Use information* worksheet.
(pg. 3 – 4 in this assessment resource)

A completed *Communicate for your project* worksheet.
(pg. 5 – 6 in this assessment resource); **and/or**

Copies of any emails, texts, or recorded communications related to your project with your personal notes or explanations (if needed).

Copies of project documents.

Use the assessment checklist in this resource to keep track of the evidence you have collected.

The grade you are awarded will be based on your ability to use information proactively to make sure the project outcome is met.

Worksheet: Use information

For this assessment activity, you need to use information in project documents to make progress and safely reach your project outcome. You need to show you can do these things without being prompted.

- Use information in the project brief and other documents to move your project forward.
- Explain which project task you used the information for.
- Record how the information was used to progress the project and/or work safely.

Provide copies of all project documents you used.

Use the worksheet on the next page to record how project information was used to inform your progress.
(Note: we have provided a separate copy of the worksheet if you need more space.)

Example answers have been given below.

Project task	Project information	How was the information used to progress the project and/or work safely?
Cutting the materials	I used the plans supplied by my teacher and the joinery details for the cupboard and drawer.	I used these drawings to calculate the exact lengths of each component and plan my cutting list.
Finishing	I used the product information printed on the varnish cans to compare different coating options.	The directions on each can explained the drying times, number of coats needed, and durability. I used this information to decide which varnish would give the best finish for my project. For the finish, I used water-based polyurethane for indoor furniture because it dries quickly and gives a clear finish.

Worksheet: Use information

Project task	Project information	How was the information used to progress the project and work safely?

Worksheet: Communicate for your project

For this assessment activity, you need to communicate with others clearly and respond to feedback in a positive way to move the project forward.

Keep a record of all communication you have with others. Include what you communicated, feedback you received, and your personal notes or explanations about how their input made positive changes to the project. You can provide this record in the following ways.

Copies of any emails, texts, or recorded conversations related to your project.

and/or,

use the worksheet on the next page to log what you talked about with others, in relation to the project.
(**Note**: we have provided a separate copy of the worksheet if you need more space.)

Example log entries have been given below.

Person or party: Mr Green and me	
What was said or asked? The polyurethane instructions says each coat needs at least 4 hours of drying time between coats. That means I can only get two coats done today. Should I adjust my timeline?	**What was the response?** Good spotting of those details. Yes, you will need to update your plan.
How did the communication result in positive changes to the project? The finishing did take longer but there was no bubbling in the polyurethane.	

Person or party: Darcy	
What was said or asked? Darcy noticed that the holes for the fence posts were not deep enough.	**What was the response?** I checked the plan to confirm the depth and realised my mistake.
How did the communication result in positive changes to the project? I cleared all the holes to the correct depth for the posts to be concreted in.	

Worksheet: Communicate for your project

Person or party:	
What was said or asked?	What was the response?
How did the communication result in positive changes to the project?	

Person or party:	
What was said or asked?	What was the response?
How did the communication result in positive changes to the project?	

Person or party:	
What was said or asked?	What was the response?
How did the communication result in positive changes to the project?	

Assessment checklist: Project communication

To be completed by the learner and the teacher.

Assessment activity	Evidence needed	Date all evidence collected (Learner to complete)	Teacher sign-off
Use information	A completed *Use information* worksheet.		
	Copies of project documents.		
Use feedback	*Communicate for your project* worksheet records.		
	Copies of any emails, texts, or recorded conversations related to your project.		

Note: A copy of the project brief must also be included in your overall portfolio of evidence.

Teacher observation: Project communication

Learner name: Project:

Teacher instructions

Below are criteria for the available grades.

Not Achieved	Achieved	Merit	Excellence
Trade information is not interpreted and used appropriately to progress a BCATS project.	Interpret and use trade information to progress a BCATS project.	Interpret and use trade information clearly and consistently to progress a BCATS project.	Interpret and use trade information proactively to effectively guide and progress a BCATS project.

Provide comments on the learner's ability to meet the following assessment criteria, considering everything you observed throughout the project.

Trade information is used to progress the project.	
Feedback is received and implemented to meet the project outcome.	

Grade awarded: Project communication

Teacher instructions

After considering all the evidence collected, enter the grade you will award for Skill Standard 40557, with comments that explain your decision.

Final grade		**Date**	
Justification for final grade (Provide overall comments, considering all evidence collected)			

Teacher and learner sign-off

		Date
Learner signature (Grade received and accepted)		
Teacher sign-off	Name: _____ Signature: _____	